

[Early School Leaving and Learners with Disabilities and/or Special Educational Needs](#) [1]

European agency for development in special needs education. (2017). *Early School Leaving and Learners with Disabilities and/or Special Educational Needs: To what extent is research reflected in European Union policies?* Odense (Danemark) : European agency for development in special needs education.

This report summarises the key research literature on learners with special educational needs and/or disabilities (SEND) with regard to the phenomenon of Early School Leaving (ESL) and compares its findings and implications to the positions adopted by EU policy documents. The review leads to recommendations for how policy-makers might tackle the issue of ESL more effectively, particularly as it impacts on learners with SEND. The report is based upon the findings of the Early School Leaving and Learners with Disabilities and/or Special Educational Needs: A Review of the Research Evidence Focusing on Europe.

[Consulter le rapport](#) [2] (.pdf, 1,2 Mo)

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[1] <https://www.inshea.fr/fr/content/early-school-leaving-and-learners-with-disabilities-andor-special-educational-needs>

[2] <http://www.european-agency.org/sites/default/files/ESL%20-%20To%20what%20extent%20is%20research%20reflected%20in%20EU%20policies.pdf>