

adee

ADVANCING EDUCATION
AND ORAL HEALTH



graduating
european
dentist

adee

**Report on the
Graduating European Dentist
Curriculum Framework
Strategic Review**

5th and 6th February
Dublin Ireland

With the support of:



An Roinn Sláinte
Department of Health

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*The ADEE Board sincerely thanks the
Department of Health Ireland for their support.*



An Roinn Sláinte
Department of Health



GED

Stakeholder Strategic Review



Prof Brian O'Connell
ADEE President
2024-2025



Prof James Field
ADEE GED
Taskforce Chair

Reflection & appreciation

On behalf of the ADEE Board and the ADEE Graduating European Dentist Taskforce, we wish to extend a sincere thank you to all who participated in our stakeholder review session held in Dublin 5th and 6th February 2025. A full list of attendees is listed in Appendix One.

The aim of this session was to invite our key stakeholder groups to share their experiences, both positive and negative, of engaging with the GED in practice. While the agenda was ambitious (Appendix Two), we set out an aspiration to gaining insight from multiple perspectives on how to best evolve the GED. The ADEE Board and GED Taskforce are confident that, thanks to your participation and engagement, the evolving GED Taskforce work plan will better reflect educational, academic, and regulatory contexts.

Within this document we summarise the key messages derived from the stakeholder event. These messages have been reported in a way that largely reflects the agenda of the event – and provide you with a further opportunity to reflect on the key discussions, and in turn, to provide additional insights and considerations should you so wish. You may also wish to share this report with your governing body to enable dissemination of our activities in Dublin and of the likely direction of the GED in its next iteration.

While in essence the GED exists as an ADEE framework, it is brought to life through the work of member schools, regulatory processes and local interpretation and application. The taskforce felt that the most impactful aspect of convening the key stakeholder groups was the very visible willingness to collaborative and share in the best interest of oral health professionals' education. We thank you for your openness and look forward to continuing this relationship (and driving this culture) going forward. We are confident that there is a very clear role to be played by the GED Taskforce going forward, and we look ahead to increased collaboration and co-creation. We remain available to you via the office should you wish to add any comment or seek clarification.

Our Objectives Were...



