

**Question for written answer E-002688/2024
to the Commission**
Rule 144
Pasquale Tridico (The Left)

Subject: Educational inclusion and recognition of foreign qualifications for special-needs teachers

The European Union advocates the free movement of people and professional skills and Directive 2005/36/EC is a key pillar in the recognition of qualifications, guaranteeing as it does access to training and professions in all Member States.

Italy has a good record in terms of including students with disabilities into its school system, having adopted rigorous training courses for special-needs teachers.

However, the increasing use of specialist qualifications obtained abroad, sometimes in courses with less well-structured training requirements than Italian ones, raises questions as to the quality of school inclusion and the transparency of equivalence processes. This state of affairs risks undermining the consistency of educational standards and the effectiveness of support for pupils with special needs.

Can the Commission therefore say:

1. What will be done to ensure that foreign qualifications for school support for pupils with special needs meet common minimum standards in the EU, in line with the UN Convention on the Rights of Persons with Disabilities?
2. Whether it believes a European reference framework should be set up to harmonise criteria for assessing qualifications for special-needs schoolteachers and ensure consistency, transparency and quality?
3. Whether it intends to develop common guidelines for the Member States to assess how well educational pathways accord with one another and to introduce a periodic monitoring system with a view to enforcing inclusive educational standards and preventing use of less rigorous teacher-training courses?

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