

Life Project as a tool to implement the UN Convention on the Rights of the Child

Guidelines for practitioners from
the perspective of SUPPORTS
project experience



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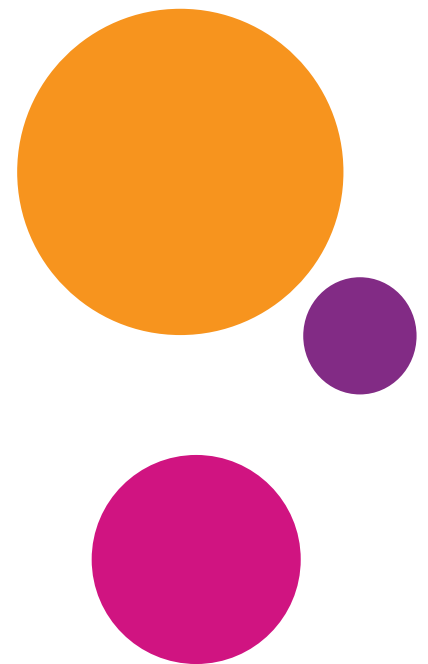


1. SUPPORTS

- Brief presentation

This document was produced in the context of the project SUPPORTS – *Supporting children in their delicate phase between adolescence and adulthood while leaving alternative care facilities*. The project was co-financed by the European Commission, Directorate-General for Justice and Consumers, through the Rights, Equality and Citizenship Programme and involves 3 partners from 3 different European countries: Pulse Foundation from Bulgaria; Defence for Children Italy from Italy and CESIS – Centre for Studies and Social Intervention from Portugal. The project took place between 2018 and 2021.

The main objectives of the project were to develop professional skills for the practical implementation of the Convention on the Rights of the Child on the alternative care system; and to promote the participation of children hosted in residential care facilities regarding decisions about their present and future life.



2. Life project – the perspective of Project SUPPORTS

This document is a result of the observation from the project team in the three national contexts.

The main objective of this document is to give some guidance to professionals in what concerns the definition of the life project for children and young people living in residential care facilities in consistence with the Convention on the Rights of the Child principals and mainly in respect with child right to participation.

In the UN Guidelines for the Alternative Care of Children¹ it is written that“(...) Throughout the period of care, they [the agencies and facilities] should systematically aim at preparing children to assume self-reliance and to integrate fully in the community, notably through the acquisition of social and life skills, which are fostered by participation in the life of the local community.”

In the perspective of the project SUPPORTS, developing a life project is an essential tool when preparing children and young people to leave care. It can also be a tool that sets the practical implementation of the rights of the child, defined in the UN Convention on the Rights of the Child.

A life project is a plan of intervention negotiated between different parties: practitioners of the protection system and children/young people. A life project takes account of a variety of past and underlying issues, including child personal profile, background and when is a unaccompanied migrant children the causes of migration and itinerary. The project life links the past with the present and the future – aspirations and perceptions. A life project should ensure that best interest of the child is respected; should promote child development in a holist way with his/her participation.²

The experience of the project showed that the acknowledgement that children/young people should be heard regarding their life project does exist. However, this acknowledgment bumps into the “lack of time to” that revolves around the busy life of the institution and the urgent need to rule it. The daily routine of the institutions, the daily routine of the children and its management consumes most of the time and there is no time given to really hear the children. On the other hand, methodological approaches to plan a life project are, in most part of the cases, informal, not shared by all members of the same team, depending of each professional. Furthermore, the instruments that supports the definition of life projects are seen by professionals has formality rather than a tool to support them in their work.

1 Resolution adopted by the General Assembly on 18 December 2009.

2 Please see: Drammed, Louise (2010) *Lie projets for unaccompanied migrant minors – A handbook for front-line professionals*

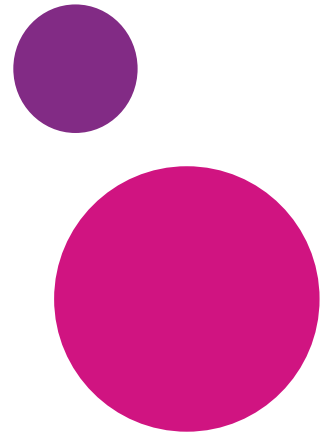
SUPPORTS project - Remarks for professionals