To listen, discuss, and gather your input as we further refine the GED approach

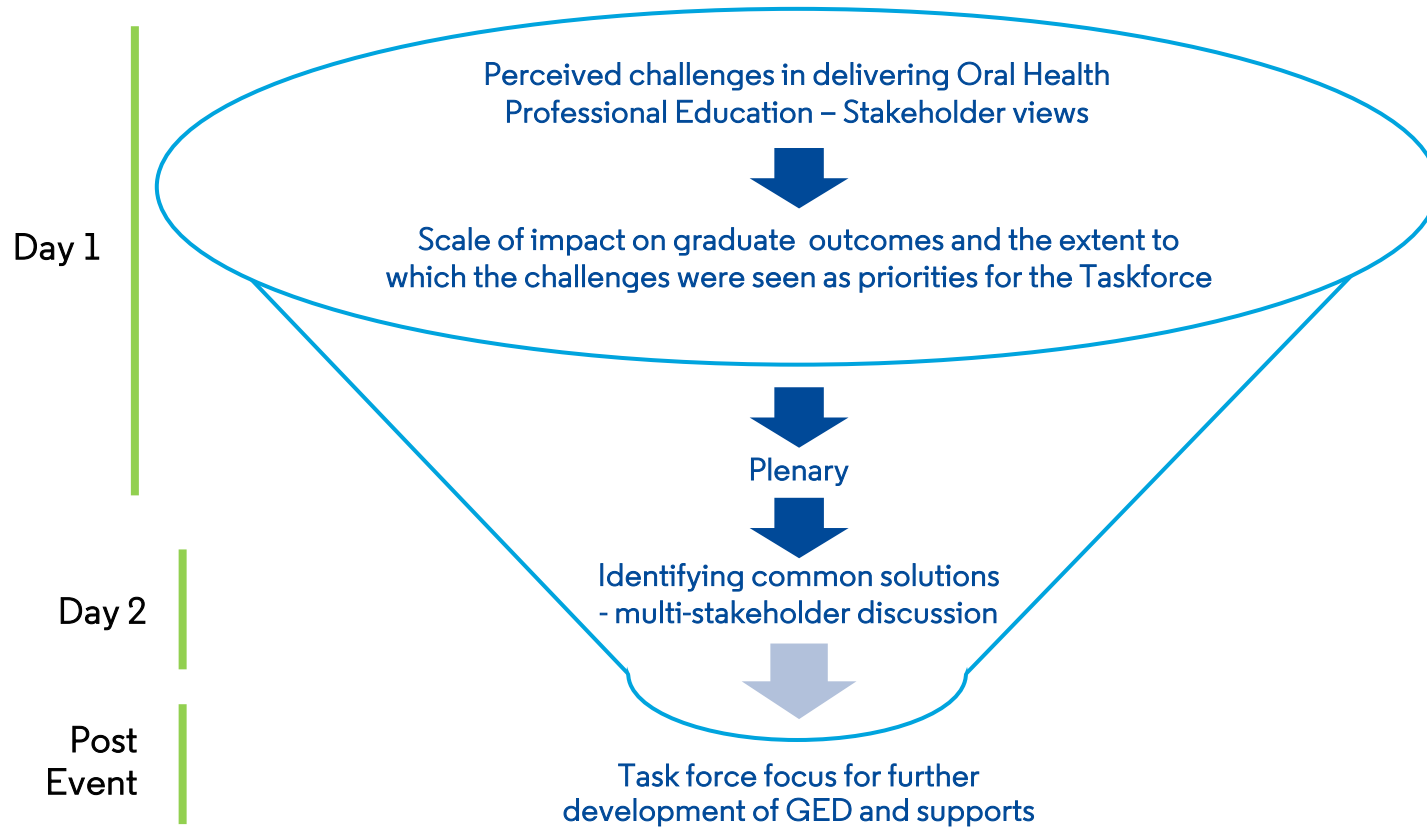


To identify challenges to implementing the framework, and in training oral health professionals



To generate a multi-stakeholder view around the priorities, and potential solutions, to the challenges

Structuring our discussions



Meeting approach

In devising the approach for the session with our facilitator Ms Lisa Manselli, it was important to the Board and Taskforce that the core of the ideas, concepts, challenges, and opportunities would come from the delegates rather than ADEE. For this reason, the underlying ethos was one that encouraged discussion, debate and agreed shared understanding.

Each table's group work was facilitated by a member of the Taskforce, to enable them to capture, and carry forward the views of each group. This ensured that our discussions (and in turn, the report) remain as true as possible to each stakeholder's view – supporting an ethos of collaboration and shared understanding.



Prof James Field
ADEE Taskforce Chair



Prof Sibylle Vital
Taskforce Member



Prof Julia Davies
Taskforce Member



Dr Jonathan Dixon
Taskforce Member



Prof Brian O'Connell
ADEE President

Thank you for your participation!



Icebreaker: Stakeholder engagement

Our initial opening conversations invited comment through the ‘Menti’ platform on what we wanted to achieve from the event. The most frequent responses related to reaching a **common understanding** (or direction), through **collaborative networking** and the **sharing of knowledge and insights**.

Icebreaker: The challenges and opportunities in Oral Health Professionals’ Education

Our second ‘Menti’ asked about the current perceived challenges in delivering oral health education. Stakeholders were asked to bring their own professional views, informed by the pre-event work – which included familiarisation with the GED suite of documents. The perceived challenges centred around **funding, resources and staffing**; however, it is important to recognise the **breadth of challenges** reported by the stakeholders – from student debt, through to managing failing students.



GED Evolution: Curriculum Approach

Professor James Field, Chair of ADEE's GED Taskforce, provided an overview of the GED's evolution since initial publication as the Profile and Competences of the Graduating European Dentist - to its current online format as the Graduating European Dentist Framework.

