



Technical Brief

# Youth Independent Living

# Overview

Youth independent living programs are designed to support young people (16 and above) in their own home, a group home, hostel, or other forms of accommodation as they transition to living independently or with minimal support. Independent living is an important care option within a comprehensive continuum of care,<sup>1</sup> and is prioritized within the youth's best interest over institutional care. International conventions, treaties, and declarations recognize the transition to adulthood as a critical period of life and one that should be safeguarded; several such documents provide a legal framework for youth independent living (see Annex 1). Youth supported independent living programs or services are often funded and overseen by government agencies and local authorities and can be implemented by government or their non-governmental partners. They are commonly targeted at youth aging out of alternative care (e.g. foster care, institutions, and other residential care). The goal is to ensure they leave the care system with the necessary support to live independently and successfully transition into adulthood. Independent living programs can also target youth requiring assistance to live independently from their families, such as youth with disabilities, significant mental health issues, or substance abuse challenges.

Youth independent living programs and services aim to equip young people with the skills and resources they need to become self-sufficient, responsible, and successful in their independent lives. Support or assistance is tailored to meet their individual needs and may include help with accommodation/housing, schooling, and employment, as well as learning basic life skills, such as cooking, financial management, self-advocacy, and how to access services (e.g. health, vocational training, rehabilitation). Young people are supported or supervised by social workers, trained mentors and community volunteers, and sometimes staff from residential care facilities. This support may be provided within case management whereby the youth and workers set goals and a plan for reaching them based on a thorough assessment of the youth's needs, risks, and strengths.

## Pillars of Independent Living

based on [European Network on Independent Living](#)

1. Appropriate and accessible information
2. Adequate income
3. Appropriate and accessible health and social care provision
4. Accessible transportation
5. Adequate provision of technical aids and equipment, when required
6. Safe, quality, accessible housing
7. Adequate provision of personal assistance or mentors
8. Access to higher education, inclusive education, vocational and other training
9. Equal employment opportunities
10. Availability of independent advocacy and self-advocacy
11. Availability of peer counselling, support groups, and other communities of support

1 The legal and policy framework, structures, resources, and services that determine and deliver alternative care, and a sub part of the child protection system or comprehensive system of laws, policies, procedures, and practices designed to ensure the protection of children and facilitate effective response to child abuse, neglect, exploitation, violence, and other forms of harm. Global Glossary of Key Terms: <https://bettercarenetwork.org/glossary-of-key-terms>

## There are three primary types of independent living:<sup>2</sup>

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**1. Supported independent living** is when a youth is supported in her/his own apartment, home, or hostel, sometimes with other roommates, to become independent. Support is most often provided by mentors<sup>3</sup> or social workers on a scheduled basis and based on goals and a plan designed by the youth with the worker. Once these goals are reached, the youth graduate from the program. 24/7 supervision is not provided. Youth are responsible for managing their daily routines (cooking, cleaning, personal care, etc.). Skills, such as grocery shopping, using transportation, managing medication, timekeeping, budgeting, cooking, job seeking, social integration, and parenting, are taught and practiced.



**2. Supervised independent living** is a more structured and closely monitored form of independent living compared to the above. Youth also live in their own apartments or homes, but they receive more frequent and intensive support. This could include regular check-ins by support staff, 24/7 on-call assistance, oversight of daily activities, and even live-in supervisors. Coming and going may be restricted or monitored. Supervised independent living is most often recommended for youth where there are concerns about their safety and well-being in day-to-day life decision-making. Support and supervision are provided around the same kinds of life skills as listed above, within case management. Supervised independent living may aim to transition individuals into supported independent and eventually fully independent living, but it can also serve as a longer-term living option for youth requiring supervision into adulthood.



**3. Small group home independent living** (semi-independent living) is a model in which youth with disabilities or special needs, those with severe mental health, substance abuse, or other challenges, victims of gender-based violence, etc. live together with other youth facing similar challenges in small group settings or shared housing with a small number of other youth (often fewer than 10). Small group homes are staffed with support workers who provide varying levels of care, supervision, counselling, and other services depending on youth's needs. The staff assist with activities of daily living, including meal preparation, personal care, and medication management, often in groups. Therapies and vocational training may also be provided "in-house". Compared to supervised or supported independent living, the level of care and supervision is more structured. It can be a suitable option for those who may require constant support to stay safe and healthy and who would benefit from practicing social interactions.



