

Case study

Short Meetings, Big Impact: Integrating challenging into the Team



Abstract

This story describes how an assistant successfully integrated a worker with disabilities into a team, overcoming initial doubts and challenges. Through structured daily meetings and a simple task system both the worker and the team achieved improved collaboration and productivity.

Context

Marko, an assistant at a small company, was tasked with supporting H.B., a new team member with intellectual disabilities and potential mental health issues. Initially Marko struggled with doubts about integration, communication barriers and maintaining team morale. The challenge was to include H.B. effectively without disrupting workflow or upsetting colleagues.

Solution

Marko implemented short daily meetings each morning and introduced a three-point task list for H.B. Longer lists were overwhelming while shorter lists lacked structure. This simple consistent routine provided clarity, manageable expectations and opportunities for open communication.

RESULT

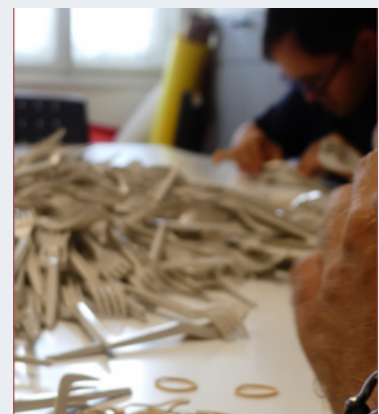
Worker Integration: H.B. became fully integrated into the team, confidently completing tasks and asking questions when needed.

Skill Development: H.B. learned new skills quickly progressing beyond initial expectations.

Team Satisfaction: The team adapted to the new structure, collaboration improved and morale remained high.

Conclusion

By balancing structure with simplicity, Marko transformed initial challenges into a successful integration process. Short daily meetings and focused task lists allowed H.B. to thrive, strengthened team collaboration and created a sustainable approach for supporting employees with disabilities.



Case study

From Classroom to Capability: Madame L. Strengthening Inclusive Transitions in SEGPA



Abstract

Madame L. is a French language teacher in 8th grade SEGPA section, offering adapted learning for students with severe and long-term academic difficulties. After discovering the GOOD JOB! project, she recognised its potential both for strengthening her own professional practice and for directly supporting her learners' transition towards internships and professional paths. With limited institutional backing, she independently adapted the project tools to respond to her students' needs, as she was also their main teacher.

Context

Madame L. teaches French in 8th grade SEGPA section. Her students often experience academic difficulties, low self-confidence and uncertain future perspectives. Alongside her teaching role, she is formally required to support them in organisation, motivation and career orientation. However, she lacked structured tools and institutional support to formalise this work, and the school leadership did not actively engage with inclusive transition approaches.

Solution

After discovering the GOOD JOB! project, Madame L. began using several tools: evaluation tools to better understand students' strengths and needs, weekly coaching sessions to support motivation and planning, and learner self-evaluation tools to encourage reflection and autonomy. She also used the methodology to support transition towards internships with professional mentors, and to monitor progress during and after the internships. She created flexible, student-centred support pathways based on the toolkit.

RESULT

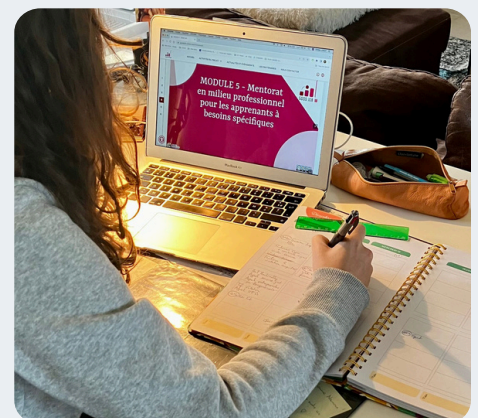
Students became more aware of their strengths, difficulties and progress through regular self-evaluation and reflection.

Their ability to plan, express their needs and engage in short-term goals improved through weekly coaching sessions.

Several learners gained clearer perspectives for post-school pathways and were oriented towards concrete professional opportunities.

Conclusion

Madame L.'s case shows how motivated educators can successfully apply the GOOD JOB! methodology even in the absence of strong institutional support. By adapting evaluation, coaching and planning tools to her classroom reality, she strengthened her students' autonomy, self-confidence and future orientation. Her initiative demonstrates the flexibility of the GOOD JOB! approach in vocational education contexts.



