

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: France



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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SECTION 1: WIDER POLICY CONTEXT

Wider policy context

Inclusive education became a key priority in keeping with the ministry's new slogan, [for a school of trust](#) (*pour une école de la confiance*). As stated in the [2020 Finance Bill](#) (Projet de loi de finances 2020, available in French), 2.9 billion euros will be dedicated to inclusive education in 2020, which is an additional 237 million compared to the previous year.

In the [school start circular 2019, For an Inclusive Education](#) (Circulaire n° 2019-088 du 5-6-2019, Pour une École inclusive, available in French), the French Minister of Education addresses academy rectors and inspectors, inspectors in charge of school adaptation and education of learners with disabilities, directors of departmental services, heads of establishments and school directors. The circular re-asserts the ministry's commitment to implementing an inclusive school system, focusing on seven specific ranges of action.

The fourth range of action is to recognise teachers' work, to support them and provide an accessible professional training offer. This specifies the means of action for providing a continuum of support in teachers' professional learning for inclusion.

The circular lists the range of actions, which will apply from the 2019–2020 school year:

La présente circulaire a pour objet de préciser les actions et moyens à mettre en œuvre dès la prochaine rentrée. ...

- 1. Instituer un service départemental École inclusive ...*
- 2. Organiser les pôles inclusifs d'accompagnement localisés ...*
- 3. Mieux accueillir les parents et mieux scolariser les élèves*
- 4. Reconnaître le travail des enseignants, les soutenir et déployer une offre de formation accessible ...*
- 5. Renforcer l'appartenance des AESH à la communauté éducative ...*
- 6. Simplifier les démarches pour tous ...*
- 7. Mieux suivre les parcours inclusifs et évaluer la qualité des actions ([Circulaire n° 2019-088 du 5-6-2019, Pour une École inclusive](#), available in French)*



Wider policy context

Translated into English, the actions are:

1. *establishing departmental inclusive education offices;*
2. *organising local inclusive support structures (pôle inclusif d'accompagnement localisé – PIAL);*
3. *welcoming parents better and providing better schooling for learners;*
4. *recognising teachers' work, supporting them and providing an accessible professional training offer;*
5. *reinforcing the place of support assistants (accompagnant d'élèves en situation de handicap – AESH) in the education community. These staff offer individual or group help to learners with an official decision of SEN in mainstream education, where necessary;*
6. *simplifying procedures for all;*
7. *better monitoring of inclusive courses and assessing the quality of actions.*
(European Agency, [Country information for France, Legislation and policy](#))



SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education	<p>2.1.1.1</p> <p>The fourth range of action in the school start circular 2019, For an Inclusive Education (Circulaire n° 2019-088 du 5-6-2019, Pour une École inclusive, available in French), is to recognise teachers' work, to support them and provide an accessible professional training offer. (pp. 4–5)</p> <p>2.1.1.2</p> <p>The Professional Learning for Inclusive Education Handbook (Livret de formation à une école inclusive, available in French), which was released in 2019, outlines local and national training programmes for support assistants (<i>accompagnants des élèves en situation de handicap, AESH</i>), teachers and teacher educators regarding the principles of inclusive education.</p>
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	<p>2.1.2.1</p> <p>The law titled For a School of Trust (Loi pour l'école de la confiance, 28 July 2019, available in French) modified the Education Code. Article L111-3 (second subparagraph) now states that within the framework on inclusive education, the educational community's cohesion (i.e. school staff, parents and any actors related to the educational public service) relies on complementary expertise.</p> <p>In French, this is stated as 'Dans le cadre d'une école inclusive, elle [communauté éducative] fonde sa cohésion sur la complémentarité des expertises'. (Code de l'éducation, Article L-111-3)</p>



Policy priorities	Findings
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	–

Evaluative comments for 'Policy vision'

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2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	–
2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education	2.2.2.1 The law titled For a School of Trust (Loi pour l'école de la confiance , 28 July 2019, available in French) states that inclusive education is part of initial teacher education.