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2 Information on independent living gathered and adapted from: 1) the United States Department of Health and Human Resources at <https://www.childwelfare.gov/topics/outofhome/independent/>; 2) Inclusion Europe at <http://www.inclusion-europe.eu/independent-living/>; 3) European Network on Independent Living at <https://enil.eu>; and 4) Better Care Network library of resources at <https://bettercarenetwork.org/library/principles-of-good-care-practices>

3 Similar to those already provided for in Ukraine's legal framework, who provide support to children transitioning from institutional care.

# Benefits

**Evidence suggests that there are many benefits to youth independent living programs, especially when compared to:**

- > Outcomes for youth aging out of alternative care with no supports or services;
- > Outcomes for youth without parental care learning to live independently without any support; and
- > Outcomes for youth with disabilities living in institutional care.



Research shows that children coming out of institutional care are at a significantly higher risk for adverse outcomes in adulthood.<sup>4</sup> Evidence from the United States and several European countries on youth leaving alternative care without adequate resources suggests higher risk of involvement with criminal justice systems, homelessness, unemployment, substance abuse, and mental health issues.<sup>5</sup> The positive outcomes of comprehensive independent living programs and standalone services that aim to empower youth and equip them with the tools needed to become self-sufficient and responsible adults is also well-documented,<sup>6</sup> including improved housing stability, higher education attainment, better and more stable employment, strengthened social skills and general health and well-being. Supported independent living is found to be safer than isolating institutional care for youth and adults with disabilities because community safeguards and social networks are in place in most communities.<sup>7</sup>

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4 Van IJzendoorn, M. H., Bakermans-Kranenburg, M. J., Duschinsky, R., Fox, N. A., Goldman, P. S., Gunnar, M. R., ... & Sonuga-Barke, E. J. (2020). Institutionalisation and deinstitutionalisation of children 1: a systematic and integrative review of evidence regarding effects on development. *The Lancet Psychiatry*, 7(8), 703-720. Accessed at: <https://www.thelancet.com/commissions/deinstitutionalisation>

5 Gypen, L., Vanderfaellie, J., De Maeyer, S., Belenger, L., & Van Holen, F. (2017). Outcomes of children who grew up in foster care: Systematic review. *Children and Youth Services Review*, 76, 74-83.; Jones, L. (2019). Remaining in foster care after age 18 and youth outcomes at the transition to adulthood: A review. *Families in Society*, 100(3), 260-281; Häggman-Laitila, A., Salokekälä, P., & Karki, S. (2019, October). Young people's preparedness for adult life and coping after foster care: A systematic review of perceptions and experiences in the transition period. In *Child & Youth Care Forum* (Vol. 48, pp. 633-661). Springer US; Garcia, A. R., Pecora, P. J., Harachi, T., & Aisenberg, E. (2012). Institutional predictors of developmental outcomes among racially diverse foster care alumni. *The American journal of orthopsychiatry*, 82(4), 573-584; Mann-Feder, V.R. and Goyette, M. (2019). Leaving Care and the Transition to Adulthood: International Contributions to Theory, Research and Practice. Oxford University Press, NY.

6 *Ibid.* Mann-Feder, V.R. and Goyette, M. (2019).

7 Inclusion Europe. (2018). Fact Sheet: Independent living for people with intellectual disabilities. Accessed at: <https://www.inclusion-europe.eu/wp-content/uploads/2018/07/Fact-sheet-independent-living-for-people-with-intellectual-disabilities.pdf>

