



ALDEIAS
DE CRIANÇAS SOS

GUIDE FOR THE PREPARATION AND TRANSITION INTO ADULT LIFE

National Programmes Department



Sponsored by



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Title: Guide for The Preparation and Transition into Adult Life

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Output product of the PORTA [DOOR] project – Promover Oportunidades de Reintegração e Transição para a Autonomia [Promoting Opportunities for Reintegration and Transition into Autonomy], sponsored by BPI and Fundação "la Caixa".

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ISBN: 978-989-53095-2-8

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SECTION 1

INTRODUCTION

SOS Children's Villages works to protect children and improve the lives of young people in situations of social vulnerability. In this process, we intend to support them in order to develop their autonomy and social integration as conscious and active citizens, defining as our goal the breaking of the cycle of family and social disadvantage. Educating for autonomy is the main concern of our intervention, individually and collectively, as is being responsible for the care and support of the development needs of children and young people in our programmes.

This document aims to guide the process of progressively acquiring and developing autonomy skills and its *Preparation and Transition to Adult Life*, through the explanation of resources and structured Intervention Plans, both promoting a full and safer integration of these young people in society.

Thereby, knowledge and practices are shared, expecting them to be useful for other services as well. It is intended to be a reinforcement for specific areas of preparation for autonomy to be included in the Individual Intervention Plan, hereinafter referred to as IIP, of young people, facilitating the promotion of factors that promote a more consistent autonomy.

The document is formulated in 4 sections:

1. Introduction
2. Key concepts
3. Rationale, objectives and intervention principles
4. Three lines of intervention in SOS Children's Villages

KEY CONCEPTS

Follow-up After Leaving Care: Includes the moment when young people leave care. It must be planned and implemented in order to guarantee the continuous and necessary support to this stage.

Youth in transition to adult life: Youth reaching civil adulthood and initiating the process of leaving the care system.

Caregivers: People / professionals who have direct interaction with children and young people during residential care.

Alternative care: All the care provided in a family environment, by decision of the State, and all the care provided in a residential environment, including private facilities, whether or not it results from administrative or judicial decisions (UN Guidelines for Care Alternatives for Children, 2009).

Key Caregiver or Educator: The person who is a reference to a child or young person, from a relational point of view, during and after leaving care. His/her role is key to guarantee every young person has a successful transition from the care system. This designation may be different among countries.

Autonomy: The autonomy process includes preparing for leaving care, that is, the transition process for Transition Houses, autonomy apartments, or adult life; and the period after this change.

Transition to adulthood: Period or process of change that occurs as young people leave residential care and become adults.

Youth: The UN defines young people as those who are between 15 and 24 years old (UN General Assembly, 2001, 56th Session).

Transition House Educators: Alternative Care Professionals with competence in practices and in the development of initiatives with young people. They aim to contribute to the training of caregivers and technical team members, creating the necessary conditions for the preparation of young people in residential care for an autonomous life and integration into society after leaving care.

SECTION 3

BACKGROUND

3.1. GUIDING PRINCIPLES

3.2. GENERAL OBJECTIVE

3.3. SPECIFIC OBJECTIVES

The educational and therapeutic process in alternative care is based on the monitoring and guidance of the child and young person throughout his/her development, in order to repair the experienced trauma and to become autonomous, considering his/her age and skills, in all possible dimensions. The autonomy of young people is the ultimate and most comprehensive aim of all the work we do. It is also the most challenging, as it is always unfinished and calls for a permanent adjustment.

Before they reach the age of 18, the age of civil majority in Portugal, young people are empowered, by the law, to decide on the need to extend their care in the Promotion and Protection System. This is the main reason why the areas regarding autonomy have a greater importance in intervention at older ages. However, it's certainly a gradual process starting at the first moment they arrive to alternative care, with risks for potential dependencies in a relational sphere, therefore it should start to be planned at the very beginning.

Autonomy is a multifaceted process. It encompasses functional competences, and emotional and relational dimensions marked by a dichotomy between the willingness to grow and the fear of losing care and protection. Therefore, it is important the intervention plans include functional dimensions (for example, educational and professionalizing) as well as reparative dimensions and strategies, which enhance the integration of an emotional stability to the young person.

It is also important to emphasize that the intervention does not end when the young person leaves the care setting. Each case professionals' team is a reference in his/her life and in the life of his/her families. For this reason, it is our responsibility to ensure that they can count on us and ensure that they are followed up over time so that we can guide him/her when the day-to-day situations so require, as well as the predefined limits of this intervention, so that expectations are aligned.

In view of this web of dimensions and variables, coming together in this complex process of building autonomy, it is crucial to have as a backdrop the permanent need for an individualized look at each young person to ensure the adequacy of resources, plans and activities to be implemented on their transition to adulthood.

SOS Children's Villages proposes different types of human and material resources, and access conditions, depending on both the situation and the characteristics of each young person, always aiming at his/her participation and, whenever possible, his/her family participation in their process of building autonomy.

In this document, we present three Lines of Intervention, aiming to respond at different care stages, identifying in each one the goals to achieve and its activities.

The Guiding principles in the whole process are the ones predicted in:

- the Law for the Protection of Children and Adolescents in Danger¹,
- the Decree-Law that establishes the scheme for the implementation of residential childcare², and
- the SOS Children's Villages.

For the alignment between all the people who are the fundamental support in this process of preparing young people, it is of particular importance to know, in a specific way, these principles and how they can be operationalized in each moment.

It is also important to reinforce the models by which SOS Children's Villages bases its intervention:

1. Ecological Approach of the Risk³: In SOS Villages the intervention is focused on the developmental needs of the child and young person. In care key processes, it is essential to know the child and young person, and his/her family, the relational quality of their contexts and their developmental implications. This is essential information to outline the individualized intervention, which responds to real needs in each case. This assessment is holistic, ecological, multidisciplinary and collaborative.

2. Collaborative approach⁴: The intervention occurs as a commitment in the empowerment process between the team, the child and young person, and his/her family. In this way, it is up to us to assume an attitude of openness and uncertainty that leads the team to questioning (even when they assume knowing the answer) and listening, to learn more about the internal world of the child and young person, his/her motivations and his/her goals. It implies inviting him/her to participate in a process that respects and honours his/her life story and knowledge and to assume him/herself as the ownership of his/her life project, of his/her IIP. As such, it implies building a relationship of trust, guiding and support in the building of his/her autonomy, as well as participating in a continuous way to search for solutions to the situation of the child and young person and his/her family.

3.1. GUIDING PRINCIPLES

3.2. GENERAL OBJECTIVE

3.3. SPECIFIC OBJECTIVES

¹ LAW FOR THE PROTECTION OF CHILDREN AND ADOLESCENTS IN DANGER, APPROVED BY THE LAW N° 147/99, IN ITS 5TH VERSION, THE MOST RECENT, LAW N.º 26/2018, OF 05/07) (LINK: [HTTPS://DATA.DRE.PT/ELI/LEI/147/1999/P/CONS/20180705/PT/HTML](https://data.dre.pt/eli/lei/147/1999/p/cons/20180705/pt/html))

² THE SCHEME FOR IMPLEMENTATION OF RESIDENTIAL CHILDCARE, APPROVED BY THE DECREE-LAW N.º 164/2019 (LINK: [HTTPS://DATA.DRE.PT/ELI/DEC-LEI/164/2019/10/25/P/DRE](https://data.dre.pt/eli/dec-lei/164/2019/10/25/p/dre))

³ BROFENBRENNER (1979); BELSKY (1980; 1993; 1995); CICHETTI E RIZLEY (1981); CICHETTI & LYNCH (1993)

⁴ MADSEN (1999, 2007, 2009); ANDERSON E GOOLISHIAN (1992); MONK E GEHART (2003)

SECTION 3

3. The child and young person participates in the continuous preparation for his/her emancipation⁵: The child and young person must be supported in the development of his/her autonomy, according to the needs, aspirations and expectations identified in the IIP. The intervention should focus on encouraging the child and young person to assume daily responsibilities, increasing its degree of complexity according to his/her level of understanding and maturity. Opportunities are provided for children and young people to learn to take care of themselves, to know how to manage their money, to resolve administrative matters and other practical everyday issues as it happens to any other child in a family. Teams should develop the interests of the child and young person and should plan activities that support the further development of his/her knowledge and skills. It is our responsibility to promote the acquisition of skills that encourage the use of their own resources, the ability to reflect and act, the ability to face personal problems and social pressures, and to always keep in mind that these children and young people are the leading actors of their lives and authors of their own stories.

