

## The young person in the target group profiling form

### Part I: basic profiling

#### 1. GENERAL DATA ON YOUNG PERSON

<b>Local name:</b>	
<b>The evaluation was carried out (the program manager's name, contact information):</b>	
<b>The young person first name, surname, identity code:</b>	
<b>Sex:</b>	
<b>The declared and actual residence:</b>	
<b>Youth contact information (phone, email, Skype)</b>	

#### Communication language (select the language of communication young people relevant variants):

- Latvian
- Russian
- Mark
- Another \_\_\_\_\_
- Support opportunities, where appropriate, the necessary raise, for example, surdotulk.

#### Nationality:

- is a Latvian citizen
- is not a citizen of Latvia
- a citizen of another country (permanent residence permit) \_\_\_\_\_
- term maintenance authorization

## 2. YOUNG PERSON'S HEALTH STATUS OVERALL ASSESSMENT

Select the best answer choice (s). The column "programme manager" based multiple choice (s).

	Questions	Description	Program Manager notes
1.	How do you evaluate your health status?	<input type="checkbox"/> very good <input type="checkbox"/> Good <input type="checkbox"/> satisfactory <input type="checkbox"/> Bad <input type="checkbox"/> ¶ very bad	<i>Clarified why satisfactory, bad or very bad?</i>
2.	Do you have a long-term illness, disability or injury which in any way undermines ability?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If "Yes", specify the restrictions and ask the next question!</i>
3.	What jobs can you do?		
4.	Do you have an addiction?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.	Or someone/s of your family members have dependencies?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## 3. YOUNG PERSON'S FAMILY SITUATION AND PLACE OF RESIDENCE

Select the best answer choice (s). The column "programme manager" based multiple choice (s).

	Questions	Description	Program Manager notes
1.	What is your marital status now?	<input type="checkbox"/> married/not-us, living with parents <input type="checkbox"/> married/not-USA, living in one <input type="checkbox"/> partnerships, living with a friend/girlfriend <input type="checkbox"/> married/s, lives with husband/wife <input type="checkbox"/> married/s, but live separately <input type="checkbox"/> divorced/s to <input type="checkbox"/> widower/-e <input type="checkbox"/> other	<i>Take into account the age of the young person concerned, paying more attention to and asking questions.</i>
2.	How many people are		

	Questions	Description			Program Manager notes
	in your family/household?				
3.	Name, please all of you live together?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	live one/-a spouse/-en/permanent partner your children (how many?) _____ Your parents Your grandparents Your brothers/sisters spouse/partner's parents spouse/partner's grandparents Other		
4.	<i>If you have children:</i> How old are your children? What they usually look after?				
5.	Or a dependent is a person with special needs?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Yes, baby/i Yes, older/i other not		
6.	Where do you currently live?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	in my apartment, privately owned rental residence living with parents bedsit living in institutions non-residence other		
7.	Where is the place of residence?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	City District Center County Center-outside municipality/City Centre rural area no permanent place of residence		<i>To specify the</i>
8.	How do you evaluate the opportunities offered to young people in your place of residence:	(a)) <input type="checkbox"/> Good <input type="checkbox"/> average <input type="checkbox"/> Bad	(b)) <input type="checkbox"/> Good <input type="checkbox"/> average <input type="checkbox"/> Bad	(c)) <input type="checkbox"/> Good <input type="checkbox"/> average <input type="checkbox"/> Bad	

	Questions	Description			Program Manager notes
	(a) To find a suitable job (b) To get a good education (c) Fun				
9.	How do you evaluate your mobility?	<input type="checkbox"/>	well, it is suitable for public transport or your own means of transport		
		<input type="checkbox"/>	on average, there is either a suitable public transport or your own means of transport, but it's not always available (you can not afford, etc.)		
		<input type="checkbox"/>	bad, neither public transport nor its own transport		
10.	What are your/Your family's main income source?	<input type="checkbox"/>	someone from the family gainfully employed		
		<input type="checkbox"/>	parents, nutrition		
		<input type="checkbox"/>	the earned (how?)		
		<input type="checkbox"/>	benefits received by the same		
		<input type="checkbox"/>	pension or benefits received by one of the family		
		<input type="checkbox"/>	income from the farm		
		<input type="checkbox"/>	picking, picking mushrooms, other types of work situations		
11.	If your income is enough for your basic needs provision?	<input type="checkbox"/>	quite enough		
		<input type="checkbox"/>	almost enough		
		<input type="checkbox"/>	not enough		