Professor Field presented work that centred around

- Drivers for change – educator and student views
- Professional drivers for change
- Curriculum ideologies
- The Vision for OHP Education in Europe
- The new suite of GED resources



graduating european dentist

Welcome to the new online home of the Graduating European Dentist Curriculum

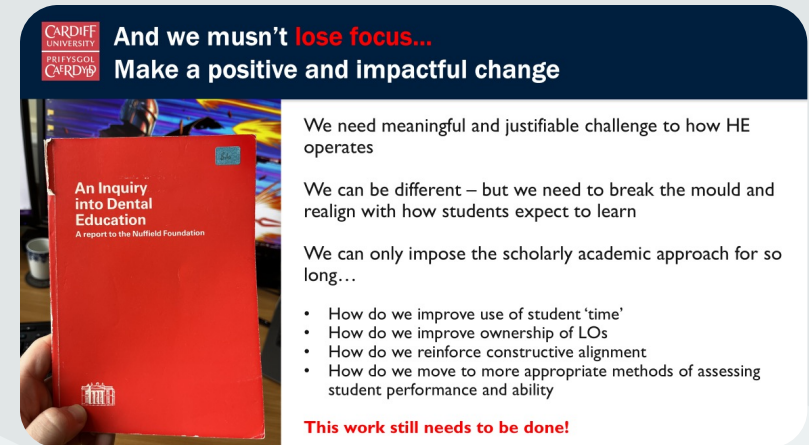
Meet the taskforce

Curriculum documents

GED in focus

GED activity and updates

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.



CARDIFF UNIVERSITY
PRIFYSGOL CARDDIF

And we musn't **lose focus...**
Make a positive and impactful change

We need meaningful and justifiable challenge to how HE operates

We can be different – but we need to break the mould and realign with how students expect to learn

We can only impose the scholarly academic approach for so long...

- How do we improve use of student 'time'
- How do we improve ownership of LOs
- How do we reinforce constructive alignment
- How do we move to more appropriate methods of assessing student performance and ability


This work still needs to be done!

GED Evolution: Curriculum Approach

The presentation concluded with the results from a curriculum ideology inventory which stakeholders participated in prior to coming to the event

The inventory considered various features of Schiro's curriculum styles – Scholar Academic (SA), Learner Centred (LC), Socially Efficient (SE), and Socially Reconstructive (SR).

The results demonstrated that there were mixed views across all stakeholders about which style would be most appropriate for teaching oral health professionals. Most interestingly, however, was the fact that a scholarly academic (which still largely predominates in higher education, and in particular in clinical sciences) only formed a minor component of the preferences.



So, what views did you give in 2025?!

(1st choices – data only correct as of 04/02/25)

Purpose	Teaching	Learning	Knowledge	Student	Evaluation
SE (56%) SR (39%) SA & LC too	LC (50%) SE (28%) SR & SA too	LC (61%) SR (28%) SE & SA too	SE (44%) LC (22%) SR (17%) SA (17%)	SR (50%) SE (39%) SA (11%) No LC at all!	SE (61%) LC (28%) SR & SA too

Still, not one style maps exclusively to our intended curriculum when considering a multi-stakeholder view!

And so, this is the statement of the problem
We need to work together to guide educators in shaping graduate attributes...

Agreed understanding of challenges perceived

Following discussion of the challenges, 3 themes were presented for exploration at the meeting:

Key Themes

- 1 Student experience and patient safety
- 2 Social efficiency and the workforce
- 3 Curriculum approaches

Elements from each theme were explored with the stakeholders – relating to perceived impact on graduate outcomes, and how much of a priority each element was felt to be.

GED Evolution: Perceived priorities and impacts

Challenges - Student experience and patient safety



On balance, stakeholders felt that the limits on clinical contact time posed the biggest impact on graduate outcomes. This limitation was also considered to be the highest priority for the workforce. Limitations with patient 'mix' or clinical experience and staff numbers etc were felt to be less of a priority and have less of an impact on graduate outcomes.

