

**CHILD RIGHTS INFORMATION CENTRE MOLDOVA (CRIC) STRATEGIC PRIORITIES 2011 – 2015**

RIGHTS GENERAL MEASURES & PRINCIPLES	Right to be heard	Protection from economic exploitation and trafficking	Protection from all forms of violence	Family environment (and alternative care)	Education	Overall goals
<b>Data collection / Monitoring</b>	<ul style="list-style-type: none"> <li>- Children's voices are taken into account in (rights sensitive) child rights monitoring at local and national level</li> </ul>	<ul style="list-style-type: none"> <li>- The national monitoring system / framework contains disaggregated and child informed data on children's involvement in worst forms of child labor</li> </ul>	<ul style="list-style-type: none"> <li>- The national monitoring system contains disaggregated data, including informed by children, on abused and neglected children</li> </ul>	<ul style="list-style-type: none"> <li>- The national monitoring system includes disaggregated data on children at risk of being separated from their families and children without parental care, including perspectives of children</li> </ul>	<ul style="list-style-type: none"> <li>- The national monitoring system contains disaggregated data, including children's views on:               <ul style="list-style-type: none"> <li>a) access to education of children belonging to minorities and</li> <li>b) quality of education</li> </ul> </li> </ul>	<p><b>1. The national monitoring system is sensitive to children's perspectives on the rights of different categories of children, including the most vulnerable</b></p>
<b>Knowledge of Child Rights and Mobilization</b>	<ul style="list-style-type: none"> <li>- Adults (community members) are aware of children's right to be heard in the processes that affect them</li> <li>- Children know ways and strategies to realize the right to participate</li> </ul>	<ul style="list-style-type: none"> <li>- Adults are sensitized on child labor exploitation, including trafficking of children</li> <li>- Children are informed about the child's right to be protected from economic exploitation and the legal framework on employment</li> </ul>	<ul style="list-style-type: none"> <li>- Children and adults (parents, businesses, community members) are informed about the child right to be protected from all forms of abuse, including Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>- Parents are informed of their rights and obligations as primary duty bearers</li> <li>- Community members are aware of rights of children left behind</li> </ul>	<ul style="list-style-type: none"> <li>- Children are aware of their rights and have the abilities to claim them</li> <li>- Child Rights materials for teachers are available</li> </ul>	<p><b>1. Improved access to good quality information about child rights, targeted to:</b></p> <ul style="list-style-type: none"> <li>- children as rights holders</li> <li>- parents, as primary duty-bearers</li> <li>- community members</li> </ul>
<b>Professionals' Development</b>	<ul style="list-style-type: none"> <li>- Adults (teachers, social assistants) have the skills to take into account children's views in the development,</li> </ul>	<ul style="list-style-type: none"> <li>- Professionals have skills to identify and refer cases of child labor exploitation, including trafficking of children</li> </ul>	<ul style="list-style-type: none"> <li>- Professionals have the skills to prevent child abuse, identification, referral and reporting</li> <li>- Parents have positive</li> </ul>	<ul style="list-style-type: none"> <li>- Professionals have the skills to develop parenting skills that are aligned with children's rights</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers have the capacities to develop life skills of children and are sensitive to diversity</li> </ul>	<p><b>1. Professionals have the skills:</b></p> <ul style="list-style-type: none"> <li>-to develop resilience and life skills of children, being sensitive to children's</li> </ul>