#### 4. FORMAL, INFORMAL AND EDUCATIONAL NEEDS INFORMĀL

Select the best answer choice (s). The column "programme manager" based multiple choice (s).

	Questions	Description			Program Manager notes
1.	What is your level of education? How many classes have graduated? Do you know where your certificate, diploma,	<input type="checkbox"/>	illiterate, do not know how to read and write		<i>If you have not completed primary or secondary education, the question of the cessation of the</i>
		<input type="checkbox"/>	not for the primary/primary education incomplete (____)		
		<input type="checkbox"/>	primary education		
		<input type="checkbox"/>	professional training		
		<input type="checkbox"/>	incomplete secondary/vocational education (____)		

	Questions	Description	Program Manager notes
	diploma?	<input type="checkbox"/> General secondary education <input type="checkbox"/> vocational secondary education <input type="checkbox"/> higher education <input type="checkbox"/> incomplete higher education	<i>cause!</i>
2.	Have you learned/learnt a trade/profession? Do you have a diploma/certificate for a particular qualification? Where's the diploma?	<input type="checkbox"/> Yes → a profession which acquired _____ <input type="checkbox"/> No	
3.	Why stop, do not complete the training?	<input type="checkbox"/> had to work without the ability to connect learning with work <input type="checkbox"/> conflict training institution <input type="checkbox"/> was turned off (why?) <input type="checkbox"/> not like to learn, not enough teaching achievements <input type="checkbox"/> family circumstances, the child's birth <input type="checkbox"/> health problems <input type="checkbox"/> absence, ramble <input type="checkbox"/> Another _____	<i>Have to write the same young people, but also to determine the main reasons!</i>
4.	Have there been cases in which a lack of education are not able to work the work which would have wanted?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If there is a tell-more!</i>
5.	Is there any knowledge and skills that You would need, but they have not learned? For example, something that is not learned in school, but now it would be useful!	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If there is a tell-more!</i>

	Questions	Description	Program Manager notes
6.	Would you like to continue to learn?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Depending on the answers-next question wording</i>
7.	What are you up to now prevented to continue to learn and get an education, what else? Why do not you want to continue learning?	<input type="checkbox"/> health problems <input type="checkbox"/> disability <input type="checkbox"/> negative previous school experience <input type="checkbox"/> could not be mobile <input type="checkbox"/> lacking the financial resources <input type="checkbox"/> the home is taking care of the person <input type="checkbox"/> too far or inconvenient location is in the educational institution <input type="checkbox"/> do not have the necessary learning skills, can manage time of not self-discipline, skill <input type="checkbox"/> There is no time <input type="checkbox"/> no motivation <input type="checkbox"/> other _____	
8.	What would you like to learn, if there were no limitations?		
9.	Or you can identify information about education-related issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## 5. THE YOUTH WORK EXPERIENCE AND OPPORTUNITY ASSESSMENT

Select the best answer choice (s). The column "programme manager" based multiple choice (s).

	Questions	Description	Program Manager notes
1.	Have you worked in paid employment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If so, the next question!</i>
2.	From what age? Please name it jobs you've worked more than 3 months? How many jobs have		<i>Important to see the young people work experience!</i>