- > **Housing stability:** A number of studies show that youth who received support during their transition from alternative care to independent living had better outcomes in terms of the continuity of housing in the years after leaving care, as well as lower rates of homelessness compared to those without such support. Youth independent living programs almost always have a housing component.
- > **Skill development:** Supported and supervised independent living programs provide training, mentoring, and support in essential life and daily living skills, such as budgeting, saving money, cooking, cleaning, and time management. These skills are crucial for young people to become self-sufficient.
- > **Educational attainment:** Many programs help youth pursue higher education or vocational training, which allows them to finish or further their education and increases their future earning potential. Research shows that young people who received support and guidance through independent living programs were more likely to graduate from high school and pursue higher education.
- > **Employment:** Youth is often supported in finding and maintaining employment, including resume building, job search skills, and interview preparation. Access to employment services and job training through independent living programs leads to better employment outcomes and higher incomes.
- > **Emotional stability:** Through independent living programs, youth can access emotional support, counseling, and therapy to address trauma and emotional or psychological issues they may be facing. They can build resilience and coping skills in a supported environment. Positive role models and mentors, often volunteers, can significantly impact a young person's life by providing guidance, encouragement, and support, as well as connecting youth to the wider community.
- > **Health and wellness:** Youth receive guidance on accessing healthcare services and maintaining their physical and mental health, including understanding health insurance, managing medical appointments and medications, and making healthy lifestyle choices. Research shows that youth in supported independent living programs are more likely to have access to mental health services and support. These programs often provide opportunities for youth to develop social skills, build a support network, and create a sense of community, reducing isolation, which is increasingly being linked to improved mental health. As youth acquire the skills and knowledge needed for independent living, their self-esteem, self-reliance, and confidence often improve.
- > **Access to community services:** Youth independent living programs act as a safety net for youth, ensuring that they have access to resources and services when facing difficulties. Many programs provide case management services to help youth identify their needs and navigate various systems and services including social protection schemes, social housing, employment services, legal assistance, health services, and more.



# Models of Youth Independent Living Programs

## United Kingdom and Europe

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- **Staying Put:** A staying put arrangement is not the same as a foster placement. A young person staying put, who must be a former foster child, is no longer a looked-after child. They are a young adult and a care leaver. They are entitled to support as a care leaver and will be allocated a personal advisor. The foster carer is no longer acting in the capacity of a foster carer for that young adult; they are their “former foster carer.” The foster placement becomes a “staying put arrangement” and is not governed by fostering services regulations. Arrangements continue to the age of 21 years. More information at: [https://assets.publishing.service.gov.uk/media/5a7c505c40f0b6321db385b2/Staying\\_Put\\_Guidance.pdf](https://assets.publishing.service.gov.uk/media/5a7c505c40f0b6321db385b2/Staying_Put_Guidance.pdf)
- **Youth Inspire** empowers care leavers and young people ages 16–25 that are looked after to assist them in gaining independence. By teaching vital life skills and providing the necessary housing support, Youth Inspire helps vulnerable young people to learn what it takes to secure housing and obtain employment. Accommodation facilities are offered, which provide young people with shared living experiences or individual training apartments to prepare them for independent living. Young people who require additional support due to challenging behavior may be offered 24-hour support, one-on-one and peer pair packages, counselling and therapy. More information at: <https://www.youth-inspire.co.uk>
- **The Kickstart Futures Service** provides key work support sessions to care leavers who entered the UK either as unaccompanied asylum-seeking children or as survivors of human trafficking. The service provides a combination of one-on-one and group support sessions aimed at increasing and improving independence skills, community integration, self-confidence, and mental health. The support sessions may be either home-based through semi-independent homes, or community-based, depending on the needs and circumstances of each youth. Youth are matched with volunteers who act as mentors and support the youth’s development in line with their Support and Pathway Plans. More information at: <https://www.barnardos.org.uk/get-support/services/kickstart-futures>