Generally, a life project should have the following objectives:

- Know the child/young person, his/her story and family background (diagnostic)
- Identify problems that affect the child's/young person's wellbeing and full development and that constitute obstacles preventing the implementation of his/her rights (diagnostic)
- Identify the child's/young person's potential in solutioning his/her problems (diagnostic)
- Know the wishes and expectations of the children and young people (diagnostic)
- Support the child/young person in acknowledging him/herself
- Guide the child towards a process of personal and social development
- Create the conditions towards an easy social integration and independence
- List the strategies to be implemented in order to fulfil the proposed objectives, creating a compromise between the different parts of the project to be developed.
- Evaluate the success or the need of adaptation of the life project once it is put into practice.

In order to fulfil these objectives, it is necessary to: gather information; make a diagnostic evaluation with the child's participation; define an individual plan; monitor and evaluate.

3. How to implement child participation in the definition of his/her life project – a proposal of Project SUPPORTS



The child's/young person's right to participate in the decisions affecting him/her has been significantly enhanced.

The need to involve the child/young person in producing his/her life project - since the diagnostic evaluation phase until the results' evaluation phase - is vital, as previously stated, and a strategy to implement the child's/young person's right to participate.

On the other hand, just actively involving the child/young person in this process is an aspect of personal development and reduces the levels of stress and anxiety because the child/young person is properly informed about his/her future after leaving care and is, from the get go, a key part in the preparation that precedes leaving care.

Hearing the child; hearing the child's perspective on his/her story, complementing it with the diagnostic elements already gathered.

Involving the child in defining objectives and respective activities.

Involving the child in a continuous evaluation of the plan pertaining the fulfilment of the life project, making him/her aware -and appreciative - of the successes already achieved and of what remains to be done.

The methodology here proposed to hear the child and involve him/her in producing the life project is adapted from the one used in the Casa Pia de Lisboa³, an element of the National Council of the project SUPPORTS.

In order to implement the methodology in a context that promotes the wishes of the child, beware of the following aspects:

³ One of the main Alternative Care Homes in Portugal

SUPPORTS project - Remarks for professionals

- Create a child-friendly trusting environment to talk with the child (be mindful of the decoration of the space, for example).
- Avoid physical barriers between the team and the child/young person.
- You can all sit on the ground.
- Have food in the room or finish the session with a small snack.
- Explain to the child that it is important to get to know him/her, to listen to his/her story and to know his/her perspective on several subjects.
- Be aware of attitudes or behaviours when the child is more aggressive or impatient, as results of his/her personal situation.
- Draw a tree in a sheet of scenery paper identifying the different subjects that will be discussed. Hand out post its on two different colours to the children and ask them to write the most positive aspects of each subject (in one colour) and the problems/difficulties they feel (in a different colour).
- Alternatively, or collectively, use the tool created in the project SUPPORTS.
- The information here gathered should be added to the diagnostic evaluation produced by the practitioners, even if it is not in accordance with the technical appreciation.
- Always provide the child with a copy of the work produced. If you opt for the post its methodology, take a picture and give it to the child/young person explaining that it is an important piece for his/her life project.

Phase 1

Child participation in the Diagnostic evaluation

Hearing the child; hearing the child's perspective on his/her story

Have one/two reflection sessions with the child (60m/each)

Participants: child/young person, educator of reference; social assistance and psychologist.

Objective: Help the child to think and reflect about the past and the present to envision the future.

Reflection themes



To conduct the reflection, the following questions can be used:

- If you were a flower or a bird, which would you be? Why?
- Imagine that two people are talking about you. What do you think they might be saying?
- What is it that you most like about yourself?
- Is there anything that you might change about yourself?
- Who are your best friends? Why did you pick them to be your friends?
- Are you happy with the relationship that you have with them?
- When you are with your friends, what do you enjoy doing the most or talking about?
- Would you like to change anything about your relations of friendship?
- Do you plan on keeping in touch with your family? With whom? Do you think that you need support in that relationship?
- Do you think that your family needs any kind of support? Which?
- Do you enjoy the place where you live? And what about the location of the Alternative Care Home? Do you know the place well?
- What do you need to know about this place?
- Do you like to know news about the world? How do you access those news? How can we help you being informed here in the Alternative Care Home?
- Was there a recent event in the world that worried you? Which one and why?
- What do you think about school? What do you enjoy most about school?
- Do you think that what you learn in school is useful?
- Which are your favourite subjects? And those less favourite?
- Have you skipped a year? Which one and why did it happen?
- Do you think that you need any kind of support to help improve and have better grades? What kind of support?
- Do you enjoy studying? How do you organise your studies? Do you think that you need any kind of support to help concentrate while studying?
- Do you get along with your teachers? And with the other staff members and peers?
- Are you OK with the relationships you have at school or do you need any kind of support?
- Do you have any idea about the area you want to follow? Do you need any guidance?
- Regarding a future profession, do you know what you want to be, which area you would like to work on, when that moment arrives?
- What do you regard as most important in a job (salary, personal satisfaction...)
- Do you think that you will need any kind of support deciding which profession you would like to follow?
- Do you know the services that help employment seeking?
- How do you think your health is? Do you need anything to make you feel better?
- Do you need any information on health issues?
- Do you have any food allergy?
- What do you like doing in your spare time?

- What interests do you have (reading, music...)
- Would you like to belong to a youth association?
- Would you like to participate in a sport or recreational activity?
- Do you have any religion? Should we beware of any aspects of your religion?
- You already know the Alternative Care Home. How do you feel here? What pleases you most?
- If you had to change anything, what would it be?
- What kind of support do you hope for from the people that work here and from the other children/young people?
- Would you like to introduce a specific activity in the Alternative Care Home?
- Would you like to belong to the group of...?
- One day you will leave care. What conditions must be guaranteed before you leave?
- What can you do while you prepare to leave?

Phase 2

Child participation in the definition of the individual intervention plan

Involving the child in defining objectives and respective activities.

Have one/two reflection sessions with the child (60m/each)

Participants: child/young person, educator of reference; social assistance and psychologist.

Objective: Have the child participating in his/her life project.
Help the child to think about:



Phase 3

Child participation in the evaluation of the individual intervention plan

Involving the child in a continuous evaluation of the plan pertaining the fulfilment of the life project, making him/her aware -and appreciative - of the successes already achieved and of what remains to be done.

Have an evaluation session with the child (60m) in accordance with the individual intervention plan (IIP) review periods

Participants: child/young person, educator of reference; social assistance and psychologist.

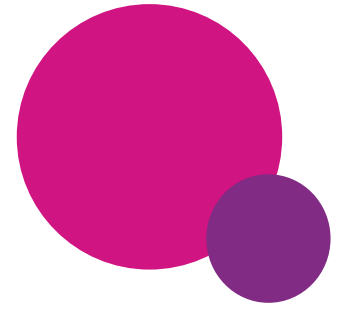
Objective: Evaluate the individual intervention plan.

For the evaluation use a scale from:1 (meaning not satisfied) to 4 (meaning highly satisfied). For illustrating the scale emojis with different expressions can be used.

To conduct the evaluation, the following questions may be important:

- Let's recollect the difficulties that we found when we were working on your IIP. Was there any progress in improving them?
- And regarding the objectives we established previously? Are you happy? how do you assess the fulfilment of the objective..?
- Why do you think that it went smoothly? And what could have led you to feeling less satisfied about it?
- How do you evaluate your participation in this process of creating the life project? Do you like how things are progressing? Are you happy? What improvements could be done?
- Do you think that your interests regarding a future independent life are being respected? If not, what could be improved?
- Do you feel that you are not growing as a person? Can we do anything to support you?
- Have you ever felt that you were discriminated? Where and when? How can we intervene in that situation?
- Do you feel protected/respected here? Can we improve it in any way?
- Regarding your privacy. Do you feel that you have privacy? Can we improve it in any way?

4. A Life project form - a proposal of Project SUPPORTS



Part I Element Description

Introduction

The element description is part of the diagnosis that constitutes the basis for the life project of the child/young person. These elements can be gathered through documents about the measure of promotion and protection of the child; direct contact with the child's family; the child/young person him/herself and the practitioners involved in the project.

The data collected should guarantee the child's/young person's right to privacy.

