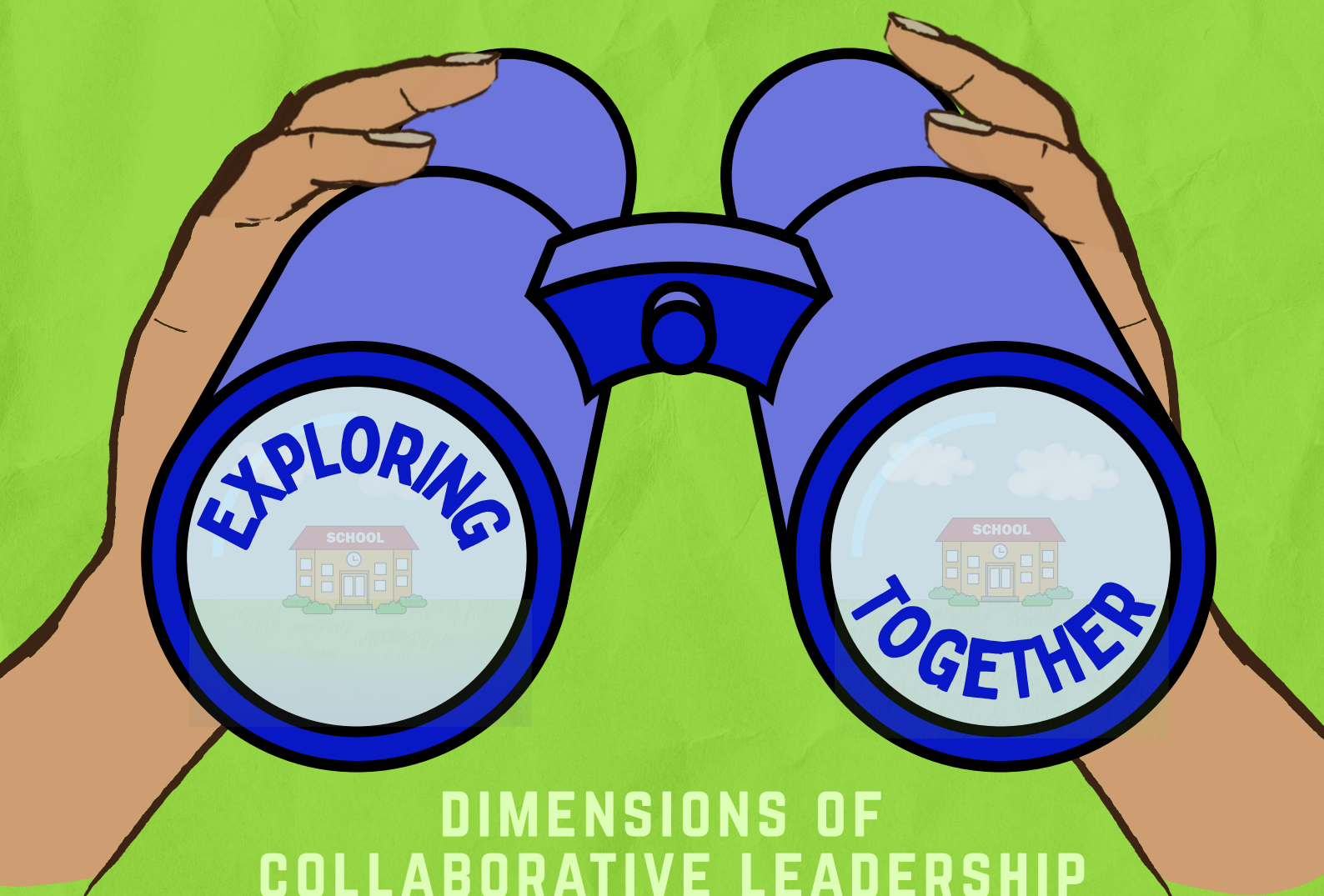# ELNE Journal

Policy Recommendations

A European definition of Collaborative School and Educational Leadership

Research Committee's Final Report

Analysis and Conclusions from ELNE Year 2

EXPLORING

SCHOOL

TOGETHER

SCHOOL

DIMENSIONS OF COLLABORATIVE LEADERSHIP

ELNE Partners

ELNE Journal

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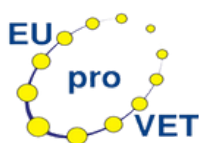
Letter from the Editors

Dear Readers,

Welcome to the sixth edition of the Educational Leadership Network Europe (ELNE) Journal, a publication that captures the energy, ideas, and collaborative spirit driving our community. Over the past year, ELNE has continued to grow from a network into a vibrant European community committed to reimagining educational leadership to include all relevant stakeholders in the process.

This edition brings together the highlights and insights from the second ELNE Year, a year devoted to jointly exploring the Dimensions of Collaborative Leadership. Inside, you will find an overview of who we are and what we do, a clear statement of our mission and objectives, and, at the heart of this issue, the Final Report documenting the achievements and learning of the past year.

Furthermore, our Policy Recommendations, presented here in full, translate this collective work into practical guidance for policymakers, education leaders, and practitioners across Europe. Looking forward, we also share plans for the next two years, including a call to join our expanding membership and a preview of upcoming events where ideas can continue to flourish.

As editors, we are inspired by the creativity and dedication shown by ELNE partners, researchers, and participants who have contributed to this Journal. We invite you to explore these pages, engage with the findings, and help us shape the future of collaborative leadership in education. Your participation, whether by sharing insights, implementing good practices, or simply joining our community, will ensure that ELNE remains a dynamic force for positive change.

With gratitude and excitement for what lies ahead,

The ELNE Editorial Team

Who are we?

ELNE is the Educational Leadership Network Europe, a passionate and committed community of education stakeholders working to enhance and strengthen collaborative leadership in education in Europe.

Set up under the Erasmus+ framework of the Directorate General for Education and Culture of the European Commission, ELNE is a prominent network in Europe that involves all different types of stakeholders from all levels of the education and training sector, from Early Childhood Education and Care to Higher Education, Adult Learning, and Teacher Training among others. It has the ultimate goal of improving the learning outcomes for students and is founded on the conviction that quality education is at the heart of social progress.

This Europe-wide, ever-growing network is currently composed of over 60 member organisations from 27 countries, including European-level networks, universities, and various national, regional, and local institutions in the education and training sector. They represent the voices of tens of thousands of education employers, teachers, school heads, parents, students, researchers, policymakers, and more.

ELNE provides its community with a platform to 1) showcase and disseminate exemplary educational research and practices; 2) break the silos by participating in a meaningful dialogue with representatives from other stakeholder groups; and 3) get inspired and empowered to shape the future of education.

Our work

ELNE aims to promote and support the enhancement of collaborative educational and school leadership in Europe, which is crucial in light of the new needs that schools have. For this, effective collaboration and a full engagement of the actors at an institutional level are needed. In line with the objectives of the European Education Area (EEA), the Network actively works on the reduction of early school leaving; the enhancement of the well-being of students, teachers, and school leaders; the digitisation of schools; and the continuous professional training of teachers and school leaders, among others.

