

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: Italy



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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

Italian school legislation has its foundations in the [Constitution of the Italian Republic](#) of 1948.

According to Article 2:

The Republic shall recognise and protect the inviolable rights of the person, both as an individual and in the social groups where human personality is expressed. The Republic expects that the fundamental duties of political, economic and social solidarity be fulfilled.

Article 3 states:

All citizens shall have equal social dignity and shall be equal before the law, without distinction of gender, race, language, religion, political opinion, personal and social conditions.

It shall be the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic and social organisation of the country.

Articles 30, 33, 34 and 38 in particular lay down the principles of the system. Basic principles on education include:

- the freedom of teaching;
- the duty of the State to provide every type and level of education to everyone;
- the right of universities, academies and higher institutions to lay down their own regulations;
- the right of private individuals to establish schools and educational institutions at no cost to the State;
- the right/duty of parents to provide education for their children. The law must take measures to help families with no means to exercise their right/duty. Appropriate measures must be taken to enable capable and deserving learners to enter higher levels of education even if they lack financial resources. The education of citizens also includes the education and vocational training of disabled citizens.

The fundamental principles of the Constitution are the basis for all subsequent legislation.

In school education, the legislative framework is quite complex. The basic legislation includes:

- Decree no. 275 of 8 March 1999 providing schools with didactic, organisational



Wider policy context

and research autonomy;

- Law no. 62 of 10 March 2000 concerning equality between public and private education;
- Constitutional Law no. 3 of 18 October 2001 which modified the subdivision of the responsibilities, also as far as education is concerned, between State and Regions;
- Law no. 53 of 28 March 2003 for the reform of the education and training system. The law has been partially amended;
- Law No. 296 of 27 December 2006 (Financial law 2007) which establishes, among the other things, the extension of compulsory education to ten years (up to 16 years of age), to be fulfilled by pupils either at school or through three-year vocational courses falling under the responsibility of the Regions; dispositions for its implementation have been issued through Ministerial Decree no. 139 of 22 August 2007;
- Law no. 133 of 6 August 2008 containing measures to reduce public costs also in the field of education. It provides for a series of interventions. Among them are:
 - the re-organisation of the school system (DPR 81/2009);
 - the revision of the first cycle of education and of timetables (DPR 89/2009);
 - the reform of the second cycle of education (DPR 87/2010, DPR 88/2010, DPR 89/2010);
 - the inclusion of Regional three-year vocational training courses in the education system, for the fulfilment of compulsory education;
- Law no. 169 of 20 October 2008 providing for new criteria for the assessment and progression of learners (DPR 122/2009);
- Ministerial Decree no. 249 of 10 September 2010 on initial teacher training;
- Law no. 10 of 26 February 2011 (and subsequent DPR 80 of 28 March 2013) which establishes the National Evaluation System;
- Law no. 128 of 8 November 2013 containing several urgent measures for school education (e.g. measures to tackle early school leaving);
- Law no. 107 of 13 July 2015, reforming some aspects of the education system (e.g. evaluation based on teachers' merit, new recruitment procedures).

For Regional three and four-year education and training courses (IFP), legislative references are:

- decree no. 139/2000, on the extension of compulsory education, which establishes the general learning outcomes for learners attending the last two



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years of compulsory education either in the State pathways or in the Regional vocational courses;

- the inter-ministerial decree of 29 November 2007 on the quality criteria to be applied by the formative agencies providing regional courses;
- the Guidelines of the Ministry of Education, University and Research ([MIUR](#)) and of the Conference of the Regions. These provide indications to support the acquisition of key competencies in the first two years of upper-secondary school, regardless of the type of pathway taken.

Moreover, the collaboration between State, Regions and Provinces has produced a series of documents enhancing the flexibility of the education system, the definition of formative objectives and the final and intermediate certifications. In particular, the definition of formative standards for the acquirement of basic competences in the three-year pathways (Agreement of January 2004) and the definition of national minimum standard of technical and vocational competences for 21 professional profiles (April 2006). Finally, national final and intermediate certifications have been introduced to foster switches between the education system and the FP (October 2004).

([Constitution of the Italian Republic](#); Eurydice, National Education Systems, Italy, [Fundamental Principles and National Policies](#))

Legislation on inclusive education

Pupils with disabilities attend mainstream education at all levels, from pre-primary to upper-secondary education.

Inclusion for pupils with disabilities began with Law no. 118/1971, which granted all children the right to be educated in common classes, and with Law no. 517/1977, which abolished special schools.

Law no. 104/1992 is the main framework for all disability issues: it guarantees specific rights for people with disabilities and their families, provides assistance, stipulates full integration and the adoption of measures for prevention and functional recovery. It also ensures social, economic and legal protection.

Law no. 328/2000 defines the 'integrated system of interventions and social services', while Law no. 53/2003 defines the essential levels of provision in education and training.

The ratification of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) took place in 2009 with Law no. 18 of 3 March. Subsequently, in the same year, the MIUR published the 'Guidelines for the integration of pupils with disability at school'. These guidelines aim to increase the quality of educational interventions for pupils with physical, intellectual and sensory impairment.

Law no. 170/2010 recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as specific learning disorders (SLD). Subsequent guidelines (2011) specify educational and



Wider policy context

didactic measures to support the teaching and learning processes. Schools are also responsible for early detection.

The Ministerial Directive of 27 December 2012 on 'Measures for pupils with special needs and local organisations for school inclusion' cites all the initiatives taken for different types of pupils with special needs: pupils with assessed disabilities, with specific developmental disorders or with socio-economic, linguistic and cultural disadvantages. (European Agency, Country information for Italy, [Legislation and policy](#))

Law no. 107/2015 enabled eight legislative decrees, some of which directly address the learners' requests. They do this by improving initial and in-service teacher training on inclusive education and by better co-ordinating all actors and resources involved in learners' care. The aim is to guarantee good education for all and raise all learners' achievements, including from a lifelong perspective (see Legislative Decree no. 66/2017).