The need to collect data about the life of the child/young person should be explained in a formal way and should be previously presented to the practitioners involved in this process. The diagnosis should be done as soon as the child/young person enters Alternative Care.

This document contains all the fundamental questions to execute the diagnosis that will facilitate the life project of the child/young person in Alternative Care, but beware of the following aspects:

- Do not question the child/young person on issues where there is already sufficient data.
- The participation of the family in this process could be particularly relevant.
- The information from other organisations should be considered.
- If there are documents pertaining to the questions below, please add them to the process. It remains at the discretion of each organisation to pass along the information to the present document.
- The present document should, above all, be an orientation guide on the necessary information to be gathered.

Relevant contacts for the child file

Name	Contacts	Degree of relatedness with the child

Nº of the process

Court:

Name of the practitioner and the organisation responsible for the placement of the child in care:

Date of admission / entrance: - -

Genogram

Identification data

Name of the child / young person:

Date of birth: - -

Sex: 1 Masculine 2 Feminine

Nationality:

If foreign, identify the country of origin

If national, identify the council of birth

If national, mention other cultural background

Council of residence (before entering care)

Parents' information:

Mother's name

Father's name

Name of a possible person of reference / affective support to the child / young person

Degree of relatedness of that person with the child:

Foreign children

Date of entrance into national territory:

 - -

The child / young person entered the country:

- 1 Accompanied only by his/her mother
- 2 Accompanied only by his/her father
- 3 Accompanied by both parents
- 4 Accompanied by family members other than his/her father/mother
- 5 Accompanied by adults not belonging to his/her family
- 6 Unaccompanied child

Stated reasons for children coming into care

Main reasons that justify alternative care

Before the current alternative care, the child/young person had been subjacent of another measures for his/her protection?

Organisation responsible for the process of promotion and protection and its follow-up:

The child / young person has a tutelage educative process (criminal process)?

Family characteristic

Date of collection of information: - -

The child has a mother:

1 Yes 2 No

If yes, did the child reside with his/her mother before being taken into care

1 Yes 2 No

The child has a father:

1 Yes 2 No

If yes, did the child reside with his/her father before being taken into care

1 Yes 2 No

Household composition where the child resided:

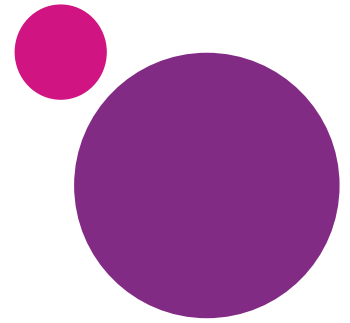
Does the child has brothers / sisters under 18 that may be at risk?

1 Yes 2 No

If yes, where are those children/young people

Part II

Diagnostic Evaluation



Introduction

The diagnostic evaluation should include the perspective of the practitioners that interact with the child/young person, but also consider the perspective of the child/young person on the different dimension.

The diagnostic evaluation should be executed by a multidisciplinary team (psychologist; social assistance; educator of reference) in a child-friendly environment that facilitates the relation of trust with the child/young person.

The dimensions foreseen in the diagnostic evaluation guarantee the creation of the life project in accordance to the general principles of the UN Convention on the Rights of the Child: right to participate; right to life, survival and development; right to non-discrimination; and ensuring the best interest of the child.

Remember that the diagnostic evaluation should involve, besides consulting the documents relating to the measure of alternative care:

- Psychological interview (namely using symbolic play, drawing and psychodrama role-play);
- Observing the child in his/her daily routines in the Alternative Care Home
- Participatory sessions with the child/young person
- Interviews with relevant people (i.e. members of the family; teachers; etc.).

Note that:

The child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child (Article 12 of the UNCRC ⁴).

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers (Article 13 of the UNCRC).

Whenever a decision is made to remove a child from her or his family because the child is a victim of abuse or neglect within his or her home, the view of the child must be taken into account in order to determine the best interests of the child (UN Committee on the Rights of the Child (2009) General Comment No.12 on the right of the child to be heard, para. 53).

4 UNCRC - UN Committee on the Rights of the Child.

States parties ensure, through legislation, regulation and policy directives, that the child's views are solicited and considered, including decisions regarding placement in foster care or homes, development of care plans and their review, and visits with parents and family (UN Committee on the Rights of the Child (2009) General Comment No.12 on the right of the child to be heard, para. 54).

