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Title: Educational counselling for young people with low educational qualifications

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Short Outline:

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- 3 BILDUNGSBERATUNG ALS GEGENSTAND DER EMPIRISCHEN FORSCHUNG – EIN ÜBERBLICK
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Summary:

The dissertation takes as its starting point educational policy objectives pursued at EU and federal level, which call for the expansion of educational counselling. Given the background of changing social requirements, there is a demand for a focus on the needs and aspirations of people who are educationally disadvantaged. They are often not sufficiently served by educational counselling. This research work therefore focusses on young people with low formal educational qualifications. This group is more likely to abandon education than young people with higher qualifications and has fewer family resources to draw on when it comes to formal education and education-related issues. The first aspect to be analysed is how young people develop and pursue educational and career-related orientations. To this end, the focus is also placed on challenges that emerge and how education-related counselling is perceived and used. The objective is to ascertain what kind of support young people need in terms of planning and shaping their educational and professional biographies. The basis of the research is a narrative-biographical interview study with young people between the ages of 17 and 21 who have no more than a basic school leaving certificate. Three cases are presented and assessed using Fritz Schütze's narrative analysis. The insights derived from this perspective of addressee-oriented research are used to draw conclusions for the orientation, design and localisation of professional educational counselling services. The capability approach, which is orientated towards equality theory, is developed as a theoretical reflection template and

framework. The results of the interview study highlight a need for counselling anchored in the real world within the context of open youth social work and schools. What becomes clear is that the way in which support needs are dealt with requires individual needs to be taken into account. The latter, like the needs themselves, are rarely articulated and require a caring and discerning counselling relationship. In light of the challenges that have been identified, coaching and mentoring are identified as viable forms of counselling. Reference is also made to the need for greater implementation of addressee-oriented research approaches while the potential of participatory research strategies is emphasised.