**Guide and recommendations for counsellors**

* For certain individuals extra support in conflict resolution can help to increase self-confidence, enabling them to build positive relationships and overcome long term barriers. Mediation is a powerful technique for conflict management, as demonstrated by the reintegration of prisoners programme in the **Department of Welfare and Justice, Bekes County, Hungary**. In this context mediation is used as restorative tool in prosecution that is based on communication and the possibility of restitution between the offender and the victim.
* In Finland the **Valtii workshop** demonstrates a good example of counsellor-led vocational training, whose primary focus is on the social inclusion of long term unemployed. The Valtii workshop shows how the acquisition of practical skills can be a means to achieving the primary goal of social reintegration.
* A similar approach at the **VALO coaching project** combines intensive personalised guidance with a placement in a local workshop and competence based qualifications. It targets those who are furthest away from the labour market.
* Effective counselling means working with a wide range of multidisciplinary teams, tutors and parents to detect problems in their early stages and keep the learner on the right path. Guidance professionals in vocational schools act as a key point of communication for young people and enable them to deal with authorities (e.g. the employment service), employers/work placements, family relationships and any other professionals they may come into contact with. (**BFI vocational training school in Vienna)**

**Guide and recommendations for institutions offering formal and non-formal VET, their training organisers and for experts/professionals working at employment services**

* Where apprenticeship contracts are in short supply, vocational training institutes can develop a ‘**supra-company’** to deliver work based learning (**BFI)**. The accredited training provider assumes the role of a company, providing all the practical training elements which make up the major part of apprenticeship training and apprentices apply for an apprenticeship position, similar to applying for employment.
* Organisations can support Business Start-ups by offering a ‘business incubation’ unit (**Govt Office of Bekes County, Hungary**) These companies reduce the personal risk for job-seekers starting their own business by offering wrap around support (e.g. financial, accounting and administrative skills) when starting and operating a business.
* **In AMS Vienna** we can see that the use of labour market information and trends can be used to reintegrate older clients that have been out of the job-market for some time. By comparing the existing skills of trainees with the knowledge/skills currently in demand for that sector, **New Skills Tourism** offers a structured programme based around real skill needs. For example, one aspect of New Skills Tourism focuses on upskilling clients’ levels of English as this is more commonly used in the tourism industry than before.
* Practical/competence based assessment of trainees can offer an alternative route to vocational training for unemployed people of working age **(VALO, Finland)**. Candidates demonstrate their skills in practical tests over a 6 month period on programme, proving that they can then move into work or further training.

**Guide and recommendations for teachers and other professionals working in VET**

* A blended mix of training methods can respond to trainee’s individual needs and set them up to succeed. (**Valtii Workshop**)
* ‘motivational training’, where there is a focus on getting the trainee to engage, providing positive feedback and celebrating success
* ‘interactive training’ where the focus is on participation and doing the tasks together
* ‘instructive training’ for those who would like to complete a task independently but are working through some confidence issues
* ‘delegative training’ which has more emphasis on traditional vocational training i.e. less supervision
* Apprenticeships for young people with special needs can be developed in integrative supra-company training (**Government programme in Austria**). Integrative supra-company training is similar to regular supra-company training, but gives the participants more time to obtain the chosen certificate.