GED Evolution: Perceived priorities and impacts

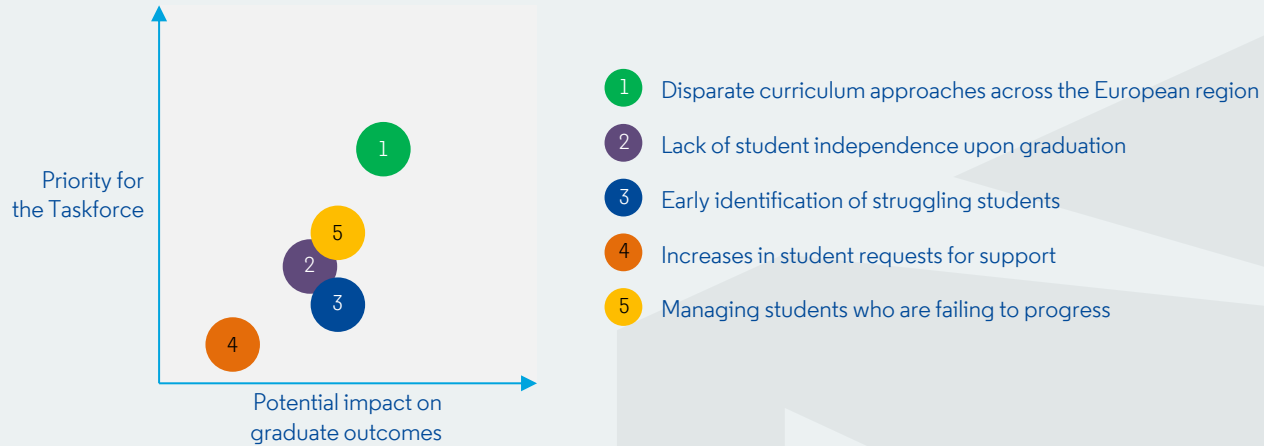
Challenges - Social efficiency and the workforce



On balance, stakeholders felt that ensuring the health needs of the population are met, and changing workforce requirements would have the biggest impact on graduate outcomes. These factors were also considered to be the highest priority for the Taskforce. Student enthusiasm for work post-qualification, preparing students for working in a particular system, delivering true IPE, and appropriate recruitment and admission were considered somewhat less of a priority, with less impact on graduate outcomes.

GED Evolution: Perceived priorities and impacts

Challenges - Curriculum



On balance, stakeholders felt that disparate curriculum approaches would have the biggest impact on graduate outcomes. This factor was also considered to be the highest priority for the Taskforce. Increases in student requests for support, was considered somewhat less of a priority, with less impact on graduate outcomes with the other three clustering in the centre.

Please note that the Taskforce is mindful that presenting the data in this way represents an average view of stakeholders – and that individual stakeholder views may differ significantly.

As such, these findings were followed up with group discussion on day 2.

Experiences of application of the GED in the Irish Context



Mr Paul Lyons Dental Council Ireland, Prof Paul Brady UCC, Prof Blánaid Daly TCD and Prof Albert Leung RCSI participating in a panel discussion on the experiences of using the GED in the Irish context.

The stakeholders heard from the Dental Council of Ireland, Trinity College Dublin, Royal College of Surgeons Ireland and University College Cork on their experiences of utilising the GED framework in the Irish regulatory context.

Mr Lyons outlined the rationale of the Irish Dental Council's decision to apply the GED as a curriculum framework noting its European acceptance in the absence of alternatively agreed curriculum documents. While it was acknowledged use of the GED as an accreditation curriculum tool was not the original intention, was deemed to be a suitable framework for Irish schools to apply.

Prof Daly and Prof Brady both provided insight on their experiences of using the GED. They both commended the GED framework as being relatively all encompassing. It was also commented that mapping existing curricula to the GED can be time consuming and costly.

Prof Leung showcased how the GED had been used to emphasise community-based training, and research - especially since addition of the recent Domain V. It was felt that future work could look to map out the clinical competence of graduating dentists - which would help with acceptance of mobility of graduates across Europe.

