

# 2016 • ANNUAL REPORT



**instituto  
fazendohistória**



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Every child or adolescent should have their **life history** respected and valued, be recognized for their **individuality**, to exist as an **individual of rights** and not as a number or statistics.

In the institutional care context, securing these rights can be a **great challenge** and Instituto Fazendo História exists to help them in this regard!

For 12 years the Institute has been training and accompanying qualified volunteers and professionals to build relationships of **respect, love and care** with each and every boy and girl.

Our commitment is to make sure that each of them can exercise their right to develop in their **family** and their **community**.

We create methodologies that guarantee spaces for expression, reflection and **appreciation of personal and family journeys**. Our work is driven by their lifestories.

The ambition is to offer to more than 36.000 children and adolescents institutionalized in Brazil tools to strengthen and to become more **protagonists of their stories**, capable of constructing **projects of life** in an autonomous and powerful way, **full of possibilities!**



### **MISSION**

Collaborate in the development of children and adolescents living under institutional care, in order to empower them to take ownership and transform their own stories.

### **VISION**

Every child and adolescent has the right to fully develop in a permanent, safe and caring family or community.

### **VALUES**

Commitment to children and adolescents

Life story rights

Candor in relationships

Knowledge sharing

Qualified voluntary work



## OUR NUMBERS IN 2016

**1.581** CHILDREN AND ADOLESCENTS ATTENDED IN OUR PROGRAMS

**180** INSTITUTIONAL CARE SERVICES PARTNERS

**1.163** PROFESSIONALS PARTICIPATING IN TRAINING

**751** VOLUNTEERS THAT WORKED IN OUR PROGRAMS

**62** UNIVERSITY TRAINEES

**3.000** BOOKS DISTRIBUTED

**10** FOSTER FAMILIES

**11** BABIES SHELTERED IN FOSTER FAMILIES

### DID YOU KNOW?

The institutional care is exceptional and provisional, and exists to guarantee the rights of children and adolescents when they are threatened or violated. All the Institute's work is based on 4 main documents and legal parameters:

- (1) Child and Adolescent Statute,
- (2) Country Plan of Promotion and Defense of the Familiar and Communitarian Conviviality Rights,
- (3) Technical Orientations for institutional care services and
- (4) Guidelines for Child' Alternative Care, of UN.





### fazendo minha história

\*making my history

Provides **means of expression** so that every child or adolescent under institutional care can express themselves, think up their own history (past, present and future) and take ownership of it.



### apadrinhamento afetivo

\*affective sponsorship

Strengthens the **family and community coexistence** of children and adolescents who have remote chances of family reintegration or adoption.



### grupo nós

\*nós group

Nós group exists to **facilitate the transition process** of young people in institutionalized care situation for an autonomous and inserted life in society, offering support for issues and difficulties that appear in this stage of life.



### com tato

\*tactfulness

Offers free individual and family **psychotherapy** for children and adolescents in institutional care.



### formação

\* vocational training

The program goal is the **complete training** of experts in the field to be more qualified and committed to offering an individualized care to children and adolescents. "



### famílias acolhedoras

\* foster care

Institutional **care service** for children aged from 0 to 3 years in voluntary families until their own family reintegration or adoption.

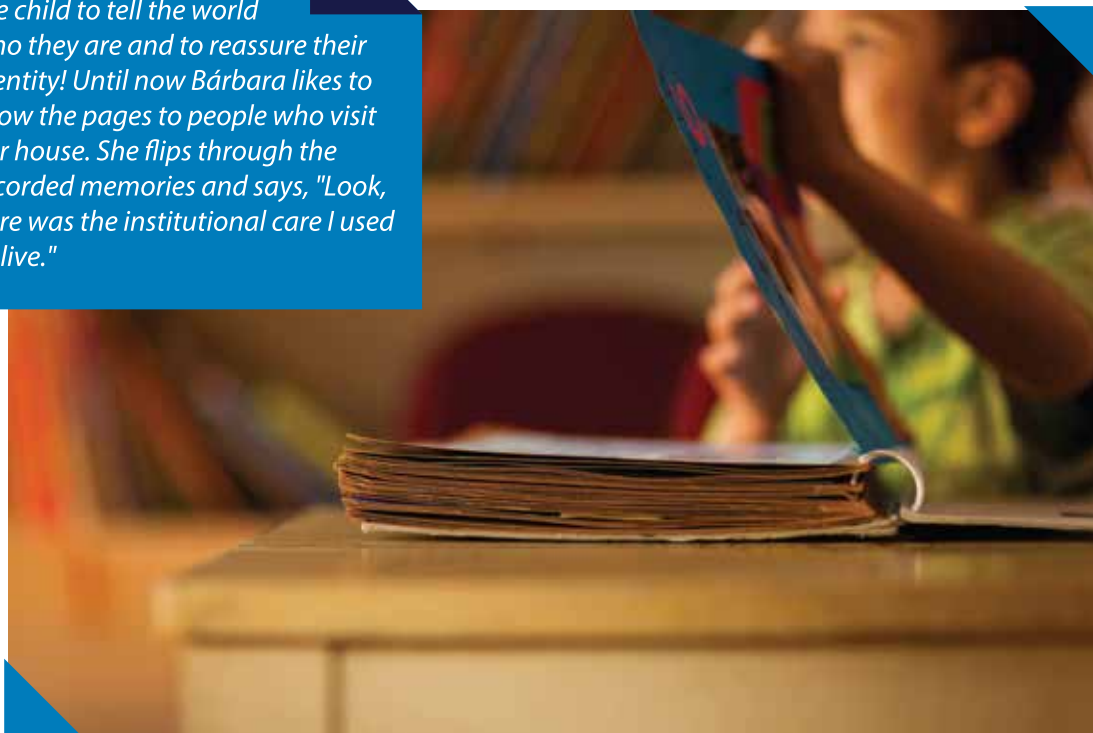
\*making my history

**Carla adopted Bárbara** at the age of two and becomes thrilled when speaks about Making My History: "My daughter was not born when I adopted her, she already had a history. Marinildes, her collaborator at Making My History, handed me an album with memories of the entire time that Bárbara had lived in the institutional care, since her six months. Once we met because of the project, we became friends. She is part of our life until now. Bárbara calls her as 'Mari, the aunt of the photos'. When my daughter came to me, I did not want to let her references pass away, to forgot where she came from and the album was primordial in this process. Marinildes is the link between the institutional care and me. On Bárbara's 5 year anniversary, I joined all the photos that Marinildes had given me at the time of adoption with photos of family life, and I did a retrospective, putting the whole history together. It was amazing."

**Bárbara, besides having recorded her stories from when she was little, has a relationship of respect, care and love with her former collaborator, who makes a special connection between the stages of her life! Unfortunately, not all fostered children and adolescents have this opportunity.**

But how is it possible to guarantee the memory and recollections related to the institutional care period? Who can remind and tell the children and adolescents what they like to do, how was their routine, who were the people that were part of their lives? And how to ensure that each of them tells the own version of their history and their family?

The album is a nice way for the child to tell the world who they are and to reassure their identity! Until now Bárbara likes to show the pages to people who visit her house. She flips through the recorded memories and says, "Look, here was the institutional care I used to live."





## THE PROGRAM

In a delicate moment like the institutional care, where children and adolescents are far from their families, house, neighborhood and school that they were accustomed to having adults with whom they talk about their feelings, fears and doubts brings relief, a sense of carefulness and not to be alone.

To pass through the challenges of this scenario, The Making My History offers spaces of expression so that each child or adolescent knows, elaborates and take possession of their history (past, present and future) from a bond of trust established with a volunteer collaborator, with whom meets weekly, during the time on the institutional care.

From the relationship with this reference adult and through youth literature, children and adolescents build an album with their version of life stories. Drawings, collages, photos and texts portray experiences and significant people that are part of their trajectories.