	Questions	Description	Program Manager notes
	been?		
3.	How long are the unemployed/not in gainful employment?	Months, years _____	
4.	Why You have not been able to find a job? What's bothering you?	<input type="checkbox"/> health problems, disability <input type="checkbox"/> negative previous work experience <input type="checkbox"/> could not be mobile <input type="checkbox"/> lacking the financial resources <input type="checkbox"/> the home is the person who <input type="checkbox"/> too far or inconvenient location is located in <input type="checkbox"/> the jobs potential <input type="checkbox"/> little potential reward <input type="checkbox"/> do not have the appropriate education, do not have the appropriate qualification, do not have the required skills and training <input type="checkbox"/> CA planning time <input type="checkbox"/> receive adequate social pal to idzib <input type="checkbox"/> I have my own survival strategies (financial aid receive from relatives, acquaintances, friends; I have I have my farm garden straight from hell;; doing odd jobs; read mushrooms, berries, etc.; going and selling different things, etc.) <input type="checkbox"/> Another _____ <input type="checkbox"/> -	
5.	What you would want to do?	<input type="checkbox"/> work full-time working day <input type="checkbox"/> work in paid employment had a part-time job <input type="checkbox"/> to be a self-employed <input type="checkbox"/> be an entrepreneur <input type="checkbox"/> does not work in paid employment <input type="checkbox"/> Another _____ <input type="checkbox"/> -	
6.	Or the last month I have been looking for a job, how exactly?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>How? Explain in more detail If not, the next question</i>
7.	Why you are not looking for a job?	<input type="checkbox"/> currently I don't want/need not work <input type="checkbox"/> illness, disability	

	Questions	Description	Program Manager notes
		<input type="checkbox"/> parental leave (see children) <input type="checkbox"/> haven't had time <input type="checkbox"/> I've lost the hope of finding a job <input type="checkbox"/> other _____	
8.	Are you ready in case of need due to move to another place?	<input type="checkbox"/> other towns in this municipality <input type="checkbox"/> other county/region in Latvia <input type="checkbox"/> another country <input type="checkbox"/> other	
9.	Have you heard (s) of volunteer work that you know about it? Have you worked in the volunteer work? Or would like to work in voluntary work?	<input type="checkbox"/> voluntary work experience <input type="checkbox"/> No volunteer experience <input type="checkbox"/> would like to work <input type="checkbox"/> would not	
10.	Have you heard anything (s) of the State employment agency and with this body deals?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11.	Have you been registered with the PES as unemployed, how many times? Any help received? Have you visited the CIS courses offered? What?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12.	Do you have experience in cooperation with a national or local institutions (the national probation service, social services, police, crisis center, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13.	Any job search skills you have?	<input type="checkbox"/> Can prepare job search documentation (CV, motivation letter, etc.); <input type="checkbox"/> Know how to search job postings (announcements, internet, CMS, buddies, etc.) <input type="checkbox"/> Can negotiate with an employer <input type="checkbox"/> Know the worker and employer rights and obligations <input type="checkbox"/> Other " _____" <input type="checkbox"/> Do not say anything from the above	



## 6. YOUNG PEOPLE'S INTERESTS AND HOBBIES

Select the best answer choice (s). The column "programme manager" based multiple choice (s).

	Questions	Description	Program Manager notes
1.	What are Your interests and hobbies? What you like to do in my free time?	<input type="checkbox"/> Sports _____ <input type="checkbox"/> handicrafts _____ <input type="checkbox"/> culinary _____ <input type="checkbox"/> Garden works _____ <input type="checkbox"/> computer games _____ <input type="checkbox"/> technical operating _____ <input type="checkbox"/> reading <input type="checkbox"/> TV <input type="checkbox"/> fishing <input type="checkbox"/> Another _____ _____	<i>Take into account the individual program design!</i>
2.	How do you spend your free time?	<input type="checkbox"/> Active <input type="checkbox"/> liabilities	

## 7. YOUNG PEOPLE'S PERCEPTIONS AND EXPECTATIONS REGARDING HIM THE NECESSARY SUPPORT MEASURES

To find out the views of young people on the necessary help and support.

**What would you like to change in your life?**

---

**What**

**support measures help you get training or the world of work** (professional support/advice, health care/get the rehabilitation/treatment, mobility, assistance of the workplace or educational institutions, visit the potential jobs/educational institution, other resources attraction, the housing question, support the emergency/crisis normalization)?