3.2. GENERAL OBJECTIVE

3.3. SPECIFIC OBJECTIVES

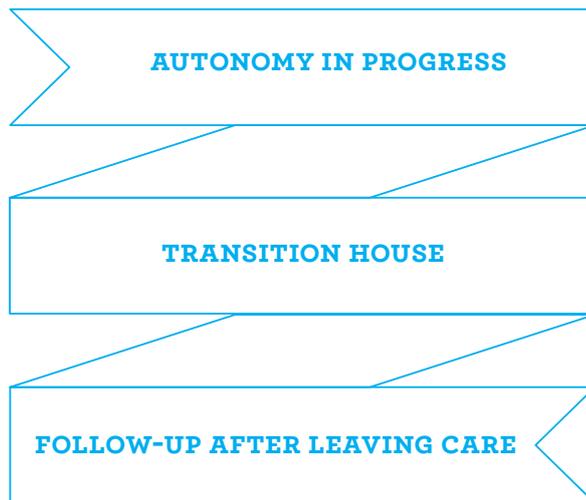
3.3. SPECIFIC OBJECTIVES

The main objective of *Preparation and Transition to Adult Life* is to ensure that the process of autonomy is planned and co-built with each young person in the care setting, aiming to finish the residential care and his/her subsequent emancipation.

- To develop individual monitoring and support processes at a psychosocial, material, information and socio-professional insertion level;
- To promote the development of life skills, personal, social, intellectual, practical and professional skills for each young person, empowering him/her for autonomy;
- To establish an articulated and integrated intervention that facilitates the transition of young people to adult life, enabling the reinforcement of family and social support networks that remain after leaving care;
- To encourage the integration of young people in the community and to promote an active citizenship.

⁵ QUALITY STANDARDS FOR OUT-OF-HOME CHILDCARE IN EUROPE – QUALITY4CHILDREN: [HTTPS://WWW.SOS-CHILDRENSVILLAGES.ORG/GETMEDIA/1B7397B9-CE-47-41E0-8329-3C01A5496C6F/Q4C_COLOUR.PDF](https://www.sos-childrensvillages.org/getmedia/1b7397b9-ce-47-41e0-8329-3c01a5496c6f/Q4C_COLOUR.PDF)

In this section, three lines of intervention are presented, which integrate the whole process of building young people’s autonomy and transition to adulthood according to the law:



LINES OF INTERVENTION

4.1 AUTONOMY IN PROGRESS

4.2 TRANSITION HOUSE

4.3 RESULTS AND ACTIONS REGARDING AUTONOMY IN PROGRESS AND TRANSITION HOUSE

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

The lines of intervention here presented are integrated in the IIP, not in an overlapped way, but should be included as a reinforcement of the actions foreseen for each young person. Although they may give clear hints of intervention, they’re not exempt from a deeper learning and more targeted approaches towards the young person, regarding his/her leaving care in a fully and safely way.

Reading suggestions to further develop the theme:



It is important to emphasize that these lines of intervention arise from a continued work towards autonomy, which stems from the integration of the young person in the SOS Children's Villages. For this purpose, the Referential for the Promotion of Autonomy gains specific relevancy when intending to approach the process of building autonomy on their life project.

SECTION 4

4.1 AUTONOMY IN PROGRESS

4.2 TRANSITION HOUSE

4.3 RESULTS AND ACTIONS REGARDING AUTONOMY IN PROGRESS AND TRANSITION HOUSE

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

a) Definition

The line of intervention Autonomy in Progress (AP) defines and guides the actions to be taken with young people in the context of their preparation for individual responsibility and autonomy, strengthening emotional, social and resource management skills that allow a progressive transition for adult life, in a full, safe and integrated way.

b) Where

SOS Village's House

c) Eligibility Criteria

- Young people with 16 years of age or more
- Located in a SOS Village's House

d) Human resources

- House-team: Carers + Social Educator + Case Manager Social Worker + Psychologist
- Educators in Transition Houses in each SOS Village
- Additional resources can be considered, if it is relevant for the young person, e.g. a Sociocultural Mediator or a Psychopedagogue

e) Intervention Process

1. It is essential that the children and young people of SOS Village are aware of the existence of this Guide that defines different lines of intervention regarding their growth and development, and it should be shared in the Youth Assembly.
2. Before each young person turns 16, the team ensures there's a meeting, informing him/her about this line of intervention, clarifying the goals and how it can/should be used as a resource by the young person.
3. The team reinforces the commitment to review the IIP, at least every six months, together with the young person, and ensures that the review is carried out in a safe and comfortable environment, by people whom the young person trusts and those mentioned in the terms of the law⁶. The team also clarifies that the IIP will continue to be developed within the principles of participation and pro-autonomy and that it will include **concrete actions** aimed at the acquisition of specific skills and the building of the life project in the **transition to adult life**.

⁶ DECREE-LAW 164/2019 OF OCTOBER 25TH.

4. In section 3.3 of this document there are defined, by area, the expected results and suggestions for actions and activities to develop with young people (see pages 12 and 13, 3.3 AP and TH Results and actions)
5. The intervention to be developed can be done **individually** or in a **group**.
6. From the age of 16 this can happen to a young person:
 - a. Remain in a SOS House
 - b. Family reunification
 - c. Integrating with another answer, such as, for example, the Autonomy Apartments, or other response with an institutional nature (i.e., therapeutic units)
7. It is essential to prepare the transition for each young person by **anticipating** and **preventing factors promoting insecurity**. Considering what is known about the importance of a solid support network when transitioning to adulthood, **opportunities of contact with key persons** should be facilitated outside the care setting.
8. As an example, when the IIP of the young person is to **integrate another social response**, it will be important to prepare for a transition, by visiting the next care setting, and/or participating in leisure activities in a new setting.
9. It is also suggested to prepare members of the new care setting to receive and integrate the young person, articulating with the new care setting team.
10. Approximately 18 months before young people reach the age of civil majority the team must deliver a document⁷ with information which aims to prepare and clarify that before the age of 18 they will have to make an important decision about the continuity of the measure of protection. Therefore, it is up to us to inform which options are available and reflect on the responsibility related to each choice.
11. The end of this line of intervention is foreseen at the age of 18/21, depending on the plan that seems best for the young person.

⁷ ANNEX I – I'M ALMOST 18. WHAT NOW?

SECTION 4

4.2 TRANSITION HOUSE

4.3 RESULTS AND ACTIONS REGARDING AUTONOMY IN PROGRESS AND TRANSITION HOUSE

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

a) Definition

The Transition House (TH) is a residential unit for young people in need of life routines with greater autonomy and flexibility than those possible in a SOS House, although still unable to assume a degree of responsibility and full independence that allow them to organize themselves without face-to-face supervision.

This House promotes the development of skills at a personal and social level, and reinforces the encounter of each young person with their own life story, the understanding of his/her difficulties, and the confidence in his/her skills to build a life project in autonomy, therefore facilitating integration in society.

In these Houses, by signing a **commitment plan**⁸, it is expected that relational management, group sharing, time management, space usage management, participation in cleaning and maintenance tasks, management and organization of buying groceries, preparation of meals and laundry cleaning, are seen as opportunities and components of a preparation for autonomy. They are, therefore, spaces that provide conditions for progressive self-determination and accountability, driving the development of social and personal skills that allow them to make the appropriate transition to adulthood in a full, safe and integrating way.

b) Where

Transition House in the SOS Village.

c) Eligibility criteria

- Age of 18 or older ;
- Absence of cognitive difficulties evidenced by a psychological and/or psychiatric evaluation that block the transition to life with full autonomy or in full autonomy;- Proven written evaluation of the advancement of progressive autonomy, positively evaluated by the team until the last revision of the IIP – this should reflect the need, interest and opportunity of the transition to the TH and be handed over to the Technical Director of the SOS Village;
- Evaluation of the Insight Support Grid about the decision-making of young people going into Transition Houses⁹ analysed by the team with the approval of the Technical Director and previously sent to the National Programs Department;
- Integration must be framed by the IIP.

⁸ ANNEX III – COMMITMENT PLAN

⁹ ANNEX II – INSIGHT SUPPORT GRID ABOUT THE DECISION-MAKING OF YOUNG PEOPLE GOING TO A TRANSITION HOUSE

d) Human Resources

- House-team: Social Educator + Social Worker + Psychologist;
- Additional internal resources can be considered, if pertinent for the young person, for example, Sociocultural Mediator or Psycho-pedagogue;

It is important to note here that until then, the role of case manager is attributed to the Social Worker of each SOS Village, however, the TH case manager may remain the same or, upon decision of the Technical Director of each SOS Village, may turn to be the Social Educator. In cases where the case management starts to be done by the social educator, the social worker continues to be part of the house-team, as well as the psychologist, although with a more consultative role.

e) Intervention Process

1. It is essential that children and young people in the SOS Village know about this Guide which provides different lines of intervention consequent to their growth and development, e.g. shared with them in a Youth Assembly.
2. One month before the integration of young people in the TH, **clarification sessions** occur, about regulations, functioning and expectations, as well as reading and discussing together the internal regulation¹⁰ of the Transition House where specified rights and obligations are included. The Educator of the SOS House together with the Educator of the Transition House have the responsibility to schedule these sessions. Sessions should take place more than once to give the young person time to integrate fully the commitment he/she will assume.
3. Then, from the moment it's clear to the young person the functioning and all his/her doubts are clarified, a **commitment plan**¹¹ is signed, one week (maximum) before integration. This commitment must be articulated with the IIP of the young person.
4. In section 4.3 of this document, by area, are the expected results and suggestions for actions and activities to develop with young people (see page 15, 4.3 AP and TH Results and actions).
5. The intervention can be developed either individually or in a group.

