



Inclusive environment

Description

Language and cultural barriers, and a disadvantaged socio-economic situation of families and communities, often contribute to young people leaving early from education and training.

Financial problems and poverty drive young people to leave school and find a job. Parents from disadvantaged socio-economic backgrounds are often less engaged in their children's education due to a poor understanding of the education system, and of the opportunities available. They may also have a negative image of vocational education and training.

Migration often implies an interruption of studies in the country of origin to resume them in a foreign country, often in a different language. This is a challenging transition and may negatively impact educational achievement, increasing the chances of early leaving.

Support measures need to acknowledge the different needs of students. It is also essential to promote inclusiveness and prevent discrimination in education and training environments.

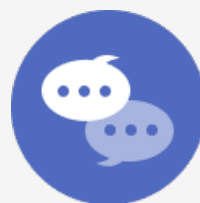
Related intervention approaches



Community involvement



Inclusive work-based learning environments



Tailored learning pathways

Improving VET image and attractiveness



Comprehensive support to tackle complex needs

Related resources

 Publications

Natives and immigrants enrolled in Spanish intermediate vocational 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.

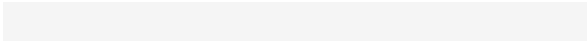
 Spain

 Publications

Recommendations on inclusive education

Based on the COFACE Disability 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.



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