A Handbook for Practitioners

Paths to Successful Integration of Young People into the Labour Market

CHARISM
case management for unemployed youth
Project: Case Management for unemployed Youth – CHARISM
Lifelong Learning Programme 2007-2013
Project Number: 517861- LLP-1-2011-1-AT-LEDNARDO-LMP
Project website: www.charism.eu
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This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Imprint

Photos: Getty Images © Glow Images, © MCI Management Center Innsbruck
Layout: der prem, brand design / www.derprem.com
Print: Steiermärkische Landesdruckerei / www.mfg.at
Innsbruck 2014
Preamble

The main reasons for implementing the CHARISM project was to fight youth unemployment and find a common European solution and appropriate measures for how to promote the (re-)integration of young people into the labour market. The goal of CHARISM was to develop a common European model to support disadvantaged young people while seeking a job or an apprenticeship and provide help during the application process based on the methodological approach of case management.

On the basis of their extensive experience in working with young people within various educational settings, the CHARISM project partners BFI Tirol (Austria), Hamburger Volkshochschule (Germany), BILSE (Germany), FUERM (Spain), KEK Kronos/TEC S.A. (Greece) and URI-SOČA (Slovenia) have developed practical tools to support unemployed youth who face an extremely challenging situation on the labour market across Europe. The results of the project have been assembled in the CHARISM Handbook, which has been published in five languages. The Handbook addresses youth practitioners (people working with job-seeking youth) such as professional youth organisations, social workers, case managers, teachers, professionals in job agencies and others who are working with young people in the transition period between their general education and their entry into a vocational training or a job.

The CHARISM project was chosen by ESSE, a European partnership aiming to identify, assess and validate best practice models for prevention, intervention and compensation in relation to early school leaving (see http://www.esseproject.eu/awards.html for further information), as a best practice model, because it gives “youth practitioners […] a practical instrument with a holistic and systematic method taking into account the individual needs and complex conditions of (vulnerable) youths”.

1.
2. How to Use the CHARISM Handbook

The overall objective of CHARISM is to promote the integration of young people into the labour market by strengthening their individual motivation, their self-awareness, their self-confidence and their ability to look at and evaluate their skills and competences during various situations in life. The beneficiaries of the CHARISM project are young people between 15 and 25 years of age who face multiple challenges and problems in life, one of them being unemployment.

With the help of the case management method, CHARISM primarily aims to support current working practices of reducing unemployment. With the Handbook, youth practitioners (people working with job-seeking youth) obtain a practical instrument for their daily work – a holistic and systematic method taking into account the individual needs and complex conditions of (vulnerable) youths. The job-seeking youths benefit from an innovative individual supporting model while looking for a job or an apprenticeship.

The CHARISM Handbook offers a training concept for “Case Management for unemployed youth” to training providers throughout Europe. The CHARISM Case Management Training has been developed to provide innovative tools for case managers to strengthen and support the individual strengths of unemployed youth. This training is adaptable to different European countries: each project partner has contributed their national expertise to ensure sustainability and transferability of the training. Furthermore, with the European Guideline for CHARISM Case Management, the Handbook offers a framework that case managers can use to guide young people through their job-seeking phase. By using the CHARISM Passport together with the CHARISM Guideline, the young person keeps record of the discovered individual soft-skills as well as his/her improvements over time. The CHARISM Passport is based on the ECVET system to improve the transparency and recognition of non-formal competences and individually elaborated soft-skills.

Teachers might want to use the CHARISM Passport to emphasize the importance of informal competences, especially with students struggling in school. Case managers in job agencies or similar organizations might want to expand their already existing knowledge about the topic by taking on the holistic approach of the CHARISM Methodology. Social workers (such as street workers or social workers in youth facilities) might find it helpful to structure their efforts in individual counselling by using the European Guideline in full or in parts (according to their needs). Adult education organizations or organizations working in the field of coaching for youth might want to use part or all of the training in order to improve professional attitudes and behaviour, to work with appropriate methods, and to gain access to new information. Public employment services in various regions can also benefit from the project’s outcomes as they can make use of an instrument that perfectly matches the core of their work. The possibility of the adaptability of the CHARISM concept to different European regions is only one of the project’s advantages.

The partnership of CHARISM welcomes all these different approaches, and we invite the readers of this handbook to contact the project members of CHARISM with their questions and ideas.
The Importance of Case Management in the Social Sector

By Prof. Dr. Michael Klassen

About the author: Prof. Dr. Michael Klassen is a CM expert with numerous publications on the topic, and he is vice chairman of the Austrian Society for Case and Care Management.

When thinking about the origins of case management, we realise that they lie in the repertory of social work. Therefore, case managers will be familiar with situations eliciting what is called ‘the dilemma of the double mandate’ in social work. This double mandate describes the area of conflict between help and control that many case managers inhabit as well.

This principle can be transferred to case management and its three primary functions. The classic “advocacy” function, then, corresponds to “help” as it is concerned with an advocating, strongly partial representation of the clients’ interests. In case management, this function stands in opposition to the “gate keeper” function, which coordinates and, in my view, also controls the access to the limited resources available. The third function of the case manager, the “broker” function, refers to a “service provider” who supplies the clients with a compilation of more or less custom-tailored services.

Here, case management could look to a strategy that has proved highly efficient in the area of social work: the concept of the triple mandate, proposed by Silvia Staub-Bernasconi (2007). With this third mandate, social workers are not only bound to clients and to the controlling (which is frequently also the financing) system, but they are also bound to their own professionalism: their own expert knowledge and professional ethical standards. Case managers would and should thus rely on their own expert knowledge and professional ethics in their practical work, such as the assessment and planning of professional aid, and present themselves as confident experts when evaluating and defining problems as well as formulating aims with their clients.

On the other hand, the triple mandate in case management would entail that case managers should not only connect the existent services with one another, but they should also point out existing deficits, restricted access, unequal distribution, etc., in order to guarantee the best possible aid for their clients. Furthermore, especially in the case of care management, it is the case managers’ task to think about possible modifications of their own working environment and circumstances.

Thus, we can see that it is not enough to simply help and navigate clients through controlling structures in the tradition of the advocating function. Rather, case management is an organisational and formational task with the aim of clients’ participation. Without taking expert knowledge and professional ethics as the guiding principles, this formational task is simply not possible.