¹⁰ ANNEX III – INTERN REGULATION OF THE TRANSITION HOUSE INTO ADULT LIFE

¹¹ ANNEX IV – TRANSITION HOUSE COMMITMENT PLAN

SECTION 4

4.2 TRANSITION HOUSE

4.3 RESULTS AND ACTIONS REGARDING AUTONOMY IN PROGRESS AND TRANSITION HOUSE

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

6. From the age of 18 what can happen to a young person?
 - a. Integration in the SOS Village's Transition House;
 - b. Transition to adult life with family support – Family reunification;
 - c. Transition to adult life without family support;
 - d. Integration with another social response, such as, for example, Autonomy Apartments, or another answer of an institutional nature (e.g. therapeutic units).
7. It is essential to prepare the transition for each young person by **anticipating and preventing factors that promote insecurity**. Considering what is known about the importance of a solid support network while in transition to adulthood, **opportunities to contact with key persons** outside the care settings should be facilitated.
8. As an example, when the IIP for the young person is a **social response**, it is important to prepare for a transition, by visiting the next care setting, participating in activities that take place in the new unit.
9. The development of actions to prepare the members of the new care setting for the arrival and integration of the young person, in articulation with the team at this other social response, is also suggested.
10. Opportunities for contact with key persons should be created and maintained, consolidating the support network outside the care setting.
11. Approximately 12 months before the young person reaches 21 years of age, information on whether or not to continue the protection measure should be reinforced. At this point, the document¹² can be used again with information that aims to prepare and clarify about legal criteria for the continuity or ending of these measures and, consequently, of residential care.
12. The end of this line of intervention will happen when it is found as necessary and important for the young person, and it can be up to 21 years old or extendable up to 25 years old whenever it exists, and only while they last, educational or professional training processes.

¹² ANNEX I – INFORMATION “I’M ALMOST 18. WHAT NOW?”

The monitoring and individual development of each young person is based in different dimensions of well-being and protective factors for the promotion of an autonomy. The expected results of this process are as follows, by area of intervention:

4.3 RESULTS AND ACTIONS REGARDING AUTONOMY IN PROGRESS AND TRANSITION HOUSE

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

<ul style="list-style-type: none"> - All young people are registered at the Health Center and can benefit from the NHS; - All young people comply with the National Vaccination Plan and others needed under medical guidance and informed consent; - All young people are supported, when necessary, for specialty medical appointments and its auxiliary diagnostic exams; - All young people are provided with the necessary technical assistance; - All young people, in need, will have support and referral for external psychological monitoring. 	HEALTH
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EDUCATION	<ul style="list-style-type: none"> - All young people are monitored and guided in school; - All young people are helped to find individualized educational support, when necessary; - All young people are monitored in their school progress.
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<ul style="list-style-type: none"> - All young people are encouraged to maintain and reinforce contacts with family, friends and significant others, unless there is some kind of risk to themselves or for the organization; - The establishment of bonds among peers and adults is encouraged, to give voice to feelings, as well as demonstrations of affection and attention, as a thread for a true family environment of proximity 	FAMILY AND SOCIAL RELATIONS
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EMOTIONAL AND BEHAVIOURAL DEVELOPMENT	<ul style="list-style-type: none"> - The celebration of birthdays and other important occasions are promoted for each young person; - All young people are encouraged to express their opinion, feelings and emotions; - All young people are encouraged to participate in decision-making on the functioning, organization and dynamics of the Transition House.
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SECTION 4

4.3 RESULTS AND ACTIONS REGARDING AUTONOMY IN PROGRESS AND TRANSITION HOUSE

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

FUNCTIONAL AUTONOMY	<ul style="list-style-type: none">- A bank account is opened to all young people in their name, where their savings, eventual social supports and their salaries are deposited;- All young people will deposit the income they may have in that account and will have the support of the technical team to manage and monitor financial management;- Saving habits are encouraged;- All young people receive guidance and are made aware of the opportunities for paid jobs and the fulfilment of those responsibilities;- All young people are provided with support in the development of their curriculum, in active job search, for the preparation for job interviews and for their employability;- All young people are provided with support for knowledge about tax affairs, such as the IRS, Social Security, types of contract vs service provision, etc.- All young people are provided with support for registering and requesting access to the Official Tax Office Finance website;- All young people are provided with support for registering and applying for access to the Social Security website.
IDENTITY AND SOCIAL PRESENTATION	<ul style="list-style-type: none">- Each young person is a key actor in defining his/her path, his/her life project and the process of protection;- Respect for the individuality and privacy of all young people is encouraged.

Next, through the dimensions of well-being and protective factors promoting a more effective autonomy, we will explore in depth some possible actions for complementary intervention. The actions can be developed by each group and / or together with the educators of the Transition Houses of each SOS Village.

4.3 RESULTS AND ACTIONS REGARDING AUTONOMY IN PROGRESS AND TRANSITION HOUSE

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

<ul style="list-style-type: none"> - Raise awareness of contraception methods, birth control, parental education and family life in young people and their caregivers, with special emphasis on the importance of consenting sexual relations and birth control; - Increase awareness of protecting methods against HIV and other sexually transmitted diseases; - Include work with the community and organizations specializing in the area; - Inform young people about the sport activities that take place in the community, about workshops or events where they can experience different types of sport, learn about nutrition, personal hygiene, etc; - Inform about behavioural issues with health implications (for example, misuse of alcohol, medicines and other substances or use of illegal drugs, self-harm, violence or other behaviour) through the organization of workshops, discussions and focus groups to raise awareness. This may include work with the community, with specialized organizations. 	HEALTH
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<ul style="list-style-type: none"> - Promote, through individual and/or group monitoring, workshops, the application of the “Life Tree” methodology, implementation of Pathways, among others; - Promote social and emotional skills, such as self-confidence, the affective bond, strategies to recover from trauma, resilience, adaptation, self-care, caring for other people, non-violent communication, conflict resolution, decision making, creativity and innovation; - Promote meetings with young people in care settings and about the meaning of adulthood and sharing of experiences. 	EMOTIONAL AND BEHAVIOURAL DEVELOPMENT
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FAMILY AND SOCIAL RELATIONS	<ul style="list-style-type: none"> - Support the contact with the family when it is safe to do so, when it is in his/her best interest and when it is desired by himself/herself, helping to understand and make sense of family relationships; - Encourage the participation of the key person (caregiver and/or educator) in the context of the young person.
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SECTION 4

4.3 RESULTS AND ACTIONS REGARDING AUTONOMY IN PROGRESS AND TRANSITION HOUSE

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

EDUCATIONAL DIMENSION	<ul style="list-style-type: none"> - Presenting options for adulthood - the projects of SOS Children's Villages and other community resources including available measures/support: measure for life autonomy, Social Integration Income, autonomy apartments, autonomous residences, housing, other social supports; - Regularly organize individual and/or group sessions about education and professional guidance with young people. This includes measures to help young people to identify their interests and talents; - Providing individual training, measures for (re)integration in the educational system may include attending motivational courses, educational programs, courses with practical components, academic equivalence courses, internship experiences, etc; - Work employability skills, such as leadership skills, network building, attendance and punctuality, personal look, teamwork, decision making, effective communication, stress management, job search, application and interviewing skills; - Encourage participation in professional experiences – visiting companies, internships adapted to the needs and characteristics of young people; - Bringing together training providers or local employers to offer relevant education, guidance or work experience opportunities for young people; - Prepare young people for internships/jobs, assigning tools, consolidating behaviours through role play for different work contexts and scenarios, safety rules and technical requirements.
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EDUCATION	<p>Reflect on individual needs and the role of the house-team in order to achieve emancipation and improve personal autonomy.</p>
FUNCTIONAL AUTONOMY	<ul style="list-style-type: none"> - Inform about the support of SOS Children's Villages and about the external support available from other entities in the community, at the time of transition to adulthood; - Clarify the Follow-Up After Leaving Care Plan: definition, criteria, resources and process - Support young people to access various financial sources, such as scholarships and access to information on other social supports; - Financial management workshops and savings techniques - Promote practical life skills, such as cooking, washing clothes, cleaning, budgeting, basic house maintenance; - Actively involve young people in the daily tasks of the house, from cleaning the room, common spaces, planning and preparing grocery lists, purchases, meals; - Conduct cooking workshops, with a minimum monthly commitment for young people integrated in the Plan to cook for the House.

a) Definition

The Follow-up After Leaving Care (FALC) is a line of intervention that integrates the moment of leaving residential care for young adults, so it must be planned and implemented carefully. FALC guarantees support to young people so that they don't consider leaving care as a new disruption in their life. This line clarifies what are the resources needed to support each young person after leaving care and cooperates with the family of origin, if applicable.