	<p>implementation and assessment of services for children</p> <ul style="list-style-type: none"> <li>- Adults responsible for monitoring children's rights (school administration, district inspector, specialist in district social assistance department) have the capacities to involve children and take their views into account</li> </ul>	<ul style="list-style-type: none"> <li>- Professionals have skills to approach issues related to labor exploitation and child trafficking with children and parents</li> </ul>	<p>discipline skills (respecting children's rights)</p>	<ul style="list-style-type: none"> <li>- Professionals have the skills to encourage and maintain family ties between the child and his family in cases of separation</li> </ul>	<ul style="list-style-type: none"> <li>- Social assistants have skills to contribute to social and professional integration of marginalized children</li> </ul>	<p><b>views</b></p> <ul style="list-style-type: none"> <li>- to identify, refer, report cases of child rights violation, working in team with other professionals</li> <li>- to develop parenting skills</li> </ul>
<p><b>Institutional Capacity</b></p>	<ul style="list-style-type: none"> <li>- The institutions responsible for ensuring child rights and education have policies, mechanisms, procedures to involve children / take children's views into consideration in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>- Child labor exploitation and child trafficking are on the educational institutions agenda</li> </ul>	<ul style="list-style-type: none"> <li>- Educational institutions have the needed framework and tools for the assessment of school violence and for development of an anti-violence strategy</li> <li>- Institutions responsible for child protection have a framework to coordinate actions in child abuse cases prevention, identification, referral and reporting</li> </ul>	<ul style="list-style-type: none"> <li>- Institutions have the abilities to identify families at risk of separation and to establish a form of protection for children in situations of separation from parents</li> </ul>	<ul style="list-style-type: none"> <li>- Educational institutions have the capacities to assess children's needs, to plan activities in accordance with them, and adjust the school curriculum to the specific needs of children and community issues</li> </ul>	<p><b>1. Institutions responsible for children's rights have a framework (legal, policies), tools and capacities to:</b></p> <ul style="list-style-type: none"> <li>- assess children's needs</li> <li>- plan and adjust institutional policies, and coordinate activities according to child rights issues</li> <li>- take into account children's views</li> </ul>
<p><b>Non-discrimination</b></p>	<ul style="list-style-type: none"> <li>- The voice of children from environments with fewer opportunities are heard and taken into account</li> <li>- A model of Roma children participation is developed</li> </ul>	<ul style="list-style-type: none"> <li>- Information on child's right to be protected from labor exploitation is disseminated among children at risk of being exploited</li> </ul>	<ul style="list-style-type: none"> <li>- Children in residential institutions have the ability to request support and access community services in cases of abuse, including sexual violence</li> </ul>	<p>~</p>	<ul style="list-style-type: none"> <li>- Children belonging to minorities have accessible information on child rights</li> <li>- Methodological resources on education for tolerance, inclusion, respect for</li> </ul>	<p><b>1. Children belonging to minorities and children at risk have priority access to information on child rights, opportunities for participation and seek support in situations where rights are violated</b></p>

					diversity are developed	<b>2. Tools on non-discrimination are available for adults</b>
<b>Child Participation: Right to be heard</b>	- Children, including Roma, are involved in disseminating information on children's rights, particularly concerning the right to participate	- Children participate in child labor and trafficking prevention activities  - Children refer to adults, responsible professionals and institutions when identifying cases of child labor exploitation	- Children participate in child abuse prevention activities  - Children refer to adults, responsible professionals / institutions when identifying cases of child abuse	- Parents have the skills to take into account child's opinion in cases of separation	- Children participate in child rights information activities, education for tolerance	<b>1. Adults responsible for ensuring children's rights, especially parents as primarily duty-bearers, take into account child's opinion</b>  <b>2. Children participate in the realization of their rights, are involved in disseminating information on rights and contribute to identification and reporting of child rights violations</b>
<b>Vision</b>	<b>1. Children, especially the vulnerable, have opportunities and models to enjoy the right to be heard at different levels and in different settings (family, school, services)</b>	<b>1. Children and adults are aware of the child's right to be protected from economic exploitation</b>  <b>2. Institutional resources to prevent and refer the worst forms of child labor, including child trafficking, are in place</b>	<b>1. All children enjoy a nonviolent family and school environment</b>	<b>1. Children enjoy a safe family environment and a form of protection in situations when they are separated from families or at risk to be separated</b>	<b>1. Children, especially those who are at risk, have access to an education that prepares them for adult life, is based on child rights, tolerance, and respect for others</b>  <b>2. Children's views are taken into account in decisions on the facultative curriculum and planning - implementation - evaluation of extracurricular activities</b>	<b>CRIC Mission:</b> <b>We will work to ensure both children and adults are equipped with knowledge about children's rights, how to use them, and will support children and adults to participate in improving the realization of their rights.</b>