The discussion suggested that an ADEE curriculum mapping tool would make the process of mapping teaching and assessment significantly easier - and stakeholders agreed that some updated guidance around methods of teaching and assessment (particularly relating to portfolios of activity, or areas of capability) would be welcomed, including expected behaviours. The GDC (UK) shared their regulatory direction in terms of behaviour-based learning outcomes and longitudinal assessment and monitoring. Discussions on the role and expectations of the graduate on graduation and the diversity of this through out Europe (safe beginner versus independent practitioner) led to conversations on foundation training, programme length and common curriculum. The panel discussion provided a solid ground of ongoing conversations over dinner, kindly supported by the Faculty of Health Sciences Trinity College Dublin.

Drivers for change



Dr Dympna Kavanagh, Chief Dental Officer Ireland and Chair of the Platform for Better Oral Health in Europe sharing insight on national and international drivers for change in the oral health workforce and its impact in education.

Day two began with a presentation by Dr Dympna Kavanagh Chief Dental Officer of Ireland and Chair of the Platform for Better Oral Health in Europe, who shared insights on current key drivers of the oral health agenda, calls for workforce changes, and their impact on professional education. Discussion focused on:

1. World Health Organisation and the Bangkok declaration
2. The UN High Level meeting on Non-Communicable Diseases (NCDs)
3. The UN Decade of Healthy Ageing

Other factors include EU legislation mandates, climate change and sustainability, Geopolitical agenda etc.

Dr Kavanagh outlined the impact of these drivers and Ireland's response which includes:

- Smile agus Slainte (Ireland's National Oral Health Policy)
- Reassessment of scope of practice and direct access of OHPs
- Exploration of mid level practitioner roles

The ADEE Board sincerely thanks the
Department of Health Ireland for their support.



An Roinn Sláinte
Department of Health

Thank you to the Faculty of Health Sciences Trinity College Dublin for hosting us in The 1592 at the Trinity Dining Hall!



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Exploration of Solutions

Following day 1, seven themes were tabled for group discussion – to explore potential solutions.

Each theme was discussed and then views around how appropriate solutions might be, were captured from all stakeholders at the allocated table. Each theme was facilitated by a designated member of the ADEE Taskforce or ADEE Board.

These individuals shared their comments and learning from the table discussions with the wider group.

Theme One: Challenges with student experience and patient safety

Theme Two: Challenges with meeting the health needs of the population

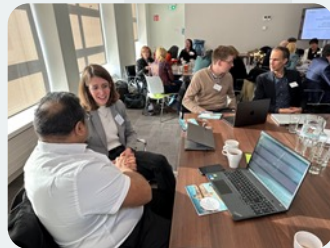
Theme Three: Challenges with variability of curriculum approaches across Europe

Theme Four: Challenges with early identification and managing students who are failing to progress

Theme Five: Challenges with lack of student independence on graduation/preparing for practice

Theme Six: Challenges with a changing workforce









Theme Seven: Challenges with student recruitment and admissions



Theme One: Challenges with Student experience and patient safety

-  Very Appropriate
-  Appropriate
-  Not Appropriate
-  Neutral









Potential solutions - feelings of the room (modal responses)

-  Increases in practical simulation (skills lab)
-  Increases in virtual reality simulation
-  Reductions in clinical requirements
-  Increases in case based discussion
-  Focus on areas of capability instead of specific numbers of procedures per se
-  Increase in outreach placements
-  Patient incentives to come for treatment
-  Student exchanges to centres with more practical opportunities

Theme One: Challenges with Student experience and patient safety

-  Very Appropriate
-  Appropriate
-  Not Appropriate
-  Neutral

Potential solutions - feelings of the room (modal responses)

-  Increase in programme length/duration
-  More strict use of student time
-  Earlier commencement of practical skills
-  Lowering recruitment standards for staff
-  Additional teaching burdens for staff with reduction of scholarship/research time
-  Reduction in clinical contact time for students
-  Increased salaries to recruit staff
-  Increased use of shared academic resources for teaching

Academic Institutions were the modal choice for the organization responsible for this domain

Theme Two: Challenges with meeting the health needs of the population









 Very Appropriate

 Appropriate

 Not Appropriate

 Neutral

Potential solutions - feelings of the room (modal responses)