The album values their families and backgrounds, records information that helps them, today and tomorrow, to understand the period of institutional care and design dreams and desires for the future. When they leave the institutional care, boys and girls take their memories and feelings with them in the most beautiful records!

## THE PROGRAM IN NUMBERS

**1313** CHILDREN AND ADOLESCENTS ATTENDED

**554** PROFESSIONALS INVOLVED WITH THE METHODOLOGY

**74** INSTITUTIONAL CARE SERVICES DEVELOPING THE PROGRAM

**54** UNIVERSITY TRAINEES

**601** VOLUNTEERS



## METHODOLOGY WITHIN REACH

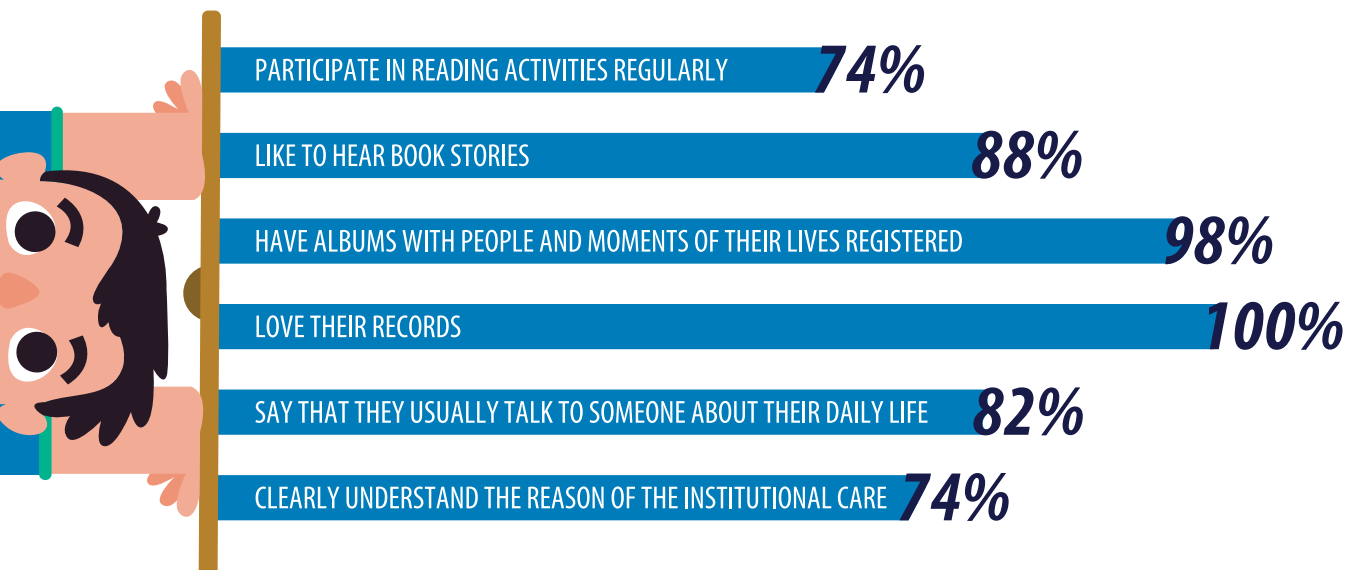
Making My History is a working model with life stories for many organizations in Brazil. All institutional care service is free to develop its actions autonomously, based on the materials that are found on the site or the program's replication kit. The number of institutional care services in various regions of Brazil is increasing, using the methodology and ensuring that more and more children and adolescents take ownership, prepare and record their stories.

**In 2016, the program team participated in some meetings that discussed good strategies of volunteer in Brazil, such as those promoted by Fundação Itaú Social and Atados, a social platform that connects people and organizations, facilitating engagement in voluntary activities.**

## TESTIMONY

*About her experience as Bárbara collaborator, Marinildes says: "I finished her album when she was adopted and handed it to her mother, Carla, with whom I had the first contacts at the stage where she and Bárbara were meeting. To my surprise, what seemed like the end of the work as a volunteer was the beginning of a beautiful friendship: Carla and I discovered a connection and kept in touch. I participate and follow Bárbara's growth, I am present in all her birthdays. She considers me her aunt and godmother, which makes me proud! This relationship, which now lasts for years, rekindled my old dream of being a mother, postponed for more than 30 years. I recently adopted two brothers, Bruno, 8 years old and Diego, 5 years old. Me, my children, Carla and Bárbara always meet and continue this beautiful friendship."*

## SOME RESULTS CHILDREN AND ADOLESCENTS



## LEARN MORE

### ALBUM DIGITALIZATION

Babies, children and teenager's albums are valuable. They guarantee the permanence of memories and the sense of continuity of life before, during and after the institutional care. But some albums can get lost or spoiled over time. To ensure that the memories stored in them are permanent, each page constructed will be scanned and stored in the Institute.

### VIDEO LESSONS

If you are interested in understanding why it is essential to help children and teenagers placed in institutions to understand their life trajectories, watch the video lesson "Working with Life Stories" on our YouTube channel.

### THE WORK WITH THE FAMILIES

Books and albums can strengthen the link between babies, children, teenagers and their families. Learn how to use these tools in our publication "Methodology of work with life histories in the promotion of coexistence and strengthening of family bonds". Access our website.



## SOME RESULTS

### BABIES ALSO MAKE HISTORY!



HAVE ALBUMS WITH RECORDS OF PEOPLE AND MEMORABLE MOMENTS OF THEIR LIVES



HAVE REGULAR CONTACT WITH BOOKS



DEMONSTRATE INTEREST IN BOOKS



RELATE WITH THEIR ALBUM



INTERACT WITH ADULTS WHO-TALK ABOUT THEIR LIFE HISTORY



\*affective sponsorship

**Heloisa is Carol's godmother for a year.** *"In this first year of sponsorship with Carol we discovered many things together! We discovered the theater, how to make Easter eggs at home and how to lose the fear of riding a bike. We discovered trips and interesting places in the city. We learned a lot in studies and how to walk alone in São Paulo. We have discovered our bond and our friendship growing and strengthening. We found each other's company, sometimes to do nothing. We have discovered that my world can join her world. We also discovered that we have a lot to discover! And that discovery is what motivates even more", says Heloisa.*

Carol is a 14 years old girl, full of life, thirsty for knowledge and experiences, who dreams of being a teacher. She wanted to do theater, and together with the godmother, she researched various courses. They knocked on the door of the Oficina dos Menestréis and, with heroic effort, they got a study grant! The first times she went to the theater, Helô accompanied to help her learn the bus and subway ride. For Carol, being in the theater was an opportunity to get along with others, breathe new air, and develop her potential.

The end of the year came and Helô and Carol went together to arrange the costumes for the theatre play being assembled. For the renewal of the study grant, it was necessary to sell several tickets. It was chilling in the belly, but they had each other! Then a chain of goodness began, one was mobilizing the other: the institutional care professionals, the other godfathers, the friends of the friends and... they surpassed the goal! All this became even more special when, on the day of the show, Carol's father went to prestige with the brothers and their respective godparents. As well as being on stage and having her seat guaranteed for the following year, Carol realized that she has many people to support her, and that this is fundamental to her life!

But what about those children and teenagers who minimal walk around in the city they live in? Who live very minimal in their society? Who do not you have people to count on strongly over time? Who feel little supported and accompanied during the period of institutional care and building an autonomous life?

**EVERY RELATIONSHIP IS BUILT  
IN A DIFFERENT WAY...**

... with the marks of adults and each child or teenager. This relationship established, strengthened over time and has no date to finish, guarantees children and adolescents:

- **The expansion of the network of affective and community support**
- **Family life experiences**
- **The strengthening of full development**
- **The construction of autonomy and a life project**

**GODPARENTS ALSO BUILD WITH THEIR  
GODCHILDREN THEIR ALBUMS  
OF LIFE HISTORIES.**

THIS IS A VERY NICE ACTIVITY THAT  
APPROACHES, CREATES INTIMACY AND  
INTERTWINE THE MANY PAST, PRESENT  
AND FUTURE HISTORIES OF EACH AND  
EVERY CHILD AND ADOLESCENT!