The role of case management in social work that has been laid out above describes the context in which experts can use the present CHARISM Handbook for their work in the social sector. At the same time, the CHARISM Handbook contributes to the support of case managers in their professional work. The CHARISM Case Management Training aims at a broadening of expert knowledge and methodological skills, and at supporting case managers in the realisation of their tasks. The guideline for the evaluation of the CHARISM Case Management concept is meant to systematically strengthen the organisational and formational tasks in the case management process. The CHARISM Passport is one of the tools that encourage and enable participation as adolescents can (and have to) document their own aims, competences, next steps, etc. The chapter on self-reflection takes into consideration that social workers are bound to their own professional and ethical standards (triple mandate). Since the case managers have to rely on their own expertise, the self-questioning and self-reflexion will contribute to improving the quality of their own work.

4. The CHARISM Concept for Case Management

Having discussed the different definitions of case management within the partnership, we arrived at the following definition as the most appropriate one for the target group of “unemployed, job-seeking youth”.

“CHARISM Case Management is a guidance procedure for unemployed young people where the “manager” focuses individually on the unemployed person and works with a holistic approach, taking into account any aspect that could empower the unemployed person.”

Central tasks of the CHARISM Case Management are:

- to provide guidance and support
- to deliver service measures (as demanded by the client)
- to create an interactive process on two levels – the client’s level and the system level (networks)
- to follow certain steps in a standardised procedure (anamnesis, assessment, support plan, monitoring, process review, follow-up care)
- to work within networks
- to provide a structure for the temporary and dynamic process in which several participants are involved
- to act as a mediating agent within this process and to unite all participants in one integrated help system
- to take on a holistic and resource-oriented view of the young unemployed persons’ problems and their needs
- to consider the best possible cooperation and coordination between all involved parties in order to solve problems, reach well-defined results, and ensure the quality of the process
- to serve as the central contact for all parties involved (which consequently leads to cost savings)

5. The CHARISM Concept in Real Environments

The actual beginning of the professional life often presents a biographical and psycho-social crisis for many youths. Besides psycho-social problems, such as the fear of failure at work and a lack of trust in their own abilities, it may induce barriers concerning work itself and the surroundings, which are often insurmountable for youths without focused professional aid. A competition-oriented working environment or the occasional rough tone of superiors and co-workers can have an especially demotivating effect. It is even more difficult to face failure alone, and being forced to do so can have devastating effects on the youths. Receiving a hundred rejection letters or more can lead to a rapid decrease in self-confidence and self-esteem. Therefore, the danger of staying off the job market for good is especially high in a situation like this.

Here, a concept that integrates the job market is necessary, and according to the case managers involved in the project, the CHARISM Case Management approach provides such a concept. The approach contributes to securing the participants’ motivation concerning employability. By means of personalised aid, the supervised youths’ educational and occupational biographies become less fragmented and disrupted. Private problems that pose a potential threat to their employment situation or that have led to school drop-out can be alleviated through the CHARISM Case Management method, and the youths can (re-)enter the employment market.

The resource- and strength-orientation as well as the focused one-on-one educational social work of the CHARISM approach provides the necessary basis for an overview of the participants’ development and for the CHARISM Case Managers to engage in a continuous relationship with their clients. Together, the Case Managers and the youths embark on a process of determining the participants’ occupational and personal perspectives and setting them into relation with the demands of the job market. Based on this, individual strategies can be developed. For the personal coaching and supervision to work, each Case Manager has to be attentive to possible emotional, psycho-social, or health issues. Thus, the Case Managers have to think and act systematically and make the best use of the available resources.

The CHARISM Passport provides a competence- and resource-oriented approach and visualises the process of non-formal learning. In finding and articulating their own abilities and competences, the youths soon reach their limits if no professional aid is provided.
The trained eyes of the Case Managers lead to a broader perception of the young people’s actions and the related abilities and competences. Through the process led by CHARISM, less obvious abilities and competences can be unveiled. The systematic evaluation and documentation of the participants’ abilities encourage them to think more consciously about actions and the competences they entail, and, thus, to become more aware of their personal strengths. Knowing their strengths is crucial for the participants’ communication skills, the planning of their occupational development, the preparation for (re-)starting the occupational life, and their occupational and personal (re-)orientation. The CHARISM Case Management Method thus brings new perspective and confidence into the lives of the participants.

The CHARISM Case Management Training

Having outlined the context of present challenges and general as well as special contexts a Case Manager needs to be prepared for when supporting young people in their transition from school to sustainable work, the CHARISM Handbook provides some practical information on how the Case Managers need to be trained in this chapter.

The basis for the training of Case Managers was laid through the research during work package one of the project, derived from the implications of the ECVET-process (including the Copenhagen process) and the experience of all partners involved in the project. In work package two, the action plan showed what needs to be taught to Case Managers in order to support disadvantaged youth in the transition process from school/university to the job market or apprenticeship. In work package three, the trainings took place in all countries according to a localised concept developed by the respective partners; this concept was tailor-made to fit their local/regional/national needs and contexts. However, since CHARISM set out to offer a European solution to the situation of disadvantaged youth, the common ground of all trainings was found within the partnership and the trainings were based on this common ground. Common steps of the Case Management Training that are at the heart of all trainings done in the frame of CHARISM have their origin in (1) defining the characteristics of an ideal Case Manager for unemployed youth, (2) developing a suitable training schedule for the CHARISM Case Management Training, and (3) taking into account certain quality standards based on EQUARF indicators.

6. The ideal Case Manager for unemployed Youth

Based on ECVET, the following table shows the characteristics of the “ideal Case Manager for unemployed youth”. These characterisations were used as the basis for the development of the trainings.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CHARISM Case Manager knows...</td>
<td>The CHARISM Case Manager can...</td>
<td>The CHARISM Case Manager is able to...</td>
</tr>
<tr>
<td>...the steps in the process of Case Management.</td>
<td>...create a support plan alone or in collaboration, as adequate.</td>
<td>...implement measures of biographical work.</td>
</tr>
<tr>
<td>...networks, family systems, the educational system, vocational fields.</td>
<td>...mobilise and reflect the client’s resources.</td>
<td>...reflect on his/her own actions.</td>
</tr>
<tr>
<td>...the problems and various groups of young people.</td>
<td>...listen actively (facial expressions, gestures, paraphrases) and ask w- and circular questions.</td>
<td>...handle stress in order to keep in good health and to resolve strained situations.</td>
</tr>
<tr>
<td>...all relevant laws.</td>
<td>...take the client seriously.</td>
<td>...show appreciation and respect in the collaboration with the client and all other participants.</td>
</tr>
<tr>
<td>...the conditions of the local and regional labour market.</td>
<td>...be curious and open-minded regarding the client.</td>
<td>...develop solution strategies in cooperation with the client and his/her supporting system.</td>
</tr>
<tr>
<td>...the requirements of certain vocational paths.</td>
<td>...be result-oriented and make decisions.</td>
<td>...empathise with the client.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...express aims (SMART).</td>
</tr>
</tbody>
</table>
Training Schedule for the CHARISM Case Management Training

After laying out these characteristics of an ideal Case Manager, a training schedule was set up to be followed by all partners. The following table describes the training of the future CHARISM Case Managers. In order to develop a common high quality VET qualification for “Case Managers for Unemployed Youth”, ECVET instruments were used.

