

(English version)

**Question for written answer E-002688/24
to the Commission
Pasquale Tridico (The Left)
(27 November 2024)**

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?

Submitted: 27.11.2024

**Answer given by Executive Vice-President Mînzatu on behalf of the European Commission
(20 March 2025)**

The first strategic priority of the European Education Area is improving quality, equity, inclusion and success for all. The Commission supports Member States to address shortages in Special Needs Education and quality inclusive education, aligning with the EU Strategy for the Rights of Persons with Disabilities 2021-2030 ⁽¹⁾.

The EU and Member States are parties to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) ⁽²⁾ yet the organisation of education systems, including actions on student diversity, is the responsibility of Member States ⁽³⁾ which limits scope for introducing common standards.

The Commission promotes inclusive education through initiatives such as Pathways to School Success ⁽⁴⁾, which promotes inclusion of learners with disabilities and/or special educational needs in mainstream schools, with support from educators and health professionals.

The Commission facilitates mutual learning via the European Education Area Working Groups on Equality and Values in Education and Training ⁽⁵⁾ and on Schools — Pathways to School Success ⁽⁶⁾.

Support is also extended under the Technical Support Instrument and the European Agency for Special Needs and Inclusive Education (EASNIE).

Finally, Member States determine how school support roles are regulated and set access and training criteria.

⁽¹⁾ <https://epale.ec.europa.eu/en/content/ec-presents-union-equality-strategy-rights-persons-disabilities-2021-2030>

⁽²⁾ <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

⁽³⁾ <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012E/TXT>

⁽⁴⁾ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H1209%2801%29>

⁽⁵⁾ <https://wikis.ec.europa.eu/display/EAC/Equality+and+Values+Documents>

⁽⁶⁾ <https://wikis.ec.europa.eu/display/EAC/Pathways+to+School+Success+Documents>