---

---

**8. OPINION ON THE BASIS OF THE EVALUATION RESULTS AND THE PROFILING AGENT NOTES**

**9. BASIC PROFILING RESULTS (mark only one place) :**

- A young person routed to on the VIA the education programmes for young people in the framework of the guarantee**
- Routed to the young person the Public Employment Service the proposed activities within the youth guarantee**
- Young person must continue to support the project "Know and do!" \***

**Program Manager's first name, last name, signature and date:**

---

---

\* Part II of the form completed and submit to the JSP only if there is a check mark at "the young person to continue support of the project" Know and do! "".

## (II) in-depth profiling, and the individual programme of activities recommended for the initial duration

The head of the programme, it should be noted that each of the young persons in the appropriate situation. Involvement and individual measures the duration of the programme is determined by where the column is more marked criteria (factors). Moreover, it should be noted that if the assessment criteria youth "formal, informal and educational needs of the informāl" or "employment activity", or "life skills" is another (lower) rating category than most ratings, then young person to be the next support group after the engagement, namely the young person needed more support. The original individual duration of programmes of measures providing for 2, 4 or 6 months.

Criteria	Initial involvement 2 months **	Initial involvement 4 months **	Initial involvement 6 months **
<b>Health and functional status assessment</b>	A young person is not a health problem, or they are not significant	A young person's health problems to be taken into account and which can make the participation of young people in the support measures	Young person is a serious health problem that should be taken into account and that have any significant effect on the functioning of the youth
	A young person is not a disability or is unpredictable disability	Young person's disability (II. invalidity group – loss of 25-59% uptime) or predictably disability, but it is not a heavy grade	Young person's disability (II. invalidity group – loss of working 60-79%) or the estimated disability that greatly affects their abilities and opportunities to participate in society
		A young person is given the required medical or rehabilitation services	I. disability group- capacity loss is 80% up to 100% (essential to assess youth involvement the following options)
		Young person has health problems, but he can live with them, he has regularly compensatory resources (under medical supervision, medication, special tools and skills to use them)	A young person is not available in the required health care
<b>Addiction (alcohol, narcotic drugs and psychotropic substances, gambling, datoratkarīb)</b>	Young person never had addiction, he has never used drugs, not no other psychotropic substances	There have been some cases where the young person has been using drugs and other psychotropic substances	Is a specialist in a specific diagnosis that the young person's addiction problems
	There is no reason to believe that a young person would be another kind of addiction problems	The young men sometimes drink alcohol, but do not have employed or engaged in targeted activities	a young person has a serious addiction problem, depends on drugs and/or other psychotropic substances
			There is reason to believe (no doubt features) (suspect) that the young person's addiction problems, but not a specific diagnosis specialist
<b>Emotional support</b>	Young person have a good relationship with family members, stable and supportive relationship in the long-term	Young person is weak/tight links with family members	A young person is not a family relationship with loved ones
	If a young person is a minor, parental supervision is active, constant	If a young person is a minor, parental guardians/inter monitoring and support there is not enough	Young person is very weak/tight relationships with parents and other family members