<table>
<thead>
<tr>
<th>AIM</th>
<th>CONTENT</th>
<th>POSSIBLE METHODS</th>
<th>TIME PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The future CHARISM Case Manager knows what Case Management is.</td>
<td>History and definitions of Case Management.</td>
<td>brainstorming, presentation</td>
<td>30 minutes</td>
</tr>
<tr>
<td>The future CHARISM Case Manager knows the principles of Case Management.</td>
<td>Principles of Case Management: 1. Client-orientation 2. Professionalism 3. Socio-political classification criteria</td>
<td>presentation</td>
<td>60 minutes</td>
</tr>
<tr>
<td>The future CHARISM Case Manager practices the basic steps and increases: 1. the competences regarding the target group (personal) 2. the methodological competence 3. the competence of decision-making and a sense of responsibility.</td>
<td>• Sample questionnaires and discussing problems (drugs, debts, unemployment etc.) • Methods appropriate for each essential step of the CHARISM Case Management (consultation, biographical methods, pyramid of values…)</td>
<td>exercises, brainstorming, presentation, teamwork</td>
<td>180 minutes</td>
</tr>
<tr>
<td>The future CHARISM Case Manager practises selected examples of the essential steps.</td>
<td>• Example of support plan (step 3) • IT-based client-documentation (step 5)</td>
<td>exercises, simulation</td>
<td>90 minutes</td>
</tr>
<tr>
<td>The future CHARISM Case Manager practises CHARISM Case Management.</td>
<td>Outlining CHARISM Case Management on the basis of a case study.</td>
<td>teamwork</td>
<td>90 minutes</td>
</tr>
<tr>
<td>The future CHARISM Case Manager practises the development of a job profile for a job-seeking young person.</td>
<td>Proceedings and methods for the development of a job profile for job-seeking youths on the basis of ECVET descriptors (knowledge, skills, competences).</td>
<td>presentation teamwork</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Questions, evaluation.</td>
<td>Feedback, open questions and possible follow-up steps (e.g. peer-counselling, supervision…).</td>
<td>various methods</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>
Quality Standards Based on EQUARF Indicators

To ensure the equal quality of all trainings within the context of the project, quality standards for trainings have been developed in the frame of work package two. The quality standards have been derived from:

a) The Indicators of the European Quality Assurance Reference Framework for VET, EQARF (see http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11108_en.htm for further information); and

b) The experience of all partners regarding evaluation techniques and the philosophies they are based on.

The following indicators of the EQUARF process are applicable to the aims of the CHARISM project.

Regarding the “Case Management for unemployed youth” training, the quality of the training was ensured by considering three indicators:

Indicator 1: Relevance of quality assurance systems for VET providers
- As all project partners are experienced VET providers in their regions, they can contribute to the development of the training.

Indicator 2: Investment in training of teachers and trainers
- By offering the training to social workers already involved in case management without appropriate training in case management, the project invests in further professional training (ECVET).

Indicator 6: Utilisation of acquired skills at the workplace
- Through the involvement of stakeholders, the localisation of basic concepts and the preparatory study CHARISM ensure that the acquired skills can be utilised at the workplace of future CHARISM Case Managers.

Regarding the work with unemployed youth (which is preceded by high-quality training), the quality was ensured by considering the following two indicators:

Indicator 8: Prevalence of vulnerable groups
- Through the project's efforts to help unemployed youth (sometimes even with multiple disadvantages), the project partners make a contribution to improving the situation of vulnerable youth in the respective countries.

Indicator 9: Mechanisms to identify training needs in the labour market
- The Research Report, the involvement of stakeholders and the experience of the project partners ensure the consideration of this indicator.

National/Regional Additions and Variations

Hstructure and content of the training, each partner added parts to the training to accommodate the local/regional/national situation.

The reasons for these additions (and to a degree these variations of the common structure, regarding length and/or methods) are the following:

- The partners' various target groups represented a range of youths who differed in age, in disadvantage, in background (from rural to metropolitan areas), etc.
- The development of the economic situation during the time of the project showed a widening of differences rather than a move towards comparability: whereas in Germany and Austria the situation for youths is still considerably better than in the other partners' countries (which is also, and not least of all, due to demographic changes), the situation in Spain, Greece and (later on) Slovenia grew worse during the lifetime of the project. This had to be taken into account.
- The project members found varying degrees of popularity of case management in their respective countries. In Austria and Germany, case management is well-established in certain forms, albeit often limited to a single problem-oriented approach instead of a (holistic) client-oriented approach. In addition to the practice of case management, research and even umbrella organisations exist (see chapter 11 for further information). Partners from Spain, Greece and Slovenia found very little evidence for an established practice of case management; therefore, this innovative concept needed to be trained in different ways.

Some examples of additions to/variations3 of the training:

Austria (BFI Tirol): The Austrian partners used case studies to illustrate the process and familiarise the participants with the instruments of CHARISM. Since their participants already had pre-existing knowledge of other models of case management, a comparison of different approaches was part of the training as well.

Germany 1 (BILSE): Next to using case studies, the partners of BILSE offered the opportunity to network among the participants. BILSE was able to base the training on a vast amount of experience and served as a role model for partners less familiar with case management.

3 Please find more details regarding the different national variations of the trainings on the project’s webpage www.charism.eu.
Germany 2 (Hamburger Volkshochschule): The Hamburger Volkshochschule found participants already advanced in their knowledge of case management, and therefore offered them a special tool to support the process: the METACARDS System. This system was invented and piloted during an EU project in the frame of the programme Life Long Learning of the EU-Commission (2007-2009), and it proved to be a very adequate way of conducting Case Management.

Greece (KekKronos, TEC S.A.) The Greek partners followed the steps of the commonly agreed training content very closely; however, they added role play as a method to incorporate the new knowledge. Furthermore, the relationship between the CHARISM Passport, the ECVET and the National Qualification Frame of Greece was stressed.

Spain (FUERM): The Spanish partner put emphasis on the relationship of ECVET and Case Management because Spain has made considerable efforts to proceed with the implementation of ECVET. Therefore, the terms and conditions are a necessary tool for Case Managers. Since FUERM itself is an organisation providing collaboration of players (universities, companies, local authorities), they strengthened the knowledge about collaborative approaches in the Region of Murcia during their training.

Slovenia (URI-SOCA): This partner focused on the client-orientation of the Case Management, which was an essential step since the clients in this case were handicapped young persons with a higher degree of vulnerability and need of assistance.