On the other hand, the diagnostic evaluation begins to structure what is the **right to life, to survival and to development** - *Every child has the inherent right to life and States Parties shall ensure to the maximum extent possible the survival and development of the child (Article 6 of the UNCDC)*. More than any other, this right has implications on several levels and should be interpreted in the relation with the other rights of the children and young people. In other words, the right to life is fulfilled once the fulfilment of the other rights is achieved. Development should be considered in a holistic way, reflecting the physical, emotion, psychological and spiritual wellbeing of the child or young person.

Date of diagnostic evaluation: - -

The child and his/her emotional wellbeing

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding (Preamble of the UN Convention on the Rights of the Child)

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse (Article 39 of the UNCRC)

The perspective of the practitioners	The perspective of the child/young person

The child and his/her development: cognitive, motor, communication/language...

States Parties shall ensure to the maximum extent possible the survival and development of the child (Article 6 of the UNCRC)

[The child has the right to] the development of the child's personality, talents and mental and physical abilities to their fullest potential (Article 29 of the UNCRC)

The perspective of the practitioners	The perspective of the child/young person

The child and religion/spirituality

States Parties shall respect the right of the child to freedom of thought, conscience and religion (Article 14 of the UNCRC)

The perspective of the practitioners	The perspective of the child/young person

Family relationships

[The child] shall have the right to maintain contact with his or her family (Article 37 of the UNCRC)

The child has the right to family reunification (Article 10 of the UNCRC)

States Parties shall take all appropriate (...) measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment (Article 19 of the UNCRC)

The perspective of the practitioners	The perspective of the child/young person

Health situation

The right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health (Article 24 of the UNCRC)

States Parties shall take all appropriate measures (...) to protect children from the illicit use of narcotic drugs and psychotropic substances (...), and to prevent the use of children in the illicit production and trafficking of such substances (Article 33 of the UNCRC)

The perspective of the practitioners	The perspective of the child/young person

Leisure and socialisation

The child has the right to play (Article 13 of the UNCRC)

The right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts (Article 31 of the UNCRC)

The perspective of the practitioners	The perspective of the child/young person

Education and training

A mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community (Article 23 of the UNCRC)

The right of the child to education (...), including higher education (Article 28 of the UNCRC)

The child has the right to educational success (Article 28 of the UNCRC)

The education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential (Article 29 of the UNCRC)

The perspective of the practitioners	The perspective of the child/young person

Preparation for independence

The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin (Article 29 of the UNCRC)

The child has the right to be prepared for adulthood (Article 29 of the UNCRC)

The perspective of the practitioners	The perspective of the child/young person

Information and child's participation

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child (Article 12 of the UNCRC)

The child has the right to be informed about what happens in the world Children have the right to access information that they will understand (Article 17 of the UNCRC)

The children/young people have the right to participate in organising the Alternative Care Home (Portugal, Decree-Law 164/2019, Article 21)

The perspective of the practitioners	The perspective of the child/young person

For the present diagnostic evaluation there were used other resources besides those available in the institution?

1 Yes 2 No

If yes, identify the resources

Summary of the diagnostic evaluation

Areas of diagnosis	Protection factors	Risk factors
Emotional wellbeing		
Development: cognitive, motor, communication/language		
Religion / spirituality		
Family relationships		
Health		
Leisure and socialisation		
Education / Training		
Independence		
Information and participation		

The responsible practitioner

The manager of the process

Date - -

Part III

Individual Intervention Plan

Introduction

The production of the life project should be based on the UN Convention on the Rights of the Child and its guiding principles, as identified by the Committee on the Rights of the Child:

Right to life, survival and development - Article 6: States Parties recognize that every child has the inherent right to life [and] shall ensure to the maximum extent possible the survival and development of the child.

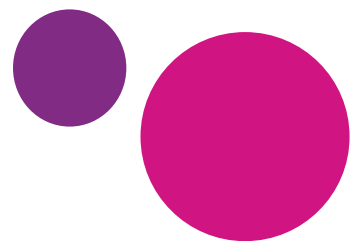
Right to non-discrimination - Article 2: States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Best interest of the child - Article 3: In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

Right to participate - Article 12: States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

The individual intervention plan (IIP) is a short-term plan that should allow the fulfilment of the defined life project.

