



Supportive family environment

Description

Family support is a key factor for young people's engagement in education. The extent to which education is valued in the family is reflected in young people's educational aspirations, or lack thereof. Lack of parental support in educational activities negatively affects educational achievement and is associated to absenteeism.

If parents have a negative image of VET they are likely to communicate this to their children and guide them towards general education, even though this may not be the best option for them. This causes young people to feel reluctant to enrol in VET as a first option. Those who drop out from general education due to poor academic performance and enroll in VET perceive it as a failure. As a result, they do not engage in the programme positively and are more likely to drop out.

It is important to inform parents about the education choices available for their children, and to give them tools to support the choices of their children in their education.

Related intervention approaches



Community involvement



Improving VET image and attractiveness

Related resources

 Publications

Natives and immigrants enrolled in Spanish intermediate vocational

 Publications

Recommendations on inclusive education

Based on the COFACE Disability

education and training: a comparative study

Antoni Cerdà-Navarro, Francesca Salvà-Mut, Rubén Comas-Forgas & Mercè Morey-López

This article looks at the differences and similarities between Spanish-born and immigrant students enrolled in the first year of Intermediate Vocational Education (IVET) programmes in Spain.



Spain

S.H.I.F.T. guide for a meaningful inclusion of persons with disabilities and their families. COFACE Families Europe is a pluralistic network of civil society associations representing the interests of all families.

According to article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), signed and adopted by the European Union and all its Member States, and of its General Comment No. 4, State parties must ensure the realisation of the right of persons with disabilities to education through an inclusive education system at all levels, including pre-schools, primary, secondary and tertiary education, vocational training and lifelong learning, extracurricular and social activities, and for all students, including persons with disabilities.

Publications

Parental involvement for early school leaving prevention

Report pointing towards a differentiated, holistic, and systemic approach in Europe

This review is based on an analysis of EU Commission and Council documents on early school leaving (ESL) and social inclusion, a dialogue and ongoing consultation process with the 10 municipalities engaged in the Urbact - PREVENT project and it interrogates international research relevant to this area.



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