Policy priorities	Findings
	<p data-bbox="736 312 831 339">2.2.2.2</p> <p data-bbox="736 368 2051 512">The law titled For a School of Trust (Loi pour l'école de la confiance, 28 July 2019, available in French) modified the Education Code. Article L. 721-2 now states that French initial teacher education institutions, INSPE (institut national supérieur du professorat et de l'éducation), plan training courses on learners with SEN and disabilities.</p> <p data-bbox="736 541 2051 608">The French initial teacher education institutions organise training to raise awareness about schooling 'pupils with special educational needs, including pupils with disabilities and gifted pupils'.</p> <p data-bbox="736 636 1305 663">This is stated originally in French as follows:</p> <p data-bbox="804 692 1989 836"><i>Les instituts nationaux supérieurs du professorat et de l'éducation exercent les missions suivantes ... Ils organisent des formations de sensibilisation ... à la scolarisation des élèves à besoins éducatifs particuliers, dont les élèves en situation de handicap et les élèves à haut potentiel ... (Code de l'éducation, Article L. 721-2).</i></p> <p data-bbox="736 849 831 876">2.2.2.3</p> <p data-bbox="736 904 1957 932">Initial teacher education regarding inclusive education is to be specified in the upcoming year.</p> <p data-bbox="736 960 2011 1066">Regarding common education, an order of the ministers responsible for national education and higher education specifies the terms of reference for the contents of specific initial training on the schooling of learners with disabilities.</p> <p data-bbox="736 1094 1305 1121">This is stated originally in French as follows:</p> <p data-bbox="804 1150 2040 1294"><i>En ce qui concerne les enseignements communs, un arrêté des ministres chargés de l'éducation nationale et de l'enseignement supérieur précise le cahier des charges des contenus de la formation initiale spécifique concernant la scolarisation des enfants en situation de handicap (ibid.).</i></p>



Policy priorities	Findings
2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.3.1 For primary and secondary school teachers and chief educational advisors (CPEs), the training focuses 'on developing skills in two areas: diversity of learners and working in teams'. (European Agency, Country information for France, Teacher education for inclusive education)
2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.4.1 Academies and departments were urged to include three different inclusive education programmes for primary and secondary education teachers in their training plan: <ol style="list-style-type: none">1. three hours on co-operation between AESH and teacher;2. six hours on learning support for learners with special educational needs (SEN);3. support and encouragement for inspectors to implement co-operative inclusive projects. <p>At the start of the new academic year, teachers are advised about the upcoming training courses on inclusive education available in their department.</p> <p>See the school start circular 2019, For an Inclusive Education (Circulaire n° 2019-088 du 5-6-2019, Pour une École inclusive, available in French).</p>



Policy priorities	Findings
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1</p> <p>Several regulatory changes were introduced after 2015. They relate to professional competencies, particularly:</p> <ul style="list-style-type: none">• the reform of training for specialist teachers through the creation of the CAPPEI – certificate of pedagogical competence in inclusive educational methods;• training for support staff with the DEAES – state diploma in educational and social assistance;• the creation of a single professional body of national education psychologists. <p>2.2.5.2</p> <p>Regarding CAPPEI (certificate of pedagogical competence in inclusive educational methods), see legislative regulation references at the end of this document.</p> <p>Teachers willing to pass the CAPPEI and become specialised receive professional training in four steps:</p> <ul style="list-style-type: none">• Common core curriculum (144 hours, six mandatory modules);• Advanced courses (two x 52 hours, two in-depth modules of candidate’s own choice);• Professional course (52 hours, one module, candidate’s own choice);• For four years following CAPPEI graduation: right of access to additional 100 hours of professional training through the National Initiative Module (MIN), specifically dedicated to inclusive education. <p>See Article 7 of the decree of 10 February 2017 (Décret n° 2017-169 du 10 février 2017 (CAPPEI et formation professionnelle spécialisée), available in French).</p>



Policy priorities	Findings
2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy	—

Evaluative comments for ‘Main principles’

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SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1 Goals

