



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.

Especially for refugee students coming from conflict zones (e.g. Ukraine), schools need to be considered as a safe, inclusive and supportive environment, where they should feel welcome and comfortable to share their experiences. A systemic approach to psychosocial support including cultural and linguistic interventions contributes to the well-being of refugee learners and plays a crucial role in integrating them in school's life and in the hosting country.

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.

School violence and bullying are other factors that may significantly increase the likelihood of students dropping out, cutting short their learning opportunities and limiting their future personal and professional prospects. Violence and bullying-free schools should be fostered systemically to secure students' well-being, their learning continuity, and prevent early leaving from education and training.

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

 Good practice

DARE

Day One Alliance for Employment

The DARE (Day One Alliance for Employment) project is a dynamic and innovative initiative that supports young people not in employment, education, or training (NEET). By focusing on both skill development and social integration, DARE enhances the employability of marginalised youth across Europe.

 **Austria**  **Cyprus**  **Greece**

 **Italy**  **Lithuania**  **Poland**

 **Portugal**

 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.

 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.

 **Belgium**  **Bulgaria**  **Czechia**

 **Estonia**  **France**  **Germany**

 **Italy**  **Netherlands**  **Spain**

 **Sweden**

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