Every year ELNE launches a set of **calls for applications** in search of the most inspiring practices and research from different places across Europe. These showcases have collaborative leadership as a focus, as a means, and as an ultimate goal. They aim to empower our audience to transfer these successful examples into their own context, adapting them to seize the opportunities and tackle the challenges specific to their situation.

To share and spread the first-hand knowledge acq-

uired from our community of key stakeholders, ELNE has two main channels. The **European Education Month** (EEM), a month-long online forum of dynamic and innovative webinars and events organised by education professionals from across Europe. This month encompasses the **European Educational Leadership Week**, where webinars are collaboratively organised by the ELNE Lead Partners. During the **EEM 2025**, this initiative focused on Collaborative Leadership for the Future of Education.

The **ELNE Journals** are the main dissemination material of ELNE. They are published three times a year to share the best practices and research collected by ELNE, along with valuable insights from the members of its community.

In addition, ELNE publishes annual **research conclusions** and **policy recommendations**, informing the policy work of international organisations such as the European Commission, the Organisation for Economic Co-operation and Development

Introduction

(OECD), and national-level decision-makers, in order to support practice- and evidence-informed policymaking and research implementation.

As a result, the ELNE offers a unique value proposition to the different groups of stakeholders that it encompasses: visibility of their work; a source of inspiration for practice and research; the possibility of **contributing to collaboratively finding solutions** for some of the biggest challenges in the education sector; and access to a wide network of education stakeholders. The ELNE offers its members the opportunity to shape the future of education together.

Our mission

The mission of ELNE is to enhance and strengthen collaborative leadership in education in Europe. Collaborative leadership refers to the process of strategically using the unique skills and knowledge of teachers, school leaders, pupils and parents towards achieving common educational goals. It needs to be effective to ensure the competence development of teachers and school leaders and improve the learning outcomes for students. It has, therefore, a central role in the quality of learning outcomes, as it has the ability to influence the motivation and capacities of students, teachers, school leaders and the school's environment.

But educational leadership is shifting. School leaders, managers and staff in education are taking different or increasingly broader leadership roles. Moreover, teachers, students and parents also need to be considered as leaders, as their self-organised, democratic and independent representative structures are untapped resources that can greatly improve the quality and accessibility of our education systems.

Collaborative educational leadership, we believe, is the key framework to achieving this. For this reason, ELNE's specific objectives are the following:

Our objectives

1 *Open and connect the silos* by providing a collaborative platform for EU-level cooperation between stakeholders that do not normally engage or exchange. ELNE aims to become a relevant, reputable, and sustainable community for the running of schools and higher education institutions.

2 *Promote joint work between schools, relevant local organisations, and policymakers.*

3 *Identify, share, and promote effective policy practices and stimulate innovation and strategic development in policy implementation and provision* through the collection of relevant research and good practices that can inspire and guide other organisations to implement the EEA goals.

4 *Promote practice- and research-informed policymaking and research implementation.*

5 *Support the work of the European Commission's Working Groups and contribute to policy developments towards achieving the goals of the European Education Area* by becoming a forum of discussion where to explore how research and policy guidelines can be implemented at different levels.

6 *Promote a whole schooling approach.*

7 *Support the creation of comprehensive systems and institutional-level changes* and highlight the importance of involving social partners and other relevant stakeholders in decision-making.

ELNE 2024 - 2025: ROADMAP

Year 2 marked a decisive step in the evolution of the Educational Leadership Network Europe (ELNE). Building on the momentum of its first year, the Network moved beyond mapping promising practices to actively shaping a shared European understanding of collaborative educational and school leadership. Partners, researchers, and policymakers worked together to define the concept's key dimensions, test them through dialogue, and connect them to concrete policy and practice.

This period also strengthened ELNE as a community.

The launch of a tiered membership system opened participation to both institutions and individuals, creating a sustainable structure that will endure beyond the project's funding cycle.

By fostering stronger partner engagement, broadening its knowledge base, and hosting a vibrant programme of multilingual events and publications, ELNE has advanced its founding goals: building community, enhancing sustainability, expanding knowledge, and shaping evidence-informed policy across the European Education Area.

‡ October 2024

Calls for Good Practices and Research Summaries

The calls for ELNE's second year were launched under the theme

"School Resilience: Preparing for Change"

These examples, ranging from school-level innovations to large-scale systemic approaches, fed directly into the Research Committee's Year 2 analysis and the development of a European definition of collaborative leadership.

You can read more about these inspiring showcases in the **fourth edition of the ELNE Journal.**

‡ March 2025

European Education Month

For the first time, ELNE dedicated a full month to multilingual online and hybrid events. **Twenty-four sessions** organised directly by the wide diversity of ELNE partners brought together academics, grassroots practitioners, parents, students, and policymakers to share solutions and spark dialogue on collaborative leadership.

With many hosted in national languages, the events focused on local contexts and inclusiveness and drew **over 600 registrations**. This has expanded ELNE's reach and deepened our engagement with the network.
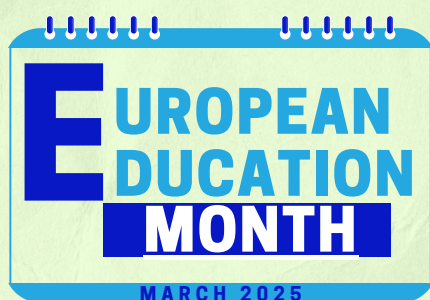
**Click the logo to watch the recordings!**

European Educational Leadership Week (EELW)

The flagship element of the European Education Month, the EELW, offered **three days of high-level panels and discussions**. Organised by ELNE's Lead Partners and featuring contributions from the **OECD, European Commission**, and leading education networks, the EELW attracted **265 registrations** and highlighted the growing influence of collaborative leadership across Europe.

Click here to watch the recordings!
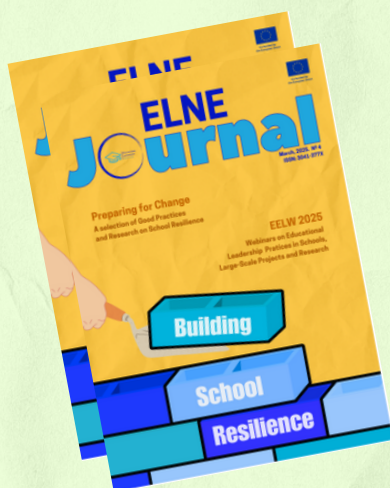
ELNE Journal 4

The year's first Journal combined research and practice contributions in a single publication, presenting 14 showcases from 8 countries alongside in-depth analysis by the Research Committee.

This integration helped bridge the gap between evidence and implementation and laid the foundation for this year's policy recommendations.

May 2025
ELNE Annual Conference

The conference gathered **100 stakeholders** who tested and refined ELNE's draft definition of collaborative leadership. Covering the dimensions of culture, structure, resources, and dialogue, participants also provided feedback on adapting the concept to diverse national contexts.

ELNE Journal 5

This edition captured expert conversations on an EU-level definition of collaborative leadership and reflections from every stakeholder group, bringing together voices from across the Network and leading academics.