Policy priorities	Findings
<p>3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda</p>	<p>3.1.1.1 The training programme includes an introduction to inclusive schooling at the start of training.</p> <p>3.1.1.2 <i>In particular, common-core courses cover the following areas: how pupils learn, taking account of the diversity of audiences, especially disabled pupils, methods of educational differentiation and support for pupils in difficulty, knowledge of the common knowledge base and a skills-based approach, how to guide pupils, methods of assessing pupils, teaching the values of the Republic, the fight against all forms of discrimination and the culture of equality between women and men, how to lead a class and prevent violence in schools, etc. Acquiring a scientific and technical culture as well as knowledge and skills relating to artistic and cultural education is also part of courses that can be followed in [higher national institute for teaching and education: INSPE – Institut National Supérieur du Professorat et de l'Éducation]. (Eurydice, National Education Systems, France, Initial Education for Teachers Working in Early Childhood and School Education)</i></p> <p>3.1.1.3 MIN-ASH (<i>Modules de formation d'initiative nationale dans le domaine de l'adaptation scolaire et de la scolarisation des élèves handicapés</i>) are national training modules on inclusive education (organised by teachers' institutes, academies or the Institut national supérieur de formation et de</p>



Policy priorities	Findings
	<p>recherche pour l'éducation des jeunes handicapés et les enseignements adaptés (INSHEA)). They are intended for:</p> <ul style="list-style-type: none"> • new specialised teachers (for four years after they graduate, newly CAPPEI-certified teachers have a right of access to 100 hours of MIN-ASH professional training); • teachers, AESH, school psychologists and school leaders willing to obtain qualifications on inclusive education, usually if the local offer does not meet their needs (e.g. MIN-ASH on sign language, Braille, etc.).
<p>3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)</p>	<p>3.1.2.1</p> <p><i>A decree of July 1st, 2013 establishes the list of the professional skills requirements in teaching and education professions. These skills bring into play the knowledge, capacity to implement and professional attitudes. (Eurydice, National Education Systems, France, Initial Education for Teachers Working in Early Childhood and School Education)</i></p> <p>3.1.2.2</p> <p>The fourth professional skill requirement listed in the decree states that teachers must consider the diversity of learners by:</p> <ul style="list-style-type: none"> • adapting teaching and educational action according to the diversity of the learners; • working with professional resources to implement personalised schooling projects for learners with special needs; • identifying the signs of drop-out in order to prevent difficult situations. <p>See the decree from 1 July 2013 (Arrêté du 1er juillet 2013 relatif au référentiel des compétences professionnelles des métiers du professorat et de l'éducation, available in French).</p>



Policy priorities	Findings
3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education	–
3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion	–
3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education	3.1.5.1 As stated in the Agency's Country Policy Review and Analysis: France (2016): <i>Since 2009, a technical advisor has been appointed to the Rector of each educational district (30 all over France) to define the implementation of the national inclusive education policy at a regional scale (www.education.gouv.fr/cid51308/mend1000325v.html; this link to the official ministry website shows the way they are recruited and describes their job) (p. 8)</i>



	<p>3.1.5.2</p> <p><i>Under the Modernisation of Public Action policy (MAP), an interdepartmental action plan was launched in 2013 to: improve territorial equity; develop inclusive systems; and, reform teacher training (www.modernisation.gouv.fr/sites/default/files/fichiers-attaches/3-enfantshandicaprapport.pdf) (European Agency, Country Policy Review and Analysis: France, p. 8)</i></p> <p>3.1.5.3</p> <p>Two categories of inspectors aim to foster inclusive education in their district. Part of their role is also to help build a local training offer covering inclusive education:</p> <ul style="list-style-type: none">• <i>Département level: IEN-ASH (inspecteurs de l'Éducation nationale chargés de l'Adaptation scolaire et de la Scolarisation des élèves Handicapés – National education inspector in charge of school adaptation and the education of learners with disabilities);</i>• <i>Académie level: IEN-CT ASH (CT stands for Conseiller technique auprès du recteur – Rector's technical advisor).</i> <p>The school start circular 2019, For an Inclusive Education (Circulaire n° 2019-088 du 5-6-2019, Pour une École inclusive, available in French), outlines their role.</p> <p>3.1.5.4</p> <p>A policy implementation guideline was published in September 2019 to ensure and foster national coherence regarding inclusive education professional learning opportunities.</p> <p>See the Professional Learning for Inclusive Education Handbook (Livret de formation à une école inclusive, available in French).</p> <p>3.1.5.5</p> <p>The order of 10 February 2017 (available in French) on the organisation of specialised professional training and preparation for CAPPEI (Arrêté du 10 février 2017 relatif à l'organisation de la formation</p>
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Policy priorities	Findings
	<p>professionnelle spécialisée à l'intention des enseignants chargés de la scolarisation des élèves présentant des besoins éducatifs particuliers liés à une situation de handicap, de grande difficulté scolaire ou à une maladie) states: 'La formation prévue à l'article 5 du décret du 10 février 2017 susvisé est dispensée, selon les cas, dans un cadre académique, inter-académique ou national'.</p> <p>Translated into English, this states that specialised professional training can be organised at the <i>académie, inter-académie</i> or national level.</p>
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	–
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	–