-  Reduce entry requirements for students in areas of high treatment need
-  Increase the number of outreach centres in areas of treatment needs
-  Community initiatives to raise awareness regarding the oral health context locally
-  Curriculum focus on IPE and the
-  Patient and public participation in development of the curriculum
-  Training students to deliver remote access to healthcare/digital dentistry
-  External placements to other allied health professions
-  Curriculum focus on WHO and other health strategies

Health providers and Ministries of Health were the modal choice for the organization responsible for this domain

Theme Three: Challenges with variability of curriculum approaches across Europe

-  Very Appropriate
-  Appropriate
-  Not Appropriate
-  Neutral

Potential solutions - feelings of the room (modal responses)








-  Alignment to a common approach (i.e. GED)
-  Alignment of national regulatory approaches
-  Amendments to EU directive to provide greater detail on clarity of learning outcomes
-  Development of an expected standard for clinical training
-  Develop guidelines on teaching and assessment with focus on longitudinal clinical evaluation

Spread of responsibility between Academic Institutions, Departments of Education, and Dental Regulators

Theme Four: Challenges with early identification and managing students who are failing to progress

-  Very Appropriate
-  Appropriate
-  Not Appropriate
-  Neutral

Potential solutions - feelings of the room (modal responses)







-  Early practical skills development
-  Earlier clinical contact
-  Longitudinal monitoring of behaviours and appropriate interventions/management pathways
-  Increased contact time and monitoring with academic staff
-  Early exit awards for failing students
-  Supporting repeatedly failing students to repair their studies
-  Strict requirement to pass gateway assessments early in the programme

Academic Institutions were the modal choice for the organization responsible for this domain

Theme Five: Challenges with lack of student independence on graduation/preparing for practice

-  Very Appropriate
-  Appropriate
-  Not Appropriate
-  Neutral

Potential solutions - feelings of the room (modal responses)

-  Longitudinal curriculum focus on reflective practice
-  Post-qualification training/mentorship
-  Tiered health care systems /limitation of scope of practice upon graduation
-  Additional year of study/six year programme
-  More focus on co-creation of programmes with students
-  Early clinical exposure

Academic Institutions were the modal choice for the organization responsible for this domain

Theme Six: Challenges with a changing workforce








 Very Appropriate

 Appropriate

 Not Appropriate

 Neutral

Potential solutions - feelings of the room (modal responses)

-  Reduction in training of dentists and increased training of mid-level professionals
-  Reduction in training of dentists and increased training of dental hygienists
-  Introduction of 'mid-level' professionals
-  Reduction in training of dentists and increased training of medical professionals in oral health care
-  Education more dentists
-  Commitment to health service post-graduation
-  **Health providers and Ministries of Health were the modal choice for the organization responsible for this domain**

Theme Seven: Challenges with student recruitment and admissions

 Very Appropriate

 Appropriate

 Not Appropriate

 Neutral

Potential solutions - feelings of the room (modal responses)

-  Reduction in entry requirements
-  Increase in entry requirements
-  Ask for prior experiences (e.g. working as an assistant)
-  Graduate entry programmes
-  Increased range of selection processes

Academic Institutions and Departments/Ministries of Education were the modal choice for the organization responsible for this domain

Taskforce key learning

The stakeholder event provided a unique opportunity for the GED Taskforce to engage with multiple stakeholder views, across a range of perceived challenges – and potential solutions. The views collected provide the taskforce with a direction for future travel – and an indication of the suitability of a number of proposed solutions. In summary, there seemed to be the largest support for the following initiatives:

Apparent key initiatives, in no particular order:

- Development of curriculum mapping capabilities
- Training of ‘mid-level’ professionals
- Longitudinal curriculum focus on reflective practice
- Early practical skills development and clinical exposure
- Strict requirement to pass gateway assessments early in the programme
- Longitudinal monitoring of behaviours and appropriate interventions/management pathways
- Development of an expected standard for clinical training
- Develop guidelines on teaching and assessment with focus on longitudinal clinical evaluation
- Increases in case based discussion
- Focus on areas of capability instead of specific numbers of procedures
- Increase the number of outreach centres in areas of treatment needs
- Community initiatives to raise awareness regarding the oral health context locally
- Alignment to a common European approach
- Training students to deliver remote access to healthcare/digital dentistry
- External placements to other allied health professions
- Curriculum focus on WHO and other health strategies



