



# TALKING POINTS

A Decision Support Tool for Schools and Training Institutions



*"Enabling transformation and change through trained educators and youth workers and inclusive workplace environments by creating an innovative methodology and resources for the development of life skills and employability competences in young adults with learning disabilities and difficulties, while supporting their transition into inclusive workplaces."*



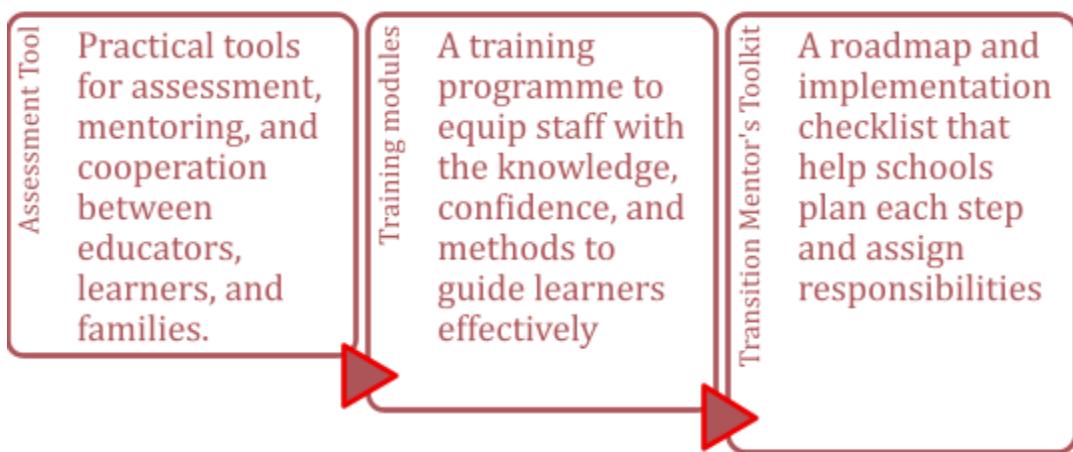
*This tool serves as a practical overview of the main ideas, arguments, and answers that can help when communicating with school management, colleagues, or other partners about why it makes sense to introduce the Good Job! project methodology into schools. The aim is to help schools open a dialogue about the transition of students with disabilities or learning disorders into the workplace, the role of teachers and mentors in this process, and how schools can contribute to their long-term integration and self-confident lives.*

*The document summarizes the basic ideas of the project, describes the benefits of its tools, and offers tips on how to explain to colleagues why Good Job! is worth implementing.*

## **1. What is the Good Job methodology?**

Good Job is a European initiative supporting schools and training organisations to create structured, inclusive systems that help young people with disabilities and learning difficulties make a successful transition to adulthood and working life. It is based on the belief that every learner deserves the chance to develop their potential, acquire essential life skills, and find a meaningful role in society — and that schools play a crucial part in enabling this journey.

The Good Job! methodology provides a tested approach to building or improving transition support systems:



By adopting the Good Job methodology, schools move towards a culture where inclusion, empowerment, and collaboration are at the heart of preparing young people for life and work.

## 2. Why It's Worth Implementing

It **enhances learner outcomes**: Good Job helps learners gain confidence, independence, and employability skills through structured mentoring, tailored learning plans, and real-life preparation.



It **empowers educators and staff**: The system provides training modules and toolkits that strengthen staff competence in mentoring, inclusion, and communication.

It **builds an inclusive school culture**: Good Job encourages staff to view inclusion as everyone's responsibility and to create environments where differences are valued.

It aligns with **European and national priorities**: The approach supports EU and Erasmus+ objectives on inclusion, employability, lifelong learning, and equity.

It provides **structure and sustainability**: Good Job offers a framework that helps schools coordinate existing efforts and integrate inclusion into long-term policy.

It **strengthens trust with families and the community**: Families see that the school has a clear, organised system to support young people's development, improving communication and confidence.

## 3. Common Questions and Concerns – and Our Responses

Implementing a new approach can raise doubts or questions. Below are typical concerns schools express — and how the Good Job approach responds.

Possible Concern or Question	Clarifying Response
We already support students with special needs — why do we need another system?	Good Job builds on what you already do. It helps structure and coordinate your existing efforts, providing ready-made tools and shared language so all staff work towards the same goal.

We don't have the capacity to start something new.	The approach is modular — you can start small. The roadmap allows gradual implementation, one phase at a time. Even modest first steps bring visible benefits.
Our teachers are not specialists in disabilities.	Good Job is not about clinical diagnosis — it's about inclusive education. The training helps all staff feel more confident and capable of supporting learners with diverse needs.
Will this take a lot of time?	Most tools are designed to fit existing processes. Over time, the system saves time by making collaboration and follow-up more efficient.
Do we need special funding?	The Good Job resources are freely available through the Erasmus+ project website. Implementation mainly relies on organisation, collaboration, and staff engagement.
How do we know it works?	The approach draws on evidence from several European countries and pilot institutions that reported improved learner engagement, staff cooperation, and family satisfaction.
How can we ensure continuity if staff change?	The defined roles and tools make it easy to transfer responsibilities. Institutionalising the system ensures sustainability beyond individual staff members.

#### 4. Discussion and Decision Points

- ✓ What are our current strengths and gaps in supporting learners' transition to adulthood?
- ✓ Which elements of the Good Job approach could we implement immediately?
- ✓ Who within our staff could take on key roles (e.g. Coordinator, Transition Mentor, Inclusion ambassador)?
- ✓ What training or resources would we need first?
- ✓ How can we involve families and build commitment across the school community?

#### 5. Next Steps

1. Nominate a small coordination team (e.g. one leader, one mentor, one inclusion ambassador).



2. Consult the Good Job Roadmap to plan the implementation timeline.
3. Use the Implementation Checklist to define roles and assign responsibilities.
4. Engage staff in training using the Good Job modules and mentoring toolkit.
5. Monitor progress through reflection meetings and share outcomes with the wider school community.

Browse <https://goodjob-project.eu> for more resources, examples, and support materials.

Implementing the Good Job approach means committing to a more inclusive, structured, and empowering way of supporting young people as they prepare for adult life. It strengthens not only learners, but the entire school community — one step at a time.