- **The Foyer model** was developed in the UK more than 20 years ago and upholds that the only long-term avenue out of homelessness for youth (16–25 years) is through education and training, with a focus on nurturing community and securing sustainable employment and independent housing. The Foyer was designed to integrate housing, education, training, employment, and health support with leadership development for young people who could not live at home. Some are independent, while others are owned by housing associations or youth charities. The Foyer concept is considered international best practice in helping disadvantaged young people aged 16–25 years, who are homeless or in need of housing, to achieve the transition to adult independence. Foyers have proven so successful that there are now more than 1,000 projects worldwide, including Australia, Ireland, the United States, Romania, Netherlands, and Germany. More information at: <https://oyer.net/about-foyers/how-foyers-work/>
- **Step for Bulgaria Foundation** is an NGO based in Sofia, Bulgaria, with main scope of activities focused on trainings, coaching, and mentoring of disadvantaged youth with a specific emphasis on working with youth without parental care. Mentors work with youth to develop specific life skills and competences with a goal to foster involvement in society, IT skills, foreign languages competences, job finding skills, soft skills, and coping competencies for social inclusion. Programs include non-formal education programs, social dialogues, and youth networking. More information at: <https://stepforbulgaria.org>
- **Motivation Romania** is an NGO that aims to contribute to the social and economic inclusion of young people with physical and intellectual disabilities by creating a system of integrated services through five family-like homes. The NGO works with the private sector to place the youth in work situations. They also offer community-based individual counseling and support group sessions around self-confidence and becoming active in the communities. A day center also provides activities like sports, woodworking, crafting, gardening, cooking activities, and more for people who live in the home and community members with disabilities. More information at: <https://motivation.ro/en/programmes/>
- **Personal Assistance Schemes** can be found in multiple countries across Europe, including Macedonia, Romania, Moldova, Estonia, Ireland, France, and others. They are often codified in national legislation and funded by government budgets. In Estonia, for example, the scheme is covered by regional and local public budget. Personal assistants are paid and trained to help youth and adults with living their independent lives. The service can be provided at home, at school or in the workplace; most often one-on-one. There are many things a PA can do which are beneficial to those they support, such as carrying out day-to-day tasks, cooking and shopping, providing access to information, and helping people navigate new situations or information. More information at: <https://enil.eu>

- > **Supported Independent Living Apartments, Greece**, is a model used by International Rescue Committee in their work with unaccompanied youth (over 16 years old). They offer an alternative, non-institutional type of supported accommodation with access to public transportation, schools, health facilities, and recreation. Each apartment accommodates up to four young people, segregated by gender, with exception of sibling groups. By law they can be operated by national authorities or legally authorized social services and civil society organizations. Youth with severe mental health or substance abuse issues are not eligible. Youth in the program are supported by a team including social workers, caretakers, educators, interpreters, and lawyers, who make daily visits, provide psychosocial support and skills training. More information at: <https://www.rescue.org/eu/report/chance-better-future-supported-independent-living-and-protection-unaccompanied-children>
- > **Multifunctional Social Centre, Romania**, functions at the district level for care leavers aged 18 to 30 years and includes social housing for up to three years. In Arad province, the social housing has capacity for 50 youth, with different sized dwellings enabling friends and sibling groups to live together, and one-bedroom apartments for individuals. The Centre provides a range of support services for care leavers, including support with housing, employment and career guidance and counselling, finance management, and other training for independent living. Often, youth are allocated state housing. The services are provided by social and psychological assistants, who are qualified social workers. More information at: <https://www.cypnow.co.uk/content/best-practice/care-leaver-support-in-romania/>
- > **Jugendfoerderung, Lithuania**, runs a program for youth independent living for youth without family care aged 18 to 24. The program includes professional training and life coaching. There is an apartment where youth can live for a limited time directly after residential care. Tuition fees for educational programs are provided. Social workers and psychologists act as reference persons in the lives of the youth, accompanying them to appointments with authorities, educational institutions, banks, doctors and providing advice and emotional support in accordance with the agreed training plans. In addition, the NGO transformed a "Children's Village" house into a Youth Meeting House where weekend workshops, training events, and recreational activities for the youth are organized. More information at: <https://www.jugendfoerderung-in-litauen.org/en/>
- > **The Finnish Youth Housing Association** offers counselling and floating supports to 23 local associations around Finland that provide housing for young people (aged 18-34) to support their transition to independent living. It has 4,000 apartments. They offer counselling to anyone in youth to support transitioning to independent living, and guides youth to other social services in the community especially specialized social work, mental health, welfare and health services. More information at: <https://www.feantsa.org/en/report/2021/07/08/17-practices?bcParent=27>