The IIP should be monitored and evaluated periodically and may result in alterations to the life project. While in alternative care, different IIPs should be produced. These IIPs adjust to the development of the child/young person, assimilating the results achieved and the difficulties that have emerged. Thus, it is essential to continue to evaluate the work developed with the child/young person, which should always be oriented towards the clear objectives negotiated with the child/young person.



Identification of the priorities

From the gathered data, indicate the areas considered as a priority for the intervention to be developed:

Implementation of articles 2 and 3 of the UN Convention on the Rights of the Child

In the life project, how is the child's best interest guaranteed:

How does the right to non-discrimination apply in the life project:

From the diagnostic evaluation, what is the purpose of the intervention with the child/young person:

State the main areas (referring to the diagnosis areas) that need improvement in a medium/long-term to prepare the child/young person to leave alternative care:

Date - -

Signature

Date - -

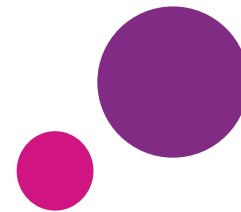
Period of execution: between - - and - -

Priority area of intervention	Aspects / dimensions to improve	What we want to achieve (objectives)	Until when	How will we get there (actions/ activities/ strategies)	Who will execute it	
					Child/young person and/or practitioner	Practitioner / Organisation of the local network

Signature

Part IV

Monitoring / results evaluation / revision of the IIP



Date - -

Objectives previously established	Realisation of the objectives: • Fully realised • Partially realised • Not realised	Level of satisfaction of the manager of the process (From 1 to 4 = highly satisfied)	Level of satisfaction of the child/young person (Escala de 1 a 4 = satisfação elevada)	Revision of the objectives

Identify the main obstacles that prevented the full achievement of the objectives

Identify the main factors that permitted the full achievement of the objectives

--

Identify the main results achieved

--

The child and his/her emotional wellbeing

The perspective of the practitioners	The perspective of the child/young person

The child and his/her development: cognitive, motor, communication/language...

The perspective of the practitioners	The perspective of the child/young person

The child and religion/spirituality

The perspective of the practitioners	The perspective of the child/young person

Family relationships

The perspective of the practitioners	The perspective of the child/young person

Health situation

The perspective of the practitioners	The perspective of the child/young person

Leisure and socialisation

The perspective of the practitioners	The perspective of the child/young person

Education and training

The perspective of the practitioners	The perspective of the child/young person

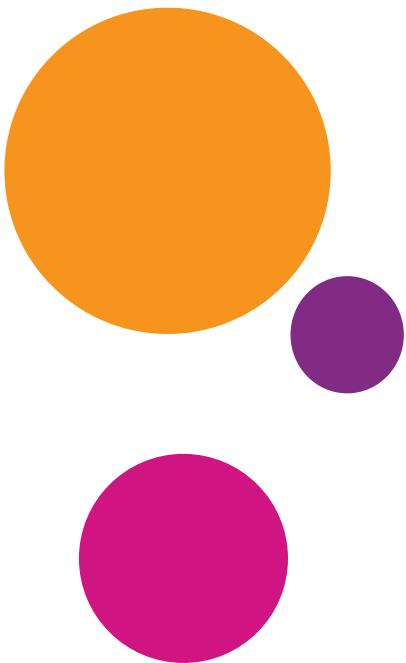
Preparation for independence

The perspective of the practitioners	The perspective of the child/young person

Information and child's participation

The perspective of the practitioners	The perspective of the child/young person

Signature



Information material of Project SUPPORTS

Materials addressed to children and young people

VIDEOS

Momento de entrada no Acolhimento Residencial

PT <https://youtu.be/BdKyc9WZZBk>

Entry into the residential care system

EN <https://youtu.be/IUsvemNIIP4>

Projeto de vida

PT https://youtu.be/aiDc71Yjc_w

About the life project

EN <https://youtu.be/d8VnYJoPkSM>

Preparar a saída

PT <https://youtu.be/zgP5C4GacIM>

Preparing for leaving

EN <https://youtu.be/k1PHpszluko>

PODCASTS

Momento de entrada no Acolhimento Residencial

PT <https://youtu.be/bdAr8wkiB4Y>

Entry into the residential care system

EN <https://youtu.be/2tQ7EBOBBAY>

Projeto de vida

PT <https://youtu.be/UEVvIIIRAg>

About the life project

EN <https://youtu.be/WHaeqSS6ZZY>

Preparar a saída

PT https://youtu.be/6F_S-ojLSJI

Preparing for leaving

EN <https://youtu.be/2sfJly0FC2c>

FLYERS

Momento de entrada no Acolhimento Residencial

PT https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Leaflet_acolhimento%20residencial.pdf