Decree no. 66, puts the focus on the school environment and enhances individual education plans (IEP) for pupils aimed at identifying barriers and facilitators in school life. Parents submit information about their children so schools can provide all supports needed. In addition, families are eligible for other help measures, including financial support, according to the national health plan.

In every school there is a working group for inclusion (teacher, support teachers, administrative staff). This group defines and implements the inclusion plan for the entire school as well as for the IEPs. Decree no. 66 has a special focus on:

- monitoring and evaluation of school inclusiveness;
- realisation of an inclusive curriculum;
- specific training for teaching and non-teaching staff in inclusive strategies;
- territorial support centres, which create networks and spread knowledge and ICT for inclusive education.

In 2019, Decree no. 66 was amended after a year of experimentation. It will increase its focus on the evaluation of school inclusiveness, school staff training and providing schools with inclusive educational tools. It will also empower inclusion groups at all territorial levels and conclude agreements with the regional authorities to improve the accessibility of school buildings.



SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
<p>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>	<p>2.1.1.1 The principle of inclusive education is included in all aspects of legislation regarding education, such as initial teacher education and support teacher training. (European Agency, Country Policy Review and Analysis – Italy, p. 10)</p> <p>2.1.1.2 Legislative decree no. 297/1994 – Education code, Articles 282–285 state that in-service training is a right and duty for school managers, teachers and school personnel in general. It concurs also to teachers’ evaluation.</p> <p>2.1.1.3 According to Legislative decree no. 66/2017, school inclusion is a fundamental commitment of all the components of the school community, each of whom, according to their role and responsibilities, concur to the pupils’ educational success (Article 1). The evaluation of schools’ inclusiveness is a part of general school evaluation (Article 4). One of the criteria for it is the realisation of and participation in specific learning/training activities on inclusive education. For this purpose, inclusive education is one of the priorities set by the Ministry in the National Plan for Teacher Training (Article 13). As such, each school, while defining their in-service training plan related to their training needs, shall choose specific training activities</p>



Policy priorities	Findings
	<p>on this area, not for teachers but also for all school managers and staff, according to their competencies, role and duties.</p> <p>(Eurydice, National Education Systems, Italy, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>
<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>	<p>2.1.2.1</p> <p><i>Law 170/2010 and related guidelines state that pupils with learning disorders do not need special teachers, but a new way of teaching, according to their way of learning. The aim is to shift the focus from a clinical to a pedagogic view, by empowering all subjects involved in the educational process.</i></p> <p><i>Pupils with SLD are under the responsibility of the curricular teachers</i></p> <p>(European Agency, Country Policy Review and Analysis – Italy, pp. 5–6).</p> <p>2.1.2.2</p> <p>Law 107/2015:</p> <ul style="list-style-type: none">• redefines support teachers’ initial training in the inclusive education system;• provides compulsory initial and in-service training for school leaders and teachers on pedagogic, didactic and organisational aspects for inclusive education• identifies the in-service training requirements on school inclusiveness for the administrative, technical and auxiliary staff, according to their specific expertise. <p>(European Agency, Country Policy Review and Analysis – Italy, p. 6)</p>



Policy priorities	Findings
	<p>2.1.2.3</p> <p>Teachers of the pre-primary and primary levels obtain the second-cycle qualification after completion of a specific five-year single-cycle (university) programme, including traineeship activities. Within these courses there are modules on inclusive education.</p> <p>Initial education for teaching in secondary schools foresees the completion of a specific five-year single-cycle (university) programme in curricular subjects.</p> <p>All courses for training future teachers also include the acquisition of teaching competences suitable to favour the school integration of pupils with disabilities.</p> <p>In addition to this, those willing to work as support teachers with pupils with disability acquire, beside the basic training common to all teachers, a specific university qualification (60 ECTS credits) including at least 300 hours of traineeship (12 ECTS credits).</p> <p>(Eurydice, National Education Systems, Italy, Initial Education for Teachers Working in Early Childhood and School Education)</p>
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	<p>2.1.3.1</p> <p>Legislative decree no. 297/1994 – Education code, Articles 282–285 state that in-service training is intended to update disciplinary and interdisciplinary knowledge, didactic and pedagogical skills and is participation in didactic-pedagogical research and innovation.</p>

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	<p>2.2.2.1</p> <p><i>... by law, pupils with special educational needs attend common classes in which curricular teachers are supported by special teachers (support teachers). [...] Not all teachers are support teachers, but all support teachers are teachers. [...] Law 107/2015 states the reform of initial teacher education. Initial training was oriented towards more inclusive practices, comprising 20% of the curriculum for curricular teachers and up to 100% for support teachers' specialisation.</i></p> <p>(European Agency, Country information for Italy, Teacher education for inclusive education)</p> <p>2.2.2.2</p> <p>For pre-school and primary education, the teacher qualification is a 4-year programme. 'A graduate degree is required to teach at secondary school level, as well as a one-year specialisation and traineeship in schools' (European Agency, Country information for Italy, Teacher education for inclusive education).</p> <p>2.2.2.3</p> <p>Teachers of the pre-primary and primary levels obtain the second-cycle qualification after completion of a specific five-year single-cycle (university) programme, including traineeship activities. Within these courses there are modules on inclusive education.</p>