Evaluative comments for 'Goals'

–



3.2 Continuum of support

Policy priorities	Findings
<p>3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work</p>	<p>3.2.1.1</p> <p><i>Since 2015, training programmes for co-operation between education stakeholders (teachers, health and welfare establishments and services, civil servants working in MDPHs and regional health agencies) have been offered in all French counties. (www.inshea.fr) (European Agency, Country Policy Review and Analysis: France, p. 10)</i></p> <p>3.2.1.2</p> <p>According to the order of 10 February 2017 (available in French) on the organisation of specialised professional training and preparation for CAPPEI (Arrêté du 10 février 2017 relatif à l'organisation de la formation professionnelle spécialisée à l'intention des enseignants chargés de la scolarisation des élèves présentant des besoins éducatifs particuliers liés à une situation de handicap, de grande difficulté scolaire ou à une maladie):</p> <p><i>Il appartient à chaque recteur d'académie, en liaison avec les directeurs académiques des services de l'éducation nationale, de procéder à l'analyse des besoins en formation spécialisée de son académie. A partir de cette analyse des besoins, le recteur arrête un plan prévisionnel des formations spécialisées, en concertation avec les organismes de formation. ... L'élaboration et le suivi de la carte nationale des formations font l'objet d'une concertation entre les académies, les directions d'administration centrale concernées et les opérateurs de formation.</i></p> <p>Translated to English, this states:</p> <p>Each rector of the academy, in connection with the academic directors of the national education services, has to analyse the specialised training needs of their academy. Based on this analysis, the rector adopts a provisional plan for specialised training, in consultation with the training institutions. The preparation and follow-up of the national map of training courses is the subject of consultation</p>



Policy priorities	Findings
	between the academies, the concerned central administration departments and the training operators.
3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities	–
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	–
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	–

Evaluative comments for 'Continuum of support'

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SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	–
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	<p>4.1.2.1</p> <p>PIAL (pôles inclusifs d'accompagnement localisés), or local inclusive support structures, were created in September 2019, and a widespread deployment is planned in the coming years. PIAL facilitate the co-ordination of resources (human, pedagogical and educational) for learners with SEN. This is stated in French on the webpage as follows:</p> <p><i>... le Pial mobilise l'ensemble des personnels de l'équipe pédagogique et éducative pour identifier les besoins de l'élève et mettre en œuvre les réponses adéquates au niveau de sa classe et, au-delà, de l'école ou de l'établissement dans lequel il est scolarisé.</i></p> <p>See the second range of action in the school start circular 2019, For an Inclusive Education (Circulaire n° 2019-088 du 5-6-2019, Pour une École inclusive, available in French) (pp. 3–4).</p>



Policy priorities	Findings
	<p>4.1.2.2</p> <p>PIAL enable a close partnership between national education and medico-social utilities and reinforce co-ordination and flexibility to support learners with disabilities.</p> <p>A widespread use of mobile medical and social support teams for schools (<i>Équipes mobiles d'appui médico-social aux établissements scolaire</i>) is also expected and promoted.</p>
<p>4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education</p>	<p>4.1.3.1</p> <p>The online platform Cap école inclusive was created in September 2019. It facilitates access to continuing professional development on inclusive principles and learners with SEN. Each teacher can log in and download adaptation guidelines according to learners' needs (e.g. reading difficulties, speaking difficulties, concentration difficulties).</p> <p>Cap école inclusive is currently promoted as an online learning tool which can meet teachers' needs for professional training on learners with SEN and inclusive education. It provides immediate answers for concrete teaching issues.</p>
<p>4.1.4 There are guidelines that support all teachers to collaborate to support all learners</p>	<p>–</p>