With respect for individual autonomy and privacy, the intention is that intervention leads to:

- Prevention of the risk of social isolation;
- Maintenance of psychosocial support or temporary material, adjusted to the particular situation of each young person.

Monitoring can involve different forms of intervention considering personal needs and circumstances of each young person. In some cases, the intervention develops into a more detailed and precursory process, but in other cases specific needs arise without predictability and our support needs to be met and evaluated at the time. Thus, we can only be people of reference, with regular support and communication, or just keeping punctual communication, knowing about the current situation, without the need to maintain additional support. Considering that young people are the main care experts about the quality of the social response, their feedback is essential for further development of the quality of the model and care system. Hence this line of intervention also presupposes a reflection on the care process in the leaving care moment.

b) Where

Life context of the young person, outside the SOS Village.

c) Eligibility Criteria

- Age of 18 or older;
- SOS Village care leaver;
- Voluntary access.

d) Human Resources

Educators in Transition Houses in each SOS Village in collaboration with the key person for each young person.

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

SECTION 4

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

e) Intervention Process

1. It is essential that the children and young people of the SOS Village are aware of this Guide which presupposes lines of intervention consequent on their growth and development.
2. At least 6 months before the young person leaves care, or in the context of a Youth Assembly and/or whenever appropriate, the Follow-up After Leaving Care is clarified.
3. Before leaving care, there is a meeting with the Transition House educators, people of reference and family, in order to obtain the informed consent of the young person to be contacted again after leaving care and, if so wanted and authorized, define together the Follow-up After Leaving Care.
4. At this meeting, the team ensures that all parties involved receive all relevant information, in a clear and understandable way, ending with the signature of the FALC.
5. The team ensures the monitoring and cooperates with each young person's family of origin whenever is needed, meaning it is necessary all significant people make part of the FALC planning, in a close circle.
6. The intervention foresees two essential documents:
 - a. Contact Identification
 - b. Follow-up After Leaving Care (see Annex V)
7. The FALC must be planned considering the individual needs of each young person, however, in the first three months after they leave, the monitoring must be closer.
8. All young people who agree to be contacted again will have at least 3 annual calls to be made by the SOS Villages' Transition House educator and/or by the chosen person of reference: birthday, Christmas, SOS Village Party.

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

9. All intervention and contacts must be written in the Register Contacts and shared on a monthly basis, at least during the first three months after each young person leaves care, with the Technical Director and with the National Programs Department. After the first three months and until the end of a twelve-month period, information can be sent on a trimestral basis. NPD is responsible for the processing the information on a database.

10. Monitoring finishes when the young person desires to, being therefore, a voluntary intervention.

In the Follow-up After Leaving Care, we must establish guidelines for communication, anticipating the periodicity of the different contacts that will be this way programmed and anticipated with the young person. These contacts have the function of monitoring the adaptation of the young person in this transition, supporting with the necessary resources according to individual circumstances, if it is requested and justified.

If the follow-up extends beyond the contacts initially programmed, it should also be anticipated and programmed for the follow-up situations and subsequent contact. **Anticipation and security** in those contacts have a very important role towards the respect for the young person's new space and independence, thus not promoting the dependence of this intervention.

During articulation with the young person during Follow-up After Leaving Care, specific assistance may be provided that aims to relieve emergency situations of need. These situations will require evaluation and validation of the organization, in a case-by-case analysis. To this end, a punctual emergency action plan should be established with the young person, stipulating the type of aid, the commitments that the young person takes and the monitoring by the responsible person.

Monitoring finishes when the young person wants to, as a voluntary intervention.

Whenever young people who left care feel the need, within the framework of their emotional stability and sense of belonging, they can contact the SOS Village where they lived and meet the reference people who provide emotional support. These visits should, however, be obligatorily anticipated in advance with the Technical Director of each SOS Village, and coordinated with the person of reference.

SECTION 4

4.4 FOLLOW-UP AFTER LEAVING CARE (FALC)

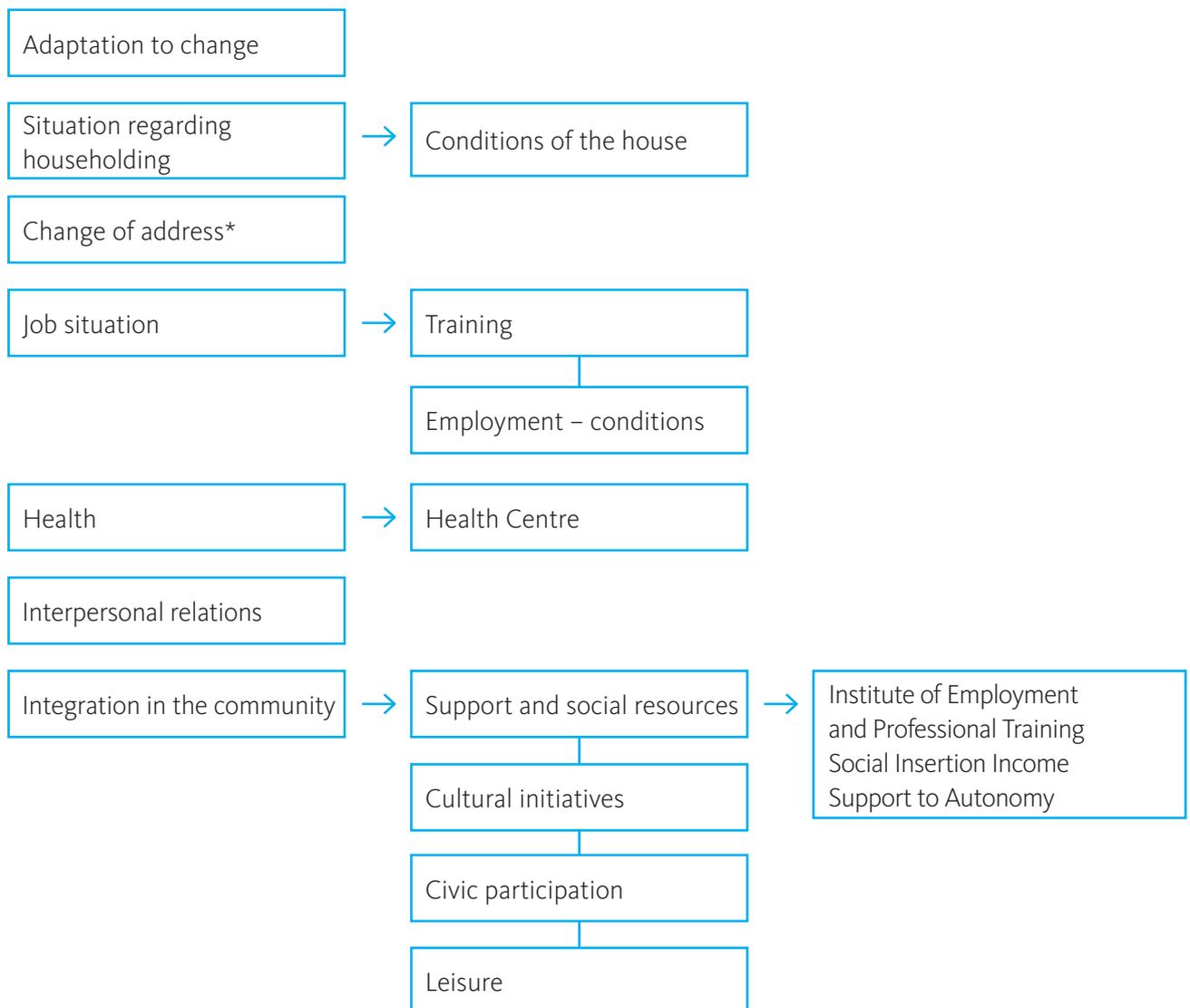
The possible Follow-up After Leaving Care should meet the well-defined individual needs and be adapted to the potential and capacity of each young person. Considering the idiosyncrasy of each FALC plan, it will not be possible to list all the possibilities that can be creatively created. In this way, there are principles of support for the young people leaving care process from SOS Children's Villages, which are essential to guarantee equity in the management of situations, and these should not limit the range of monitoring possibilities to be developed by the educators of the Transition Houses with the person of reference.