Policy priorities	Findings
	<p>Initial education for teaching in secondary schools foresees the completion of a specific five-year single-cycle (university) programme in curricular subjects.</p> <p>All courses for training future teachers include the acquisition of teaching competences suitable to favour the school integration of pupils with disabilities.</p> <p>In addition to this, those willing to work as support teachers with pupils with disability acquire, besides the basic training common to all teachers, a specific university specialisation qualification (60 ECTS credits) including at least 300 hours of traineeship (12 ECTS credits).</p> <p>(Eurydice, National Education Systems, Italy, Initial Education for Teachers Working in Early Childhood and School Education)</p>
<p>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</p>	<p>2.2.3.1</p> <p>For pre-primary and primary school teachers:</p> <p><i>After being assigned to a teaching position teachers are required to pass a trial and training period (induction), in order to become fully qualified teachers. The induction period is regulated by the law and by the collective national labour contract.</i></p> <p><i>[...] The induction period must correspond to at least 180 days of actual job (exams and assessments included), of which 120 days spent in teaching activities (included all the activities preparatory to teaching), plus a minimum of 50 hours of training activities [workshops and peer-to-peer activities].</i></p> <p><i>The whole induction period (trial and training) aims at verifying the teacher's competences, while the training activities, in particular, strengthen the competences and professional standards required for the teaching profession.</i></p>



Policy priorities	Findings
	<p>[...] <i>Teachers carry out their induction period with the guidance and support of a tutor appointed by the school manager among teachers with specific teaching and tutoring and counselling abilities.</i></p> <p><i>At the end of the induction period, the school manager evaluates the teacher verifying that the teacher has reached the professional objectives and competences established at the beginning of the training period and taking into account the opinion of the Committee for the evaluation of teachers.</i></p> <p>(Eurydice, National Education Systems, Italy, Conditions of Service for Teachers Working in Early Childhood and School Education).</p> <p>2.2.3.2</p> <p>Since 2018, induction is part of the 3-year initial teacher education programme for secondary school teachers (FIT), who have access to the programme after obtaining a second-cycle qualification.</p> <p>During the second year, future teachers substitute class teachers for periods that cannot exceed 15 days, while in the third year they replace absent teachers or work on vacant posts. During the second year, future support teachers substitute class teachers for short periods that cannot exceed 15 days, while in the third year they replace absent teachers or work on vacant posts (Eurydice, National Education Systems, Italy, Initial Education for Teachers Working in Early Childhood and School Education)</p> <p>2.2.3.3</p> <p><i>All courses for training future teachers include:</i></p> <ul style="list-style-type: none">• <i>The acquisition of linguistic competences in English equivalent to the level B2 of the 'Common European Framework of Reference for Languages' adopted in 1996 by the Council of Europe,</i>



Policy priorities	Findings
	<ul style="list-style-type: none"> • <i>The acquisition of digital competences as foreseen by the Recommendation of the EU Parliament and Council of 18 December 2006. In particular, such competences refer to the capacity of using multimedia languages for representing and communicating knowledge, for using digital contents and, more in general, for using simulated environments and virtual labs;</i> • <i>The acquisition of teaching competences suitable to favour the school integration of pupils with disabilities.</i> <p>(Eurydice, National Education Systems, Italy, Initial Education for Teachers Working in Early Childhood and School Education; Legislative decree no. 59/2017 on initial teacher training)</p>
<p>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</p>	<p>2.2.4.1</p> <p><i>Law 107/2015 on the reform of the education system, has established that professional development (CPD) for teachers, is compulsory, continuing and structural. The collective labour contract for school staff establishes that CPD is both a right and a professional duty for teachers.</i></p> <p>For a three-year period (2016–2019), inclusion and disability were among the priorities indicated by the Ministry of Education. (Eurydice, National Education Systems, Italy, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p> <p><i>Law 128/2013 introduced the principle of compulsory in-service education. Since pupils with special educational needs are the responsibility not only of support teachers but of all school staff, teachers and school principals at all school levels undergo specific in-service training for pupils with special educational needs.</i></p> <p>(European Agency, Country information for Italy, Teacher education for inclusive education; European Agency, Country Policy Review and Analysis – Italy, p. 11).</p>



Policy priorities	Findings
	<p>2.2.4.2</p> <p>Law 128/2013 is still in force. However, Law 107/2015 is the school reform.</p>
<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>Support teachers represent 13.2% of the total teaching staff in Italy. (European Agency, Country information for Italy, Financing of inclusive education systems)</p> <p>Support teachers are teachers first. In pre-school and primary initial teacher education, student teachers have to choose specific courses in their learning agreement in order to become a support teacher. In secondary education, to become a support teacher requires at least 60 credits. (European Agency, Country information for Italy, Teacher education for inclusive education)</p> <p>2.2.5.2</p> <p><i>The law provides for the creation of mainstream classes as separate sections in rehabilitation centres and hospitals, in order to provide education for children who are temporarily unable to attend school (for no less than 30 days). Teachers with specific psycho-pedagogical training can be employed to teach in rehabilitation centres and hospitals. "School in hospital" is highly flexible, taking into account each pupil's type of illness, time for medical examinations and therapies, as well as the pace of life in hospitals.</i></p> <p>(European Agency, Country Policy Review and Analysis – Italy, p. 7).</p> <p>2.2.5.3</p> <p>Speech and language therapists and similar professionals are not hired by the MIUR. However they have to pass a four-year cycle university programme to enter the profession.</p> <p>Multilingual education teachers fall under the competence of the MIUR. Their initial training is the same as other teachers, plus a one-year specialisation in Italian as L2.</p>



Policy priorities	Findings
	<p>Special teachers for visual and hearing impairment, as well as tiphologists and similar professionals (like sign-language translators) receive particular training from research centres in the field (e.g. Istituto Romagnoli and Istituto Magarotto).</p> <p>Assistants to autonomy and communication have usually received university training. They fall under the competence of local authorities. According to the provision of Legislative decree no. 66/2017, the MIUR is working on an State-Region agreement to harmonise this professional profile.</p>
<p>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</p>	<p>2.2.6.1</p> <p><i>Law 107/2015 delegates to the government the reform on initial teacher training by introducing a unitary and co-ordinated system that includes both teachers' initial training and the procedures for access to the profession, entrusting this to universities and to state educational institutions.</i></p> <p>(European Agency, Country Policy Review and Analysis – Italy, p. 40).</p> <p>2.2.6.2</p> <p>Legislative decree no. 59/2017 on initial teacher training</p> <p>2.2.6.3</p> <p>'University professors do not undergo either a specific initial training or continuing professional development activities' (Eurydice, National Education Systems, Italy, Teachers and education staff).</p>