All partners included methods for promoting self-reflection and peer-to-peer-support by introducing networking, methods of assessment or other suitable measures.

7. European Guideline for CHARISM Case Management

The Guideline is mainly based on the experience of all project partners, supported by the expert information gathered during work packages one and two, and it has been improved by the feedback of Case Managers during the preparatory study (work package four) that took place in all partner countries. Thus, the result is a guideline that truly supports the process of Case Management for very different kinds of disadvantaged youth. It can be used in all EU countries (possibly with slight adaptations regarding the legal and supportive system in other EU countries). We encourage interested organisations to put the guideline into practice and thus use a comprehensive approach to Case Management. You will find the complete European Guideline for Case Management as annex 1, while this chapter provides a brief overview of the six steps involved.

Step 1: Anamnesis

The most important measure in consulting is that the Case Manager is prepared to consult with “head, heart and hand” from the very beginning. There will be a first conversation (introduction): welcome, naming the problem, introduction of the Case Manager, indicating voluntariness and data privacy, and then the biographical work begins (biographical/counselling interview). It is important to create a comfortable atmosphere and to adjust the setting to show the client that he/she is appreciated. During further meetings, biographical work will be continued and intensified (pictures, music, “treasure chest”). The Case Manager should be fit in w- and circular questions. The anamnesis is the first step to define the task and to decide whether the CHARISM Case Management is appropriate for this particular client. The Case Manager has to create confidence and induce commitment on the client’s part.

Step 2: Assessment

This step depends on the specific task. The Case Manager should be able to handle different approaches (e.g., potential analysis, "Genogramm", "explorix"). The aim is to get to know the client and his/her (in-)formal competences very well and to empower him/her.

Step 3: Support Plan

After the assessment, the phase of implementation can start. In cooperation with the client, common agreements are implemented to support him/her. The client in need receives the relevant resources and support. This could be, for example, the agency of advisory service for debtors, addiction and drug counselling, agency to administrative offices etc. If necessary, the Case Manager accompanies the client to the respective places. During the support phase, the Case Manager takes over the advocacy within the support cycle and thereby maintains an overview of the support process. Support targets should be formulated according to the SMART principle: specific (actions and behaviour should be described as clearly as possible), measurable (step stones – how can I know that the target is reached?), attractive (personally meaningful), realistic (possibilities and attributes need to be considered; the targets must not be overstraining or utopistic), and timetabled (concrete dates/appointments must be agreed upon before starting the process).
Step 4: Monitoring

In the course of the support process, the situation of the client has to be re-evaluated regularly, e.g., to be able to adapt goals to a revised assistance and change the plan and further course of action when frame conditions have changed. The term “monitoring” describes the control and survey of the support process as a whole. Monitoring extends to the overall process: Does the client receive all the help as agreed? Does the client succeed in making changes step by step? Is the time schedule being kept to? How should placement decisions be assessed from the current point of view? What problems exist and what modifications are becoming necessary? What is lacking? What is dispensable? How is motivation developing? etc. The survey and re-evaluation of the client’s situation is followed by the updating of the support plan. This includes the setting of new goals and the modification of the approach on the basis of the previous experience together with the client (follow-up).

Step 5: Process Review

When the support process comes to an end, an extensive evaluation based on the assistance plans and the assessment and statements of the youth has to be conducted. In the course of evaluation, the extent of having reached sub-goals, cessation and fall-backs/failures are assessed. The end of the support process is usually agreed upon with the youth and noted down in the client’s records as to point in time and way of the ending. It is important to end the process correctly because the whole process is based on the building up of a relationship between Case Manager and client, which does not simply end but must be ended appropriately. Hence, the Case Manager has to plan the ending of the support process in due time. As needed, the Case Manager should organise subsequent assistance. Evaluation includes self-made or acquired forms for data acquisition/collection. The mandate transaction should be the central topic. There should be a closing meeting for a final conversation.

Step 6: Follow-up Care

The follow-up care contains a meeting between the Case Manager and the client after a couple of weeks to check if everything is okay and if the found solutions are still the right ones. A further mandate can be addressed.

CHARISM Passport

To support the efforts of Case Managers, CHARISM offers a Passport as an instrument of making formal and informal competences visible as well as documenting the individual results of the Case Management process. The Passport illustrates which competences already exist, which ones might be developed, and how the specific goals could be reached.

- The CHARISM Passport serves as an instrument to visualise informal and non-formal competences and soft-skills, which were individually elaborated and uncovered during the CHARISM Case Management Process. It is designed for work-seeking youth (15-25 years of age) in the form of a portfolio.
- The CHARISM Passport serves as guide for the individual young person when thinking about employment, professional activity, or future career. It will help with navigating the decision-making process, and it will make the young person realise where his/her individual strengths and talents lie.
- The CHARISM Passport gives the individual young person self-confidence and can activate a learning process when it comes to the self-assessment of skills and competences during various informal and non-formal situations in life.
- The CHARISM Passport can provide support, e.g. during an application process for a job, be it in sessions with the Employment agency/Job Center, or when writing the application, or in job interviews.
- The CHARISM Passport functions as a written and sustainable output of the Case Management process.

The CHARISM Passport is designed as a portfolio consisting of four main elements:

- My interests
- My competences
- My aims and next steps
- My application documents

Before these main elements are discussed, the front page of the CHARISM Passport gives the most important personal information about the young person, such as name, address, and
e-mail. In the manner of a real passport, this page shows the formal identity of the person. The second page provides information about the CHARISM Passport and its purpose in the context of the project CHARISM. On the third page, the table of contents can be found.

The first main element of the CHARISM Passport is called “My interests” and provides pre-set fields, such as “school” or “family”, in which the young person will have to write what comes to his/her mind. The work on this first element should initiate an attitude of self-assessment and can provide an orientation of the fields in which non-formal and informal competences may have evolved.

The second element is “My competences”, which consists of a self-evaluation questionnaire with which the young person receives a first insight into informally acquired competences and their wording. The second part specifically addresses the four categories of competences, namely professional, methodological, social and personal competences. As this part is very difficult to fill in, the client will need the Case Manager’s support.

The third element deals with “My aims and next steps”. The young person is asked to think about his/her own future. More precisely, specific goals should be developed and all affiliated tasks, steps, etc. have to be analyzed by the young person via the questionnaire.

The fourth element is called “My application documents”, where the young person is asked to make a list of all application documents that are to be part of the CHARISM Passport. The Euro-pass Curriculum Vitae is predefined as it is an obligatory document regarding job applications.

The CHARISM Passport aims to...
- create a positive picture of the young person’s life,
- be practical and demonstrative,
- serve as a documentation tool for the respective young person, other persons during the application process, or both.
- induce self-awareness and reflectivity.