## THE PROGRAM

**Children and adolescents** who have remote chances of family reintegration or adoption, and therefore have a long term prospect in the institutional care, need affective relationships of trust, respect and care with adults to develop, strengthen and build potent life projects.

**For this to happen**, godparents often meet with their godchildren to talk, laugh, play, express, go for a stroll, study and travel. Many of them follow the school process, help with school reinforce and attend school meetings. Others help in the search for the first job, in choosing a course and assisting in the conscious use of money. Some also collaborate on health, accompanying in exams and appointments, and help the child follow the medical recommendations. **All made with love and seriousness.**



## THE PROGRAM NUMBERS


 **66** CHILDREN AND ADOLESCENTS SPONSORED

 **74** ACTING GODPARENTS

 **59** CORE GROUPS

 **10** INSTITUTIONAL CARE SERVICES PARTNERS

 **6** UNIVERSITY TRAINEES

  
PRESENTATION OF THE  
METHODOLOGY FOR  
THE TEAMS OF **10**  
CHILDHOOD AND YOUTH  
COURTS IN THE CITY  
OF SÃO PAULO AND  
NEARBY CITIES.

### SOME RESULTS

Afetr one year of participation in the program  
when compared with the beginning of it:

Increase by **53%** of significant affective  
bonds of the children and adolescents;

Increase by **40%** of the affective bonds  
that are considered "strong";

**30%** of the children's involvement in  
school increased from weak to average.

### DID YOU KNOW...

**67%** of the shelters in Brazil don't have an  
active structured sponsorship program.

Less than **1%** of the people registered in the  
**National Registry for Adoption** are interested  
in adopting children older that 8 years.

**40%** of the children and teenagers living in  
institutions have no family or family related  
visitors.

\* **Source:** Levantamento Nacional das Crianças e  
Adolescentes em Serviços de Acolhimento, de 2010.

## EXPERT OPINION

*"Through the relationship with their sponsors, the children not only extend their network of relationships but also strength their ability to establish new bonds of affection (...). The restructuring of the concepts of family and affection (...) achieved through the relationship between sponsors and godchildren - adds new trust, hope, and vigor to their family relationship Experiencing frustrations, achievements and emotions associated with a family life define and reset the affective skills that contribute to the moral and social formation of these children".*

Goulart, J.S., Paludo, S.S. Affective Sponsorship: Building Ties of Affection and Protection. Psico magazine, Porto Alegre, PUCRS, v. 45, No 1, pp. 35-44, jan.-mar. 2014.

## TESTIMONY

*The word is " simple." Carlos is a simple child: while I am thinking about major trips, for him, a simple stroll around the streets, looking at the buildings and the trees is a big deal. Whereas I avoid bringing him home, fearing that he will be bored and it will be a total failure, when we are cooking –and seeing a movie together he always seems happy enough - Even staring at the popcorn popping inside the microwave is a big event. And at each of these meeting, there is always something to say, an observation and mutual learning. During every meeting, we learned something about each other. I can say that our relationship is a crescendo: of interest for each other, of understanding and of affinity. He already feels comfortable to say what he likes, and I can say no for him without ceremony when he asks to borrow my phone. In this one year of sponsorship, I've grown as a human being. My vision towards these children has changed. And my vision towards what needs to be done also changed. Above all, I hope that Carlos' life is also changing for the better with our relationship. I am deeply grateful for this beautiful project, for the amazing people I've met, especially for the lovely –godson that I have. Mirella Loreto, sponsor since November 2015.*

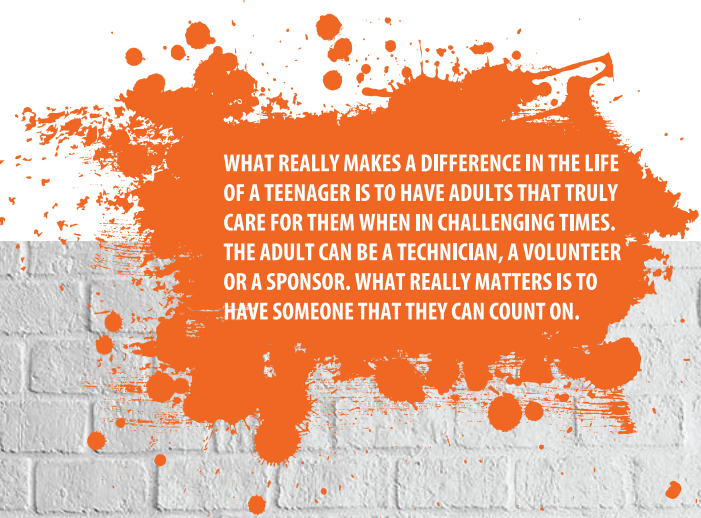


\*nós group

**"The project shows how life is at "the other side", how it is to live without someone to pay your bills, prepare you some food and clean the house. We've already been in many different places which I would never imagine going, places that bring to our eyes the beauty and the history of the city of São Paulo, and some amusing and -challenging places. The Group is helping us to plan our lives according to the reality that surrounds us. It opened and keeps opening doors for those who are looking for courses, classes, or a job - everything that can help us to move forwards". Says Tayná, who is now at her second year at Nós Group.**

Life at "the other side", as describes Tayná, is the life outside the institutional care. It is the reality of those reaching adulthood facing a new world full of things to do and to discover. It's autonomy, responsibility and fear; all knocking at the door at the same time.

How can we help teenagers in this stage of life? What really makes a difference? Is it possible to listen to and respect their most genuine wishes? How can we be supportive in their road?



WHAT REALLY MAKES A DIFFERENCE IN THE LIFE OF A TEENAGER IS TO HAVE ADULTS THAT TRULY CARE FOR THEM WHEN IN CHALLENGING TIMES. THE ADULT CAN BE A TECHNICIAN, A VOLUNTEER OR A SPONSOR. WHAT REALLY MATTERS IS TO HAVE SOMEONE THAT THEY CAN COUNT ON.

## THE PROGRAM ACCORDING TO THE YOUNGSTERS

**BEFORE ENTERING "NÓS GROUP" I WOULD ONLY HANG OUT WHEN THE INSTITUTION WOULD ORGANIZE THE OUTINGS. TODAY, BESIDES MEETING OTHER BOYS OF MY AGE, I'VE LEARNED TO USE PUBLIC TRANSPORTATION AND EVEN CHOOSE SEVERAL DIFFERENT ITINERARIES BY MYSELF.**

**GABRIEL, IN HIS FIRST YEAR OF NÓS GROUP**

**THIS PROJECT IS IMPORTANT BECAUSE IT HELPED ME TO BE AN ORGANIZED PERSON AND ALSO HELPED ME TO BELIEVE IN MYSELF SO I COULD TAKE OWNERSHIP OF MY LIFE HISTORIES.**

**AMANDA, IN HER THIRD YEAR OF NÓS GROUP**

**IT IS ALWAYS GOOD TO HAVE SOMEONE BY YOUR SIDE ADVISING YOU IN GOOD AND BAD TIMES. MY TECHNICIAN SPENT MANY NICE MOMENTS WITH ME AND THAT IS WHY I LOVE HIM SO MUCH.**

**DAYANE, GRADUATED IN THE PROGRAM**





## THE PROGRAM

Adolescer in Latin means to be born, grow, sprout, get stronger, pass through guardianship age and grow towards becoming a young adult. And, to adolescence without a family by your side, living under institutional care –is that and much more. We, from Nós Group, are here to help these young people in this transition process towards an autonomous life inserted in a community, providing a source of support to –face the difficulties that appear in this stage of life.