Evaluative comments for 'Main principles'

2.2.6. No direct evidence was found of teacher educators' professional development in the [Country Policy Review and Analysis – Italy](#) response to measure 10.2 (pp. 39–40). However, the inclusive education system and the initial teacher education reform imply the need for teacher educators to support the inclusive education agenda. There is no direct policy statement because of the peculiar autonomy of universities. The principles are the same for school and university, as stated by Law no. 104/1992. Therefore, the educational offer must be consistent with those principles. Moreover, universities have to draw an inclusion plan themselves. As for initial training and CPD, the MIUR sets the quality standards that universities have to comply with.



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</p> <p><i>Teachers of the pre-primary and primary levels obtain the second-cycle qualification after completion of a specific five-year single-cycle programme, including traineeship activities. [...] Courses end up with the discussion of a final work and of the final traineeship report. The discussion of the two reports makes up the final exam that also qualifies to teach at pre-primary and primary level. Courses under this procedure started in academic year 2011/2012. All courses for training future teachers include: The acquisition of teaching competences suitable to favour the school integration of pupils with disabilities.</i></p> <p><i>[...] Programmes are organised in general and specific training activities. General teachings aim at the acquisition of knowledge in the fields of: pedagogy, didactic, psychology, sociology and anthropology. These studies correspond to 78 CFU credits.</i></p> <p><i>Specific activities aim at both the acquisition of subject-related knowledge and competences and the integration of pupils with special educational needs. These latter include studies in the fields of infantile neuropsychiatry, psychology, law and health. Studies correspond to 31 CFU credits.</i></p> <p>(Eurydice, National Education Systems, Italy, Initial Education for Teachers Working in Early Childhood and School Education).</p> <p>3.1.1.2</p> <p>Support teachers who facilitate inclusion, as well as the so-called educational and cultural</p>



Policy priorities	Findings
	<p>assistants (AEC), who have a specific role in the educational project aimed at facilitating autonomy and communication, are usually highly qualified.</p> <p><i>Support teachers are graduates of primary teaching, with specialisations or a master's degree in special education, developmental psychopathology, neuropsychiatry, psychology for disability and rehabilitation, or special learning methods and teaching.</i></p> <p>Assistants 'stimulate the development of skills (in the different dimensions of autonomy and basic social communication among the learner with disabilities and the class group) to strengthen peer relationships and support participation in school activities'. They also participate in teaching-educational planning. Usually, they have a master's degree, but there are differences throughout Italy (local authorities have own competences in the field). (European Agency, Country Policy Review and Analysis – Italy, p. 19)</p> <p>3.1.1.3</p> <p><i>In addition to the basic training common to all teachers, those wishing to work as support teachers must also acquire a specific qualification, awarded by universities, in which they must obtain at least 60 credits. Training includes at least 300 hours (12 credits) of traineeship activities related to the school level in which they are going to work. Each university organises and regulates training activities in compliance with general criteria established by the Ministry of Education.</i></p> <p>(European Agency, Country Policy Review and Analysis – Italy, p. 39).</p> <p>3.1.1.4</p> <p>Starting from 2018, teaching at secondary level requires the completion of an initial education programme that includes traineeship and induction (called FIT programme). Those willing to access the programme, must first pass an open competitive examination. Candidates who pass the examination start the FIT programme by signing a three-year contract with the relevant</p>



Policy priorities	Findings
	<p>Regional school office (USR). Contracts regulate also the gradual induction in the teaching profession, also through temporary replacement of teachers.</p> <ul style="list-style-type: none"> • Who has signed a contract for the FIT programme, is expected to obtain, within the first year, the specialisation diploma for teaching at secondary level and, during the second and third year, to complete her/his professional training through further studies, traineeships and teaching activities carried out by replacing absent teachers. • Who has signed a contract for the FIT programme as support teacher, is expected to obtain, within the first year, the specialisation diploma in pedagogy and teaching, specific for support teaching activities and inclusion at school. The second and third year of the programme are dedicated to future teachers' professional training in the field of school inclusion. Such training includes further study activities, traineeships and teaching through the replacement of absent teachers. <p>(Eurydice, National Education Systems, Italy, Initial Education for Teachers Working in Early Childhood and School Education)</p>
<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>In-service training activities for all school staff 'focus on topics such as early risk identification, didactic measures to be adopted both with the pupil and with the class group, assessment procedures and guidance' (European Agency, Country information for Italy, Teacher education for inclusive education).</p>



Policy priorities	Findings
	<p>3.1.2.2</p> <p>CPD is compulsory for teachers.</p> <p><i>For the three-year period 2016-2019 the Ministry of education has established the following priorities:</i></p> <ul style="list-style-type: none">• <i>foreign languages;</i>• <i>digital competences and new learning environments;</i>• <i>school and work;</i>• <i>autonomy;</i>• <i>evaluation and improvement;</i>• <i>competence-based teaching and innovative teaching methods;</i>• <i>integration, civic competences and global citizenship;</i>• <i>inclusion and disability;</i>• <i>social cohesion and prevention of youth discomfort.</i> <p>(Eurydice, National Education Systems, Italy, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>
3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education	<p>3.1.3.1</p> <p><i>All courses for training future teachers include:</i></p> <ul style="list-style-type: none">• <i>The acquisition of linguistic competences in English equivalent to the level B2 of the 'Common European Framework of Reference for Languages' adopted in 1996 by the Council of Europe,</i>