≠ September 2025

ELNE Journal 6 – Closing of ELNE Year 2

The closing Journal of Year 2 presents the Final Research Report and Policy Recommendations, gathering the Research Committee's full analysis and the proposed EU definition of Collaborative School and Educational Leadership. It also sets objectives for the next two years of ELNE's work.

ELNE MISSION, VISION AND VALUES

Alongside its other activities, this year, ELNE defined its Mission, Vision and Values, **which you can now read in the ELNE website.**

THE ELNE COMMUNITY

ELNE also opened up its membership to organisations and individuals interested in joining, transforming the project into a self-sustaining European Community comprising a wide range of relevant stakeholders in the education and training sector.

If you are interested in joining the ELNE Community, visit the ELNE Website here.

ELNE 2024-2025: FINAL REPORT

As Year 2 draws to a close, ELNE stands as a platform that transcends national and institutional boundaries. Its inclusive approach is enabling evidence-informed collaboration and giving educators, researchers, and students a stronger voice in European education governance. The outputs of this year, from the Calls for Good Practices and Research Summaries to the European Education Month, the Annual Conference, and the multilingual policy recommendations, collectively demonstrate ELNE's growing influence on policy and practice.

The next section presents the Final Report of the Research Committee, which captures the analytical backbone of this progress. The report presents a refined working definition and conceptual framework for collaborative leadership, highlights emerging trends and challenges, and proposes research-related recommendations for the years ahead. Together, these insights will guide ELNE's continued contribution to a more collaborative, inclusive, and future-ready European education landscape.

DIMENSIONS OF COLLABORATIVE LEADERSHIP - EXPLORING TOGETHER

Research Committee activities during the second project year

Following the overall objective of the project, the Research Committee has participated in its role in the developing and supporting of a broad and sustainable Europe-wide network; in the planning, collecting, analysing and presenting of existing inspiring showcases of practice and research summaries; in the dialogue conducted in the network to advance its work and goals as well as developing collaborative leadership in education as a research phenomenon in the context of ELNE.

The overarching theme of ELNE in 2024-2025 was 'Dimensions of Collaborative Leadership – Exploring Together'. The focus was on collaborative leadership for the future of education, exploring the current and future trends, diverse angles and multiple standpoints. The call for the inspiring showcases of practice and research summaries looked for corresponding cases to map where collaborative leadership stands, to learn about ways in which collaborative leadership can help educational institutions and to identify corresponding dimensions of collaborative leadership.

During the second project year, the Research Committee had 27 one to two-hour meetings. The preparation of the second year Research Committee final report extended to the third project year, with six additional meetings. The intensity of the meetings followed the needs of the overall project process. Besides the meetings, there was, of course, the work between the meetings. Especially, the Research Committee worked to prepare activities and to analyse the outcomes of the activities.

In addition to the regular meetings, the Research Committee had meetings with the leading partners and the Steering Committee and participated in the kick-off and annual conference as well in the webinars of the European Educational Leadership Week and the European Education Month. Furthermore, Research Committee members have disseminated, connected and advanced ELNE work in all their own networks and communities.

The Research Committee participated in its role in determining the overarching theme of the ELNE Year 2024-2025: Dimensions of Collaborative Leadership – Exploring Together. For the Research Committee, it was important that the ELNE process would be consistent and cohesive. It thought that exploring together for the dimensions of contemporary collaborative leadership in education would constructively continue ELNE's first year, which focused on mapping the status of leadership in education in the European setting. Following the complexity and challenges of reaching the desired collaborative leadership in education and recent global crises, like the covid, a strong connection with resilience was added to the Call.

The Call produced 11 proposals for inspiring showcases of practice and 5 proposals for research summaries. The Research Committee members evaluated the proposals assessing their completeness, objectivity and accuracy (only for research summaries), relevance, practical usability, transferability, scalability, synergy with research and policy as well as collaborative aspects. Each proposal was assessed by two Research Committee members, and, in case of deviating views, a third one was included in the evaluation.

As for the inspiring showcases of practice, we could identify both school-level and large-scale examples of collaborative leadership and resilience in education. The research summaries provided examples of the need for rethinking the mission of education, collaborative leadership in education and leadership competencies in education.

In addition to the data that the Call produced, the Research Committee also analysed all the presenter reports of the European Education Month to get a larger picture. For this the ELNE network provides an exceptional opportunity. Furthermore, the Research Committee invited a high-quality researcher group to a webinar to discuss collaborative leadership in education. Finally, all ELNE Research Committee members have researched and worked for decades with collaborative leadership in education in different contexts in Europe and globally, so this expertise and experience was integrated into the process.

Our invited research experts advised the Research Committee not to aim at reaching an abstract universal definition for collaborative leadership in education but to aim at the kind of collaborative leadership in education that we would like to have in practice, to focus on the mission of education and on how to fulfil that mission in practice, from the perspective of various stakeholders, practice, research and policy.

Both following the request from the leading partners and the invited research experts advice, the Research Committee prepared a definition for collaborative leadership in education, a framework for its dimensions as well as tried to both justify the need for and complexity of collaborative leadership in education and connect the definition and dimensions with the ELNE work and process. The latter point is particularly essential as the education policy recommendations of the first ELNE year emphasised the ELNE community as a change agent for collaborative leadership in education. The Background Document that contained all the above information was both presented and put to test at the annual conference.

As lessons learnt during the second project year, it became evident for the Research Committee that the focus in the definition and its dimensions should be on the practice in educational institutions. In addition, to have the desired collaborative leadership in the practice of educational institutions, it is essential to have a systemic and holistic bottom-up approach to establish it and learn to live in it.

The first version for the definition and its dimensions hence focused on the practice in educational institutions. It was analysed with the help of lessons learnt in the predecessors of ELNE (EPNoSL and EEPN), ELNE's first-year learnt lessons and education policy recommendations, all ELNE's second-year material and the Research Committee's expertise in existing research. In addition to human analysis, also 25 artificial intelligence analyses (ChatGPT) were conducted scrutinising the first version from several perspectives.

The analyses presented a consistent and cohesive picture of the longitudinal development that had taken place from the beginning of the EPNoSL. The analyses also gave explicit answers how to continue the process to reach the kind of collaborative leadership in education that ELNE is working for. Based on all this, the Research Committee finalised the Background Document for feedback at the annual conference.

What you read next in this final report of the Research Committee is based on the feedback it obtained for the Background Document in the annual conference. We are immensely grateful for the feedback. It both confirmed our findings and conclusions and showed us a way how to continue our Research Committee process.

Based on the feedback, the Research Committee believes that there is not yet the kind of practice of collaborative leadership in education as the ELNE network thinks there should be. In addition, although there is a lot of research on collaborative leadership in education, there is not yet a universal

360-degree joint understanding of collaborative leadership in education to meet the various contexts and perspectives, so there is not the common approval of what it should be like and how to live in it. How to advance these issues is what the Research Committee is focusing on in its final report for the second project year.