## United States

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- > **Texas State Child Protective Services** provide supervised independent living as a type of voluntary, extended foster care for youth over 18, where youth can live on their own under a supervised independent living setting. They continue to receive case management and support services provided by child protective services or other contracted providers to help them become independent and self-sufficient. They are not supervised 24 hours a day by an adult and have increased responsibilities. The addition of enhanced case management makes supervised independent living accessible to youth with complex needs. Housing is approved and paid for by protective services and includes host homes, shared housing, university housing, and apartments. More information at: [https://www.dfps.texas.gov/Child\\_Protection/Youth\\_and\\_Young\\_Adults/Transitional\\_Living/Extended\\_Foster\\_Care/SIL\\_setting\\_types.asp](https://www.dfps.texas.gov/Child_Protection/Youth_and_Young_Adults/Transitional_Living/Extended_Foster_Care/SIL_setting_types.asp)
- > **The John H. Chafee Foster Care Program for Successful Transition to Adulthood** is a federal program providing funding to State child welfare agencies to support youth/young adults (up to the age of 23) in or formerly in foster care as they transition to adulthood. Chafee Funds can be used to assist youth/young adults in a wide variety of areas designed to support a successful transition to adulthood. Activities and programs include, but are not limited to, help with education, employment, financial management, housing, emotional support, and assured connections to caring adults. Specific services and support are determined by the child welfare agency, vary by state, locality, and agency, and are often based on the individual needs of a young person. Many state or local agencies contract with private organizations to deliver these services to young people. Independent living services may include assistance in obtaining a high school diploma, career exploration, training in daily living skills, training in budgeting and financial management skills, and preventive health activities, among other services. States are required to ensure youth in independent living programs participate directly in designing their own program activities. More information at: <https://www.acf.hhs.gov/cb/grant-funding/john-h-chafee-foster-care-independence-program>
- > **Educational and Training Voucher Program** provides federal financial resources to meet the post-secondary education and training needs of young adults who have experienced foster care between the ages of 14 and 26. The program provides grants to states to help young people pay for post-secondary educational and training for up to 5 years. More information at: <https://www.acf.hhs.gov/opre/report/chafee-education-and-training-voucher-etv-program-state-etv-factsheets>

# Annex 1:

## International Legal Framework

International conventions, treaties, and declarations recognize the transition to adulthood as a critical period of life and one that should be safeguarded. Several such documents provide a legal framework for youth independent living.

### UN Convention on the Rights of the Child (UNCRC)

While the United Nations Convention on the Rights of the Child<sup>8</sup> (UNCRC) does not explicitly address the concept of "independent living" in the same way it addresses specific child rights and principles related to children's well-being, it does contain provisions that indirectly relate to providing children the tools, support, and opportunities to evolve independent lives and grow and develop to their full potential. The Preamble states, "...considering that the child should be fully prepared to live an individual life in society and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity." Relevant articles include:

- **Article 3: Best Interests of the Child:** *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.* Decisions and actions should aim to support the child's well-being and development, including preparing them for independent living.
- **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.* In the context of independent living, the UNCRC recognizes each child's evolving capacity to make decisions and take responsibility for their own lives.
- **Article 20:** *A child temporarily or permanently deprived of his or her family environment or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State, and that States parties shall, in accordance with their national laws and their obligations under the relevant international instruments in this field, ensure safe and appropriate quality alternative care.* Support to live independently, when in the child's best interest, is considered a viable form of alternative care.
- **Article 27:** *States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.* Preparing children for independent living and supporting them to live independently can be considered as part of ensuring an adequate standard of living.
- **Article 29:** *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...and...The preparation of the child for responsible life in a free society.* The UNCRC recognizes teaching life and other skills needed for full development and participation as inherent components of independent living programs.

<sup>8</sup> United Nations General Assembly. (1989). Accessed at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

## UN Convention on the Rights of Persons with Disabilities (UNCRPD)

Child disability is often a driver for separation from family and placement in residential forms of alternative care. According to UNICEF, children with disabilities in Eastern Europe and Central Asia are 17 times more likely to be institutionalized than other children.<sup>9</sup> Yet, international conventions, including the UNCRC, the United Nations Convention on the Rights of People with Disabilities<sup>10</sup> (UNCRPD), and the United Nations Declaration of Human Rights<sup>11</sup> are clear that children with disabilities have the right to the same protections as all other children. In addition to the UNCRC, the UNCRPD underscores the right of people with disabilities to live independently and be included in their communities. It provides a framework for youth independent living and calls for removal of barriers to such services.