The program contributes to the development of the individual housing and professional project of these young people; offers them a base for their finance education and help them to embrace with confidence the public space around them. This is done by providing them individual supervision, making them part of thematic groups, and offering cultural field trips. The teenagers can enter the project when they are about 16 years old, while still under institutional care supervision and from then on, they are accompanied by the group until they complete 19, at least. Thus, ensures them some support toward adulthood for one more year when they are not anymore under institutional supervision.

## THE PROGRAM IN NUMBERS

# 54

**ADOLESCENTS  
ATTENDED**

# 21

**PARTNERING  
INSTITUTIONAL CARE SERVICES**

- 17 INSTITUTIONAL CARE SERVICES
- 4 COLLECTIVE HOUSES

# 2

**UNIVERSITY  
TRAINEES**

## SOME RESULTS



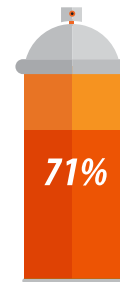
**100%** of the teenagers that finished the 3-year project remained in their living place for more than 6 months.



**100%** of the participating teenagers received a scholarship to learn how to handle with their money targeting their personal projects.



**95%** of the teenagers who have completed one year of the project are using public transportation by themselves.



**71%** of the teenagers that finished the 3-year project remained in their working place for more than 6 months.

### DID YOU KNOW...

**4.151** teenagers between 16 to 17 live under institutional care service, according to a 2014 census conducted by SUAS (Unified System for Social Assistance).

**1.141** teenagers living under institutional care services were disconnected from their institution once they turned 18 according to data collected between March 2012 and March 2013 by the National Council of Public Prosecutors Office (CNMP), in a survey carried out with 86% of the institutional care services in Brazil.

**2.633** According to a 2014 census conducted by SUAS (Unified System for Social Assistance), 2,633 young people between 18 and 21 are living in several types of housing services such as shelters for children and teenagers (501); hostels for homeless or immigrants (1,454); exclusive care services for people with disabilities (427); services for homeless families (30); and units for women at risk of violence (59); housing services specifically for elderly (42) and; units for those who left institutional care services (120).

## **METHODOLOGY WITHIN REACH**

After 5 years of work, Nós Group has prepared and launched the book "Adolescentes em Transição: o trabalho de preparação para uma vida autônoma, fora das instituições de acolhimento" ("Teenagers in transition: the preparation for an autonomous life after institutional care services"), with the whole project' structure. The idea is to share the project's principles, methodologies, and considerations with all those who work in the field, encouraging new and better practices for young people. To learn more, access the link "Publicações" on our website.

The group also made a lecture about its experience in the Conference "Together Towards a Better World for Children, Adolescents and Families", carried out by FICE International (International Federation of Educative Communities), Vienna, Austria. There, the group learned from several organizations from all over the world who also provides support to teenagers in transition to an autonomous life.

## **LEARN MORE**

### **VIDEO LESSONS**

If you are interested in better understanding the methodology used by Nós Group focused on developing the autonomy of teenagers, watch the online class "Adolescence and autonomy" on our YouTube channel.

### **WEB PORTAL NÓS NO MUNDO**

Nós Group has launched "We in the World", a website that contains information, news, and activities for young people and offers online support to those who seek help and guidance. Access the link and learn more:

[www.nosnomundo.org.br](http://www.nosnomundo.org.br)

### **NÓS GROUP DIARY**

If you work with teenagers and need a powerful tool to help to manage their personal time, their finances, plan making and creating activities that will let them get to know them better, access our website and check out the Nós Group diary designed specially for them.



*"I started seeing João through "Com Tato" six years ago. Today he is a sweet and intense 13 years old teenager, able to fascinate and challenge those who live around him. His sweet smile and naive look conceal a cauldron of emotions and pain that lives inside this boy who has been under institutional care since his first years of life. I have accompanied João through his difficult path: frustrated searches for his family, unsuccessful adoptions; several transfers from one shelter to another, new neighborhoods and new schools. I have seen, in spite of isolated attempts of care, a sequence of ruptures that continually lessened his possibilities to build effective bonds - something extremely essential to his development. Besides the individual sessions of psychotherapy, joined effort and persistence were needed to consolidate the strategies to guarantee his rights as a child and teenager mobilizing a great network (which is comprised of legal representatives, health agents, educators and social assistants). For years, while the affective bonds crumbled in João's life, I remained his only reference giving him constant care. Today, João can count with the assistance of others which allows him to build solids and enduring relationships. Every day he is learning to deal, during his therapy sessions and out of it, with the frustrations that life brings him.*

*It is gratifying to see, after so many years, that the work made at "Com tato" goes beyond psychotherapy and is showing more results as it is mobilizing and coordinating a large network of care for the children and teenagers. This is essential in the life of those living under institutional care." **This is a testimony from Carolina Maroni - João psychotherapist since 2011.***

Does every child and teenager under institutional care need psychotherapy? Once it is needed, how do we ensure its quality? Is it possible to offer access to a safe space where the children, teenagers and their families can talk and think about their fears, sorrows, desires and life projects without judgment? How can we articulate the work of the therapist with the other professionals of the institutional care service?



#### **DID YOU KNOW...**

Most psychotherapies have some features in common: all of them work with life stories, offers a space for sharing one's singularities and constructing a safe, stable and lasting affective bond. These characteristics are particularly important for those living under institutional care and therefore psychotherapy stands out as a special tool in the care of children, teenagers, and their families.

## THE PROGRAM

"Com Tato" provides individual and family psychotherapeutic treatment for the children and teenagers who are or were living under institutional care. Relying on a network of voluntaries, the group provides access to free treatment for as long as it is needed. Children, teenagers, and family go to private practices of qualified therapists supervised by experienced professionals.

The therapy is a safe space free of judgment that offers support for the children and teenagers. It helps them to deal with their own history and to build their own personal narrative. It helps each of them to see a new meaning to their trajectories, to express their thoughts and opinions. It helps them to become more conscious of themselves for their future choices and projects.



## TESTIMONY

*Fernanda Queiroz, a therapist at SAICA Padre Batista reports: "We have an important partnership with "Com tato" that adds an essential service for the well being of the children and teenagers to our network. The program provides the help of committed professionals, who partners with our team with a lot of will to help and talk, which is fundamental for us.*

Besides the regular practices of most psychotherapies, the services provided by the therapist of "Com Tato" includes a careful and close interaction with the several agents involved with the children, whether they are social assistants, health professionals, educators or legal agents. This kind of dialogue among all the agents of the network promotes additional and more effective strategies of care as it takes into consideration the individual needs of each child. It is this articulation that helps us to potentialize the strength of the care given.

## BEYOND PSYCHOTHERAPY

2016 stood out for the strengthening of the work of our network: our therapists, supervisors and program coordinators articulated along with the partnering institutions, along with the Childhood and Youth Court, with health professionals, educators, and social worker new strategies for the care of the children, teenagers, and their families.

