

ERO NEWS



ERO REPORT ADEE-GED Stakeholder Meeting - Dublin, Ireland



EUROPEAN REGIONAL ORGANIZATION
OF THE FEDERATION DENTAIRE INTERNATIONALE **FDI**

OCTOBER 2026

On behalf of the ERO Board and ERO-President Dr Edoardo Cavalle, Prof. Dr. Paula Perlea, ERO President-Elect, participated in the third stakeholder meeting of the Graduating European Dentist (GED) initiative of the Association for Dental Education in Europe (ADEE), held on 24 September 2026 at the Royal College of Surgeons in Ireland (RCSI), Dublin.



The meeting represented another important stage in the European dialogue concerning the future of undergraduate dental education, harmonisation of educational standards and development of a modern competency-based framework for graduating dentists.

An important characteristic of the GED initiative is its multi-stakeholder approach, bringing together the principal organisations involved in European dental education, professional practice, regulation, public health and student representation. The stakeholder community represented in the GED process includes: Association for Dental Education in Europe (ADEE) and the ADEE Graduating European Dentist Taskforce, European Regional Organisation of the FDI World Dental Federation (ERO-FDI), representing the wider European professional perspective, Council of European Dentists (CED), representing the dental profession at European level, Federation of European Dental Competent Authorities and Regulators (FEDCAR), Council of European Chief Dental Officers (CECDO), European Dental Hygienists Federation (EDHF), European Dental Students' Association (EDSA),

representatives of national health authorities, dental councils and regulatory organisations and representatives of European dental schools and ADEE member institutions. The Dublin meeting was supported locally by the Chief Dental Officer's Office in Ireland, the Irish Dental Council and the Royal College of Surgeons in Ireland.





This broad representation is particularly important for ERO because the future of dental education cannot be defined exclusively by universities. Dental schools, the practicing profession, regulators, students and public authorities must cooperate to ensure that educational standards correspond to both scientific developments and the realities of contemporary clinical practice.

The discussions concentrated on three interconnected areas with direct implications for the future of European undergraduate dental education:

- **1. The 5,000-hour training requirement.** Participants discussed how the European requirement for a minimum of 5,000 hours of theoretical and practical training should be interpreted. A central conclusion was that educational quality cannot be assessed solely by counting hours. Training time must represent meaningful educational and clinical experiences leading to clearly defined professional competencies. Greater European harmonisation is desirable, while sufficient flexibility should remain to respect differences between national educational systems.

- **2. Clinical placements.** The meeting examined the role of effective clinical placements, including community-based education. Such placements expose students to real-world dentistry, diverse patient populations and different healthcare environments.



Appropriate supervision, sufficient clinical exposure and meaningful integration within the curriculum are essential. From the professional perspective, clinical education should ensure that graduating dentists are prepared not only to perform individual procedures but also to assume responsibility for comprehensive and patient-centred care.

- **3. Simulation, digital dentistry and artificial intelligence.** Participants also considered the expanding role of simulation, haptic technologies, virtual reality, digital dentistry and artificial intelligence. Simulation can allow students to develop technical and clinical skills in a controlled environment before treating patients, contributing simultaneously to educational quality and patient safety. However, implementation must take into account costs, infrastructure and appropriate educator training. The objective should therefore be to determine where, when and how technology adds genuine educational value.

ERO considers high-quality dental education the foundation of high-quality oral healthcare. Consequently, educational reform should maintain a strong connection between education, professional competence, patient safety and society's evolving health needs. The future European dentist requires not only excellent technical abilities but also competencies in prevention, evidence-based dentistry, communication, ethics, interdisciplinary collaboration and digital technologies. Particular attention should also be given to the relationship between oral health and general health, reflecting the broader approach promoted by FDI and the international oral health community. Cooperation between organizations representing education and those representing professional practice is essential because decisions made in dental education today will shape the European dental workforce of the future.



One of the central challenges remains achieving greater European harmonisation while respecting national diversity. European countries have different healthcare systems, educational traditions and regulatory structures. Nevertheless, professional mobility and mutual recognition of qualifications require confidence that graduates throughout Europe achieve comparable professional capabilities. The GED stakeholder platform provides an important mechanism through which ADEE, ERO-FDI, CED, FEDCAR, CECDO, EDSA and other European partners can contribute to this common vision.

The ADEE–GED Stakeholder Meeting in Dublin represented another important step towards defining the future of dental education in Europe. Its multi-stakeholder composition demonstrated the importance of bringing together dental educators, the practising profession, regulators, public authorities and students around a common vision for the future European dentist. The participation of Prof. Dr. Paula Perlea, ERO President-Elect, reaffirmed ERO's commitment to this process and strengthened its cooperation with ADEE and the other European stakeholder organisations.



For ERO, the future European dentist should combine scientific excellence, clinical competence, prevention, ethical responsibility, innovation and patient-centred care, while recognising oral health as an integral component of general health.

Continued collaboration between ERO, ADEE and the wider GED stakeholder community can help translate these principles into practical educational standards and ensure that future European dentists are appropriately prepared to respond to the evolving needs of patients, healthcare systems and society.

On behalf of the ERO BOARD,
Prof. Dr. Paula Perlea