	<table border="1"> <tr><td>Young person's husband/wife or permanent partner/s that support engagement in</td></tr> <tr><td>Young person receives support from loved ones</td></tr> <tr><td>Young person's friends and acquaintances who they support and positively affect him</td></tr> <tr><td>There is no reason to believe that the young person would need intensive mentor support</td></tr> </table>	Young person's husband/wife or permanent partner/s that support engagement in	Young person receives support from loved ones	Young person's friends and acquaintances who they support and positively affect him	There is no reason to believe that the young person would need intensive mentor support	<table border="1"> <tr><td>Sometimes a young person receives support from loved ones</td></tr> <tr><td>Young person's husband/wife or permanent partner/s that do not provide emotional support for participation in the program</td></tr> <tr><td>Young person's friends and acquaintances, but their range is not wide</td></tr> <tr><td>The young friends are with deviant behavior traits</td></tr> <tr><td>Young admits that he needs someone that people could get emotional and/or practical support, but do nothing to address</td></tr> <tr><td>Young person would need intensive mentor support</td></tr> </table>	Sometimes a young person receives support from loved ones	Young person's husband/wife or permanent partner/s that do not provide emotional support for participation in the program	Young person's friends and acquaintances, but their range is not wide	The young friends are with deviant behavior traits	Young admits that he needs someone that people could get emotional and/or practical support, but do nothing to address	Young person would need intensive mentor support	<table border="1"> <tr><td>If a young person is a minor, parental guardians/inter monitoring and support is inadequate</td></tr> <tr><td>Very stable, not conflicting, not constructive relationships with family members and loved ones</td></tr> <tr><td>Young person receives no support from loved ones</td></tr> <tr><td>Young person's husband/wife or permanent partner/s that do not provide emotional support for participation in the program</td></tr> <tr><td>The young people in the social environment is destructive, need support to reduce its impact</td></tr> <tr><td>A young person is not a friend</td></tr> <tr><td>Young acknowledges that feels very lonely</td></tr> <tr><td>Young denied that he needed support, but it is undeniable that such aid is necessary to him (thus he denies their problems).</td></tr> <tr><td>Young person would need very intensive mentor support</td></tr> </table>	If a young person is a minor, parental guardians/inter monitoring and support is inadequate	Very stable, not conflicting, not constructive relationships with family members and loved ones	Young person receives no support from loved ones	Young person's husband/wife or permanent partner/s that do not provide emotional support for participation in the program	The young people in the social environment is destructive, need support to reduce its impact	A young person is not a friend	Young acknowledges that feels very lonely	Young denied that he needed support, but it is undeniable that such aid is necessary to him (thus he denies their problems).	Young person would need very intensive mentor support
Young person's husband/wife or permanent partner/s that support engagement in																						
Young person receives support from loved ones																						
Young person's friends and acquaintances who they support and positively affect him																						
There is no reason to believe that the young person would need intensive mentor support																						
Sometimes a young person receives support from loved ones																						
Young person's husband/wife or permanent partner/s that do not provide emotional support for participation in the program																						
Young person's friends and acquaintances, but their range is not wide																						
The young friends are with deviant behavior traits																						
Young admits that he needs someone that people could get emotional and/or practical support, but do nothing to address																						
Young person would need intensive mentor support																						
If a young person is a minor, parental guardians/inter monitoring and support is inadequate																						
Very stable, not conflicting, not constructive relationships with family members and loved ones																						
Young person receives no support from loved ones																						
Young person's husband/wife or permanent partner/s that do not provide emotional support for participation in the program																						
The young people in the social environment is destructive, need support to reduce its impact																						
A young person is not a friend																						
Young acknowledges that feels very lonely																						
Young denied that he needed support, but it is undeniable that such aid is necessary to him (thus he denies their problems).																						
Young person would need very intensive mentor support																						
<b>Formal, informal and educational needs informāl</b>	<table border="1"> <tr><td>A young person is stopped and/or have not continued to average or higher education and wants to resume the education of</td></tr> <tr><td>Young people plan and wish to continue education, not peiciešam information and career development support.</td></tr> </table>	A young person is stopped and/or have not continued to average or higher education and wants to resume the education of	Young people plan and wish to continue education, not peiciešam information and career development support.	<table border="1"> <tr><td>A young person has been turned off/ārtrauc/left basic or secondary education and would like to resume the education of</td></tr> <tr><td>The young men would like to engage in educational activities, but he is not a and that clarity in the area</td></tr> <tr><td>There is a doubt or a young person to be able to independently</td></tr> <tr><td>The next few months it is not possible to submit documents and/or join in one of the training institutions</td></tr> <tr><td>Young person showing interest in learning, but lack the programming resources</td></tr> <tr><td>Young person would need a special educator or other specialist advice and help</td></tr> </table>	A young person has been turned off/ārtrauc/left basic or secondary education and would like to resume the education of	The young men would like to engage in educational activities, but he is not a and that clarity in the area	There is a doubt or a young person to be able to independently	The next few months it is not possible to submit documents and/or join in one of the training institutions	Young person showing interest in learning, but lack the programming resources	Young person would need a special educator or other specialist advice and help	<table border="1"> <tr><td>A young person is not a basic education or elementary education stage completed, getting the testimony.</td></tr> <tr><td>The young men do not want to learn, although there is no minimum basic education</td></tr> <tr><td>Young person no information about educational opportunities</td></tr> <tr><td>A young person is not clear that he would like to study further or to learn a trade</td></tr> <tr><td>The next few months it is not possible to submit documents and/or join in one of the training institutions</td></tr> <tr><td>Young people's health and capabilities are inadequate for achieving the educational needs</td></tr> <tr><td>Young person's special needs and the need to develop individual education</td></tr> </table>	A young person is not a basic education or elementary education stage completed, getting the testimony.	The young men do not want to learn, although there is no minimum basic education	Young person no information about educational opportunities	A young person is not clear that he would like to study further or to learn a trade	The next few months it is not possible to submit documents and/or join in one of the training institutions	Young people's health and capabilities are inadequate for achieving the educational needs	Young person's special needs and the need to develop individual education				
A young person is stopped and/or have not continued to average or higher education and wants to resume the education of																						
Young people plan and wish to continue education, not peiciešam information and career development support.																						
A young person has been turned off/ārtrauc/left basic or secondary education and would like to resume the education of																						
The young men would like to engage in educational activities, but he is not a and that clarity in the area																						
There is a doubt or a young person to be able to independently																						
The next few months it is not possible to submit documents and/or join in one of the training institutions																						
Young person showing interest in learning, but lack the programming resources																						
Young person would need a special educator or other specialist advice and help																						
A young person is not a basic education or elementary education stage completed, getting the testimony.																						
The young men do not want to learn, although there is no minimum basic education																						
Young person no information about educational opportunities																						
A young person is not clear that he would like to study further or to learn a trade																						
The next few months it is not possible to submit documents and/or join in one of the training institutions																						
Young people's health and capabilities are inadequate for achieving the educational needs																						
Young person's special needs and the need to develop individual education																						