The CHARISM Passport can be filled in together with the Case Manager, which might be a task for more than one session. In the case of youth with reading/writing-problems, it might prove sensible to read the question aloud together with the young person and support the answering efforts.

Self-Reflective Questions for Case Managers

In the course of the CHARISM project, it has been found that there is one qualification that is of key importance for work in the field of unemployed youth with disadvantages, namely the ability of self-reflection.

What is meant by self-reflection and why is it a key qualification for Case Managers?

In the interactive process of Case Management, the basis for a successful development is the quality of the relationship between the Case Manager and the client. Many factors influence the quality of the relationship between a Case Manager and his/her client, such as self-awareness, attitude, perceptions, interpretations, etc., many of which are unconscious. However, they determine the way we understand people and respond to them. At times it can be hard to distinguish whether one’s reaction is a reaction to real facts (objective events) or merely a reaction to one’s own perception or personal interpretation – one’s present attitude or feelings that have influenced the encounter. To train the Case Manager’s ability to discern his/her own preoccupations and his/her ability to understand a situation or another person from a neutral point of view, the Case Manager needs to learn how to reflect on him/herself. This is a necessary part of a professional attitude and development.

The following questions can be used for self-reflection.

Questions regarding the process:
- Do I have enough knowledge about the local/regional offers of support for youth? Where can I get the information?
- Do I follow a systemic hypothesis?
- Is the support I offer on-target?
- Are my questions and actions still in the zone of relevance regarding the task?
- Am I on-target in terms of complexity?
- If there is still a problem, could it be that I have to re-think the context of Case Management?
Questions regarding my own attitude/reactions:

- In how far do I follow the agenda given by the youth? Do I follow a hidden agenda based on my own interests?
- Do I observe or judge?
- Can I give latitude to the young person to find his/her own solution?
- Do I have unresolved issues myself that are similar to the client’s? Can I distance myself from this similarity?
- Am I able to leave/pass responsibility to the client/youth?

It is not always necessary to ask oneself these questions, but in difficult cases with no visible progress and with a high level of emotional involvement, it might be advisable to go through a process of self-reflection.

10. Successful Stories

**Marie, 16 years old – Hamburg (Germany)**

**Personal situation**

Her life so far has been troubled by several events: moving from a country in the East of Europe to Germany, she had to learn a new language at the age of 11. Her mother and father had to work hard to make enough money. Marie had to take care of her younger brother. She did not join in the usual activities her friends entertained, like sport or going to the cinema. She has limited experience with German society. Last year, her father died very suddenly because of heart failure. Her school grades were never very satisfying because of the language problem that still exists. She wanted to find an apprenticeship in hair dressing, but after 20 rejections she did not have the courage anymore.

**After the CHARISM Case Management process...**

The Case Manager working with her set up a support plan and brought her in contact with a lady in the neighbourhood working as a hairdresser. Marie helped this lady for some days and found out that she is allergic to some of the chemicals used. Now she had to reconsider her plans. Together with the Case Manager, she looked at her profile shown in the CHARISM Passport. They found that she is a “helper”. She likes to watch children, not only her younger brother. The new career plan for her is to apply to the School for Kindergardeners. However, since her grades are low, she had to do a make-up test. She passed the test, and next year she is starting the vocational training as a kindergardener, which will last 3 years. In between, she is working as a volunteer in a children’s museum in her district, where she can gain more experience with children.

**Andrej, 26 years old – Lenart (Slovenia)**

**Personal situation**

He is disabled and lives with his parents. He is a salesman by occupation. He had tried to complete several schools, including in electrical engineering, but dropped out. He has not been employed yet. He had a few months of work experience during education as a shop assistant in a hardware store. He also did some student work in a computer maintenance company in his home town. He was registered at the Employment Service of Slovenia for two years. His disability resulted from mental health problems, namely personality disorder. He had problems in managing complex or less structured situations. He did not like monotonous work, had problems in following rules and acknowledging authority. His motivation for work was very selective, he somehow saw himself in computer-related work.

**After the CHARISM Case Management process...**

After the initial assessment, the Case Manager concluded that Andrej could perform less demanding and responsible tasks in a tolerant environment with limited social interactions. Andrej explored his career options through individual and group training activities. During this training, a coincidence happened when one the VRC’s computers broke down and Andrej offered to try to repair it. By doing this very competently, he proved to the Case Manager and the rehabilitation team that he could be very successful in this line of work. He was given further work with computer repair and maintenance during training. The Case Manager contacted the company IT TIM and presented Andrej’s competences. After an interview, he got the job. He worked under the supervision and coaching of a mentor and Case Manager. The employer decided to employ Andrej full time.

**Uwe, 21 years old – Güstrow (Germany)**

**Personal situation**

He has a certificate of Secondary Education and he has started an apprenticeship as a butcher. He dropped out after the first year. He has no permanent address (homeless) and he has a problematic relationship with his mother (no family ties) and no contact to his father. He has been suffering of severe drug addiction for 4 years.
After the CHARISM Case Management process...

His Case Manager organised the completion of his community work, listed his debts, planned their regulation, contacted the debt counselling, supported him to end his homelessness, and prepared the start or continuation of his apprenticeship respectively. His housing application was agreed to, offering him some available accommodation. Now he keeps appointments arranged with the Case Manager, observes agreements, and cooperates in a self-motivated way. He has completed his community work. Furthermore, an appointment for drug detoxification has been arranged.

Ioannis, 16 years old – Chalkida (Greece)

Personal situation
He had no school-leaving certificate. He left school after 7 years (expulsion because of threats against teacher), and he was living in a youth institution (thrown out by mother). His parents live apart; he has a very difficult relationship with his mother (Ioannis is violent towards his mother), and he has only marginal contact to his father. He was a delinquent due to criminal assault, property damage, theft; there were lawsuits in progress and he suffered from drug addiction.

After the CHARISM Case Management process...
He can now manage the relationship with his mother. The Case Manager contacted the drug advice centre and organised the start of a therapy (as an inpatient). At the same time, Ioannis received support to end his homelessness. He went back to school to finish his compulsory education and to catch up in order to graduate, which he achieved during the Case Management process. He started a treatment to fight the drug addiction; he received support with handling his criminal proceedings and he has improved his social competences and stability.

Paul, 18 years old, another story of success, can be found in the film "A passport to a job", produced by EURONEWS in October 2013. The two boys depicted in this film were participants in the CHARISM project and benefitted from the Case Management. To watch the film, go to: http://www.charism.eu/go/home.
Vocational profile of case managers.

Offer of Case Management training courses.