Findings of the Research Committee

At the Annual Conference held in April 2024, the Research Committee presented a provisional definition of collaborative school leadership according to which "collaborative leadership refers to the process of strategically using the unique skills and knowledge of teachers, school leaders, pupils, and parents towards achieving common educational goals". Based on a thorough literature review, the study of inspiring showcases of practice, and the research summaries selected and analysed, a revised definition was proposed and discussed at the annual conference in May 2025. The definition states as follows:

"Collaborative Educational and School Leadership refers to the multidimensional process in which relevant actors of education systems – policymakers, practitioners, students, parents, researchers and community partners– actively engage in shared reflection and decision-making to fulfil the educational mission of their institutions and systems. A defining characteristic of collaborative leadership is the recognition that stakeholders bring diverse perspectives and forms of expertise, and that they hold different levels of agency and leading roles. This form of leadership is grounded in common missions, shared values, and collective agency, and aims to achieve common goals that serve all members of the community."

This definition was presented alongside a series of challenges and dilemmas and a concise analysis on why - at macro, meso and micro levels – we need Collaborative Educational and School Leadership. In fact, collaborative educational leadership requires schools to support professional learning, shift towards a cooperative culture, and sustain

long-term transformation. It challenges traditional hierarchies, emphasizing openness, dialogue, and reduced internal conflict. School management faces dilemmas between short- and long-term goals, formal vs. informal roles, and balancing autonomy with accountability and ethical responsibility. Collaborative educational and school leadership promotes democratic participation, trust, and dialogue, enhancing relationships and education quality. It empowers school communities, fosters resilience, and supports sustainable development and innovation. Building collective capacity helps schools adapt to change through shared values and mutual responsibility. This model aligns with European democratic principles, ensuring inclusive, transparent, and equitable school systems.

The definition was considered sufficiently broad and clear, and capable of providing a good operational framework. However, while it was accepted by most participants, further development seemed necessary to make it more adaptable to different national legal, regulatory, and cultural contexts, addressing the question of the possible underlying understanding, or perhaps lack of understanding, in the various states and institutional and cultural contexts. In addition, there were requests to define basic concepts so that there would be more commonality in the use and interpretation of them.

To make the definition flexible enough to accommodate different national and cultural contexts, a comparative analysis of national contexts is thus needed. Nonetheless, since there is no unified understanding of collaborative leadership in education across Europe, the work done by the Research Committee provides a sound base to develop a clearer, more practical, and more value-oriented understanding of collaborative leadership in education, and offers a working definition with understandable language, concrete examples, and a stronger reference to trust, shared responsibility, and systemic conditions. Furthermore, the Research Committee has made an effort to define basic concepts in its second-year final report as requested.

The intermediate findings of the Research Committee are fully reported in the Background Document prepared for the annual conference in May 2025. Based on the annual conference, the Research Committee has further elaborated the findings as follows:

a.   A closer analysis of agency in parallel and multi-lateral partners in collaborative leadership in education is still needed in different institutional contexts and for different actors such as early education institutions, schools, colleges, universities, teachers, parents, students, education systems, policymakers, researchers, and community members. While the agency is constructed and brought together by shared values, norms, missions and goals, different stakeholders may have different levels of agency as they have different roles and responsibilities: for example, although students are involved in the discussion, they are not decision-makers themselves.

b.   Collective reflection and decision-making are key ingredients of collaborative leadership in education; however, they inevitably bring challenges and complex dynamics in the development and sustainability of resilient educational institutions. The Research Committee will need to make sense of this complexity by better identifying different kinds of agency for all members of educational institutions. As to their existential equality, being part of the same learning community, all members have the same right to agency. As to their epistemic equality, various members have different kinds of expertise and different knowledge, which must be taken into consideration. As to their juridical equality, various members have different kinds of identities based on how they are regarded in the statutes, which plays a role in the decision-making.

The Research Committee has also further analysed the dimensions of collaborative leadership in education related to culture, structure and resources, dialogue:

a. Culture must be signified by values of openness and trust to facilitate decision making based on transparency and dialogue that takes diverse perspectives and feedback into consideration. Member empowerment and relational communication are present in a culture prone to the emergence of collaborative leadership in education.

b. Structure points to the kinds of frameworks we need for resilience and sustainability. These frameworks need to be based on democratic, inclusive and participatory principles to allow for shared responsibility and consensus-based decision making. This type of structure is open to dialogue, adaptability and collective problem solving, resulting in a shared and distributed rather than positional role of leadership.

c. Resources refer to the three levels of support provided: organisational, institutional and physical. Time, education and training, facilitation, and access to information and resources are fundamental for the emergence of collaborative leadership in education along with spaces and tools for collaboration, both physical and digital. Resource allocation should be in line with the values underpinning the culture and structure desired for collaborative leadership in education. To be able to adapt to the changes and adaptations entailed in the emergence of new, more collaborative leadership practices in education, Continuous Professional Development focusing on collaborative competences, including conflict resolution, is necessary.

d. Dialogue as a key part of organisational life is also a central dimension of collaborative leadership in education. The active collaboration of all participants engaged in educational institutions is fundamental for the smooth operation of the educational institutions. Surely, such an approach brings challenges in reaching consensus while making wise use of time and resources. Dissonance among different parties could bring potential

threats that put the functioning of the educational institution at risk. Certain dilemmas may emerge based on participants' diverse identities that may give rise to conflicting beliefs and desired actions. Open communication and dialogue, which should be entailed in the dimensions of collaborative leadership in education, may help reflection and alignment with shared goals. Further, the identification and clarification of the shared interests among diverse groups can help manage dichotomies.

It must be stressed that although some challenges might be common across different types of educational institutions, because certain problems appear to be recurrent, we have seen a diversity of approaches of collaborative leadership as educational systems vary significantly across the EU, in terms of their priorities, teaching methods, and structure.

At the annual conference, the Research Committee obtained feedback to define the basic concepts that we regularly use in ELNE. Below is a first draft for this. Note that as the European educational landscape is currently undergoing substantial transformations prompted by social, technological, and pedagogical shifts the traditional definitions for these basic concepts no longer correspond to the work of ELNE. Hence, we provide somewhat new definitions intentionally aiming at making distinctions among the concepts to indicate their core perspectives. It is also important to recognise that the basic concepts overlap remarkably as they deal with the same phenomena. Typically, we tend to broaden the perspective of the basic concept most central to us understanding the holistic, systemic and contextual nature of education. Doing so is both necessary and beneficial for the practice. However, doing so complicates reaching universally unambiguous and explicit concepts. For the ELNE third-year work, the ELNE Research Committee defines the following:

- Administration refers to ensuring that leadership in education is enacted following system-level legislation, societal agreements and other statutes as well as organisational and institutional formal documents to steer the work of the institution. Administration may also refer to the people responsible for administration.
- Community refers to the group of people in the educational institution. The framework of rules for a community is often informal compared to that of viewing an educational institution as an organisation. Who are included in the community may vary. For example, a professional community consists of the ones enacting their profession in the educational institution. In some cases, there is contextual variation in who are included in the community. For example, a narrow definition of the school community typically includes only those in the school building while a broad one incorporates also the parents of the children and youth.
- Education refers to the process of acquiring knowledge, skills, values, and beliefs through learning and experience. It encompasses formal schooling, non-formal learning, and informal experiences. Education aims to develop individuals intellectually, socially, emotionally, and physically, preparing them for life and contributing to society. How we consider the mission of education also determines how we define education.
- Governance refers to the open system formed by the closed official formal system for societal decision-making and other actors.
- Government refers to the closed official formal system for societal decision-making formed by official, formally nominated actors to answer for predetermined tasks and obligations to meet the set goals for education.
- Institution refers to the unit-level actors in education systems and educational organisations, for example, an early childhood education centre, school, college and university.

