

Updating teacher continuous professional development (CPD)

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 ITALY

Timeline



ID number 28324

Description

VET teacher training is regulated by the Good school reform (Law 107/2015). According to this Law, teachers' in-service training becomes continuing. It also provides incentives to support continuing teacher training and systematic need analysis mechanisms. Teachers' in-service training must be in line with the school plan and with the priorities of the education ministry. As part of the *Good School* Law, the priority areas for teacher training in the period 2016-19 are:

- (a) organisational and didactic autonomy;
- (b) competence-based learning, methodological innovation and basic skills;
- (c) digital skills and new learning environments;
- (d) foreign language skills;
- (e) inclusion and disability;
- (f) social cohesion and prevention of general youth unrest;
- (g) integration, citizenship and global citizenship skills;
- (h) school and work;
- (i) evaluation and development, involving the entire school community.

Within this framework, training and professional development initiatives are organised by the school, or by a network of schools, also taking on board the needs of teachers and schools. To support further the professional development of teachers, the *Good school* Law has also established a teacher training card, an electronic card form of a voucher to the value of EUR 500 per school year for each teacher from 2015 onwards. The card can be used to purchase books, digital tools and to pay for training courses and cultural events.

2015 Approved/Agreed

The Law regulating teacher CPD was adopted in 2015.

2016 Implementation

2017 Implementation

2018 Implementation

2019 Implementation

There were no updates in 2019.

2020 Implementation

In March 2020, an education ministry note was published. According to this note, the list of hardware that can be purchased with the teacher's card was extended, with the aim of supporting professional updating for the implementation/organisation of distance teaching, during the ongoing phase of health emergency due to the COVID-19. The note introduced the possibility to use the annually available amount for each teacher, equal to EUR 500, for the purchase of additional electronic devices such as webcams and microphones, touch screen pens and scanners.

2021 Implementation

From February 2021 to March 2022 there were no substantial reforms of the continuing training system for teachers, and consequently for VET teachers, required by the Good school reform (Law 107/2015). The procedures for drawing up the schools' three-year plan started being drafted with the identification of the main strategic priorities.

2022 Implementation

In 2022, the education ministry allocated to each individual school institution financial resources from the designated school budget, aimed to address the specific training needs of each school, indicated in the relevant three-year training plan.

Also in 2022, the education ministry also, allocated to the Polo Schools for the Training (these schools are known in Italy as hub-schools) additional funding to support the administrative/financial management of their training activities, carried out at territorial level.

The Law No 79, of 29 June 2022, in alignment with reform 2.2 of the National Recovery and Resilience Plan (NRRP), provided for the establishment of the School of higher continuing education for school leaders, teachers and all staff involved in teaching/training activities. The Law includes provisions for the training of the teaching staff. At least three years of training are envisaged for all teachers, voluntary for permanent teachers but compulsory for teachers entering the service for the first time.

2023 Implementation

In 2023, the organisation and management of the training of school staff (headmasters, teachers and administrative, technical and auxiliary (ATA) staff) continued along the lines of the 2022-23 school year. Moreover, the three-year guidelines for the training of school staff 2023-25 were prepared by the School of Higher Education Training (SAFI) which was established pursuant to article 16-bis of Legislative Decree n. 59 of 13 April 2017 for the purpose of promoting and coordinating the in-service training of tenured teachers and the training activities of school managers. The SAFI also promotes and coordinates in-service training for teachers and school managers, aligning with the NRRP's goal of enhancing education quality. The Directors of General and Administrative Services (DSGA) and ATA staff were also involved in preparing the guidelines, ensuring comprehensive and inclusive training programs thus reflecting the NRRP's emphasis on social inclusion. Finally, the training objectives of the voluntary incentivised training courses for teaching staff referred to in article 16-ter(4-bis) of Legislative Decree n. 59 of 13 April 2017 have been defined.

2024 Implementation

In 2024, the SAFI continued with the implementation of the three-year guidelines for the training of school staff 2023-25. The SAFI has specific expertise in the in-service training of school personnel: school principals, teachers and ATA staff. Specifically, it continued to organise and manage in-service training for school principals, teachers, and ATA staff, following the guidelines established in 2023. The training objectives of the voluntary incentivized training courses for teaching staff, as provided for in Article 16-ter(4-bis) of Legislative Decree No. 59 of April 13, 2017, were defined and pursued. SAFI thus played a key role in coordinating and promoting training activities, in line with the provisions of the NRRP. These activities have strengthened the skills of school staff, thus improved the quality of education and supported continuous professional development.

2025 Implementation

In 2025, the 'Teacher Card' continued to support teachers' professional development and training, including substitute teachers, following its extension in place since 2022. The electronic tool enables teachers to purchase teaching materials, hardware and software and to enrol in academic courses, master's programmes and other training initiatives.

In parallel, schools implement professional development activities through their three-year educational plans, including initiatives carried out in cooperation with other schools or delivered online. Italian schools also promote teachers' continuous professional development through international mobility under the Erasmus+ programme and through virtual collaboration on the eTwinning platform.

Bodies responsible

- Ministry of Education (until 2022)
- Ministry of Education, Universities and Research (until 2019)
- Ministry of Education and Merit

Target group

Education professionals

Teachers
Trainers
School leaders
Adult educators

Entities providing VET

VET providers (all kinds)

Thematic categories

Modernising VET infrastructure

Improving digital infrastructure of VET provision

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses
Diversifying modes of learning: face-to-face, digital and/or blended learning;
adaptable/flexible training formats
Acquiring key competences

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Attractiveness of the teaching and training profession/career

Supporting teachers and trainers for and through digital

Supporting lifelong learning culture and increasing participation

Providing for individuals' re- and upskilling needs

Subsystem

IVET

Further reading

[Law 107/2015-The Good school reform](#)

[Law 79/2022- Conversion into law, with amendments, of the Decree-Law of 30 April 2022, No 36, establishing further urgent measures for the implementation of the National Recovery and Resilience Plan\[Legge 29 giugno 2022, n. 79\]](#)

[School of higher continuing education -Information webpage](#)

[Prime Ministerial Decree of 27 October 2023 - Regulations concerning the organisation of the Ministry of Education and Merit](#)

[Resolution of the SAFI Steering Committee prot. m pi. AOOSAFI n. 3 of 27/12/2023 Three-year guidelines on the training of school personnel](#)

[Resolution of the SAFI Steering Committee prot. mpi. AOOSAFI n. 4 of 27/12/2023 Directive defining the training objectives of incentivised in-service training for teaching staff and system figures](#)

Related policy developments

2025 Implementation

Requirements for teachers

In April 2017, the council of ministers approved several legislative decrees aiming to complete the implementation process of the Law 107/2015 The Good school reform. One of the decrees defined new criteria for the recruitment of school teachers.

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2025 Implementation

The Good school and subsequent reforms

On 13 July 2015, the Italian government adopted a reform of the national education system called the Good school (La Buona Scuola), emphasising alternance between classroom work and periods of workplace training.

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“ ... ” Cite as

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