Principles envisioned:

1. There should be no allocation of money from the organization as loans, except in exceptional cases, with a single purpose, specified and validated by the team, with a formalized debt payment commitment, and within a balanced/reduced amount and with guaranteed payment terms. It is also a way to educate on the social reality and the dangers of indebtedness.
2. Support in kind/goods (food, hygiene products and available furniture) is possible, which must be marked out in time, and can be reactivated if necessary, and this reactivation must also have a predicted time. The method of allocating support in kind/goods may be:
 - Picked up at the SOS Village, with planning of specific days and circumstances;
 - Exceptionally on a Donation Card, after an assessment of the young person's previous circumstances of autonomy that ensure a non-setback in his/her independence towards residential care unit. In this case, the support time should be as short as possible compared to the time they can receive support in kind/goods.

Suggestions

During the contacts with each young person on the FALC, we suggest some questions to consider and to write down during the intervention:



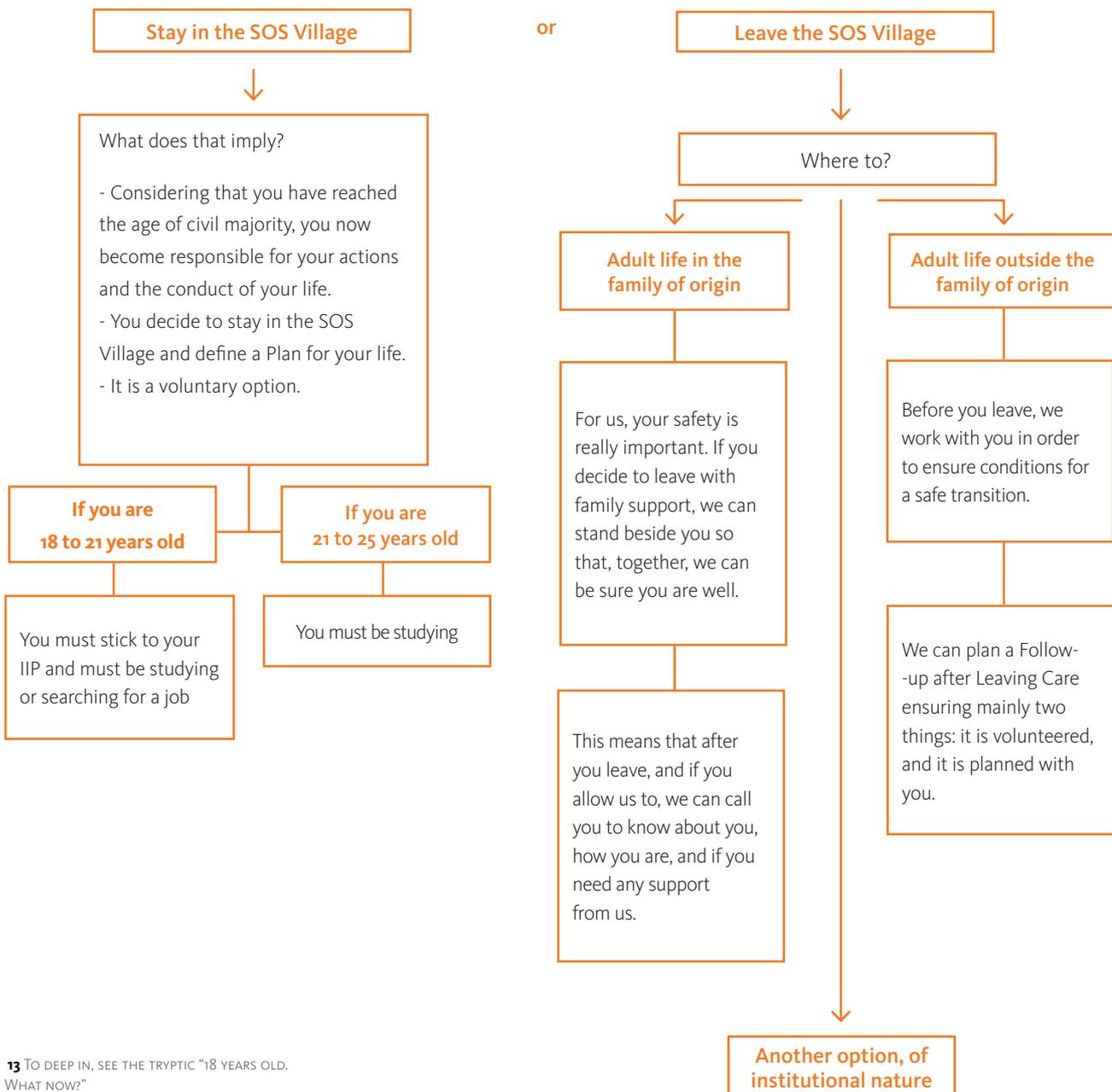
* ON CASES WHERE THE YOUNG PEOPLE LEAVE WITHOUT FALC, THE CHANGE OF ADDRESS MUST BE DONE WITH THE TEAM'S SUPPORT BEFORE LEAVING.

ANNEX I

I'M ALMOST 18, WHAT NOW?¹³

Up to this point you have the right to participate in everything related to your IIP.

Before you turn 18, you have an important decision to make about your measure: you have to inform the Court or the Child Protection Commission if you want to stay under the intervention of the Protection System beyond 18 years old.



¹³ TO DEEP IN, SEE THE TRYPTIC "18 YEARS OLD. WHAT NOW?"

INSIGHT SUPPORT GRID ABOUT THE DECISION-MAKING OF YOUNG PEOPLE GOING TO A TRANSITION HOUSE

AGE EQUAL TO OR GREATER THAN 18 YEARS AND AN ORIENTED LIFE PROJECT FOR THE AUTONOMY OF LIFE*	
INDIVIDUAL INTERVENTION PLAN DEFINED AND TO BE IMPLEMENTED*	
DEFINED EDUCATION PATH AND / OR RECENT PROFESSIONAL INSERTIO *	
RECOGNIZES AND RESPECTS THE ROLES OF EACH PERSON IN CARE OR OUTSIDE OF IT?	
KNOWS HOW TO MANAGE PERSONAL TIME BY TAKING RESPONSIBILITY FOR COMMITMENTS	
HAS ASSERTIVE COMMUNICATION SKILLS, KNOWING HOW TO DEFINE AND ESTABLISH PERSONAL LIMITS ON FRIENDS AND STRANGERS	
GENERALLY COMPLIES WITH THE RULES AND NORMS OF THE VILLAGE SOS AND ADAPTS TO NEW CONTEXTS IN A PRO-SOCIAL WAY	
VALUES THE PRIVACY AND INTIMACY OF HIS/HER PERSONAL HISTORY	
KNOWS HIS/HER RIGHTS AND DUTIES	
KNOW HOW TO ARGUE CRITICALLY	
MANAGES IN A BALANCED WAY THE EQUILIBRIUM BETWEEN FREEDOM AND RESPONSIBILITY, ASSUMING THE CONSEQUENCES OF HIS/HER ACTIONS	
MAINTAINS A MINIMALLY STABLE SOCIAL SUPPORT NETWORK	
HAS INTEREST AND RECOGNIZES THE IMPORTANCE OF THE TRANSITION TO A TRANSITION-HOUSE FOR HIS/HER LIFE PROJECT	
DOES NOT REGULARLY USES PSYCHOACTIVE SUBSTANCES, NAMELY, ALCOHOL AND OTHER DRUGS	
DOES NOT HAVE SIGNIFICANT COGNITIVE DIFFICULTIES THAT MAKE IMPOSSIBLE THE ACQUISITION OF A NECESSARY DEGREE OF AUTONOMY IN ADULTHOOD	

*MANDATORY

Evaluation of the Team:

Evaluation of the Technical Director:

BASED IN THE REFERENTIAL TO PROMOTE AUTONOMY

INTERN REGULATION OF THE TRANSITION HOUSE INTO ADULT LIFE

CHAPTER I General Dispositions

The present Regulation concerns the functioning of the Transition Houses for Adulthood, of the SOS Children's Villages, hereinafter referred to as Transition House, under the terms of the following clauses.

Rule 1 Transition House

The Transition House, developed in the facilities inside the SOS Children's Village of _____, is a line of intervention to prepare the young people in the care unit to adult life, so that they can benefit from the acquisition of specific skills.

This house is able to accommodate ____ young people aged 18 or over, with a protection measure, and who were previously in care in one of the SOS Children's Villages Houses.

Rule 2 Objectives of the Regulation

These rules of procedure aim to:

1. Promote respect for the rights of the young people in care
2. Ensure the disclosure and compliance with the rules of functioning of the Transition House by all stakeholders;
3. Promote the active participation of young people and their legal representatives.

