



## Description

D Publications

**Natives and immigrants** 

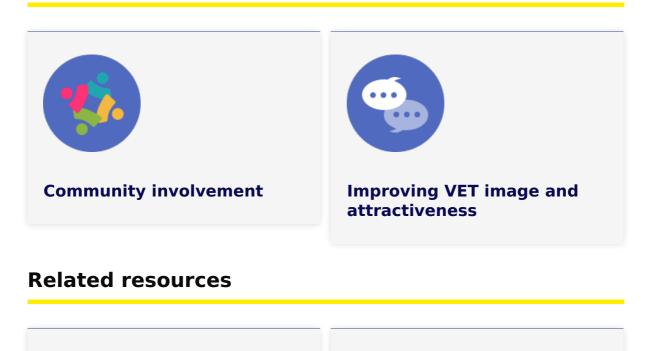
intermediate vocational

enrolled in Spanish

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.



D Publications

**Recommendations on** 

inclusive education

## **Related intervention approaches**

## 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 Spanishborn and immigrant students enrolled in the first year of Intermediate Vocational Education (IVET) programmes in Spain.

🚾 Spain

Based on the COFACE Disability S.H.I.F.T. guide for a meaningful inlusion 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.

Source URL: https://www.cedefop.europa.eu/en/en/tools/vet-toolkit-tackling-early-leaving/protective-factors/supportive-family-environment