**CRIC STRATEGIC PRIORITIES on APROACHES (GENERAL MEASURES OF IMPLEMENTATION/PRINCIPLES)**

Approaches	Overall goals	Objectives of ongoing projects
<b>Data collection / Monitoring</b>	The national monitoring system is sensitive to children's perspectives on the rights of different categories of children, including the most vulnerable	<p><a href="#">Monitoring framework using rights sensitive indicators on the rights to protection developed and used by local authorities.</a></p> <p><a href="#">Children from Leova and Orhei develop and present reports on their rights at local level and at national level (annual reports).<sup>1</sup></a></p> <p><a href="#">Advocacy actions will be taken to make the monitoring framework sensible to children views (communication with the ministry, meetings with the working group, review of the CRC monitoring framework).<sup>2</sup></a></p>
<b>Knowledge of children's rights and mobilization</b>	<p>Improved access to good quality information about child rights, targeted to:</p> <ul style="list-style-type: none"> <li>• children as rights holders</li> <li>• parents, as primary duty bearers</li> <li>• community members</li> </ul>	<p><a href="#">National and local authorities prove commitment to implement the referral system.</a></p> <p><a href="#">Community members have increased awareness on recognizing abuse, neglect and exploitation (authorities, parents, caregivers).</a></p> <p><a href="#">Children from the communities involved in the project are more aware of their rights, including rights to be protected from abuse, neglect and exploitation (Leova and Orhei).</a></p> <p><a href="#">Guide on CRC monitoring is available for children and adults involved in child rights monitoring.<sup>3</sup></a></p> <p><a href="#">Increased awareness of children, parents and care persons with problems and needs related to the migration and abandoned children. At least 50 000 brochures for children, parents and caregivers is being distributed to parents through local schools. 18 newspaper articles or television or radio programs have been published concerning the issue of abandoned children and families affected by the migration phenomenon.</a></p> <p><a href="#">A nationwide month-long media campaign preparing the public for a massive qualitative and quantitative research and informing about the issue of abandoned children, which affects at least 150 000 parents.<sup>4</sup></a></p> <p><a href="#">Raising administration (and public) awareness of the consequences of parents' departure abroad on children's development in order to advocate for more sensitive school curricula and adopt a national strategy for the protection of children left without parental care due to migration.</a></p> <p><a href="#">400 Parents and caregivers from 12 communities are informed on the consequences of migration on children left behind and ways of coping with these situations.<sup>5</sup></a></p>

1 [Project 5: "Safe, strong and free – a better system to protect children in Moldova" \(February 2011 – October 2012\)](#)

2 [Project 6: Institutional support for the implementation of the CRIC strategy for 2011-2015 \(2011\)](#)

3 [Project 5: "Safe, strong and free – a better system to protect children in Moldova" \(February 2011 – October 2012\)](#)

4 [Project 1: "National approach for identification children left behind as a consequence of migration" \(September 2010 – December 2012\)](#)

5 [Project 3: "School for Life: Empowerment of children left behind" \(April 2010 – September 2011\)](#)