It is essential to note that educational institutions have both their organisation and community aspects.

- Leadership in education refers to the phenomenon of leadership in education. We also refer to it as educational leadership. It is the broadest concept for ensuring that education meets its mission. To choose leadership in education as the overarching concept is well justified also for the reason that education is primarily for, about and with people.
- Management refers to how leadership is enacted in the practice so that education reaches its goals and does this according to how, among others, administration, governance and policy are determined.
- Organisation has a double meaning. From the tier perspective, it refers to the tier below the education system and above the educational institution, for example, a municipality or a private education provider. In comparison with community, it refers to the system and structures how people are arranged and function in an educational organisation or institution. The framework of rules for an organisation are often formal compared to that of viewing an educational organisation or an institution as a community. It is essential to note that educational organisations have both their organisation and community aspects.
- Pedagogical, instructional leadership, etc. refer to leading the learning and development of organisations and their members. Note, also in other fields of life than in education.
- Policy refers to what society determines education to do and how. It includes public activity for this purpose. Policy should not stop at determining what education should do and how but also safeguard that it has the prerequisites to do so.
- Practice refers to what concretely takes place in the everyday life.
- Research refers to the creation of new knowledge and/or the use of existing knowledge in a new and creative way to genera-

te new concepts, methodologies, understandings and solutions. How we consider the mission of research also determines how we define research.

- School leadership refers to leadership in education at the institutional level, for example, in early childhood education units, schools, colleges and universities.
- System refers to the entity in which education is provided. From the tier perspective, it is the broadest concept, having both the educational organisations and institutions below it. It is essential to note that educational systems also have both their organisation and community aspects.

Conclusions of the Research Committee

The European educational landscape is currently undergoing substantial transformations prompted by social, technological, and pedagogical shifts. In this context, ELNE plays a critical role in fostering inclusive, resilient, and innovative learning environments through leadership. Among the emerging paradigms, **collaborative leadership** in education stands out as a strategic approach that promotes shared responsibility, participatory decision-making, and distributed leadership structures. Despite its conceptual appeal, the implementation and operationalisation of collaborative leadership within educational institutions across Europe remains uneven and insufficiently understood.

Two years after the beginning of ELNE, the Research Committee evidenced from the data, which included feedback received from the second annual conference participants, that there is no unified understanding of collaborative leadership in education across Europe. Instead, a spectrum ranging from conscious implementation to conceptual ambiguity emerges. In particular, the question of how the definition could be revised expressed the need to make it clearer, more practical, and more value-oriented—with understandable language, concrete examples, and a stronger reference to trust, shared responsibility,

and systemic conditions. Furthermore, the definition should be flexible enough to accommodate different national and cultural contexts.

Precisely for this reason, it seems necessary, on the one hand, to take the different contexts into account and, on the other hand, to formulate a strong, normative, evidence-based understanding of collaborative leadership in education to show the individual countries a direction of development. Our revised definition on collaborative leadership in education emphasises the reflective and multi-layered process of bringing together all the stakeholders with their diverse perspectives and expertise to achieve common goals for the benefit of communities. The definition allows to understand collaborative leadership in education across three levels:

a) On a macro level, this means that collaborative leadership in education creates spaces for discussion and deliberation, allowing stakeholders to participate in decision-making, set objectives, and be consulted in the implementation of educational reforms, while ensuring these efforts are effective in practice.

b) At the meso level, collaborative leadership in education encourages horizontal relationships among stakeholders to promote exchanges, learning from experiences, innovation, experimentation, and the sharing of content and programs across educational regions, including between schools and local educational communities.

c) At the micro level, collaborative leadership in education fosters trust and cooperation among institution members by using a humanistic and caring approach, promoting and sharing democratic values, and ensuring reforms are adopted thoughtfully and comprehensively.

Challenges and dilemmas of Collaborative Leadership in Education

Collaborative leadership in education poses several challenges if it is to be effective and have an impact on student success:

- It requires the institution to consider professional and organisational learning, particularly by supporting teachers and implementing professional development for management teams.

- It requires a change in institutional culture, with an openness to horizontal relations and social cooperation, as opposed to a hierarchical vision of management, while limiting relations of conflict and power within the organisation.

- It requires the educational community to adapt over a long period of time to bring about a lasting transformation of the institution and to create a space for dialogue and mutual understanding. Collaborative leadership in education also raises dilemmas for institutional management:

1. Short-term decision-making vs. long-term vision of the institutional project.
2. Formal, instrumental approach to allocating tasks and activities vs. recognition of informal processes and tasks.
3. Acceptance of autonomy but also accountability on the part of teachers.
4. Reconciling the management of human resources and the evaluation of skills, while maintaining justice, care, and ethics in relations within the institution.

Research Committee Framework for its work in ELNE

Based on the data collected from the best practices on collaborative leadership in education and in line with the aims of the project, the Research Committee has structured its work across the four years of ELNE activity. The following section indicates the Research Committee activities, objectives and outputs to date (Years 1 and 2) and proposes the Research Committee approach for Years 3 and 4, subject to consultation with the contracting authorities, and naturally to be further developed based on how the whole ELNE network decides to continue the process.

Year 1: Mapping the leadership in the European education landscape

Objective

To gain a comprehensive understanding of the current state of leadership in education in Europe by identifying impactful research and successful practices across different national contexts.

Research activities

1. **Literature review on impactful research**. A literature review on impactful research was conducted to identify the latest papers on leadership in education. Emphasis was placed on country diversity, institutional reports, and EU-funded projects. Some of these papers were presented by their authors during the webinars that took place in February 2024.
2. **Case Study Identification.** Inspiring cases of leadership in education (based on criteria such as innovation, inclusivity, and systemic impact) were selected from a variety of European countries, ensuring a balanced representation of geographical, cultural, and institutional diversity.

Main outputs

1. **Webinars on leadership in education in Europe.** Some webinars took place, and they provided an insightful approach to leadership in education in Europe today.
2. **ELNE Journal.** A special issue of the ELNE Journal was released in May 2024, detailing the methodological approach, key findings, and preliminary recommendations regarding leadership development in European educational institutions.

Year 2: Defining Collaborative Leadership in education

Objective

To conceptualize collaborative leadership in education by identifying its theoretical foundations, core dimensions, and comparative analysis regarding the European context.

Research activities

1. **Focused literature review on collaborative leadership.** Building on the findings of Year 1, a targeted literature review was carried out to delineate collaborative leadership from other leadership models (e.g., instructional, transformational, distributed). The review identified key theoretical frameworks and empirical evidence.

2. **Collection of inspiring practices.** Educational institutions recognized for implementing collaborative leadership were identified. Their inspiring practices served as good models for conceptualizing the term "collaborative leadership".