- **Article 19:** *States Parties to the present Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that: a) Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement; b) Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community... States parties to the convention are obligated to take effective and appropriate measures to facilitate independent living.*
- **Article 28:** *States Parties recognize the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination based on ability. Adequate standard of living and social protection is critical to safe and sustainable independent living.*
- **Articles 25/26:** relate to State obligations for ensuring access to healthcare services that can maintain or restore independence and functional abilities and acknowledge the right of persons with disabilities to habilitation and rehabilitation services, often needed for the development of skills and capabilities for independent living.

In 2017, the Committee on the Rights of Persons with Disabilities issued a General Comment on Article 19 of the UNCRPD about living independently and being included in community. It highlighted that "...resources are invested in institutions instead of in developing possibilities for persons with disabilities to live independently in the community. This has led to abandonment, dependence on family, institutionalization, isolation and segregation" (Introduction). Regarding the accessibility of community services and facilities the Committee states, "For children, the core of the right to live independently and be included in the community entails a right to grow up in a family" (Article 19(c)). Further, the Committee identifies State obligations to address institutionalization in Paragraphs 41 and 42 and obligations to respect persons with disabilities by not building new institutions (Para. 49) and to provide "adequate support services to family carers, so they can in turn support their child or relative to live independently in the community" (Para. 68).

9 UNICEF. (2019). Deinstitutionalization for children with disabilities: Technical guidance for UNICEF's engagement in national reform efforts. Accessed at: <https://www.unicef.org/eca/research-and-reports>

10 United Nations General Assembly. (2006). Accessed at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

11 United Nations General Assembly. (1948). Accessed at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

## UN Guidelines on the Alternative Care of Children

The Guidelines for the Alternative Care for Children<sup>12</sup> (hereafter the "Guidelines"), endorsed by the United Nations General Assembly in 2009, recognize supervised independent living as a valid form of alternative care and emphasize support for aftercare or transitional support that assumes eventual independent living (Section E and Article 28). *"Throughout the period of care, they (care providers) 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* (131). The Guidelines underscore the importance of support networks during the transition to adulthood (132); specialized people to support independence (133); and ongoing education and training towards financial independence (135).

## UN General Assembly 2019 Resolution on the Rights of the Child

In 2019, the United Nations General Assembly adopted a historic resolution on the rights of the child related to children without parental care,<sup>13</sup> and in doing so reaffirmed the right of all children to grow up in a family environment and the right of children with disabilities to family. The Assembly also expressed its opposition to unnecessary separation and unlawful or arbitrary deprivation of liberty. The resolution calls for strengthened child protection and care systems, including the State's obligation to provide a range of alternative care options. Regarding youth independent living, the Resolution explicitly states:

- > **Line 3m:** *In some cases, older adolescents may make the informed choice to live in a community-based, supported living arrangement as part of their transition to adulthood.*
- > **Line 3n:** *Young people leaving or aging out of alternative care should be properly supported as they return to families or transition to independent living.*
- > **Line 35i:** *Ensuring that adolescents and young people leaving alternative care receive appropriate support in preparing for the transition to independent living, including support in gaining access to employment, education, training, housing and psychological support, participating in rehabilitation with their families where that is in their best interest, and gaining access to after-care services consistent with the Guidelines for the Alternative Care of Children.*

12 United Nations General Assembly. (2010). Accessed at: <https://bettercarenetwork.org/library/social-welfare-systems/standards-of-care/guidelines-for-the-alternative-care-of-children-english>

13 United Nations General Assembly Third Committee. (2019). Resolution on the Rights of the Child. Accessed at: <https://bettercarenetwork.org/library/social-welfare-systems/child-care-and-protection-policies/2019-unga-resolution-on-the-rights-of-the-child>



# for every child,

Whoever she is.

Wherever he lives.

Every child deserves a childhood.

A future.

A fair chance.

That's why UNICEF is there.

For each and every child.

Working day in and day out.

In more than 190 countries and territories.

Reaching the hardest to reach.

The furthest from help.

The most excluded.

It's why we stay to the end.

And never give up.