Policy priorities	Findings
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	4.1.5.1 Qualinclus (website in French) is a tool created to help school leadership in their self-assessment regarding inclusive education. The third data sheet aims at evaluating the teaching team’s training and support for the education of learners with SEN.
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	–
4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools	4.1.8.1 ‘Resource person’ is one of the six mandatory modules for the CAPPEI certification and is therefore an integral part of specialist teachers’ missions. See section 1 and section 1.1 of the CAPPEI circular , (Circulaire CAPPEI, 14 février 2017, available in French).



Policy priorities	Findings
	<p>4.1.8.2</p> <p>'Enseignant ressource' is one of the six professional modules any candidate qualifying for the CAPPEI certification can chose.</p> <p>See section 1 and section 1.1 of the CAPPEI circular, (Circulaire CAPPEI, 14 février 2017, available in French).</p> <p>4.1.8.3</p> <p>One hundred positions for resource teachers on autism were created (50 in 2019 and 50 in 2020) as part of the national strategy for autism within neuro-developmental disorders.</p>
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	–
4.1.10 There are competences for professional learning in inclusive education for all teachers	–



Evaluative comments for 'Capacity building'

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4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–



Evaluative comments for 'Funding'

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4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	4.3.1.1 A digital application called Tableau (short for <i>tableau de bord du handicap</i>), aggregates all quantitative data available on inclusive education, per <i>académie</i> . These aggregated data are shared on an annual basis. Follow-up indicators (e.g. number of learners with disabilities, number of specialised teachers, budget allocation on human help, budget allocation on specialised professional training, etc.) help <i>académies</i> monitoring inclusive education and teachers' professional learning in their territories.
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	4.3.2.1 Every year, each <i>académie</i> has to provide feedback to the Ministry of Education about how national policies are implemented. Part of this focuses on inclusive education, and more specifically on AESH and teachers' professional training on inclusive education. This dialogue provides qualitative data that support the monitoring of <i>académies'</i> policies on professional learning.



Policy priorities	Findings
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	–
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	4.3.6.1 <i>Training teachers and teacher-researchers is an essential dimension. To guide its efforts and better support schools in their educational reform policy, the Direction Générale de l'Enseignement Supérieur et de l'Insertion Professionnelle (DGESIP – General Directorate of Higher Education and Professional Integration) of the Department of National Education, Higher Education and Research wishes to make a statement of policy places, actors, organizations and initial and ongoing training practices of teachers in Higher Education institutions. Two surveys</i>



Policy priorities	Findings
	<p><i>have thus been conducted early 2015 to make an inventory of the initial and continuous training of teachers in higher education institutions. (Eurydice, National Education Systems, France, Initial Education for Academic Staff in Higher Education)</i></p>

Evaluative comments for ‘Monitoring’

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Useful references for national policies

All of the following resources are available in French.

Relating to the education community's professional learning for inclusion:

- [Loi n°2019-791 26 juillet 2019 pour une école de la confiance](#)
- [Circulaire de rentrée 'Pour une École inclusive' n° 2019-088 du 05-06-2019](#) (pp. 5–6)
- [Livret de formation à une école inclusive](#) (policy implementation guideline), Ministère de l'éducation nationale, 2019

Specialised teacher's professional learning for inclusion:

- [Décret n° 2017-169 du 10 février 2017 relatif aux pratiques de l'éducation inclusive et formation professionnelle spécialisée](#)
- [Arrêté du 10 février 2017 relatif à l'organisation de la formation professionnelle et de la préparation au CAPPEI](#)
- [Arrêté du 10 février 2017 relatif à l'organisation de l'examen pour l'obtention du CAPPEI](#)
- [Circulaire n° 2017-026 du 14 février 2017 relative à la formation professionnelle spécialisée et au certificat d'aptitude professionnelle aux pratiques de l'éducation inclusive \(CAPPEI\)](#)