



Positive relationships in the workplace and in the classroom

Description

A positive learning environment allows learners to feel comfortable and motivated. Conflictual relationships, violence and bullying are common reasons for dropping out. This is the case in both school-based and work-based environments.

Conflicts can happen with peers, teachers and other school personnel, or supervisors at companies. In particular, when a relationship with a tutor or mentor responsible for helping and advising a learner is not good, there is an increased risk of learners dropping out.

All teachers and trainers need to be responsible for preventing bullying and violence and breaking the cycles of dropping out and exclusion. They have a key role in detecting and helping to resolve conflicts. Although teachers are on the frontlines of addressing bullying and violence in schools, yet their own well-being is frequently overlooked. Studies indicate that 80% of teachers worldwide experience violence, leading to burnout and job dissatisfaction. Having teachers and trainers access to high quality continuing professional development is key to better equip them to address (cyber)bullying, foster safe learning environments, and support students.

Related intervention approaches



Community involvement



Inclusive work-based learning environments

Related resources

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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