Policy priorities	Findings
	<ul style="list-style-type: none"> • <i>The acquisition of digital competences as foreseen by the Recommendation of the EU Parliament and Council of 18 December 2006. In particular, such competences refer to the capacity of using multimedia languages for representing and communicating knowledge, for using digital contents and, more in general, for using simulated environments and virtual labs;</i> • <i>The acquisition of teaching competences suitable to favour the school integration of pupils with disabilities.</i> <p>(Eurydice, National Education Systems, Italy, Initial Education for Teachers Working in Early Childhood and School Education)</p> <p>3.1.3.2</p> <p>Initial education for teachers of secondary schools starts with a national competition. The requirements to access the competitive exam are:</p> <ul style="list-style-type: none"> • holding a second-cycle university or Afam (high level arts, music and dance education) qualification, or any other equivalent qualification; • 24 CFU/CFA credits (equivalent to 24 ECTS): <ul style="list-style-type: none"> <i>acquired either within or in addition to the main course of study in the field of anthropology, psychology, pedagogy and teaching methodology [...] At least 6 of the 24 credits must be acquired for each of three among the following four sectors: pedagogy, special pedagogy and inclusion; psychology; anthropology; teaching methods.</i> <p>(Eurydice, National Education Systems, Italy, Initial Education for Teachers Working in Early Childhood and School Education)</p>



Policy priorities	Findings
<p>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</p>	<p>3.1.4.1</p> <p><i>Specific training plans are drafted by the MIUR and by schools, according to their autonomy. Training activities may also involve universities, research institutes, scientific organisations, associations and local health authorities.</i></p> <p>(European Agency, Country information for Italy, Teacher education for inclusive education)</p> <p>3.1.4.2</p> <p>Training activities are carried out by the MIUR itself but also at territorial level. According to Presidential decree no. 275/1999, schools are autonomous for CPD and research in the field of didactics and pedagogy. For this reason they can make agreements directly with universities, research centres and other entities.</p> <p>Schools at territorial level are organised through networks for various purposes, such as training, competencies exchange, project development, etc.</p> <p>Each region has a pole school, whose aim is to organise CDP activities according to the national CDP Plan and the schools' CDP plans.</p>
<p>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</p>	<p>3.1.5.1</p> <p><i>Each school defines CDP activities, also establishing networks with other schools in their territory. Activities must be consistent with the school three-year plan of the educational offer, with the self-evaluation report and the improvement plans of schools, according to the priorities indicated by the Ministry of education in the National training plan published every three years.</i></p> <p>(Eurydice, National Education Systems, Italy, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>



Policy priorities	Findings
<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</p>	<p>3.1.6.1</p> <p><i>The MIUR has founded a network of schools named Territorial Support Centres (CTS). CTS are schools (103 units spread all over Italy), dedicated to special needs, with teachers/researchers specialised in technologies for inclusive teaching. Using a peer-to-peer approach, teachers working in CTS collect and disseminate best practices, support colleagues in managing special needs and supply schools with technological devices.</i></p> <p>(European Agency, Country information for Italy, Teacher education for inclusive education; European Agency, Country Policy Review and Analysis – Italy, pp. 41–42)</p> <p>3.1.6.2</p> <p>Schools at pre-primary, primary and secondary level have teaching, organisational and research autonomy. Schools were granted autonomy and legal status in 2000 (for a description of autonomy in Italian schools and a comparison at European level, see Eurydice, Levels of Autonomy and Responsibilities of Teachers in Europe, 2007). Article 117 of the Constitution itself recognises the autonomy of schools. Article 117 gives the state power to determine general education standards, fundamental principles and basic levels of service across the whole country. Regions are responsible for legislating on teaching matters, ‘subject to the provisions for school autonomy’. These general measures of 2001 complete the specific legislative framework for school autonomy: Act no. 59 of 15 March 1997.</p> <p>(Eurydice, National Education Systems, Italy, Fundamental Principles and National Policies)</p> <p>3.1.6.3</p> <p>According to Law no. 107/2015, based on the three-year budgetary term, each school draws up its own Three-Year Plan for the Educational Offer (<i>Piano dell’offerta formativa</i>, PTOF). This is the basic document setting out the cultural and planning identity of the school. It must be consistent</p>



Policy priorities	Findings
	<p>with the general and educational objectives of the various kinds of study and specialisms set at national level, while reflecting cultural, social and economic requirements at local level.</p> <p>3.1.6.4</p> <p>Since the 2013/14 school year, each school has to draft an Annual Plan for Inclusion (PAI) as a basis for the Three-Year Plan for the Educational Offer (PTOF).</p> <p><i>The Annual Plan of the Educational Offer (POF) is the basic document describing the curricular, extra-curricular, educational and organisational resources that each school adopts according to its autonomy. At the end of each school year, schools must monitor and evaluate the efficacy of their inclusiveness.</i></p> <p>(European Agency, Country Policy Review and Analysis – Italy, p. 8; Eurydice, National Education Systems, Italy, Quality Assurance in Early Childhood and School Education)</p>
<p>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</p>	<p>3.1.7.1</p> <p>National three-year teachers’ and school staff training plans include inclusive practices. (European Agency, Country information for Italy, Teacher education for inclusive education)</p> <p>3.1.7.2</p> <p>According to Law no. 107/2015, based on the three-year budgetary term, each school draws up its own Three-Year Plan for the Educational Offer (<i>Piano dell’offerta formativa</i>, PTOF). This is the basic document setting out the cultural and planning identity of the school. It must be consistent with the general and educational objectives of the various kinds of study and specialisms set at national level, while reflecting cultural, social and economic requirements at local level.</p> <p>3.1.7.3</p> <p>Since the 2013/14 school year, each school has to draft an Annual Plan for Inclusion (PAI) as a basis for the Three-Year Plan of the Educational Offer (PTOF).</p>