3. **External consultations.** An online seminar on collaborative leadership took place with European academic scholars, to expand the ELNE's research scope and refine the definition and dimensional framework of collaborative leadership.

Main outputs

1. **Background document on collaborative leadership in education.** A working document was developed to present a scientific definition of collaborative leadership in education and its core dimensions: culture, structure, and resources. This background document was validated through stakeholder consultation in the ELNE's annual conference in May 2025.

2. **Webinars with researchers and practitioners.** Webinars were organized to present the concept note and explore strategies for bridging the gap between research and practice. Experts from academia and educational institutions contributed with perspectives.

3. **ELNE Journal.** A special issue of the ELNE Journal was released last June 2025 to spread the contents of the background document: theoretical development and empirical grounding of collaborative leadership as a model for educational transformation.

Based on the Research Committee analysis, it proposes the following plan for its own work for the next two ELNE years and to be carried out by the Research Committee.

Year 3: Contextualising Collaborative Leadership across educational sectors

Proposed Objective

To explore how collaborative leadership is applied and adapted across different educational contexts: early childhood education, compulsory education, post-compulsory education, higher education, and non-formal education.

Planned Research Activities in line with agreed action plan

1. Selection of case studies across contexts. Representative cases from diverse educational sectors and European countries will be selected. Criteria for selection will include evidence of sustained collaborative leadership in education, innovation, and stakeholder engagement. The focus will be on understanding how contextual variables influence the operationalization of collaborative leadership in education.

2. Comparative analysis. A cross-case analysis will be carried out to identify similarities and differences in the implementation of collaborative leadership in education across contexts, including barriers and enablers specific to each sector.

Expected Outputs

1. **Guidelines on collaborative leadership in diverse contexts.** A guide booklet offering strategies and orientation for developing collaborative leadership across educational sectors will be developed. This will include real-world examples, adaptable frameworks, and evidence for policy recommendations.
2. **Webinar with a teachers' roundtable.** A webinar will present case study insights and feature a roundtable with educators from the different contexts studied. The discussion will highlight lived experiences and practical considerations.
3. **ELNE Journal**. A special issue of the ELNE Journal will be released outlining the typology of collaborative leadership models identified across educational sectors, emphasizing contextual differentiation and transferability.

Year 4: Sustaining Collaborative Leadership through community engagement

Objective

To investigate the roles and responsibilities of different members of the educational community in supporting sustainable collaborative leadership in early childhood education institutions, schools and higher education institutions.

Planned Research Activities in line with agreed action plan

1. **Stakeholder interviews and focus groups.** In collaboration with the ELNE organisations—OBESSU (students), ETUCE (teachers), EPA (parents), ESHA (school heads) and EFEE (employers) — interviews and focus groups will be conducted to understand stakeholder perspectives on collaborative leadership and their roles in sustaining it.
2. **Development of success indicators**. Based on the data collected, the Research Committee will co-create a system of qualitative indicators to assess progress in the development of collaborative leadership in education at the institutional level.
3. **Validation of Evaluation Protocol.** A pilot version of the evaluation protocol will be discussed in the annual conference to validate its usability, reliability, and relevance.

Expected Outputs

1. **Collaborative leadership evaluation toolkit.** The final product will be a toolkit comprising a qualitative indicator system and an assessment protocol. This toolkit is intended to support school self-assessment, continuous improvement, and policy development.
2. **Webinar with community stakeholders.** A webinar will be hosted with representatives from OBESSU, ETUCE, EPA, ESHA and EFEE to present and discuss the evaluation toolkit, aiming to ensure alignment with community needs and expectations.
3. **ELNE Journal**. A special issue of the ELNE Journal will be written to disseminate the development and validation of the indicators and protocol, alongside implications for policy and practice.

Expected impact and sustainability

By the end of the four-year cycle, the Research Committee will have:

- **Produced a scientifically validated definition** of collaborative leadership in education.
- **Identified contextualized models and inspiring practices** across educational levels.
- **Provided an actionable evaluation framework** for sustaining collaborative leadership in practice.
- **Established a multi-stakeholder dialogue** involving researchers, educators, policymakers, and civil society actors, inside and outside the ELNE framework.

The results of this research may inform the development of the European Education Area, the design of National teacher training programs, leadership development initiatives, and policy reforms across European educational systems. A final research report could be presented at the Education and Culture Committee of the European Parliament, and a European conference on research about collaborative leadership could be organised by the DGEAC.

YEAR	MAIN OBJECTIVE	KEY ACTIVIES	RESEARCH OUTPUTS
1	Understand the state of leadership in education in Europe	- Literature review and meta-analysis - National context surveys - Case study identification	- Map of leadership in education in Europe - Webinar + Roundtable - Scientific article
2	Define collaborative leadership in education and its core dimensions	- Focused literature review - Collection of best practices - Expert consultations	- Concept Note on Collaborative Leadership in education - Expert Webinar - Scientific article
3	Analyze collaborative leadership across educational contexts	- Selection of diverse case studies - Field research and observation - Comparative analysis	- Guide for Developing Collaborative Leadership in education - Teachers' Roundtable Webinar - Scientific article
4	Identify roles of educational community members and indicators for sustainability	- Interviews and focus groups with stakeholders - Development of quality indicators - Validation of evaluation protocol	- Evaluation Toolkit (Indicators + Protocol) - Webinar with Stakeholders - Scientific article

ELNE POLICY RECOMMENDATIONS 2025

The Year 2 policy recommendations propose an EU-level definition of Collaborative School and Educational Leadership aimed at policy alignment, more effective implementation of EU education initiatives, and the democratisation of education systems and institutions. They also encourage continued research and dialogue across Europe.

POLICY RECOMMENDATIONS

ON PROPOSING A

EUROPEAN DEFINITION OF COLLABORATIVE SCHOOL AND EDUCATIONAL LEADERSHIP

The ELNE Network brings together stakeholders and social partners in education to focus on enhancing collaborative school and educational leadership which is essential in light of the needs of educational institutions and education systems.

The overall objective of the project is to develop and support a broad and sustainable Europe-wide network of relevant and reputable European-level and national organisations, and local institutions that represent policy makers, practitioners, researchers, and stakeholders. The aim of the network is to collect and showcase existing research and good practices which are educative and can be inspiring examples for other organisations and institutions to achieve the goals of the European Education Area. The network promotes co-operation and the development and implementation of EU policy at different governance levels, and it supports the Commission's policy work in the context of the European Education Area. Therefore, the project creates and continuously develops a broad, sustainable and inclusive network and community to facilitate dialogue and co-operation among experts from policy, research and practice. Aligned with the project objectives[1], the network intends to identify, share and promote effective policy practice and stimulate innovation and strategic development in policy, implementation and provision at different governance levels.