			program
			Young denied the possibility that he would be involved in any educational activities, but surely you can see that the support measures in this area would help him successfully to resocializēt.
<b>Employment activity</b>	The young men would like to engage in paid work, but there is no clarity on what exactly would or have a picture, but the need for more confidence	The young men would like to be involved in employment-related activities, but he is clear about what works and in what industry	A young person lacking work experience and has no prerequisites required to initiate
	The young men would like to get involved in volunteering movement in Latvia or abroad	A young person lacking work experience	A young person has a negative experience
	Young person would need career development support, such as a career Advisor tutorials	Young people in the region lack the competencies applied jobs	The region lacks a suitable job
	Young person's employment experience	There is a need to prevent some factors that interfere with a young person become employable for	A young person is not motivated to work in paid or voluntary work
	The region has adequate available jobs	Young person is relatively inadequate waiting for the work to be done and pay	Young person is pronounced inadequate waiting for the work to be done and pay
	Young person in advance or for prolonged periods of time have had a positive experience, which he could use the desired future job	A young person is not knowledgeable about volunteering abroad LV and	The ability of young people to be employed more difficult to influence the inevitable or imminent in the long term the only factors
	Young person a realistic idea of your desired work and remuneration		
<b>Life skills level</b>	Young people's life skills is good	A young person is not sufficient to dzivesprasmj	A young person lacking even the basic dzivesprasm-
	A young person can cope independently with everyday issues	Young person is satisfactory, but lack the motivation of the dzivesprasm they use	Young people do not understand the need for different skills, denied that he had any, would be to learn
		Young admits that he doesn't have enough life skills, but don't do anything to them in some way learn	A young person is chilly against activities that could improve his life skills
		Young person is hesitant to get involved in the activities, motivation to improve his life skills	A young person is able to learn life skills, not only temporarily able to apply them in the long term, without other support
<b>Young people motivated to solve their problems</b>	A young person has a high motivation to solve their problems and a young person is motivated to change	A young person is aware that he has a problem, but he does nothing to address them.	A young person has a low motivation to solve their problems
	A young person has a purpose and he wants to achieve	Young person-specific secondary motivation, there is motivation difficulties	Young person denies that he has a problem.
		The young men trying to find excuses for	A young person is not ready to change
			Do not know how to ask, don't know how to accept help.