Policy priorities	Findings
	<p data-bbox="864 308 1995 459"><i>The Annual Plan of the Educational Offer (POF) is the basic document describing the curricular, extra-curricular, educational and organisational resources that each school adopts according to its autonomy. At the end of each school year, schools must monitor and evaluate the efficacy of their inclusiveness.</i></p> <p data-bbox="768 480 1637 515">(European Agency, Country Policy Review and Analysis – Italy, p. 8)</p>

Evaluative comments for ‘Goals’

3.1.1.1 In [Country Policy Review and Analysis – Italy](#), measure 3.3 (p. 19), it is stated that a national framework for qualifications for educational and social assistants is needed. At the moment there are differences at the local level. Assistants to autonomy and communication have usually received university training. They fall under the competence of local authorities. According to Legislative decree no. 66/2017, the MIUR is working on an State-Region agreement to harmonise this professional profile.



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>For secondary school teachers, there is a continuum of professional learning from initial teacher education to induction. Initial education for teaching in secondary schools is organised, since 2018, into a single system that includes both initial education and access to the teaching post. All secondary teachers, including support teachers and technical-vocational teachers, start their initial education with an open competitive examination. To access the examination, candidates must hold a second-cycle higher education degree. Those who successfully pass the examination start a three-year traineeship that includes theoretical education, practical training and access to a post as teacher. Those with positive results in their periodic and final assessments during the three-year period of training become permanent contract teachers.</p> <p>(Eurydice, National Education Systems, Italy Initial Education for Teachers Working in Early Childhood and School Education)</p> <p>3.2.1.2</p> <p>Legislative decree no. 297/1994 – Education code, Articles 282–285 state that in-service training is a right and duty for school managers, teachers and school personnel in general. It also concurs to teachers’ evaluation.</p> <p>3.2.1.3</p> <p>Although autonomous, as part of the national school system schools must comply with both the principles and the national legislation on education (inclusive education included).</p> <p>This is guaranteed through the annual evaluation process, which improves each school’s policies and practices (the improvement plan is mandatory and strictly linked to the PTOF). CPD is therefore included in the improvement plan and its outcomes assessed at school level.</p>



Policy priorities	Findings
<p>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</p>	<p>3.2.2.1</p> <p>Although autonomous, as part of the national school system schools must comply with both the principles and the national legislation on education (inclusive education included).</p> <p>This is guaranteed through the annual evaluation process, which improves each school’s policies and practices (the improvement plan is mandatory and strictly linked to the PTOF). CPD is therefore included in the improvement plan and its outcomes assessed at school level.</p>
<p>3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers’ professional learning in inclusive education</p>	<p>3.2.3.1</p> <p>Strategic plans are developed at school level (Law no. 107/2015, Article 1, c. 14).</p> <p>Training activities are carried out by the MIUR itself but also at territorial level. According to Presidential decree no. 275/1999, schools are autonomous for CDP and research in the field of didactics and pedagogy. For this reason they can make agreements directly with universities, research centres and other entities.</p> <p>Schools at territorial level are organised through networks for various purposes, such as training, competencies exchange, project development, etc.</p> <p>Each region has a pole school which organises CDP activities according to the national CDP Plan and the schools’ CDP plans.</p> <p>3.2.3.2</p> <p>Although autonomous, as part of the national school system schools must comply with both the principles and the national legislation on education (inclusive education included).</p>



Policy priorities	Findings
	This is guaranteed through the annual evaluation process, which improves each school's policies and practices (the improvement plan is mandatory and strictly linked to the PTOF). CPD is therefore included in the improvement plan and its outcomes assessed at school level.
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	3.2.4.1 Legislative decree no. 297/1994 – Education code, Article 285 states the principles of collaboration between the MIUR/schools and higher education institutions/universities. Support for this process is made through programme agreements between the MIUR 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
<p>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</p>	<p>4.1.1.1</p> <p><i>The Italian Ministry of Education is making a great effort to quickly train all teachers – whether already employed in schools or newly qualified – to face new challenges (learner-centred education, ICT, inclusive educational practice, diverse learning needs, strategies, etc.) (please also refer to TALIS, 2013). It includes master’s degrees and distance learning programmes.</i></p> <p><i>The new School Reform Act (Law 107/2015) provides additional funding for this purpose.</i></p> <p>(European Agency, Country Policy Review and Analysis – Italy, p. 32)</p> <p>4.1.1.2</p> <p>According to Law no. 107/2015, based on the three-year budgetary term, each school draws up its own Three-Year Plan for the Educational Offer (<i>Piano dell’offerta formativa</i>, PTOF). This is the basic document setting out the cultural and planning identity of the school. It must be consistent with the general and educational objectives of the various kinds of study and specialisms set at national level, while reflecting cultural, social and economic requirements at local level.</p> <p><i>Since the 2013/14 school year, each school has to draft an Annual Plan for Inclusion (PAI) as a basis for the Triennial Plan of the Educational Offer (PTOF). The Annual Plan of the Educational Offer (POF) is the basic document describing the curricular, extra-curricular, educational and organisational resources that each school adopts according to its</i></p>



Policy priorities	Findings
	<p><i>autonomy. At the end of each school year, schools must monitor and evaluate the efficacy of their inclusiveness.</i></p> <p>(European Agency, Country Policy Review and Analysis – Italy, p. 8)</p>
<p>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>	<p>4.1.2.1</p> <p>A National Observatory for inclusive education at the MIUR includes all stakeholders involved in the process. It undertakes:</p> <ul style="list-style-type: none"> • analysis and study; • monitoring of actions for school inclusion; • proposals for inter-institutional agreements; • proposals on innovative practices; • provide opinion on national legislation on inclusive education. <p>The same structure is applied in the various working groups for inclusion:</p> <ul style="list-style-type: none"> • GLIR (Regional Inter-Institutional Workgroups) • GIT (Territorial Inter-Institutional Workgroups), which also have the task of CDP in inclusive education. • GLI (at school level), which comprises the school manager, teachers, parents and other professional figures). <p>The GLIR and GIT comprise representatives of the local authorities, local health authorities and associations of people with disabilities.</p> <p>(Legislative decree no. 66/2017, Articles 9 and 15)</p>