Rule 3 General objectives of the Transition House

The general objectives of the Transition House are:

1. Allow the SOS Children's Village to have a specialized alternative in the intermediate transition to adult life of young people over 18, which promotes their autonomy in a sustained way;
2. Promote the full development of young people, preparing them for adult life.

Rule 4 Specific objectives of the Transition House

The specific objectives of this line of intervention are:

1. Allow the youngster over 18 to benefit with a mid-term alternative of promoting autonomy to his/her adult life;

INTERN REGULATION OF THE TRANSITION HOUSE INTO ADULT LIFE

2. Develop specific life transition skills to adult life, namely relational management, schedule management, management of space use, participation in routine and maintenance, autonomous management of buying groceries, among other opportunities and components of preparation for autonomy;
3. Guarantee an individualized intervention and follow-up, supporting the structuring of each young person's life project and, more specifically, his/her socio-professional project;
4. Maintain and encourage the family and/or social support network;
5. Encourage the integration of young people in the community and promote sense of citizenship;
6. Support the effective leaving process and structure the Follow-up After Leaving Care (FALC).

Rule 5

Guiding principles of intervention in the Transition House

The guiding principles of the intervention, centered on each young person, aim at his/her protection, promotion and participation, namely:

1. His/her best interest;
2. Affectivity;
3. Active participation and citizenship;
4. Privacy;
5. Minimal intervention, exclusively by the entities and institutes considered indispensable for the promotion of rights and the protection of the youth;
6. Timely intervention;
7. Right to information and confidentiality;
8. Strengthening of young people's skills;
9. Empowering young people personally, socially and professionally;
10. Whenever the rules provided in this Regulation put at risk the safety, well-being and protection of the children/young people in the care setting, as well as the Transition House itself, the Board reserves the right to restrict them.

INTERN REGULATION OF THE TRANSITION HOUSE INTO ADULT LIFE

Rule 6 **Intervention areas**

The Transition House ensures:

1. Care;
2. Accommodation, food and personal care;
3. Monitoring / preparation for adult life;
4. Autonomization and socio-professional integration.

Rule 7 **Activities**

The Transition House promotes a set of activities, namely:

1. School monitoring, which takes place together with the school and other entities;
2. Monitoring of domestic and financial management;
3. Celebrations of festive dates, namely, birthdays and Christmas;
4. Leisure and cultural activities that stimulate the creation and strength of affective and close ties among peers;
5. Extracurricular activities with community, cultural and associative nature;
6. Integration in community initiatives and in Programs and Projects of other entities;
7. Activities to exercise autonomy, namely daily life, management and domestic economics;
8. Activities concerning healthy living programs;
9. Activities leading to professional insertion and active life.

Rule 8 **Youth Rights**

The rights of the young people in the Transition House are:

1. Accessing and participating in a specialized intervention, through his/her responsible team, sensitive to the concerns and needs of the young person;
2. Respecting his/her personal identity and reserve his/her intimacy and private life;
3. Being treated with all respect, correctness and urbanity;

4. Having an individual process duly constituted and updated, including the IIP;
5. Participating in the decision-making process in all actions that concern him/her;
6. Participating in the activities integrated in the IIP according to his/her interests and possibilities
7. Being informed of the actions foreseen in this line of intervention and its limits;
8. Having access to information related to his/her individual process, in an accompanied and prepared way;
9. Participating in the decision-making about sharing information of his/her process with technical teams from other entities.

Rule 9 **Duties of Youth**

The duties of the young people are:

1. Compliance with the rules stipulated in this regulation;
2. Cooperate with the monitoring team in the management of the Transition House and in the implementation of the IIP, as well as to participate assiduously in the sessions scheduled either for the management of the Transition House and for the revision of the IIP;
3. Inform the team if he/she is unable to attend scheduled sessions or in case of relevant changes that have an impact at the IIP;
4. Provide information, with transparency, regarding the aspects that may have an impact on the evaluation and development of the intervention defined in the IIP;
5. Comply with the internal regulations, as well as other decisions related to its functioning.

CHAPTER II **Eligibility**

Rule 10 **Eligibility criteria**

The eligibility criteria are:

1. 18 years old or older, and a life project targeted to the autonomy of life;
2. Individual Intervention Plan defined and to be implemented;

ANNEX III

INTERN REGULATION OF THE TRANSITION HOUSE INTO ADULT LIFE

3. Defined education path and/or recent professional insertion
4. Proven written evaluation of the Insight Support Grid towards Transition, of the progressive autonomy path positively assessed by the team until the last revision of the IIP - this should reflect the need, resources and opportunity for the transition to the TH and be handed over to the Technical Director of the SOS Village.
5. The Technical Director of the SOS Village must send the Grid to the National Programs Department, in writing, with his/her opinion.

Rule 11 Ineligibility criteria

Ineligibility criteria:

1. Recurrent use of psychoactive substances, namely, alcohol and other drugs;
2. Serious problems with behaviour, relationship with others and/or disregard for the existing rules;
3. Physical or mental health problems that require permanent adult care and presence;
4. Difficulty in internalizing daily routines (e.g., respect for his/her routines and of others, waking up autonomously, fulfilling household tasks);
5. Significant cognitive difficulties that make it impossible to acquire the necessary degree of autonomy for adult life.

CHAPTER III Integration Process

Rule 12 Integration

1. Integration will only be carried out using internal resources of the young person, recognized by him/herself and by the team; and his/her agreement with the rules of organization and functioning of the social response;
2. Integration, whenever possible, goes through a process of approximation for a prior and reciprocal knowledge of the young person about the Transition House and its organization, being developed activities in that period and in this sense;
3. Moving into the Transition House encompasses not only the preparation of the young person but also the preparation of the young people already living there, as well as the entire team;

4. Preparation implies that the young person gets to know the rules and way of functioning of the Transition House, identifies and gets familiarized with his/her space and those for collective use, get acquainted with peers and the team, as well as with their functions and workspaces;
5. The member of the technical team assigned to the Transition House will be responsible for accompanying the young person, in articulation with the rest of the technical team (Social Worker and Psychology), being extremely important a transition phase between the Social Educator of the previous SOS House and the Educator at the Transition House.

CHAPTER IV

Financial management, Accommodation, Food and Personal Care

Rule 13

Financial management of the Transition House

1. The Transition Houses will have a monthly allocation of €135 for each young person.
 - a. This amount is intended for the purchase of food items, housing hygiene and personal hygiene;
 - b. This value can be managed individually and/or in group, that is, at home, according to the guidelines of the Technical Director of each SOS Village;
 - c. The endowment of the house can be attributed in cash, on a card or in these two formats, depending on the guidelines of the Technical Director of each SOS Village;
2. The amount available for the purchase of clothes / shoes is €25 per month for each young person, as long as they do not obtain their own income with a value equal to or greater than €250.
 - a. This amount must be requested, when necessary and after approval by the monitoring team and/or Technical Director of each SOS Village, at the administrative services;
3. Health
 - a. All young people must be registered at the health center so that they can have the majority of follow-ups / medical appointments through the NHS;

ANNEX III

INTERN REGULATION OF THE TRANSITION HOUSE INTO ADULT LIFE

- b. However, when this is not possible, specialty appointments are evaluated by the monitoring team together with each young person and, if so, they are ensured with funds from the secretariat's endowment with superior approval;
 - c. There is also the possibility of establishing partnerships and protocols with clinics in order to have discounts or free treatments.
4. Pass or payment for public transports
- a. The SOS Children's Villages pay the pass / public transport for the trips considered necessary, namely those that refer to the attendance of school/vocational training, when young people do not receive a transport scholarship or school scholarship that allows it;
 - b. In the case of young people working and with a net salary equal to or greater than €250, SOS Children's Villages provide only the first month of the transport payment, and from the second month of work, each young person assumes this expense.
5. Allowance
- a. The allowance is allocated in the globally defined terms:
 - i. Young people in TH receive €30 of allowance;
 - ii. Young people in higher education receive €100 allowance.
 - b. Allowance is no longer allocated when:
 - i. The young person obtains their own income with a value equal to or greater than €250;
 - ii. The young person benefits from a scholarship capable of covering tuition fees, school expenses and public transport and raises an amount equal to or greater than €250;
 - iii. In the case of young people in higher education, the allowance is granted every month until the scholarship is received and evaluated with the monitoring team;
 - iv. When the value of the scholarship is similar to the totality of the tuition fees, school fees and transportation public allowances, the allowance continues to be awarded in its entirety;
 - v. When there is a scholarship, and after paying the tuition fee, school expenses and public transport value is monthly greater than €250.
6. Education expenses, according to SOS Villages Intern Communication:
- a. Public education should be preferred;
 - b. The Technical Director of each SOS Village must request autho-

rization, duly justified and with the opinion of the National Program Director, to the Secretary-General in the case of need to attend private education, and in this case all support is assured;

c. Ensure that all applications are requested annually and obtained all the school or training support:

i. Education allowance - support for food, reimbursement for school supplies and support for the acquisition of school textbooks;

ii. Subsidies in Vocational Training

- Meal allowance;
- Transport allowance (use of public transport);
- Accommodation allowance when outside the municipality of residence – depending on authorization by the training entity;
- When these are assigned directly to the young person, he/she must face the respective expenses.

d. State contracts with private educational entities - association contracts or simple contracts;

e. Scholarships awarded by government entities (General Directorate of Higher Education, Institute of Employment and Professional Training):

i. Scholarships should be used to finance tuition fees for the respective courses, school expenses and public transport;

ii. Accommodation scholarship should be requested when young people are placed outside their municipality of residence;

iii. In the case of advance payment of fees by SOS Children's Villages, the beneficiary must regularize these same fees during the school year.