*"The psychological treatment of children and teenagers under institutional care services offers a listener to these kids, offers a new look and a different approach for some of their experiences that, in many cases, must be elaborated to allow them to set themselves free. "Com Tato" professionals, besides giving psychological support to children and teenagers, also help technicians and legal agents, and even the Judge, to understand many situations from a subjective point of view.*

*Sharing this views helps the construction of a fairer and more humane decision for the families under our care. This was seen in an experience I had in 2016 when we had the participation of these professionals in Court Hearings. The professionals helped to explain and discuss certain family histories" tells Deborah Carmen Récio, therapist at the Childhood and Youth Court of Santana.*

## SOME RESULTS

**95%**

**OF THE INSTITUTIONAL  
CARE SERVICES CONSIDER  
THE QUALITY OF THE  
TREATMENTS  
EXCELLENT OR GREAT**

**96%**

**OF THE INSTITUTIONAL  
CARE SERVICES HAVE  
NOTICED IMPORTANT  
CHANGES IN THE  
ATTITUDE OF THE  
CHILDREN AND  
TEENAGERS**

**95%**

**OF THE INSTITUTIONAL  
CARE SERVICES CONSIDER  
THE CONTRIBUTIONS OF  
PSYCHOTHERAPY AS  
EXCELLENT OR GREAT**



## THE PROGRAM IN NUMBERS

**148** CHILDREN AND ADOLESCENTS ATTENDED

**59** VOLUNTEER THERAPISTS

**39** CARE SERVICE PARTNERS

**17** VOLUNTEER SUPERVISORS

**"No one walks without learning to walk, without learning to walk by walking, redoing and retouching the dream by which they started to walk for" Paulo Freire.**

*Dealing daily with the institutional care of children and adolescents is a complex and intense task. For beyond all challenges related to basic care needs, institutional care service professionals must be prepared to accept diverse histories and demands, deal with situations of rupture and violence and assist each child and adolescent in the construction of their identity and autonomy. For this to happen, it is essential that every professional understand the current legislation and be clear about its role. According to Marcela Nascimento, educator in an institutional care service: "Being an educator is such a challenge and the training meetings have given me a better idea about children and adolescents and the right to family and society living."*

How to guarantee well-trained and informed professionals? How to align principles and practices according to the current legislation and parameters of training and education? How to minimize or eliminate assistentialist actions? How to align the performance of many professionals within the same service?



Fazendo História Institute understands that it is fundamental to open up and talk about the difficulties and the power of the educator's work in order to train reflective, confident, courageous and affectionate professionals. According to Marcela: "Institute's vocational training has made a total difference in my experience as a citizen and also as the responsible for the development of the institutionalized children."







## **THE PROGRAM**

Aims to contribute to the quality of attendance in institutional care services by training and supervising educators, technicians and managers. It seeks to disseminate theoretical and technical knowledge and to promote space for listening and reflection, in which each professional review and appropriates of their role.

The guiding principle of the training is the exercise of reflection and openness to new perspectives of action. In addition to transmitting information, the idea is to articulate them with the daily issues of the services, their needs, challenges and especially their possibilities of action. It is necessary that each educator has the opportunity to identify the values that rule their postures and actions to transform their eyes and develop a professional activity that is not based only on personal principles. From this, practices are aligned with the current parameters and legislation of the area, seeking to break with actions based on old paradigms of attendance (assistance, punishment and deprivation of liberty and of family and society living).

## THE PROGRAM IN NUMBERS



## SOME RESULTS

### THE SHELTERING SERVICES WE WORK WITH THROUGH CONTINUING PROCESSES REACH:

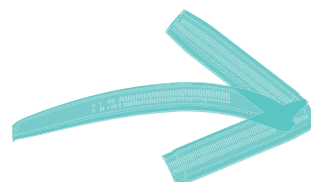
- ✓ The creation, strengthening and legitimation of systematic discussion spaces about practice;
- ✓ Significant increase of dialogue amongst participants;
- ✓ Definition of roles and functions;
- ✓ Knowledge and professional information consistency;
- ✓ Better restructuring of daily routine work;
- ✓ Collective construction of house rules and organization;
- ✓ Professionals paying more attention and being more solid about children and adolescents needs;
- ✓ More committed and proactive professionals qualified for the work.

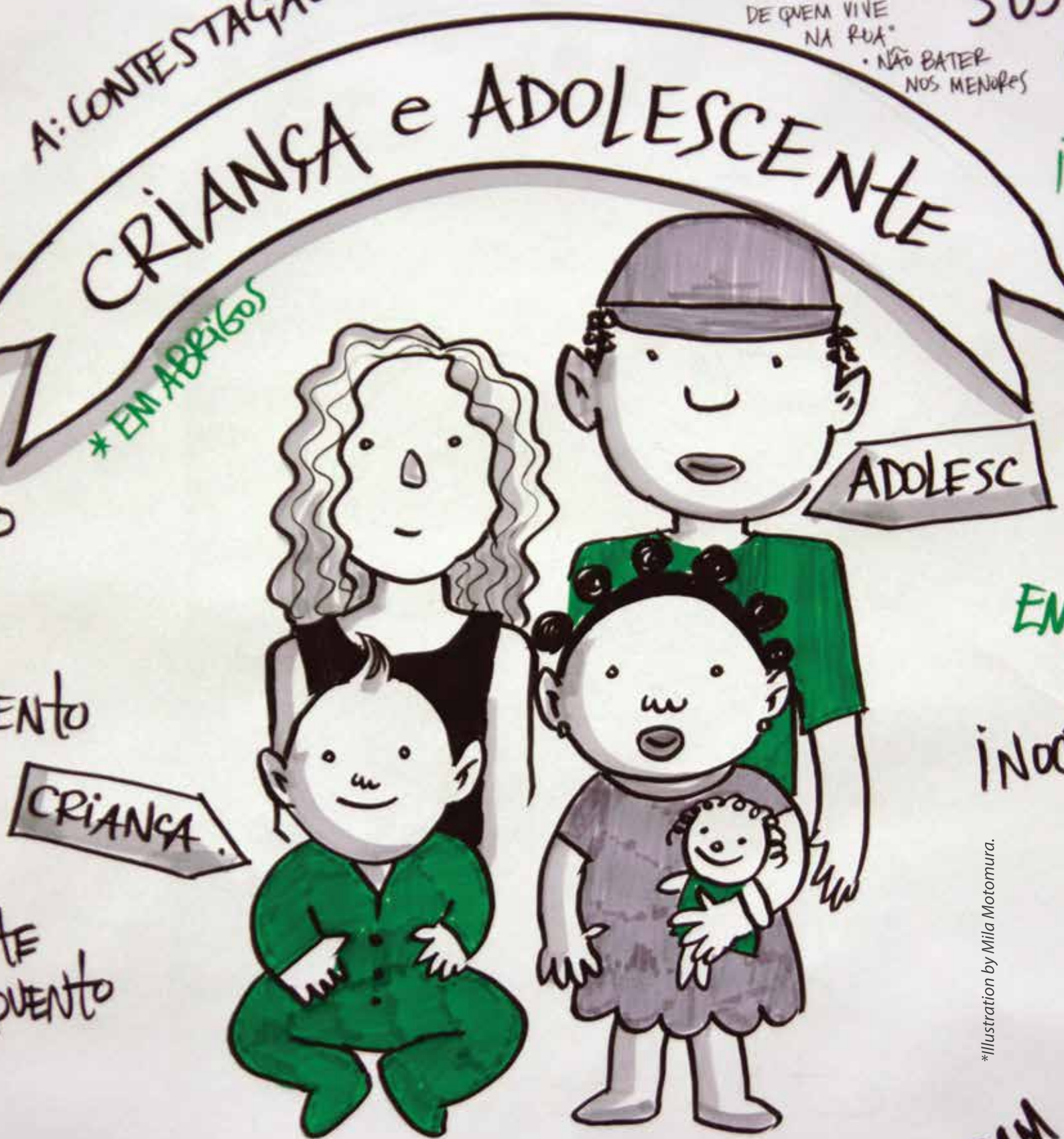
## LEARN MORE

### VIDEO LESSONS

If you are interested in better understanding the place of the technical staff of an institutional care service as a team trainer, watch the video lesson "The importance of the technical team" on our YouTube channel.

## GRAPHIC FACILITATION OF ONE OF OUR WORKSHOPS





\*Illustration by Mila Motomura.