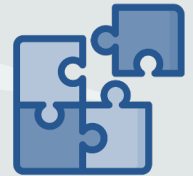
Taskforce next steps

In assimilating these considerable and varied initiatives the Taskforce clearly has a multiparty mandate to ensure the GED continues to be of value and use to its stakeholders. Given the diversity not only of the stakeholder requirements and expectations, but also of regional and national variation in the delivery of Oral Health Professionals education throughout Europe, ensuring regional participation in the Taskforce's work and enabling an inclusive approach to updating and the development of future supporting resources will be key.

Whilst all proposed suggestions were valid, the taskforce has considered the full range of discussions across the stakeholder event. The Taskforce has prioritised a number of initiatives that it believes will help to address significant challenges in the delivery of oral health professional education in coming years.

With this in mind, the Taskforce will consider the following objectives for 2025-2030 and make formal proposals to the ADEE board to advance these following budget and other evaluation:

1. Expand taskforce membership to drive regional representation in future work
2. Establish subgroups reporting to the Taskforce on the development of guidance on GED's use by regulators, schools and programmes
3. Establish a subgroup to explore development of an expected standard for clinical training and contact time
4. Establish a subgroup to explore the suitability and practicality of development of a common curriculum for OHPs and how this might align within the GED
5. Consider how aspects such as reflective practice, outreach, digital dentistry, AI and the other recurring discussion themes can be best integrated within the GED and existing resources and present a plan for implementation of this to the ADEE board
6. Continue the evolution of ADEE MOLAR the curriculum mapping platform
7. Publish a summary paper on the stakeholder event
8. Continue to actively engage with pan-European and regional key partners on the GED's evolution, and to enable greater awareness of the project



Appendix One: Attendee list

Name	Family Name	Affiliation	Country
Barry	Quinn	ADEE Board Secretary General & The University of Liverpool	United Kingdom
Brian	O'Connell	ADEE President & Faculty of Health Sciences Trinity College Dublin	Ireland
Corrado	Paganelli	IFDEA Board & The Council of European Chief Dental Officers	Italy
Cristina	Manzanares	Editor EJDE	Spain
Ina	Schüler	ADEE Board & University of Jena	Germany
Ivan	Alajbeg	ADEE Board President Elect & University of Zagreb	Croatia
James	Field	ADEE Board & Cardiff University	United Kingdom
Jonathan	Dixon	GED Taskforce & The University of Sheffield	United Kingdom
Julia	Davies	ADEE Board Treasurer & Malmo University	Sweden
Katleen	Van Damme	ADEE Board & KU Leuven	Belgium
Mohammad	Al Horani	ADEE Board & UiT The Arctic University of Norway	Norway
Ronald	Gorter	ADEE Board & ACTA Amsterdam	Netherlands
Sibylle	Vital	ADEE Board & University Paris Cite	France
Upen	Patel	ADEE Board & University of Birmingham	United Kingdom
Albert	Leung	RCSI Dental School	Ireland
Barry	Crossan	Department of Health Ireland	Ireland
Blanaid	Daly	Dublin Dental University Hospital, Trinity College Dublin	Ireland

Cedric	Grolleau	FEDCAR	France
Clara	Luciani	CED Secretariat	Belgium
Dympna	Kavanagh	Department of Health Ireland	Ireland
Emma	Ryan	Irish Dental Hygiene Association	Ireland
Filip	Galo	EDSA Board	Slovakia
Gitana	Rederiene	EDHF Board	Lithuania
Jack	Nagle	Alpha Consulting (Department of Health of Ireland)	Ireland
Katalin	Nagy	CED Board & Szeged University	Hungary
Maria João	Ponces	FEDCAR Board	Portugal
Marsha	Pyle	ADEA representation	United States
Max	Walsh	EDSA Irish Rep	Ireland
Michael	Dolan	Department of Health Ireland	Ireland
Miguel	Pavão	FEDCAR Board	Portugal
Paul	Brady	University College Cork	Ireland
Paul	Lyons	Irish Dental Council	Ireland
Ross	Scales	General Dental Council UK	United Kingdom
Saulė	Skinkytė	EDSA Board	Lithuania
Simona	Dianiskova	FDI-ERO	Slovakia
Stephanie	Tubert Jeannin	EADPH Board	France
Yvone	Howell	Irish Dental Hygiene Association	Ireland
TBC		Platform for Better Oral Health in Europe	