ANNEX III

INTERN REGULATION OF THE TRANSITION HOUSE INTO ADULT LIFE

- iv. In case of non-regularization or delay, SOS Children's Villages will end any advance;
- f. Transport allowances:
 - i. Reduction / exemption of transport expenses for students (pass sub 4-18 or similar) and students in higher education up to 23 years old (pass sub 23 or similar).

The following table clarifies, by area, the expenses assumed by SOS Children's Villages according to the amounts earned by each young person, either through a school and / or professional scholarship, or for his/her work:

EXPENSES/VALUE EARNED	€0-250	≥€250
Funding (food and hygiene)	X	X
Health	X	X
Clothes/shoes	X	---
Transports	X	---
Allowance	X	---

Rule 14 **Accommodation**

1. The Transition House is responsible for guaranteeing security, protection and housing conditions, as well as the maintenance of spaces;
2. Space and furniture necessary to equip the room is guaranteed to each young person;
3. It will be up to each young person, together with other young people and with the support of the monitoring team, the home and housing management.

Rule 15 **Access to the house**

1. The access to the House will be made by the young person using the key assigned to him / her, under the condition that he / she keep it with a sense of responsibility and that it is intended only for personal and non-transferable use.
2. In case of loss, he/she is responsible for the payment of a new one.

Rule 16 **Schedules and routines**

1. The schedules, daily management and routines of each young person are defined according to his/her schedules, activities and responsibilities;
2. Young people are guided and accompanied in the definition of their time, money and domestic and housing tasks;

3. The schedules to be adopted must be appropriate to the age group and type of occupation of each young person;
4. Each young person must inform the monitoring team about going out at night and when they don't spend the night at home;
5. Longer departures, namely vacations and/or weekends outside the House should be informed to the case managers of the entities responsible for the Protection Process: Commission for Child and Youth Protection, Court and/or Social Security;
6. When schedules are not respected, the SOS Village Technical Team informs the case manager of the entities responsible for the Protection Process: Commission for Child and Youth Protection, Court and/or Social Security;
7. Failure to comply with what is established with the young person is liable to consequences, namely increased responsibilities and functions.

Rule 17

Division of tasks

1. Young people benefit from the use of the facilities, of their privacy and independence, subject to the obligations of these Regulations, the orders of the Director or the monitoring and supervision Team;
2. Household tasks are full responsibility of young people;
3. To guarantee an adequate share of tasks, as well as its consultation and execution, schedules are defined and posted in a common and visible place.

Rule 18

Visits

1. Visits are allowed, when duly communicated and authorized by the Director or by the Monitoring and Supervision Team;
2. The sleepover of other people is not allowed.

Rule 19

Supervision

1. Supervision will be carried out through:
 - a. Transition House weekly Meeting – participation of all is fundamental, therefore it must be defined in accordance with academic and professional commitments of each young person. The absence of any element for a higher reason it will not decree an impossibility to the meeting, so it must be held.

ANNEX III

INTERN REGULATION OF THE TRANSITION HOUSE INTO ADULT LIFE

This meeting aims to reflect on the week, on the positive and less positive aspects, as well as guiding and monitoring the (re) definition of strategies. As an example, the themes of these meetings will be: management of interpersonal relations, domestic management and financial management of the house, preparation and anticipation of the shopping list for the following week.

b. Weekly individual current situation - to be defined with each young person and the monitoring team. In this moment, individually and/or in group depending on the will of each young person, there is an evaluation of the current situation regarding the individual life project, the financial situation, management of intrapersonal relationships and other issues that may arise for reflection.

c. Face-to-face visits and telephone contacts whenever necessary.

2. The Director and/or the Monitoring and Supervision Team have a key of the Transition House, in order to have access to it whenever necessary.

Rule 20

House dossier

1. There is a House Dossier, and it should stay inside the house. The dossier intends to gather all the information and to be an intervention tool for all young people in the Transition Houses. The following documents should be included in the dossier:

- a. Internal regulations signed by each young person;
- b. Records of weekly meeting of the Transition House which will be written, alternately, by the accompanying team and by each young person;
- c. House routines and rituals;
- d. Domestic tasks;
- e. General expenses for food, personal and domestic hygiene; health, education and utilities for each young person;

2. Individual information about each young person will only appear in the house dossier if each young person decides and authorizes it, in writing. Otherwise, in addition to all the information appearing in the respective individual socio-legal and educational dossier, each educator may have with him/her, if he/she so decides and is more organizing, a dossier with the information of each young person, namely:

- a. IIP of each young person
- b. Individual financial management:

- c. Personal expenses and allowance / salary registration
 - d. Individual savings plan
 - e. Other pertinent documents
3. Based on the characteristics and functioning of each House, the financial management and registration of food expenses can be done in group and/or individually.

Rule 21

Food

1. The elaboration of the menus and preparation of the food is the young people's responsibility, and the weekly menu map should be posted and the person responsible for its preparation should be defined;
2. It will be up to the young people to purchase the ingredients for the meals, with the guidance from the monitoring team, in terms of autonomy;
3. Main meals are prepared: lunch and dinner;
4. Whenever possible meals are taken together, being a privileged moment to talk about the day-to-day - these are moments of interaction, establishing affective bonds and proximity, opportunities for growth and learning together and occasions to provide the acquisition of interpersonal relationships and conflict resolution skills.

Rule 22

Personal care

From the perspective of skills acquisition and empowerment, and with support of the monitoring team:

1. It will be up to the young people, with the financial support they have, to acquire his/her personal things: clothing, footwear, accessories, products for the body and oral hygiene.
2. It will be up to the young people to ensure housing hygiene;
3. Young people carry out the laundry;
4. Personal and housing hygiene routines are promoted;

Rule 23

Participation

1. The programming of activities should consider the interests of each young person and be adapted to their socio-cultural reality.
2. Activities must be programmed with the participation of all the people involved, mainly young people.

Rule 24

Academic and professional responsibilities

1. Each young person must fulfil professional/academic responsibilities that he/she proposes in his/her IIP, avoiding the following situations:
 - a. Violation of school regulations; unjustified absences or suspension for disciplinary reasons;
 - b. Drop out of courses/academic years (including cancellation of enrolment), professional internships or jobs without reasons previously presented and accepted by the Director or the Monitoring team;
 - c. In a situation of unemployment and whenever there is availability, there should be an active search for a job by the young person, in order to promote his/her autonomy and independence.
2. Repeated situations such as these, including inactivity, represent a non-compliance with the IIP, and therefore the Technical Team of the SOS Children's Village must inform the entities responsible for the Protection Process: Commission for Child and Youth Protection, Court and/or Social Security, the young person incurring at a risk of seeing his/her measure or intervention ceased.

Rule 25

Income and savings

1. A bank account is opened for the young person, in their name, where his/her salaries, savings and eventual social supports are deposited;
2. Young people will deposit the income that he/she may have, in that account, and will have the support of the monitoring team to manage and monitor the financial management;
3. All young people are alerted and oriented towards opportunities for paid jobs and the fulfilment of assumed responsibilities;
4. Following the intervention for financial management, each young person will be able to provide the Monitoring and Supervision Team with consultation on the movements of his/her account, with a purely pedagogical objective and the promotion of savings and financial education routines;
5. Support is provided to young people in the development of curriculum, in the active search for jobs, in the preparation for interviews and in their professional insertion.
6. Each young person will be encouraged to manage their work remuneration or training scholarships, aiming to follow a saving strategy that assures him/her a future economic and financial independency;

7. Under the terms of the previous paragraph, remunerations may be applied according to the following procedures:
 - a. Monthly deposit in a youth savings account, with the amount equivalent to the estimated expenses (namely with accommodation, food, hygiene, clothing and footwear) that each young person will endure when moving into adulthood.