Case study

From Rush to Readiness: Fabrizio's Path to Workplace Autonomy



Abstract

Fabrizio, a highly motivated student prone to “skipping steps,” took part in the GOOD JOB piloting to strengthen his autonomy and working methods. Through targeted mentoring and structured tools, he learned to slow down, ask for clarification, and complete tasks with greater awareness.

Context

Fabrizio, a young adult with a learning disability, joined the piloting programme with strong motivation but a recurring challenge: he often felt “ready” long before mastering the necessary steps. This tendency to jump ahead created misunderstandings, gaps in task execution, and moments of frustration when expectations were not met — enthusiasm paired with incomplete self-assessment.

Solution

One key approach was the use of step-by-step checklists and short “micro-check-ins.” Through guided reflection the mentor helped him slow down, recognise why intermediate steps mattered, and practise verifying instructions before acting. This repeated routine helped reframe his approach from “I already know this” to “Let me make sure I’m doing this correctly.”

RESULT

Increased accuracy in task execution, with fewer skipped steps and greater adherence to procedures. Use of checklists and structured routines.

Improved communication behaviours, particularly in asking for clarification before proceeding.

Higher reliability in completing assigned responsibilities, even in moments of fatigue or pressure.

Conclusion

Fabrizio's story illustrates how targeted mentoring can turn impulsive confidence into structured autonomy. His journey shows the added value of the GOOD JOB! methodology: supporting students not by limiting ambition, but by helping them build the habits needed to sustain it in real workplace environments.



Case study

Finding Direction Through Support: Jan's Transition to Vocational Education



Abstract

Jan, a 15-year-old student with learning difficulties and low school motivation, joined the GOOD JOB! project during a difficult transition from primary to vocational education. With strong family responsibilities, health issues and low self-confidence, he struggled with attendance and decision-making. Through mentoring, practical assistance and coordinated support, Jan successfully entered vocational training in a field aligned with his interests.

Context

At the start of the intervention, Jan lived with his single mother and two younger siblings, assuming significant household responsibilities. His school results were weak, especially in mathematics and Czech, and his attendance was irregular.

Assessments confirmed learning and social adaptation difficulties, including dysphasia. Strong pressure to apply for a technical school led to rejection, increased stress and reduced self-confidence.

Solution

The intervention combined mentoring and coaching focused on self-awareness and future orientation, practical help with school applications and documentation, targeted preparation for entrance exams, social skills training in daily planning and asking for help, and coordinated cooperation with the family, school and social services.

RESULT

Jan's school attendance stabilised, with fewer absences and better awareness of the importance of regularity.

He successfully passed the entrance exams and was admitted to the cook-waiter vocational programme aligned with his interests.

His self-confidence improved, he learned to express his needs more clearly, and his mother became more supportive of his educational path.

Conclusion

Jan's case shows how coordinated mentoring and practical support can strengthen a young person's transition to vocational education. The GOOD JOB! project helped him build confidence, improve attendance and take a realistic step towards future employment in a field that interests him.



Case study

Improving Independence and Transition to the World of Work



Abstract

Marco, a young man with intellectual disabilities, participated in the piloting of the GOOD JOB! project to improve his personal, work and daily living skills. Over a period of six months, he was assessed, trained and supported in a real work environment, showing significant progress in communication, autonomy and time management, although he still needed support in flexibility and dealing with unexpected situations.

Context

Marco began the project highly motivated and with a good ability to follow rules, but with clear difficulties in communication, planning, financial independence and dealing with new situations. The programme implemented initial assessments, individualised coaching and work experience at the Gresol Occupational Workshop, accompanied by educators, employers and a Transition Mentor through tripartite meetings.

Solution

The intervention combined an Individualised Plan, coaching sessions focused on priority skills (time management, communication, social skills, financial literacy) and a work placement with structured follow-up. Key tools included visual instructions, predictable routines, frequent feedback and ongoing supervision by the mentor to tailor support to the student's needs.

RESULT

Greater autonomy in work and daily life routines (money management, personal organisation, simple cooking).

Significant improvement in communication, self-confidence and acceptance of feedback.

High reliability and motivation recognised by the employer, with visible progress in teamwork and task completion.

Conclusion

Marco's case demonstrates that a combination of accurate initial assessment, structured coaching and an inclusive work environment can lead to remarkable progress in young people with intellectual disabilities. Although there is still a need for flexibility and contingency planning, the GOOD JOB! programme enabled Marco to develop essential skills for the transition to inclusive employment and greater personal autonomy.