### **METHODOLOGY WITHIN REACH**

Training professionals who work in the institutional care service is a great challenge. Those who are willing to undertake this training need materials and supervision to qualify their training practice, both in content and training techniques. With this in mind, Making History Institute has collected a kit composed of its publications, video clips of events held throughout its history, video lessons on 5 themes, "To think" cards with reflections on situations experienced daily in the institutional care services and a pen drive with texts, meeting schedules, movies references, and other documents. For further information contact us:

**[contato@fazendohistoria.org.br](mailto:contato@fazendohistoria.org.br)**

*"I cannot express how happy I was when I found out that my granddaughter was in a family dedicated to her, different from what happens in the shelter. Her place is with us, but I was happy when I met that lovely supportive family, giving love, affection and attention". The statement is from Maria Aparecida, grandmother of a baby who was institutionalized for 3 months and went to live with her.*

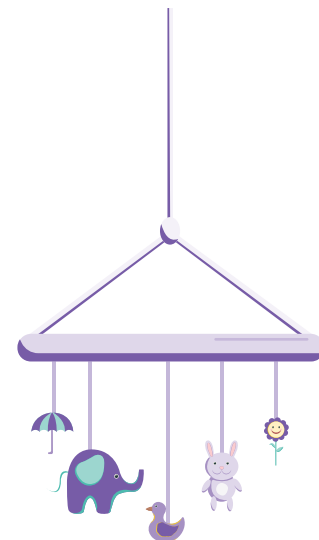
Why did Maria Aparecida find this institutional care format so different? How does the foster care service work? Is it hard for the child to spend time with a family and then leave? And the family, how will they handle the farewell?

### THE SERVICE

**The foster care service of Fazenda História Institute grades, trains and supervises** selected volunteer families to temporarily host children up to 3 years old. The supportive family is part of a transitional period that lasts until the child returns to its family of origin or, as a last resort, referred for adoption.

In order to become suitable for the service, volunteer families undergo a wide training and selection process that makes it possible to clarify their role with the children and to identify if they have what it takes for the role. In addition to promoting an enriching society experience for the supportive families, the institutional care services potentialize and bring together all the necessary conditions for the children's development: individualized affective bonds, personalized care, and family and community experiences.

When the families become part of the service, they are accompanied and prepared for arrival and farewell situations. When they are safe, they give the children peace of mind, allowing them to carry a positive and delicate impression of the experience. The experience of a welcoming arrival and a gradual departure, well handled in the farewell, offers fundamental resources for the child to fully develop and remain confident in the construction of future relations of affection.




### LEARN MORE

#### SPEAK FOR ME

UNICEF leads the campaign "Fale por Mim", which aims to end the institutionalization of children under the age of three. Learn more at:

[www.falepormim.org](http://www.falepormim.org)



*"She has a mother and we  
are just the home that  
supports her for a while."*

*Jamie e Timothy, foster  
family.*

## **THE SERVICE IN NUMBERS**

**11** BABIES WERE SUPPORTED

**10** FOSTER FAMILIES

**6** BABIES RETURNED TO THEIR ORIGINAL OR EXTENDED FAMILIES

## DID YOU KNOW...

Researches point out alarming data about significant development delays of young children when they are institutionalized. One of them, held in Bucharest, Romania, pointed out that **for each year of institutionalization a small child loses 4 months of his/her development! In the foster care, this did not happen.**

The bond established between the child and his/her sponsor is closely related to its healthy brain development, influencing the motor, cognitive and affective development in the following years. **Children deprived of stable and secure relationships have their growth and development affected.**

According to the SCA (Statute of the Child and Adolescent), **the foster care should be the first alternative** for the host of children and adolescents, having precedence over institutional care.

**462** Brazilian cities have at least one institutional care service, according to CENSO SUAS of 2015.



*"Being a supportive family goes far beyond the daily care of the baby. Keeping track of the work carried out by the Institute's technicians with the family of origin has been extremely important. These families are neglected by the state, the society and need supervision and support to resume their role as parents and citizens. The child's history is being carefully taken care of, with a lot of respect and attention. Participating in this project and being part of its life history makes the host even more rewarding." Márcia and Alberto, foster family.*

## **VOLUNTEERING IS A SERIOUS MATTER**

A key value of Making History Institute is the qualified volunteer work. Many of our methodologies can be applied by volunteers who, when well-trained, selected and supervised, become extremely capable of performing serious, committed and responsible work. When adults are aware of their roles, sensitive and informed about the host context, they are less likely to suddenly break off relationships of affection built with children and adolescents. The society has much to offer when it has appropriate tools that meet the needs of children and adolescents. Civil society engagement in the educational process of institutionalized boys and girls is provided by the SCA and favors their full development.

### ***How each program trains and accompanies its volunteers:***



#### **FAZENDO MINHA HISTÓRIA**

\*making my history

Initial training consists of 3 meetings of 3 hours each. Subsequently, each interested party writes a letter of intent and visits the institutional care service. From this, the team selects those with profile to join the program. Whoever becomes a collaborator participates of the monthly supervision meetings.



#### **APADRINHAMENTO AFETIVO**

\* affective sponsorship

Initial training and selection with duration of 30 hours for the proposal presentation, evaluation of candidates and first contacts with children and adolescents. Each interested party writes a letter of intent, sends their personal documentation and participates of an individual interview. The team selects those with profile for building long-term relationships with children and adolescents. They participate monthly in group or individual supervision meetings.



#### **FAMÍLIAS ACOLHEDORAS**

\* foster family

The selection, training and assessment process lasts more than 30 hours and consists of lectures, group meetings, individual interviews and presentation of personal documentation. During this period, the families with profile to work in this service are defined. In addition to initial training, the complexity of this voluntary activity requires constant technical monitoring. Once selected, supportive families participate of fortnightly group meetings and individual monthly meetings. Contact with the service team is daily.



#### **COM TATO**

\* tactfulness

Therapists and supervisors seek the program on their own initiative or are indicated by those who are already at Com Tato. After curriculum analysis, the applicant is called for one or more interviews. Those selected to form the volunteer team participate in a weekly training and supervision meeting. After initial participation as observers, to understand the work in this context, they receive references from children and adolescents for clinical care.

**"The possibility of sharing information, dilemmas, news and discussions with professionals from all over the country is the most positive aspect of this network," said a participant from Belo Horizonte.**

The Sheltering Network is a collaborative discussion group, an exchange of experience and reflections about alternative care of children and adolescents that were taken apart from their families. Since July 2010, it has been bringing together professionals who directly or indirectly act in institutional care services, committed to the constant improvement of practices in the area.

This group exists through three main tools; a closed mailing group, a collaborative portal and a Facebook fanpage, and it aims to:

- Activate and strengthen the network of professionals who work in institutional care;
- Promote the exchange of experiences;
- Provide relevant information about the various actors in the network;
- Spread the knowledge.

### SHELTERING NETWORK IN NUMBERS



#### DID YOU KNOW...

Despite being an initiative of Fazenda História Institute, the Sheltering Network now belongs to the society interested in qualifying the institutional care services of children and adolescents throughout Brazil.



WWW.



Subscribe to our newsletter

[acolhimentoemrede.org.br](http://acolhimentoemrede.org.br)

[acolhimentoemrede@gmail.com](mailto:acolhimentoemrede@gmail.com)

[facebook.com/acoemrede](https://facebook.com/acoemrede)





## KNOWLEDGE PRODUCTION

Since its foundation, Fazendo História Institute has been a production center of knowledge and methodologies about the reality of institutional care. Much of our reflections and actions have been recorded and systematized in books, presentations, apps, websites and videos to be disseminated and accessed by those who work or have an interest in deepening into the area of child and adolescent in institutional care.

Sharing knowledge is not only one of our institutional values; it is part of the professional attitude of those who work at the Institute. If our desire is to offer the best care to all the children and adolescents hosted in Brazil, it is our duty to provide knowledge and methodologies for those who dream and work for a quality institutional care service.