Rule 26

Non-compliance

1. Failure to comply with previously established rules or any acts that seriously impair the functioning of the Transition House will be subject to measures that can even imply a revision of the measure at the Transition House, always along with young people and in articulation with the entities responsible for the Protection Process: Commission for Child and Youth Protection, Court and/or Social Security.

Rule 27

Leaving the Transition House

Young people leave the Transition House in the following situations:

1. Of the young person's own will, simply asking the Court or the Protection Commission the ending of the protection measure, in full enjoyment of his/her rights;
2. When, by judicial decision, along with the young person, there is a change in the protection measure, for example, support measure for life autonomy to be developed outside SOS Children's Villages;
3. When, following the assessment of compliance with the IIP, the Court autonomously decides to cease the alternative care measure.

Rule 28

Team

The staff is established in order to ensure quality and efficiency of services and considering the indicators defined by Social Security: technical direction, Social Educator at the Transition House, social worker and psychologist.

Rule 29

Validity of the Regulation

The present regulation enters into effect as soon as approved by the Board, and should be reviewed whenever higher standards require so or the institution's internal interests justify it.

ANNEX IV

TRANSITION HOUSE COMPROMISE PLAN

This commitment is signed between the _____ SOS Children's Village, hereinafter referred to as Village, represented in the person of _____, as _____, and _____, born on _____ of _____ of _____, hereinafter referred to as Young person.

This commitment is intended to ensure that it is known, understood and agreed by the young person to respect the rules in the Internal Regulations of the Transition House.

The Village and the young person are committed to fulfilling and respecting the responsibilities of the assumed parties.

Date:

____/____/____

Young person: _____

Educator: _____

Process Manager: _____

Psychologist: _____

Technical Director: _____

FOLLOW UP AFTER LEAVING CARE

Name: _____

Birthdate: _____

1. Purpose

This document is intended to guide the follow-up process of young people after leaving foster care for adulthood.

2. Operating dynamics

The monitoring is based on a commitment relationship between the people involved, based on the young person's acceptance of maintaining contacts and the intervention of collecting information and providing psychosocial support.

For this purpose, the young person freely accepts that his/her personal data is kept and updated, with the guarantee of safeguarding the corresponding privacy reserve when accessing them.

3. Execution and timing

The FALC should be reviewed after one year and provides for the registration of the intervention and contacts by the key person and/or educators of the Transition Houses to monitor the degree of implementation of the monitoring, including the following actions:

ACTIONS	FREQUENCY (FIRST 3 MONTHS)	FREQUENCY (AFTER 3 MONTHS)
Telephone call	weekly	To define
Face-to-face meeting	To define	To define
Counselling and tutoring in the resolution of difficult situations, in terms of social support, which of them and how to reach them, housing, job searching	Every time it is necessary	
Emotional support	Every time it is necessary and, considering the frequency in account, evaluate and define together	
Food help	To define	

SOS Village of _____, date _____

(SOS Village)

(Young person)

ANNEX VI

LIST OF CONTACTS

List of contacts

Name: _____

Age: _____ Birthdate: _____

Address: _____

Telephone/mobile phone: _____

Email: _____

Other means of communication and social media









TRANSITION HOUSE DOSSIER

Table of Contents – Transition House Dossier

1. Characterization and General Information of the Transition House
 - Regulation - rules and routines; rights and duties
 - Internal Regulations signed by all people involved
2. Routines and rituals
 - Routines map of the House
 - Schedules for each young person
3. Meetings registrations
 - House
 - Individual
 - Team - House
4. Household tasks
 - Tasks map + scale for meals
 - Menus
 - Shopping list
5. General expenses
 - Food, personal and domestic hygiene
 - Health, Education and Utilities
6. Individual financial management
 - Allowances / Wages
 - Savings accounts
7. Characterization of Youth
 - Personal documents
 - Individual Intervention Plans / Autonomy Referential
8. Occurrences
 - Occurrence records
9. Annexes
 - Emergency Contacts
 - Contacts of the SOS Village
 - Covid-19 Information and Contingency Plan
 - Emergency Plans

4. a. Examples of domestic tasks map:

TRANSITION HOUSE
DOSSIER

TASKS	MONDAY	TUESDAY	WEDNES- DAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Washing and Cleaning the Bathroom Floor							
Washing and Cleaning the Leaving room Floor							
Washing and Cleaning the Bedrooms							
Change of Bed Sheets							
Taking Out Garbage and Replacing the Bag							
Washing and Hanging Laundry							
Washing and Cleaning of the Kitchen							

ANNEX VIII

TRANSITION HOUSE DOSSIER

Week _____ to _____ 20__

DAY	COOKING (DINNER)	WASHING THE DISHES/KITCHEN	SETTING/CLEANING THE TABLE	GROCERY SHOPPING
MON				
TUE				
WED				
THU				
FRI				
SAT				
SUN				

TASKS DESCRIPTION

Cooking – it implies making dinner for the set time with a group from each TH (between 7 pm and 9 pm). The remains must be cleaned, as well as the dishes and ingredients used in the preparation of the meal.

Washing the dishes / kitchen – it implies removing the remains from the dishes and putting them in the machine; washing and tidying all the dishes; cleaning the dishwasher and countertops; cleaning the stove, hood and microwave; shake the carpets, sweep the floor and wash it with a mop; replace the garbage bag and take the garbage to the container.

Setting / cleaning the table – it implies storing the washed dishes; set up the table for the meal and, at the end, clean it and sweep underneath it; put the leftovers from the dinner in tupperwares and save them in the fridge.

Shopping – it implies tidying and cleaning the fridge and pantry; check the stocks of products and note the shortages in the shopping list; arrange purchases according to expiration dates.

Purchases must be done, and it may require logistical support from the responsible technician..

OBSERVATIONS

- Each person must lift up his/her dishes, clean the remains, rinse them and put them in the sink or in the washing machine.
- Anyone who uses the kitchen on an individual basis should leave it tidied up immediately after use (breakfast, lunch, water).
- Everyone should mention the finished products on the shopping list.

Whoever is unable to attend the meal or perform the respective task, must ensure the exchange with another member in a timely manner or warn the responsible educator.

4. b. Menus (examples/suggestions)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
LUNCH	Turkey steaks with French fries and salad Gelatine	Fried fish with Tomato Rice and salad Fruit	Chicken Stewed with Pasta Fruit	Oven Fillets with Rice and Salad Fruit salad	Stroganoff with rice and salad Fruit	Cod in the oven with grain Gelatine	Hamburger with French Fries and Salad Fruit
DINNER	Soup of Vegetables Codfish and Lettuce Fruit	Soup of Vegetables Meat and Salad Pie Gelatine	Soup of Green bean Hake, Egg, Potato and Boiled Broccoli Fruit salad	Soup of Green bean Pork Breaded with Spaghetti and Salad Fruit	Chicken Soup Cod with Cream and Lettuce Dessert	Chicken Soup Bolognese pasta and Salad Dessert	Green soup Lasagne Dessert

Every meal should have salad or vegetables

TRANSITION HOUSE DOSSIER

GENERAL GROCERY STORE AND CANNED GOODS

- rice
- spaghetti
- noodles
- lasagne pasta
- potatoes for baking / roasting
- French fries
- flour
- white / red beans
- chickpeas
- peas
- corn
- tuna
- sausages
- mushrooms
- oil
- olive oil
- vinegar
- mayonnaise
- ketchup
- mustard
- tomato pulp
- salt
- eggs
- bechamel
- condensed milk
- culinary cream
- dessert cream
- broths
- spices

DRINKS

- water
- milk
- juices
- Coca-Cola
- sparkling water

4. c. Shopping list (examples/suggestions)

MEAT / FISH AND COLD CUTS

- pork - cutlets, spare ribs, fillet
- minced meat - mix
- turkey meat - steaks
- chicken
- hamburgers
- cod
- fish sticks
- hake
- fillets

FRUITS AND VEGETABLES

- oranges
- bananas
- lemon
- apples
- peaches
- grapes
- pears
- melon
- watermelon
- pumpkin
- tomato
- onion
- garlic
- carrot
- cucumber
- lettuce
- broccoli
- arugula
- cauliflower
- green beans
- spinach
- green broth

CLEANING PRODUCTS / UTILITIES

- toilet paper
- kitchen paper
- napkins
- dish detergent
- dishwasher pellets
- rinse aid and dishwasher salt
- laundry detergent
- fabric softener
- multi-purpose cleaner floor
- multi-purpose cleaner glass
- multi-purpose cleaner toilet
- aluminium foil
- adherent paper (cling film)
- toothpicks
- garbage bags

PERSONAL HYGIENE

- toothpaste
- shampoo
- conditioner
- deodorant
- man hygiene
- woman hygiene
- cream
- soap



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