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Inclusion in the Transition from School to Work

1. Research Question

How can we consider the needs of adolescents with cognitive and language limitations in the process of making a vocational choice? How can we provide inclusive education by creating equal basic conditions for the decision-making process?

2. Research Objective

Development and implementation of self-assessment tools and counselling concepts that foster adolescents' self-determination and self-responsibility in the vocational decision-making process.

3. Components of a Reasoned Vocational Choice

Job vacancies in the spectrum of choice, development of job opportunities in different occupational groups

What opportunities does the labour market offer?

What motivates me?

Interests, values, motivation, expectations

(Weissmann, Thomas & Bartosch, 2018)

Performance:

professional skills,
knowledge, cognitive
abilities

What skills and abilities do I possess?

Personality:
key competencies, jobrelevant aspects of
personality

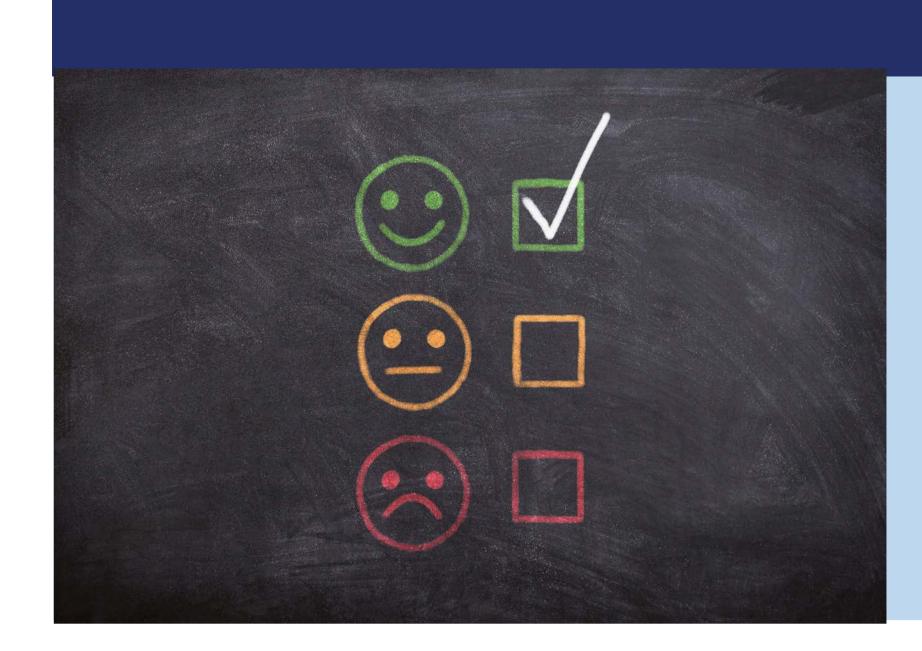
4. Modules

- ✓ Vocational interests
- ✓ Job-relevant aspects of personality
- ✓ Vocational value orientation
- ✓ Social competencies

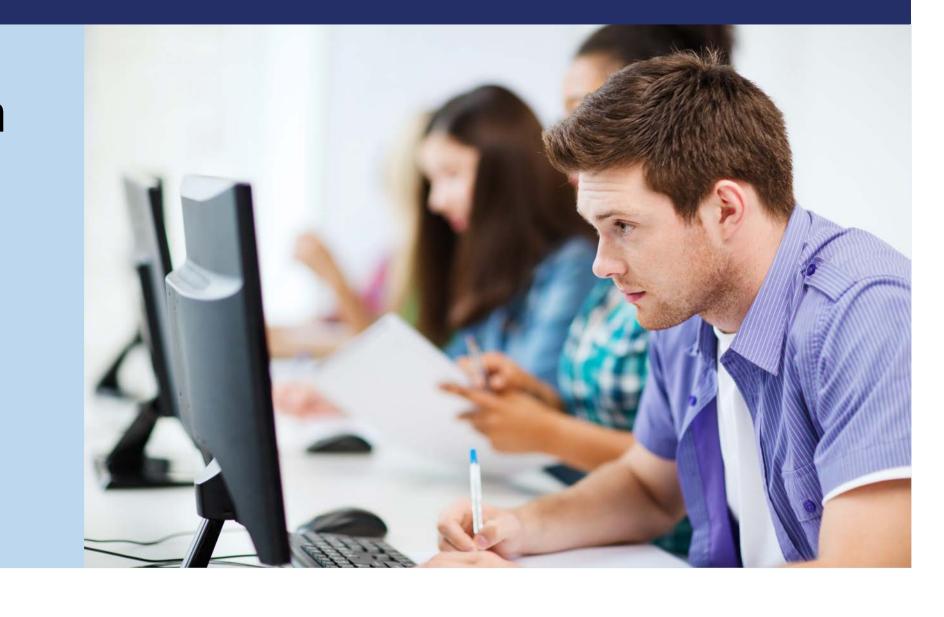
5. Target Group

- ✓ Adolescents in preparatory vocational settings (e.g. institutes of vocational apprenticeship)
- ✓ Adolescents from vocational schools without vocational training opportunity
- ✓ Adolescents from secondary schools or special schools

6. Design



- ✓ Understandable, familiar forms of item presentation
- ✓ Consideration of adolescents' living environment
- ✓ Direct, automatic feedback
- ✓ Implementation in the vocational counselling process of institutions





Joint Project Inclusive Living and Learning at School

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