**Check out our main publications and learn more by visiting our website!**

### TRAINING



*“FORMAÇÃO DE PROFISSIONAIS EM SERVIÇO DE ACOLHIMENTO”  
2nd Edition 2011*

### EARLY CHILDHOOD



*“ACOLHIMENTO DE BEBÊS: PRÁTICAS E REFLEXÕES COMPARTILHADAS”  
1st Edition 2015*



*“ENTRE O SINGULAR E O COLETIVO: O ACOLHIMENTO DE BEBÊS EM ABRIGOS”  
1st Edition 2011*

### WORK WITH LIFE HISTORIES



*“FAZENDO MINHA HISTÓRIA: GUIA DE AÇÃO PARA COLABORADORES”  
3rd Edition 2013*



*“FAZENDO MINHA HISTÓRIA: GUIA DE AÇÃO PARA O TRABALHO EM GRUPOS”  
3rd Edition 2013*



*“FAZENDO MINHA HISTÓRIA: GUIA DE MEDIAÇÃO DE LEITURA”  
3rd Edition 2013*



*“HISTÓRIAS CRUZADAS”  
1st Edition 2016*

**WORK WITH ADOLESCENTS**



*“ADOLESCENTES EM TRANSIÇÃO: O TRABALHO DE PREPARAÇÃO PARA A VIDA AUTÔNOMA, FORA DAS INSTITUIÇÕES DE ACOLHIMENTO”  
1st Edition 2017*



*“NÓS GROUP” diary  
3rd Edition 2017*

**TESTIMONIAL BOOK**



*“ESTA É NOSSA HISTÓRIA”  
1st Edition 2013*

**CHILDREN’S AND ADOLESCENT’S BOOKS**



*“A HISTÓRIA DE PEDRO”  
1st Edition 2008*



*“A HISTÓRIA DA JABUTICABA”  
1st Edition 2010*



*“SOLTA A VOZ RAFAEL”  
1st Edition 2010*



*“LEDAZEDA”  
1st Edition 2010*



*“A MENOR ILHA DO MUNDO”  
1st Edition 2010*



1.



2.



3.



4.



5.

1. “HISTÓRIAS DE VIDA: IDENTIDADE E PROTEÇÃO” • 1st Edition 2010
2. “ABRIGOS EM MOVIMENTO” • 1st Edition 2010
3. “IMAGINAR PARA ENCONTRAR A REALIDADE” • 1st Edition 2010
4. “REDES DE PROTEÇÃO SOCIAL” • 1st Edition 2010
5. “CADA CASO É UM CASO” • 1st Edition 2010

## SUSTAINABILITY

The most important resource we mobilize is undoubtedly human capital. Only in **2016** there were **735** volunteers and **60** interns, almost **800** people offering their time to better accommodate children and adolescents in a variety of ways.

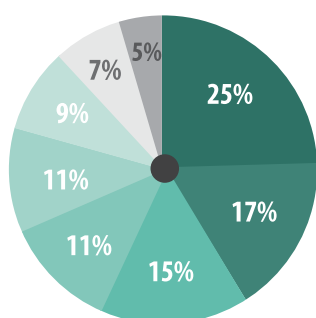
More than **150 thousand hours invested in volunteer work**. What would be the value of this?

In any case, financial resources are needed to guarantee all these meetings. Financial sustainability of the Institute is supported by three main pillars: **excellence in project execution, qualified management and efficient communication of its actions**. On their own, they have long-term partnerships with investors, technical partners, volunteers and staff.

Fazendo História Institute has an active, critical and collaborative **Fiscal Council**; its accounts are annually audited to ensure **transparency** in the financial statements. Over the years, with responsible financial management, it has been gaining a reserve fund.

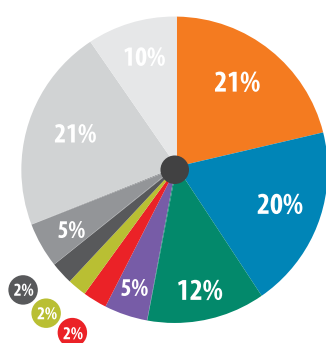
By 2020, we aim to subsidize 100% of the Institute's administrative costs with the income of such fund, to assure **the continuity of the work** with children and adolescents under institutional care!

### ORIGIN OF RESOURCES



|   |                  |     |
|---|------------------|-----|
| BUSINESS INVESTMENTS                            | R\$ 771.088,00   | 25% |
| FUMCAD (BUSINESS AND INDIVIDUALS)               | R\$ 530.066,00   | 17% |
| PROVISION OF SERVICES                           | R\$ 483.031,00   | 15% |
| CONDECA (BUSINESS AND INDIVIDUALS)              | R\$ 360.764,00   | 11% |
| INCOME  | R\$ 339.951,00   | 11% |
| ROUANET LAW (BUSINESS AND INDIVIDUALS)          | R\$ 275.500,00   | 9%  |
| INDIVIDUAL DONATIONS                            | R\$ 232.714,00   | 7%  |
| EVENTS, PRODUCTS, PRIZES, PLATFORM TAX REVENUES | R\$ 145.757,00   | 5%  |
| AMOUNT  | R\$ 3.138.871,00 |     |

### RESOURCES APPLICATION



|   |                  |     |
|---|------------------|-----|
| NÓS GROUP                                 | R\$ 537.647,00   | 21% |
| MAKING MY HISTORY                         | R\$ 496.739,00   | 20% |
| VOCATIONAL TRAINING                       | R\$ 307.100,00   | 12% |
| FOSTER FAMILY                             | R\$ 116.395,00   | 5%  |
| AFFECTIVE SPONSORSHIP                     | R\$ 61.109,00    | 2%  |
| TACTFULNESS                               | R\$ 49.800,00    | 2%  |
| SPECIAL PROJECTS                          | R\$ 59.191,00    | 2%  |
| INSTITUTIONAL DEVELOPMENT / COMMUNICATION | R\$ 118.064,00   | 5%  |
| FINANCIAL ADMINISTRATIVE                  | R\$ 536.563,00   | 21% |
| RESERVE FUND FINANCIAL INJECTION          | R\$ 250.000,00   | 10% |
| AMOUNT INVESTED                           | R\$ 2.532.608,00 |     |
| 2017 BALANCE AMOUNT                       | R\$ 606.263,00   |     |
| TOTAL AMOUNT                              | R\$ 3.138.871,00 |     |



## WHO HELPS US TO MAKE HISTORY

### INSTITUTIONAL CARE SERVICES

#### São Paulo

Abrigo Anália Franco  
 Abrigo Betsaida  
 Abrigo Butantã  
 Abrigo Marly Cury  
 Abrigo Solid Rock  
 Abrigo Solidário IV  
 Aldeias Infantis SOS • Rio Bonito  
 Alvorada Nova  
 Associação Maria Helen Drexel  
 Caminhando Juntos  
 Casa Abrigo Raio de Sol  
 Casa Abrigo São Judas Tadeu  
 Casa Coração de Maria  
 Casa de Amparo da Tia Marly  
 Casa do Pequeno Cidadão  
 Nossa Senhora Aparecida  
 Casa Lar ABBA  
 Casa Lar Estrela do Amanhã  
 Casa Lar Pirituba  
 Casa Lar Santo Amaro  
 Casa Maria Threza • Funsai  
 Casa Nazaré • Missão Belém  
 Casa Nossa Senhora Auxiliadora  
 Casa Semeia  
 Casa Taiguara  
 Casa Taiguarinha  
 Casa Vida II  
 Estrela Bom Jesus  
 Instituto Curumim  
 LALEC  
 Lar abrigo Saint Germain  
 Lar Criança Feliz  
 Lar de Elisinha  
 Lar Escola Cairbar Schutel • Casa Topázio  
 Lar Vó Miriam  
 Maesp • Minha Casa II  
 Novo Lar betania II  
 Projeto Amigos das Crianças I  
 Saica Abecal II  
 Saica Alencar Gomes Ferreira  
 Saica Amigos da Vida  
 Saica Capão Redondo  
 Saica Casa da árvore  
 Saica Casa Verde  
 Saica Catarina Kentenich  
 Saica Cidade Ademar  
 Saica Dom Paulo  
 Saica Edith Stein  
 Saica Fortalecer  
 Saica Gravataí  
 Saica Grossarl Santo Amaro  
 Saica Heloisa de Freitas Brito