Further Information Germany

BISE Institut für Bildung und Forschung GmbH, Deutschland
- Website: www.bilse.de
- Contact: Andrea Buchholz
- E-mail: andrea.buchholz@bilse.de
- Phone: +49 3843 7737910

Hamburger Volkshochschule, Deutschland
- Website: www.vhs-hamburg.de
- Contact: Kölín-Prisner Heike & Fraude Carolin
- E-mail: h.koeltn-prisner@vhs-hamburg.de & c.fraude@vhs-hamburg.de
- Phone: +49 40428867731 / +49 4053693984

German Association of Care and Case Management, main source of information.

Website of a programme funded by the programme "Jugend stärken", Federal Ministry of Youth, Family, Seniors and Women, to set up Case Management focused on placement for unemployed youth. The CHARISM partner BILSE has worked in this programme from 2007-2013.
**Further information Greece**

**TEC S.A., Greece**
- Website: www.tecgroup.gr
- Contact: Dimitriou Kyriakos
- E-mail: Kyriakos.dimitriou@tecgroup.gr
- Phone: +30 22210 29621 / +30 210 3600420

http://www.ccmservices.co.uk/case-studies/worldwide-greece.php

Case Study: Community Case Management Services (CCMS) were approached to provide case management to a client living in rural Greece.


Products of the project "Case Management in employment promotion and health care".

http://www.idec.gr/

Partner in the project "Case Management in employment promotion and health care".


Unemployment rate of youth in Greece.

http://www.accurate.com.gr/services/medical-case-management

Case Management provider in the sector of Health Care in Greece.

http://library.fes.de/pdf-files/id/09475.pdf

Analysis of youth unemployment in Greece.


Combating youth unemployment in Greece.

http://www.pi-schools.gr/programs/par/p5_en.html

Transition from education to labour market. A survey by the Greek Pedagogical Institute.

**Further information Spain**

**Fundación Universidad Empresa of the Region of Murcia, Spain**
- Website: www.fuem.um.es
- Contact: Garcia Sanchez Consuelo
- E-mail: consugar@um.es
- Phone: +34 968 899 899

http://www.empleo.gob.es/es/estrategia-empleo-joven/

Spanish National Strategy for youth unemployment.


Guideline on labour orientation for vulnerable groups.


Spanish National Plan for Youth Guarantee.

http://www.hpm.org/Downloads/HPM_SPOTLIGHTS/-Spain_Case_management_for_the_chronically_ill_in_Andalusia.pdf

Spain: Case management for the chronically ill in Andalusia.

http://interlinks.euro.centre.org/model/example/CaseManagementInTheValencianCommunity

Case Management in the Valencian Community.

http://www.iese.edu/research/pdfs/ESTUDIO-311.pdf

Research IESE Business School about how to reduce youth employment.


Youth unemployment in Spain: reasons and solutions.
Further information Slovenia

University Rehabilitation Institute, Republic of Slovenia

- Website: www.uri-soca.si
- Contact: Zdenka Wiltavsky, M.Sc.
- E-mail: Zdenka.wiltavsky@ir-rs.si
- Phone: +386 2480 5877

Training for case managers in Slovenia within the Leonardo da Vinci transfer of innovation project »Case management in the promotion of employment and health care«.

http://www-03.ibm.com/software/products/sl/category/advanced-case-management
IBM advanced management of cases – optimise the outcomes of cases with information, processes and persons.

http://www.mss.si/datoteke/dokumenti/Vec_o_projektu_in_vodenju_primerov.pdf
Case management in health care and the promotion of employment.

http://www.reintegrate.eu/?i=reintegrate.sl.search&q=Vodenje+primerov
Reintegrate – Return to Work, An Integrated e-learning Environment: provides information, methods & training for HR and other managers on the return to work process.

http://scholar.google.si/scholar?q=case+management+in+slovenia&hl=sl&as_sdt=0&as_vis=1&oi=scholar
Academic articles of practices on the field of case management in Slovenia.

Further information on EU-Level

Website of EU-project with 9 partners, research done about case management in general and in special fields.

EU measures to tackle youth unemployment, including “youth guarantee” and instruments concerning the transition from school to apprenticeship.

http://www.ecvet-projects.eu/
Website provides results of 11 pilot projects working with the ECVET approach.

http://www.ecvet-team.eu/en
EU-wide network of organisations and stakeholders working in the field of ECVET; conferences and papers are offered.

European paper about early school-leaving.
### Step 1: Anamnesis

**Responsibilities and receipt data**

<table>
<thead>
<tr>
<th>Name of staff responsible</th>
<th>Date of first meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the time of entering the programme, the youth is (multiple entries possible):

- □ required to attend school / upper level of education
- □ still student
- □ attending school / educational institution
- □ doing a vocational training
- □ employed
- □ unemployed
- □ in parental leave

**Legal context**

**Personal data**

<table>
<thead>
<tr>
<th>Last name, first name</th>
<th>Sex as identified by himself/herself</th>
<th>Date of birth</th>
<th>Family status of the youth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ male</td>
<td></td>
<td>□ single</td>
</tr>
<tr>
<td></td>
<td>□ female</td>
<td></td>
<td>□ married</td>
</tr>
<tr>
<td></td>
<td>□ no answer</td>
<td></td>
<td>□ deceased</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ separated</td>
</tr>
</tbody>
</table>

Place of residence (type/size):

- □ city (> 100,000 inhabitants)
- □ medium-sized town (20,000 – 100,000 inhabitants)
- □ small town (< 20,000 inhabitants)
- □ rural area

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street, number</td>
</tr>
<tr>
<td>postcode, town</td>
</tr>
</tbody>
</table>

**Telephone number**

<table>
<thead>
<tr>
<th>Mobile phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
</tr>
</tbody>
</table>

Country of birth / first language

Residence in the country since (year)

Nationality

Residence permit status (if applicable)

### Biographical data

**Family situation**

Person having the right of custody of the youth (only if underage persons):

- □ mother and father
- □ mother
- □ father
- □ legal guardian
- □ other relatives
- □ foster family

Data of one of the persons having the right of custody of the youth (if applicable):

<table>
<thead>
<tr>
<th>Last name, first name</th>
<th>Telephone number</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information on brothers and sisters

<table>
<thead>
<tr>
<th>Name and age of brothers and sisters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Own children of the youth (only if/when applicable):

<table>
<thead>
<tr>
<th>Children</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ yes</td>
</tr>
</tbody>
</table>

How many live in the youth’s household?