	<p>Profiling and individual programmes of measures during development a young person is actively working with program manager and showing a willingness to cooperate with thementors, actively addressing your problem already.</p>	<p>its inadequate action of external factors</p> <p>Young person well cooperate with external program manager, mentor, to solve their problems but do not show resistance pazināt.</p> <p>Profiling and individual programmes of measures during development a young person episodic cooperation with the program manager and mentor, expecting more cooperation initiative and motivational activities on their part</p>	<p>A young person does not want to cooperate with the program manager and/or mentor and actively opposes any measures aimed at his resocializācij.</p> <p>Young people's motivation and ability not to stimulate responsible behaviour</p> <p>Young people don't want to take responsibility for its inadequate action. Always justify it with external factors</p>
<b>Young people's livelihoods</b>	<p>A young person is not or if the extended period no major problems with the financial and other means</p> <p>Young person is regularly alternative income.</p> <p>A young person is able to use the material support of the family</p>	<p>Young person is currently small difficulties with financial means, but soon it will change, the situation is temporary.</p> <p>Young person's income marginally</p> <p>Sometimes a young person is able to use the material support of the family</p> <p>A young person living on social assistance and other benefits</p> <p>Young person's loan or lease payment, which complicates the financial situation, but the commitments are met</p>	<p>A young person has a serious problem with the financial and other means.</p> <p>Young living in poverty continued.</p> <p>A young person living on social assistance and other benefits</p> <p>Young person's loan or lease payment, which he was unable to fulfil the</p>
<b>Inclusion in society</b>	<p>A young person is generally included in society, he is socially appropriate/adequate environment</p> <p>The young men, receive little support and information, will themselves realise creatively express according to the needs of the community and society</p>	<p>A young person is partially insulated from the public or social environments may identify risk factors</p> <p>A young person is aware that is isolating itself from society, that it has a negative impact on him, but don't do anything to change it.</p> <p>Youth need to inform and educate about the resources available in the community to promote the social inclusion of young people, as well as providing support for the young person to access and use resources</p> <p>A young person does not adequately evaluate your social environment</p>	<p>A young person is completely insulated from the public or social environment is destructive</p> <p>A young person has been stigmatised is</p> <p>The community does not have adequate resources to promoting social inclusion</p> <p>Young person has an adequate idea of the fact that he has a positive and supportive social environment</p> <p>Young person denies the fact that is isolating itself from society, and that their negative impact.</p>
<b>The extent of the problems to be solved and the character</b>	<p>Young person is clearly aware of what issues he should address, and how they should be addressed.</p> <p>Solving some of the expected fall in the scheduled period</p>	<p>Young person to be solved more problems and the following additional resources</p> <p>A young person is aware of their problems, but do nothing to address</p>	<p>Young person has many different problems whose solution will require an additional investment of both time and resource</p> <p>Young person denies that he even had</p>

		them.	problems, but clearly and undeniably shows that he is.
<b>The number of marks in each column together:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*\* Taking into account each specific target group of young people's situation and provided that should ensure that the target groups of the young men quickly moves to engage in education, including professional learning at the post master, or VIA NGOS implemented in youth warranty support measures or implement active employment in the CIS or preventive measures in reducing unemployment or employment, as well as NGOs and youth centre activities, the program manager shall be entitled to determine the initially shorter or longer individual measures of the programme period than that specified in the table.

According to the support group, \_\_\_\_\_ situation meets \_\_\_\_\_ support group, when aid is to be initially \_\_\_\_\_ months.

Program Manager's first name, last name, signature and date:

---



---

After the end of the period in question, individual measures and an assessment of the progress programme programme manager in collaboration with target groups of young people mentors and specialists, if necessary, decide on the need to extend the individual the programme of measures. Individual extension of the programmes of measures needed should be aligned with JSP.