Policy priorities	Findings
<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 <i>In 2009, the MIUR published the 'Guidelines for the integration of pupils with disability at school', aimed at increasing the quality of educational interventions for pupils with physical, intellectual and sensory impairment.</i> (European Agency, Country information, Italy, Legislation and policy)</p> <p>4.1.3.2 <i>Law 170/2010 recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as specific learning disorders (SLD). Subsequent guidelines (2011) specify educational and didactic measures to support the teaching and learning processes. Schools are also responsible for early detection.</i> (European Agency, Country information, Italy, Legislation and policy)</p> <p>4.1.3.3 <i>Specific guidelines concerning the inclusion of migrant pupils (2014) provide a regulatory framework, as well as suggestions concerning school organisation and teaching in order to increase the quality of education.</i> (European Agency, Country information for Italy, Legislation and policy)</p>
<p>4.1.4 There are guidelines that support all teachers to collaborate to support all learners</p>	<p>4.1.4.1 There are no specific guidelines on this issue, since collaborative work among teachers is foreseen in all documents (such as guidelines) on all subjects.</p>



Policy priorities	Findings
	<p>However it is important to explain that each school has a Teaching Committee, which is the representative and decisional body of the teaching staff. According to Legislative decree no. 297/1994 – Education code, Article 7, the Teaching Committee is organised in disciplinary and interdisciplinary departments and other bodies for didactic-educational planning and evaluation.</p>
<p>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</p>	<p>4.1.5.1 The MIUR collects data on learners’ results, based on surveys. Schools base their improvement plan upon the results. Schools carry out improvement activities in collaboration with universities, research centres and associations. (European Agency, Country information for Italy, Systems of support and specialist provision)</p> <p>4.1.5.2 Each school has to draft an Annual Plan for Inclusion as a basis for the Educational Policy Plan, which describes the curricular, extra-curricular, educational and organisational resources that each school adopts. At the end of each year, each school must monitor and evaluate the efficacy of their inclusiveness. (European Agency, Country information for Italy, Systems of support and specialist provision)</p> <p>4.1.5.3 Improvement activities involve teacher professional development. This is guaranteed through the annual evaluation process to improve each school’s policies and practices (the improvement plan is mandatory and strictly linked to the PTOF). CPD is therefore included in the improvement plan and its outcomes assessed at school level.</p> <p>4.1.5.4 Recent national priorities for the National Institute for the Educational Evaluation of Instruction and Training (<i>Istituto nazionale per la valutazione del sistema educativo di istruzione e di</i></p>



Policy priorities	Findings
	<p><i>formazione</i>, INVALSI) include helping schools to focus on their effectiveness.</p> <p>4.1.5.5</p> <p>In this perspective, system-oriented measures are promoted to support schools to improve their self-diagnosis, self-assessment and assessment. The extension and setting up of the National Evaluation System across Italy performs a fundamental service of strengthening the system. This enables support for each school to monitor indicators of effectiveness and efficiency of their educational offer, and to move towards a progressive improvement. It provides the school administration with useful information to plan support actions for schools in difficulty and offer public and political decision-makers information on the actual implemented changes and effectiveness of the education and training system. The strengthening of evaluation processes may offer an important contribution.</p> <p>Moreover, INVALSI assesses the inclusive annual plans of schools through a common set of indicators agreed at the National Observatory for inclusion at the MIUR.</p> <p>4.1.5.6</p> <p>The National System for Evaluation of Schools (SNV) aims to improve the educational offer:</p> <p><i>This means improving all the processes that schools undertake, with all subjects involved, to raise learners' achievements, educational offer, quality and innovation in the learning environment. School evaluation is carried out in three stages:</i></p> <ul style="list-style-type: none">• <i>School self-evaluation. Relying on data provided by MIUR and the National Institute for the Evaluation of the Education System (INVALSI), schools draw up their Self-Evaluation Report (RAV);</i>• <i>External evaluation. Carried out by the external evaluation team (NEV) on a sample of schools, following protocols drawn up by INVALSI. Schools use the evaluation results to redefine their Improvement Plans (Law 107/2015, art. 1, c. 14).</i>



Policy priorities	Findings
	<ul style="list-style-type: none"> • <i>Social accountability. Schools publish and disseminate the evaluation results to ensure the transparency of their actions.</i> <p>(European Agency, Financing Policies for Inclusive Education Systems, Country Report: Italy, p. 23; Eurydice, National Education Systems, Italy, Quality Assurance in Early Childhood and School Education)</p>
<p>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</p>	<p>4.1.6.1</p> <p>School leaders in Italy, also known as school managers (<i>dirigenti scolastici</i>), set guiding principles for the school activities and are their legal representatives. They are responsible for overall school management.</p> <p>Apart from the school manager, schools are led by other bodies (<i>Organi collegiali</i> – collegial management bodies), as stated by Legislative decree no. 297/1994 – Education code:</p> <ul style="list-style-type: none"> • the Assembly of parents and the Class Council (which are consultative bodies); • the School Board (composed of teaching and non-teaching staff, parents and students in upper-secondary education), which is the governing and management body of the general school organisation; • the Teaching Committee, which plans the school educational offer, the definition and activation of didactics and experimentation, and school educational research. <p>(See also DPR 275/1999, particularly Articles 3–5 – in Italian)</p>
<p>4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education</p>	<p>4.1.7.1</p> <p>Training initiatives are generally not part of the teaching timetable. However, teachers have the right to participate and to have five days with exemption from service during the school year to participate in training initiatives.</p>