Entry into the residential care system

EN https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Leaflet_Entry%20residencial%20care.pdf

Projeto de vida

PT https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Leaflet_Projeto%20Vida.pdf

About the life project

EN https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Leaflet_About%20the%20life%20project.pdf

Preparar a saída

PT https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Leaflet_Momento%20Saida.pdf

Preparing for leaving

EN https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Leaflet_Preparing%20for%20leaving.pdf

Rede Local de Apoio a Jovens à saída do Acolhimento

PT https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Leaflet_Rede%20Local.pdf

Manifesto do Conselho Consultivo Jovem

PT https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Manifesto.pdf

Manifesto of the Advisory Board of Young People

EN https://www.cesis.org/admin/modulo_projects/upload/files/SUPPORTS-Manifesto-EN.pdf

Todos/as jovens têm direito a ser quem são. Todos/as jovens têm direito `não discriminação

PT https://youtu.be/zhnt-Q_n7M8

All young people have the right to be who they are. All young people have the right to non-discrimination

EN <https://youtu.be/NCVgdhAevXY>

Materials addressed to professionals

A relevância da participação na promoção dos direitos das crianças em acolhimento residencial
- Orientações para profissionais

PT https://cesis.org/site/upload/documentos/SUPPORTS-Guia_Profissionais.pdf

The importance of participation in the promotion of Children's Rights in alternative care facilities
- Lesson learned and orientation from the SUPPORTS' experience

EN https://www.cesis.org/site/upload/documentos/SUPPORTS-Lesson_learned_orientation_EN.pdf

A participação de crianças e jovens em acolhimento residencial - Exemplos práticos do projeto SUPPORTS

PT https://cesis.org/site/upload/documentos/SUPPORTS-Experiencias_de_participacao.pdf

The participation of children and young people in alternative care - Practical examples of the project SUPPORTS

EN https://www.cesis.org/site/upload/documentos/SUPPORTS-Practical_examples_EN.pdf

Apoio após a saída do acolhimento - A experiência do projeto SUPPORTS com a Rede Local de Acompanhamento a Jovens à Saída do Acolhimento em Matosinhos

PT https://cesis.org/site/upload/documentos/SUPPORTS-Rede_local.pdf

Local Network that Supports Young People Leaving Alternative Care The experience of the project SUPPORTS in Portugal

EN https://www.cesis.org/site/upload/documentos/SUPPORTS-local_network_EN.pdf

Projeto de Vida como instrumento de concretização da Convenção sobre os Direitos da Criança
- Orientações para profissionais

PT https://www.cesis.org/site/upload/documentos/SUPPORTS-formulario-projeto_vida-orientacoes.pdf

Life Project as a tool to implement the UN Convention on the Rights of the Child - Guidelines for practitioners from the perspective of SUPPORTS project experience

EN https://www.cesis.org/site/upload/documentos/SUPPORTS-form_life_project_guidelines_EN.pdf

Technical Sheet

Title: Life Project as a tool to implement the UN Convention on the Rights of the Child
Guidelines for practitioners from the perspective of SUPPORTS project experience

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Legal Advice

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SUPPORTS SUPPORTS – Supporting children in the delicate phase between adolescence and adulthood while leaving alternative care facilities.

SUPPORTS is a transnational project involving a partnership of 3 countries from the European Union – Bulgaria, Portugal and Italy – which join forces in order to develop comprehensive care for children leaving residential institutions. The main goal of the project is to create skills in teams of professionals working in the protection system and the CRC for holistic approach to child as a preliminary step towards the development and implementation of sustainable follow-up plans. The project focusses to promote the participation of children hosted in residential care facilities regarding decisions about their actual and future conditions.



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