Appendix One: Session Agenda

The following is our session agenda as anticipated at time of circulation. We expect that there will be an element of evolutionary discussion throughout the session and the schedule may alter from what is detailed here.

Day One – Wednesday 5th February 2025

From 12:30	Delegate Arrivals at Venue: PSHouse
13:00 to 14:00	Lunch and networking
14:00 to 14:15	Welcome from ADEE President Prof Brian O’Connell
14:15 to 14:30	Ice Breaker: Exploring Dental Education - Insights and experiences, challenges and opportunities Facilitated by Ms Lisa Manselli
14:30 to 15:00	GED Overview Presented by Prof James Field Overview of the GED evolution, outline of updating process, recent work and current approaches including the Oral Health Professionals' Education Vision
15:00 to 15:45	Experiences, challenges and opportunities perceived Facilitated by Ms Lisa Manselli
15:45 to 16:15	Coffee and comfort break
16:15 to 17:15	Experiences and learning from the Irish Context - Panel discussion Facilitated by Ms Lisa Manselli
17:15 to 17:30	Capturing themes The GED Taskforce
17:30 to 19:30	Hotel / free time
19:25	Assemble Front Square Trinity College Dublin “TCD”
19:30 to 22:00	Dinner at 1592 TCD Dining

Session Agenda Cont...

Day Two – Thursday 6th February 2025

- | | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09:00 to 09:30 | Recap of key themes from day 1 and outlining objectives day 2
Facilitated by Ms Lisa Manselli |
| 09:30 to 10:15 | Drivers for change: Presentation by Dr Dympna Kavanagh,
Followed by discussion on implication on education
Facilitated by Ms Lisa Manselli |
| 10:15 to 10:45 | Coffee and comfort break |
| 10:45 to 12:30 | Solutions, opportunities and priorities
Discussion on common solutions (across all OHPs) and priorities arising for the GED Framework
Facilitated by Ms Lisa Manselli |
| 12:30 to 13:00 | Session Review: Priorities, next steps |
| 13:00 to 14:00 | Lunch & Departs |

Appendix 3: Preparatory Work

To enable a more productive session some preparatory work was issued to delegates in advance by way of a short survey and additional supporting readings.

Curriculum delivery survey:

A short survey which collects your opinions on how curricula should be delivered, and how students should be taught and assessed, when considering the Graduating European Dentist. The survey should take no more than 5 minutes or so to complete at the following link:

<https://forms.office.com/e/AHVGfYtPAT>



Supporting reading:

The following additional resources were made available to delegates in advance of the meeting.

1. The Graduating European Dentist Curriculum Framework: A 7-Year Review
<https://onlinelibrary.wiley.com/doi/full/10.1111/eje.13058>
2. Graduating European Dentist Curriculum Domain V: Research
<https://onlinelibrary.wiley.com/doi/full/10.1111/eje.13040>
3. The GED framework interactive online resource
<https://adee.org/graduating-european-dentist>
4. O-Health-Edu: A vision for oral health professional education in Europe
<https://onlinelibrary.wiley.com/doi/10.1111/eje.12819?af=R>



ADEE ANNUAL MEETING
20-22 AUGUST 2025
DUBLIN IRELAND

50
ANNIVERSARY

REFLECT RECOGNISE REIMAGINE

Save the date and get ready for a
'Céad míle fáilte'.



ADEE ANNUAL MEETING
BUDAPEST
AUGUST 2026, HUNGARY

ADEE 2026 will be hosted by Prof Gabor Gerber and his team at the Faculty of Dentistry at the Semmelweis University, Budapest Hungary.
The meeting will be held during the week of 17th August in 2026.