Saica Mãe Legionária  
 Saica Maria Maynard  
 Saica Minha Casa  
 Saica Nosso Lar 3  
 Saica Odila Franco  
 Saica Padre Batista  
 Saica Padre Damian  
 Saica Pirituba  
 Saica Raio de Luz I  
 Saica Reviver I  
 Saica Reviver II  
 Saica Roberto Borghi  
 Saica São Mateus I  
 Saica São Mateus II  
 Saica São Mateus IV  
 Saica São Mateus V  
 Saica Sol e Vida  
 Saica Terceiro Milênio  
 Saica Vila Guilhermina  
 Saica Vovó Cecília  
 Saica Vovó Matilde  
 Vila Sônia

República Jovem Casa Verde  
 República Jovem Ermelino  
 Matarazzo  
 República Jovem Lapa  
 República Jovem Vila Formosa

#### Estado de São Paulo

AAMA • Americana  
 Abrigo Institucional - Casa do menor Francisco de Assis • Leme  
 Abrigo Municipal • Mauá  
 Abrigo Municipal • Santa Branca  
 Abrigo Santo André • Santo André  
 Acolhimento Provisório Institucional de Crianças • Jacaréí  
 Aldeias Infantis SOS Brasil • Rio Claro  
 Aldeias Infantis SOS Brasil • Santa Gertrudes  
 ARCA • Vinhedo  
 Associação Bethel Casas Lares • Sorocaba  
 Associação São Luiz • São Bernardo do Campo  
 Casa Abrigo • Santa Cruz das Palmeiras  
 Casa Arco Íris • São Bernardo do Campo  
 Casa Crescer e Brilhar • São Vicente  
 Casa Raio de Sol • São Bernardo do Campo  
 Casa Transitória Nossa Senhora Aparecida • Jundiáí

Casas Lares - Casa do Menor Francisco de Assis • Leme  
 ConViver • Campinas  
 Convívio Aparecida Unidade I • Campinas  
 Convívio Aparecida Unidade II • Campinas  
 Lar Casa Bela • Sorocaba  
 Lar de acolhimento I • Cubatão  
 Lar dos meninos • Presidente Prudente  
 Lar Escola Municipal de São Caetano do Sul  
 Lar Escola Pequeno Leão • São Bernardo do Campo  
 Lar Santa Filomena • Presidente Prudente  
 Lar Sol da Esperança • Mauá  
 Recanto Esperança • Franca  
 SAPECA • Campinas

#### Santa Catarina

Lar São Vicente de Paulo • Florianópolis  
 Casa Lar Nossa Senhora do Carmo • Florianópolis  
 Associação Ecos da Esperança • Joinville

#### Paraná

Serviço de Acolhimento em Família Acolhedora/  
 Maringá-PR

#### Rio de Janeiro

URS Casa do catete - Rio de Janeiro  
 URS Celly Campelo - Rio de Janeiro

#### Minas Gerais

Casa Lar Fonte de Vida Nova • Poços de Caldas  
 Casa Lar Maia • Poços de Caldas

#### Amazonas

Aldeias Infantis SOS Manaus  
 Associação Beneficente O Pequeno Nazareno

#### Mato Grosso do Sul

Atos de Amor • Campo Grande  
 Casa Peniel I e II • Campo Grande  
 Vovó Miloca • Campo Grande

## **VOLUNTEERS**

### **Terapeutas e supervisores do Com Tato**

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Miriam Grajew  
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Paula C. Maluf Tasca  
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Raquel Efraim  
Renata Loeb  
Renate Meyer Sanches  
Roberta Caria Nunes Fuganti  
Sabrina Costa Laqua  
Sandra Pavone  
Silvana Parente Fernandes  
Talita Arruda Tavares  
Tânia Corgi Veríssimo  
Tatiana Barile  
Tatiana T. Inglez Mazzarella  
Thais Garrafa  
Thais Siqueira  
Tomás Bonomi  
Verónica Wainstein  
Vivian Confessoro Yadoga

### **Padrinhos e Madrinhas**

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Alessandra Silva  
Aline Yoshimini e Renato Werder  
Almiro e Simone Nunes  
Ana Lúcia Rodrigues da Silva  
Ana Paula Zannon  
Angela Gatta e Antonio Pereira  
Angélica Casseli  
Angelo Ferreira  
Anna Lucchese  
Beatriz Buonomo  
Carine Damascena  
Carla Spalding e Eduardo Spalding  
Eliana Elias  
Clarice Steinbruch  
Cristiane Correa  
Daniela Antonelli Aun  
Fábia Liang  
Felipe Carneiro  
Heloisa Evangelista  
Joice Temple  
José Brasil de S. Neto  
Juliana Garcez e Rodrigo Garcez  
Karla Abrahão  
Lydia Abud Lopes  
Lilian de Jesus  
Lílian Motooka  
Luciane Sampaio  
Luisa Toller  
Maísa Vieira e Alexandre Andrade  
Manuela Montenegro  
Manuyla Gomes  
Marcio Oyama  
Mariana A. Souza e Luiz G. Neto  
Michelle Branco  
Mirella Loreto

Miriam de Oliveira e José Tadeu T. dos Santos  
Mônica Carvalho  
Monica Fragoso  
Natasha Lavinski  
Paula D'Avila  
Paula Kahan Mandel  
Regiane Ornellas e Rodrigo Hoschett  
Regiane Silva  
Renato Afonso e Cristiane Pinto  
Ricardo Ramos e Simone Braga  
Sandra Alves Silva  
Selma Oakley  
Simone Braga e Ricardo Ramos  
Simone Moraes  
Tatiana Pavanelli Valsi  
Thiago Saldanha  
Vanessa Tordino  
Verlúcia Nogueira do Nascimento  
Vicente Luis da Costa Carvalho  
Vinicius de Moraes  
Vivian Tonglet

### **Famílias Acolhedoras**

Anete e Sérgio  
Cláudia a Hamilton  
Daniela e Antônio  
Eliane e Marcello  
Jamie e Timothy  
Lumena e Ronaldo  
Marcia e Alberto  
Mariana e Hauke  
Vera e Camila  
Viviane e Jimmy

*WE WOULD LIKE TO SAY A BIG  
**THANK YOU**  
TO ALL THE **601**  
**VOLUNTEERS***

*OF MAKING MY HISTORY PROGRAM*

*THAT WERE SO FUNDAMENTAL  
TO EACH AND EVERY CHILD AND  
ADOLESCENT ALL OVER BRAZIL!*

## **SUPPORTERS**

Amor Horizontal  
Arredondar  
Bazar da Praça  
DesigNeria  
Fundação Vanzolini  
Global Giving  
Google For Non Profits  
Juliana Barsi Arquitetura  
LS Vidigal Participações  
Manuel Alceu Advogados  
Marcondes Ferraz Engenharia  
Marta Sá Arquitetos  
O Polen  
PayPal  
Plano1 Comunicação  
Redial  
Vila Romana  
Visionaris • Prêmio UBS  
Warner Bros  
Y&R Propaganda

## **TECHNICAL PARTNERS**

ABBA  
Acer Brasil  
Aldeias Infantis S.O.S.  
Ashoka  
Associação Morungaba  
Atados  
Berço da Cidadania  
Bonavito Coaching  
Campanha Cuida Bem de Mim  
Ciranda para o Amanhã  
Clínica dos Cachos  
Colégio Santa Cruz  
Coletivo Cachola  
Complexo Prates  
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