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[1] In line with its published objectives (to which the 2024 ELNE report and policy recommendations referred), ELNE Network focuses on enhancing collaborative school leadership which is essential in in the context of evolving needs that schools and societies face. [...] The project is oriented to collect relevant research to support the achievement of the European Education Area objectives:
- Improving quality and equity in education and training by ensuring that all EU citizens have the right to high-quality inclusive education and training, in line with the European Pillar of Social Rights and UN SDGs;
- Supporting teachers, trainers and school leaders, in their respective professions within adjusting to changing needs and future of education, and providing them with high-quality initial education and professional development opportunities
- Promoting the development of high-performing digital education and enhancing digital skills and competences of EU citizens by quality teaching and school leadership with the support of students and parents
- "Green" education: encouraging the education and training sector to take action to contribute to the green transition and to strengthen the sustainability competences of all the learners, parents, teachers, and school leaders.

Within its second-year activities, the consortium focused on dimensions of collaborative school leadership and collaborative educational leadership. The ELNE network dealt with collaborative leadership for green and digital transitions, inclusive leadership and equity in education, school resilience, and professional development of school leaders and teachers. The Research Committee of ELNE also compiled research to develop an EU definition of Collaborative Educational and School Leadership.

This set of recommendations is based on and it is a continuation of ELNE Policy Recommendations on Collaborative School and Educational Leadership from the Perspective of Learning Communities and Evidence-Informed Policymaking and Practice (June 2024).

ELNE network considers it important to propose an EU level definition on collaborative school and education leadership for the following main reasons:

1. Policy alignment: The ELNE Network supports the European Commission's work, especially within the European Education Area (EEA). However, the lack of a shared EU definition hinders effective EU policy and research on this topic, which ELNE aims to address by proposing one.

2. Effective implementation of EU education policies: Many EU education initiatives, such as the European Education Area (EEA) and the Union of Skills, rely on collaboration among education stakeholders. A common definition and shared principles would support countries and institutions to implement EU and national policies.

3. Contributing to the democratisation[2] of education systems and institutions: An EU-level definition on collaborative leadership allows education stakeholders at national and regional levels, and different actors of education institutions to self-assess their collaborative leadership practices and to improve their processes.

4. Research Support: Current research needs to be supported to enable it to focus more on collaborative school leadership and educational leadership. A common EU definition on a broader understanding of collaborative leadership in education systems and educational institutions would guide future research and strengthen ELNE's research efforts in the coming years.

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[2] Based on ELNE Policy Recommendations on Collaborative School and Educational Leadership from the Perspective of Learning Communities and Evidence-Informed Policymaking and Practice (June 2024) which recommended for EU, national, regional, local, and institutional policymakers for all education sectors: "1. Enhance democratic structures within schools and education systems by well-defining, establishing and strengthening collaborative leadership culture with the involvement of stakeholders and education social partners by mutual respect, trust building, and fair allocation of time and resources to meaningful regular cooperation. In this regard, students' and parents' representative structures must also be considered as key stakeholders for educational leadership." and 2. Further develop collaborative school culture by strengthening education on democratic citizenship which is the basis of effective collaborative school and education leadership and by establishing and improving collaborative learning and work attitude, practices and mechanisms among students, teachers, school heads, and parents, in their level and among them in the schools.

In this regard, the ELNE Network identifies the following definition for EU, national, regional, local, and institutional policy makers for all education sectors[3].

PROPOSED EU DEFINITION OF COLLABORATIVE EDUCATIONAL AND SCHOOL LEADERSHIP

While fully respecting the national competences and responsibilities in education across Europe, ELNE defines collaborative school and educational leadership in the following manner with the aim of guiding policy dialogue and cooperation:

Collaborative Educational and School Leadership refers to the multidimensional process in which relevant actors in institutions and education systems (i.e. policymakers, school leaders, teaching and non-teaching staff, students, parents, researchers and community partners) actively engage in shared reflection and decision-making to fulfil the educational mission of their institutions and systems including protecting education as a public good and fostering democratic values. This way of leadership is grounded in mutual respect and trust, common missions, shared values, and collective agency, and aims to achieve common goals that serve all the community.

The following dimensions and conditions of collaborative leadership support the common understanding of the EU definition. They also help different educational stakeholders and school actors to use it as part of self-assessment and to further develop it for their educational and institutional environment.

DIMENSIONS AND CONDITIONS OF COLLABORATIVE EDUCATIONAL AND SCHOOL LEADERSHIP

Collaborative educational and school leadership depends on a set of interconnected dimensions and conditions that enable it to function effectively and contribute to quality education, student success, inclusiveness and sustainable school development:

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[3] From this perspective the policy recommendation uses "students" as a broad term meaning pupils, students, and learners; it uses "teachers" as a broad term meaning educators, pedagogues, trainers, and professors in different sectors; and it uses "school heads" meaning principals, school leaders, and deputy school heads

1. Cultural transformation and shared values

○ It is essential to build up and further develop a culture of collaborative leadership and education governance which must be based on shared values, mutual responsibility, respect, recognition, equity, and adherence to democratic principles. Such cultural transformation helps create inclusive, transparent, and responsive environments where all stakeholders feel valued and heard.

○ For well-functioned collaborative leadership, it is important to recognise the diverse perspectives and forms of expertise of each stakeholder, and that they hold different, appropriate and complementary levels of agency and leading roles.

○ Educational institutions must promote openness to horizontal relationships and social cooperation, moving beyond hierarchical models while reducing internal conflicts and power struggles.

○ Ensuring a dialogic culture is essential to encourage authentic, informed dialogue and psychological safety, where communication is relational, and understanding is co-constructed.

2. Democratic and inclusive structures

○ Collaborative leadership must establish and maintain robust and transparent structures (at all relevant levels) that facilitate meaningful inclusion of its stakeholders' different perspectives and forms of expertise.

○ A bottom-up approach to collaboration must be guaranteed, with support from the entire education system in a holistic manner.

○ Respecting and further developing democratic governance structures are essential to promote inclusiveness, shared responsibility, distributed leadership, and consensus-based decision-making.

○ These structures need to institutionalise practices of dialogue, collegiality and shared leadership through regular meetings, collaborative planning, and feedback loops, increasing resilience during times of challenge, crisis or transition.

3. Long-Term Commitment and Sustainable Change

○ Achieving meaningful collaborative leadership requires long-term adaptation and commitment from the entire school/institutional community[4] to support lasting cultural transformation.

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[4] All members of the school community (i.e. school leaders, middle management, teaching and non-teaching staff, learners, parents and families)

- Leadership must navigate the balance between short-term decision-making and a long-term vision that aligns with the school's mission and values.
- Collaborative leadership should strengthen personal effectiveness as well as collective capacity and skills, empowering all in the school community to respond creatively and effectively tochallenge and/or change.

4. Empowerment, autonomy, and accountability

- Collaborative leadership must recognise and empower all stakeholders in the educational institutions and education community, enhancing their resilience and sense of agency.
- Collaborative leadership requires balancing the rights and entitlements of students and parentsand the rights and entitlements of staff (including contractual rights as employees and theprofessional autonomy of teachers and school leaders) with appropriate forms of accountability, ensuring that both their responsibility and freedom are respected.