- □ Single mother / father

Health situation

Physical impairments (by observation):

- □ yes

Mental impairments (by observation):

- □ yes

Social situation

Figures to whom the client feels a close attachment (multiple entries possible):

- □ mother
- □ father
- □ grandparent
- □ foster family
- □ stepmother
- □ stepfather
- □ partner
- □ partner of the mother
- □ partner of the father
- □ best friend
- □ no attachment figure

Activities of the youth

<table>
<thead>
<tr>
<th>Hobbies/ participation in organisations, clubs, etc. / Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

School

School attended at present and past respectively

<table>
<thead>
<tr>
<th>Grade level</th>
<th>School leaving grade level</th>
<th>Repetition of class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ once</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ several times</td>
</tr>
<tr>
<td>Training and work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Highest graduation (kind)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| □ still student at school of general education  
| □ no school-leaving certificate  
| □ special school certificate  
| □ Certificate of Secondary Education  
| □ Qualified Certificate of Secondary Education  
| □ General Certificate of Secondary Education  
| □ advanced technical college entrance qualification/university-entrance diploma  
| □ secondary level graduate  
| □ other school-leaving certificate |

<table>
<thead>
<tr>
<th><strong>In-firm training</strong></th>
</tr>
</thead>
</table>
| Graduation | □ yes (grad. in job that requires training)  
| □ no |
| Duration of training in months | finished when (exact date)  
| number of other trainings |
| Which other trainings? |
| Duration of other trainings altogether? (in months) | number of aborted trainings |

<table>
<thead>
<tr>
<th><strong>Vocational programme</strong></th>
</tr>
</thead>
</table>
| Graduation | □ yes (grad. in job that requires training)  
| □ no |
| Duration of training in months | finished when (exact date)  
| number of other trainings |
| Which other trainings? |
| Duration of other trainings altogether? (in months) | number of aborted trainings |

<table>
<thead>
<tr>
<th><strong>Job-creation measures</strong></th>
</tr>
</thead>
</table>
| Participation in measure | □ yes (last measure)  
| □ no |
| Measure financed by whom? |
| Date of termination (exact date) | duration (in months) |
| Other measures | □ yes  
| □ no |
| Measure 1 financed by whom? |
| Measure 2 financed by whom? |
| Measure 3 financed by whom? |
| Number of aborted measures |

<table>
<thead>
<tr>
<th><strong>Paid employment/ jobs</strong></th>
</tr>
</thead>
</table>
| Paid employment/ job | □ yes (last employment and at present, respectively)  
| □ no |
| Duration of last employment (in months) | date of termination (exact date)  
| number of other employments/ jobs |
| Which other jobs/ employments? |
| Duration of other jobs/ employments |

<table>
<thead>
<tr>
<th><strong>Unemployment</strong></th>
</tr>
</thead>
</table>
| Unemployment | □ yes  
| □ no |
| number/ frequency |

---

<table>
<thead>
<tr>
<th><strong>Military draft/ civilian service/ gap year taken to do voluntary work (if applicable)</strong></th>
</tr>
</thead>
</table>
| Military draft/ civilian service/ gap year taken to do voluntary work | □ yes  
| □ no |
| kind of service | □ Military draft  
| □ civilian service  
| □ other year taken to do voluntary work |

<table>
<thead>
<tr>
<th><strong>Duration (in months)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of unemployment after the last employment (in months)</td>
</tr>
<tr>
<td>Duration of unemployment altogether (in months)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Parental leave</strong></th>
</tr>
</thead>
</table>
| Parental leave | □ yes  
| □ no |

<table>
<thead>
<tr>
<th><strong>Further process</strong></th>
</tr>
</thead>
</table>
| Is there any necessity for assessment and potential transfer into case management? | □ yes  
| □ no |
| Further attendance of the youth (assessment and possibly further steps of case management) are not necessary because the youth |

<table>
<thead>
<tr>
<th><strong>Step 2: Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure</td>
</tr>
</tbody>
</table>
| Development and execution of the assessment procedure | □ internal procedure development and execution  
| □ external execution of an externally developed procedure  
| □ external procedure development and execution |
| Kind of procedure | □ assessment centre  
| □ interview  
| □ biography-oriented methods  
| □ self-test and self-assessment  
| □ other |
| Test procedure, with: | intelligence test, namely:  
| school test, namely:  
| performance test, namely:  
| personality test, namely:  
| test of attitudes and interests, namely: |
| Duration of the procedure: |
### Assessment results

**Competences related to training and the working world (professional and methodological competences)**

#### Professional competences

- Professional competence in the field of calculating natural and technical sciences
- Professional competence in the field of media
- Professional competence in the field of languages and communication (reading, writing)

<table>
<thead>
<tr>
<th>Language</th>
<th>Language 1:</th>
<th>Language 2:</th>
<th>Language 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- Professional competence in the field of handicraft

#### Methodological competences

- Methods of handling information
- Use of learning and work techniques
- Problem-solving orientation
- Independent learning

#### Personal competences

- Creativity
- Communication skills
- Self-reflection and self-assessment
- Taking responsibility
- Goal-oriented behaviour
- Reliability

#### Social competences

- Ability to accept criticism
- Ability to manage conflict situations
- Talent for cooperation and working in teams
- Ability to express solidarity

#### Personality traits

- Age-based state of development
- Mental and physical health preconditions

### Step 3: Support Plan

#### Aims

<table>
<thead>
<tr>
<th>Number</th>
<th>Aim</th>
<th>How should it be reached?</th>
<th>How do you know that the target is met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<td></td>
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<tr>
<td>5.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### Cooperation partners

- Cooperation partner 1: appointment, agreements
- Cooperation partner 2: appointment, agreements
- Cooperation partner 3: appointment, agreements

#### Targets and tasks of support plan

**Definition of target 1 (2, 3, ...)**

**Already implemented tasks:**

<table>
<thead>
<tr>
<th>Task</th>
<th>When implemented</th>
<th>Implemented by</th>
<th>Result / comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Step 4: Monitoring

During this step, the Case Manager has to review and re-evaluate the process constantly, in order to observe whether the aims of Step 3 are reached, the support offers made are taken up or have to be changed and plans have to be amended. Therefore, the assignment for the Case Manager is to follow each of the support offers over time.

Step 5: Process Review

Information on process and completion

<table>
<thead>
<tr>
<th>Period of case management process (in weeks)</th>
<th>number of contacts/appointments</th>
<th>number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ending

Form of ending

- Regular
- Break-up

Break-up by

- Youth
- Case manager
- Person having the right of custody of the youth

Reasons for abnormal termination

- Personal reasons
- Change of residence
- Stress
- Illness
- Early leaving
- Lack of cooperation on the part of the youth
- Break/ pre-trial custody
- Other:

Is further support necessary?