Policy priorities	Findings
	<p><i>In order to help teachers in their CPD activities, law 107/2015 foresees a financial support delivered in the form of an electronic card. The card is personal and not transferable and is destined to permanent full-time and part-time teachers working in state schools, included teachers in their induction period [...] Every year, each teacher will receive a maximum of 500 € for:</i></p> <ul style="list-style-type: none">• <i>purchasing books, magazines, hardware and software;</i>• <i>attending courses offered by accredited bodies or by higher education institutions;</i>• <i>attending cultural events (representations, movies, live events) and visit museums and exhibitions;</i>• <i>carrying out activities consistent with the three-year educational plan of the school and with the National training plan.</i> <p>(Eurydice, National Education Systems, Italy, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p> <p>4.1.7.2</p> <p>The Good School Reform (Law no. 107/2015) made in-service training permanent and structural. This means that teachers are required to take part in professional development initiatives planned at school level and included in the triennial School Development Plan. Such initiatives must be coherent with national priorities, school improvement targets and the specific training needs of every teacher.</p> <p>Apart from the five days exemption (National labour agreement, article 64) and the card, teachers have the right to attend all training initiatives organised by the school.</p>



Policy priorities	Findings
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 In Italy, specialist teachers are support teachers. 'Support teachers are part of the team of regular teachers and participate in all the activities, planning and assessment. Support teachers are also facilitators of inclusion' (European Agency, Country Policy Review and Analysis – Italy , p. 9).
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'

The Good School Reform Act (Law no. 107/2015) provided, among other measures, 9,000 support and curricular teachers. More than 6,000 extra were added in 2016 (European Agency, Country information for Italy, [Financing of inclusive education systems](#); European Agency, [Country Policy Review and Analysis – Italy](#), p. 17 and p. 21).



'Support teachers are part of the team of regular teachers and participate in all the activities, planning and assessment. Support teachers are also facilitators of inclusion' (European Agency, [Country Policy Review and Analysis – Italy](#), p. 9).

4.2 Funding

Policy priorities	Findings
<p>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</p>	<p>4.2.1.1</p> <p><i>The state also provides for pupils with special educational needs by offering 'special funds' to foster teacher training, promote inclusion and improve learners' outcomes, as well as the use of information and communication technology.</i></p> <p>(European Agency, Country information for Italy, Financing of inclusive education systems)</p> <p>4.2.1.2</p> <p>The Good School Reform Act (Law 107/2015) includes measures such as 'EUR 40 million for compulsory in-service teacher training, including in the field of inclusive education' (European Agency, Country information for Italy, Financing of inclusive education systems; European Agency, Country Policy Review and Analysis – Italy, p. 21).</p>
<p>4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues</p>	<p>4.2.2.1</p> <p><i>In order to help teachers in their CPD activities, law 107/2015 foresees a financial support delivered in the form of an electronic card [...] Within the end of August of each year, teachers must send the statement of expenses for CPD activities to their school administration that make them available to auditors.</i></p> <p>(Eurydice, National Education Systems, Italy, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>



Policy priorities	Findings
	<p>4.2.2.2</p> <p>The card is a benefit because it recognises the importance of professional development. The teacher chooses freely how to use it.</p> <p>The National triennial CDP plan is revised at the end of the three years, according to the national priorities and data provided by the regional pole schools that organise the learning activities at territorial level.</p> <p>The effectiveness of CDP is verified at school level by the school manager. This informs the school improvement plan.</p>
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	<p>4.2.3.1</p> <p>Apart from the budget given annually to the regional pole schools for CDP activities, each school receives a sum for training activities included in the school functioning budget</p>

Evaluative comments for 'Funding'

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4.3 Monitoring

Policy priorities	Findings
<p>4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities</p>	<p>–</p>
<p>4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed</p>	<p>4.3.2.1 There are no inequalities in access to CDP. Each regional and territorial office of the Ministry is involved in providing CDP, in collaboration with the pole schools.</p>
<p>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</p>	<p>4.3.3.1 CDP is mostly carried out involving universities and higher institutions. They also have assessment and monitoring procedures, which are the same as the academic offer. In 2011, Italy established the National Agency for the Evaluation of the University and Research System (<i>Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca</i>, ANVUR) to evaluate higher education institutions and increase meritocracy in Italian research. So far, ANVUR has evaluated 133 research institutions, 95 of which were universities. Italy is among the first European countries to have piloted assessments of learning outcomes at university level.</p>



Policy priorities	Findings
<p>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</p>	<p>4.3.4.1 At school level for the improvement plan.</p> <p>4.3.4.2 At regional level through the pole schools, to inform the National plan for teacher training.</p>
<p>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</p>	<p>–</p>
<p>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</p>	<p>4.3.6.1</p> <p><i>Schools and universities frequently work together. These partnerships allow both schools and universities to improve themselves through sharing their particular expertise.</i></p> <p><i>Schools are often the settings for the early stages of research in the education field.</i></p> <p><i>Regions also work with universities by founding projects or appointing universities to arrange in-service training for teachers.</i></p> <p><i>Research is also carried out by the CNR (National Centre for Research). The network of CNR research institutes, which are distributed all over the national territory, is multi-disciplinary. Its purpose is to conduct research activities in pursuit of excellence and strategic relevance within the national and international ambit, through its network of research institutes.</i></p>



Policy priorities	Findings
	<p><i>Moreover, the MIUR founded master's degrees on SLD and specific disabilities to improve support and curricular teachers' competences and knowledge of the latest pedagogical and scientific findings in the field of education.</i></p> <p>(European Agency, Country Policy Review and Analysis – Italy, p. 42; Istituto per le Tecnologie Didattiche)</p>

Evaluative comments for 'Monitoring'

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