5. Professional and organisational learning

- In collaborative leadership every actor needs to be respected as leader of their own responsibilities and in order to achieve this they need appropriate time, resources and trust.
- Educational institutions must foster individual and collective learning at all levels of the education system.
- It is important to create supportive conditions for all actors to develop and practice collaborative leadership, individually and together, and to participate and operate effectively within thedesired collaborative leadership culture.
- Students and parents need to be trained on collaborative leadership methods and practices, and this need to be included to initial education and continuous professional development for teachers, other education staff, school heads, and management teams.

6. Ethical and caring human resource management

- Collaborative leadership should foster democratic participation, trust, and dialogue, contributing to stronger professional and cooperative relationships, improved quality and inclusiveness of education, better student achievement, enhanced teacher motivation, and sustainable school development.
- Institutional management should manage staff performance and roles in a way that aligns with the inclusive, respectful, and supportive spirit of collaborative leadership, to ensure that systems serve people rather than people being constrained by systems.

7. Resources and institutional support

- Collaborative leadership need to rely on effective, structured and timely collaboration and meaningful whole-school representation, e.g. school boards, student councils, collegial governance, social dialogue, and collective bargaining. It should acknowledge the need for and practices effective social dialogue that flourishes collaborative governance.
- Effective collaborative leadership needs to be based on appropriate, sufficient and equitable organisational resources: time for reflection and dialogue, training, facilitation, and access to information, supportive learning and working environments, decent working conditions and manageable, reasonable workloads.
- Collaboration among the stakeholders and actors need to be supported by appropriate physical resources, including spaces and digital platforms that enable collaboration.
- Institutional and system-level support must be active and sustained, demonstrating a genuine commitment to shared leadership beyond symbolic endorsement.
- Resources must be allocated equitably, enabling all school actors to contribute fully and ensuring alignment with the values of inclusion, respect, and democratic participation.

To succeed in the recommendation for a common definition, the ELNE Network members are invited to disseminate this definition and further elaborate it for their educational and school environment.

CLOSING REFLECTIONS AND LOOKING AHEAD

As this Journal brings together the **Year 2 Roadmap**, the **Research Committee's Final Report**, and our **Policy Recommendations**, it also marks a turning point for the Educational Leadership Network Europe. The past two years have seen ELNE evolve from an ambitious new project into a recognised European community that generates evidence, builds capacity, and influences education policy.

Through wide-ranging calls for good practices and research, multilingual events such as the European Educational Leadership Week and the European Education Month, and the launch of a tiered membership system, we have laid a strong foundation for collaborative leadership to flourish across Europe.

The ELNE Network has provided a r**efined European definition of Collaborative Educational and School Leadership,** demonstrating how this concept can bridge research, practice, and policymaking. Our multilingual policy recommendations translate that definition into actionable guidance, offering practical pathways for educators, institutions, and decision-makers to embed collaborative leadership in their own contexts.

Together, these outputs confirm ELNE's role as both a **knowledge hub** and a **policy partner**, ensuring that grassroots innovation informs European strategies and that European priorities inspire local action.

Now, as we **launch Year 3**, ELNE is ready to build on this progress with the new theme "**Contextualising Collaborative Leadership Across Sectors**", This next phase will explore how the shared European definition can be interpreted and implemented in diverse educational settings, **from early childhood education and care (ECEC) to schools and vocational education and training (VET), and beyond.**

Our aim is to develop a common understanding that respects local realities while strengthening cross-sector cooperation, so that collaborative leadership is not just a concept but a lived practice influencing classrooms, institutions, and policy frameworks.

With the strong community we have built, the evidence base we now share, and the policy links we continue to deepen, ELNE enters its third year poised to turn definition into action—supporting educators, researchers, and policymakers to make collaborative leadership a driver of meaningful and lasting change throughout Europe.

In the coming month, ELNE will **launch new Calls for Good Practices and Research** to test how our definition of collaborative leadership applies across these varied contexts. We invite all educators, researchers, and stakeholders to start reflecting on how their own experiences can enrich this dialogue.

Stay informed by **joining the ELNE mailing list at www.elnenetwork.org** and following us on **LinkedIn**, **Instagram**, and **YouTube** to be part of shaping the next chapter of collaborative leadership in Europe.

JOIN THE COMMUNITY
Be Part of Europe's Collaborative Leadership Movement

WHY JOIN?

- Visibility & Recognition – Your logo and website will appear on the ELNE Members page, highlighting your commitment to innovation and leadership to a network spanning 27+ countries.
- Influence & Participation – Submit your work to calls for good practices, research summaries, and webinar/hybrid event proposals, and take part in ELNE's online and in-person gatherings, including the Annual Conference.
- Community Access – Engage directly with policymakers, practitioners, researchers, and education-focused enterprises via the ELNE website and dedicated dissemination channels.
- Exclusive Opportunities – Receive invitations to in-person events with the possibility of travel and accommodation reimbursement, and share your organisation's news through ELNE's communication platforms.

MEMBER COMMITMENTS

By joining, members agree to:
- Actively engage in ELNE activities—such as the European Education Month, webinars, and calls for good practices and research.
- Contribute expertise and networks to enrich discussions and help disseminate ELNE events and publications.
- Champion ELNE's core values of inclusivity, equality, and sustainability, and feature the ELNE logo with a link to elnenetwork.org on their own website.

HOW TO JOIN

1. Reach out to contact@elnenetwork.org to express your interest.
2. Complete the application form you'll receive.
3. Sign the Code of Conduct to confirm your commitment to ELNE's mission.

Once approved, your organisation's logo will be featured on the ELNE Members page and you can immediately begin contributing to, and benefiting from, our European community.

BE PART OF A GROWING MOVEMENT SHAPING THE FUTURE OF EDUCATIONAL LEADERSHIP

**START YOUR MEMBERSHIP JOURNEY TODAY AT WWW.ELNENETWORK.ORG**

UPCOMING EVENTS AND ACTIVITIES IN 2025

OCT

Launch of calls

In October 2025, ELNE will launch the Call for Inspiring Showcases, seeking good practices and innovative research from across Europe to be featured in the ELNE Journals.

OCT

Informative session

Don't miss out on the dissemination session that we will hosted in October to discuss the enactment of policy recommendations and the application to the ELNE calls. Come talk to us and fire away your questions.

EUROPEAN EDUCATION MONTH
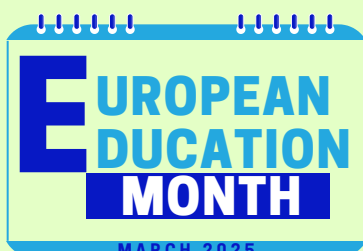
MARCH 2025

The European Education Month ran during the month of March 2025.

All past sessions have been uploaded to the officia ELNE YouTube channel, so you can catch up anytime. Don't miss out!

Missed a webinar?

Wondering how to catch up on all the insights?
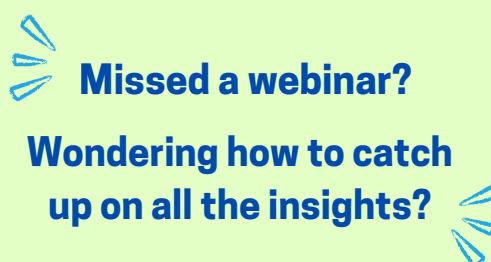
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