- Yes
- No

Recommendation for further assistance

- Entry into case management
- Reassignment
- Other:

Acquired graduation

- Certificate of general education
- Special school leaving certificate
- General Certificate of Secondary Education
- Advanced technical college entrance qualification
- University-entrance diploma
- Other:

- Full-time vocational school
- Without certificate
- Foundation year
- Other:

Measure

- Foster course
- Hands-on training
- Access qualification
- Other:

Case manager’s assessment

Assessment of reaching goals

- Fully reached
- Mostly reached
- Rather not reached
- Not reached at all

Assessment of occupational integration

- The qualification reached is in accordance with the ideas and capabilities of the youth
- Fully applies
- Rather applies
- Rather does not apply
- Doesn’t apply

- The occupational integration of the youth is sustainable
- Fully applies
- Rather applies
- Rather does not apply
- Doesn’t apply

- By integration, the youth has been empowered to conduct autonomous planning of his/her career paths
- Fully applies
- Rather applies
- Rather does not apply
- Doesn’t apply

Assessment of social integration

- The youth has been empowered to autonomous conduct of his/her life
- Fully applies
- Rather applies
- Rather does not apply
- Doesn’t apply

- The youth is sustainably integrated in social frameworks
- Fully applies
- Rather applies
- Rather does not apply
- Doesn’t apply
The youth sustainably participates in social life

- fully applies
- rather applies
- rather does not apply
- doesn't apply

Documentation of the final evaluation

Step 6. Follow-up care

Duration of follow-up care

- up to 1 month
- up to 3 months
- up to 6 months
- more than 6 months

Situation after the support process

- school
- training
- employment
- seminars / measures
- re-training
- unemployment
- housework / family management / parenting
- military / civilian service / voluntary work in the social sector or similar
- prison inmate
- leaving the country
- unknown

Myself

Name, first name

Sex

Date of birth

Adress

Phone number

E-mail

Nationality

Master CHARISM Passport

12.2
Dear participant,

Before you choose a career, you must consider your interests, what you are good at, and what you like to do. The CHARISM Passport helps you to document your considerations and to get closer to your job or education you desire. You can use the CHARISM Passport for any application or you keep it for yourself.

Have fun with the CHARISM Passport!

CHARISM Guide

My interests:
Which interest do you have? What do you like? What do you enjoy doing? Take your time to think and to fill out. You can start by looking at a field of interest and by entering your interests accordingly, or you make a list of your interests in your mind and assign them to a field of interest.

My competences:
Competences are things that you can do well. You can also compare competences with the term “strengths”. What would you say if somebody asks you about your strengths?

My aims:
Which aims do you have? Collect ideas and create your life path. Plan your intentions by considering carefully what you have to do to come closer to your aims.

My application documents:
Add your Europass CV and other documents such as certificates to your CHARISM Passport and list them. You can decide yourself which documents you want to add to your application.
Which interest do I have?
What do I like/ what do I enjoy doing in the field of interest ...

... Hobbies?

... Family?

... School?

... Education and/or work?

... Assistance in organisations, associations, etc.?

... Others? (such as military service, voluntary year or political engagement, etc.)

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My competences – How do you see yourself...

<table>
<thead>
<tr>
<th>Competence</th>
<th>Not at all</th>
<th>Slightly</th>
<th>OK</th>
<th>Quite a bit</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to tackle a task together with others and put back own interests for the purpose of a common goal. (capacity for teamwork)</td>
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<tr>
<td>I can speak freely in front of a group. (speak without notes)</td>
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<td>I am able to put myself in the role of others and understand them. (empathy)</td>
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<td>I act and live to the best of my belief. (value awareness)</td>
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<td>I analyse situations and my behaviour thoroughly and I think about how others could see me. (reflection capability)</td>
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<td>I am holding on agreements. (reliability)</td>
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<td>I can actively listen to others and express myself clearly and precisely, so that others do fully understand me. (communication skills)</td>
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<td>I am creative and use my phantasy. (creativity)</td>
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<td>I am aware of what needs to be done and I try to solve tasks on my own. (independence)</td>
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<td>I can handle it quite well, when others tell me, what they find annoying about me. (ability to accept criticism)</td>
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<td>I like to learn new things. (willingness to learn)</td>
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<td>I can state my own opinion and convince others that I am right. (assertiveness)</td>
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<td>I can inspire myself and others. (enthusiasm)</td>
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<td>I stand up for weaker individuals and thereby make others feel comfortable in my group. (social integration skills)</td>
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<td>I am working hard at difficult tasks and take care of them until they are done. (commitment to work)</td>
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<td>I like to help others. (helpfulness)</td>
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<tr>
<td>I can express myself well and I have good debating skills. (eloquence)</td>
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<td>I have trust in myself and I like to express my opinion. (self-confidence)</td>
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<td>I see the future very positive. (optimism)</td>
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</table>

1 cf. Kompetenzwerkstatt (2009), Zukunftszentrum Tirol, Innsbruck
12.2 Master CHARISM Passport

My competences

Social competences – „you and others”
Example of a professional competence: Ability to integrate

- Description of the competence: "I stand up for weaker individuals, and I make others feel comfortable in my group."
- Examples: "I support the new classmate with getting in contact with others and help her to feel comfortable in the group." Or: "I enjoy exploring new things and I quickly find my place."

We have discovered those competences on yourself:

Methodological competences – „you and tasks”
Example of a methodological competence: Eloquency

- Description of the competence: "I can express myself well, and I have good debating skills."
- Examples: "I can state and represent my opinion objectively in discussions." Or: "I am able to explain homework to my friends so they understand it well."

We have discovered those competences on yourself:
My competences

Professional competences - "you and your personal interest"
Example of a professional competence: Computer skills

- Description of the competence: "I am able to operate different computer programs."
- Examples: "I can work with programs such as Word, Excel, Power Point, Photoshop,..." Or: "I have created a website on my own."

We have discovered those competences on yourself:

Personal competences - "you with yourself"
Example of a professional competence: Willingness to learn

- Description of the competence: "I enjoy learning new things."
- Examples: "I look things I do not know up in the internet." Or: "I am curious and like to try out things."

We have discovered those competences on yourself:
My aims

An important career goal for me is:

What do I have to do to come closer to that goal?

An important private goal for me is:

What do I have to do to come closer to that goal?

Another important goal for me is:

What do I have to do to come closer to that goal?

My application documents

Europass CV
With the help of the case management method, the EU-funded project CHARISM is aiming to support current working practice to reduce youth unemployment. With this handbook, youth practitioners (people working with job-seeking youth) obtain a practical instrument with a holistic and systematic method taking into account the individual needs and complex conditions of (vulnerable) youths, which they can use in their daily work. The job-seeking youths benefit from an innovative individual supporting model while seeking a job or an apprenticeship.

www.charism.eu