		<p><u>Annually, 3 years in total, children and parents from 16 communities (at least 3200) will receive information about child abuse and its prevention, as well as support from the professionals involved in the training.</u><sup>6</sup></p>
		<p><u>Annually, 100 students graduating from boarding schools (classes 8-9) develop their capacities to proper integrate socially and professionally. Seminars on life skills, school/professional orientation and career development for children graduating from boarding schools will be organized.</u><sup>7</sup></p>
<p><b>Professionals' development</b></p>	<p>Professionals have the skills:</p> <ul style="list-style-type: none"> <li>• to develop resilience and life skills of children, being sensitive to children's views</li> <li>• to identify, refer, report cases of children's rights violations, working in team with other professionals</li> <li>• to develop parenting skills</li> </ul>	<p><u>Every year, 3 years in total, 50 professionals working with children from 16 communities will be trained on: national and international legislation related to child abuse prevention, how to identify cases of violence, referral mechanism of cases of abuse, violence prevention, positive parenting and positive discipline.</u><sup>8</sup></p> <p><u>At least 1 500 directors of schools from all Moldovan districts are informed – at informational seminars – about the impacts of migration and about the ways of support for families affected by migration</u></p> <p><u>At least 25 journalists have been trained in the issues of migration and abandoned children.</u><sup>9</sup></p> <p><u>Developing the capacities of professionals (100 teachers and 25 coordinators of free time activities) working with children left behind to mitigate the bad consequences of migration and to support children and parents within the separation period.</u><sup>10</sup></p> <p><u>14 educators and 12 social assistants are trained on professional orientation and carrier development for graduates.</u><sup>11 12</sup></p> <p><u>At least 100 professionals working with children from 2 districts are more familiar with child rights and use protocols for identification and referral of vulnerable children and families.</u></p> <p><u>At least 50 teachers have increased capacities to monitor, prevent and ensure adequate response to child abuse, using specialized tools. School teachers have capacities to develop positive parenting skills.</u></p> <p><u>At least 1200 parents from 10 communities involved in the project have increased parenting skills as a result of participation in 10 workshops of the parents' clubs.</u><sup>13</sup></p>

6 [Project 2: "Local professionals learn for violence free schools and communities"](#) (July 2010 – June 2011)

7 [Project 7: Preventing human trafficking in children without parental care in the Republic of Moldova. OSCE](#) (July 2011- December 2012)

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10 [Project 3: "School for Life: Empowerment of children left behind"](#) (April 2010 – September 2011)

11 [Project 4: „Prevention of trafficking in women, Moldova / Hopes and Dreams for Everyone“](#) (January 2011 – June 2011)

12 [Project 7: Preventing human trafficking in children without parental care in the Republic of Moldova. OSCE](#) (July 2011- December 2012)

13 [Project 5: "Safe, strong and free – a better system to protect children in Moldova"](#) (February 2011 – October 2012)

		<p><a href="#">50 professionals from 25 schools have increased capacities to develop educational activities within school based on the child rights, with a special focus on inclusion of the most vulnerable, including children left behind.</a><sup>14</sup></p>
<p><b>Institutional capacity</b></p>	<p>Institutions responsible for children's rights have a framework, tools and capacities to:</p> <ul style="list-style-type: none"> <li>• assess children's needs</li> <li>• plan and adjust institutional policies, and coordinate activities according to child rights issues</li> <li>• take into account children's views</li> </ul>	<p><a href="#">One model for children to get their opinions on the local authorities' agenda is developed and handed for multiplication (methodology for organization of the school councils).</a></p> <p><a href="#">A module on child rights training will be presented to the Ministry of Education to be included in the Civic Education curriculum.</a><sup>15</sup></p> <p><a href="#">Consolidating of the efforts taken by the Ministry of Education and the Ministry of social protection in the process of reforming the System of child and family protection and implementation of the National Strategy and Community Action Plan for Supporting Children in Difficult Situation and application of the National Referral System for potential victims of human trafficking.</a></p> <p><a href="#">Methodology for supporting graduates of boarding schools for a successful social integration compiled and presented to national authorities.</a><sup>16,17</sup></p> <p><a href="#">The government of Moldova has at its disposal a model of integrated social services and referral mechanism for national implementation. 3 inter-institutional protocols are in place. 3 methodological tools on child abuse prevention are tested and shared with educational authorities.</a><sup>18</sup></p> <p><a href="#">Handbook for professionals working with families affected by migration have been created and translated into Russian. At least 5 000 handbooks for professionals is being distributed through local schools.</a><sup>19</sup></p>
<p><b>Non-discrimination</b></p>	<ul style="list-style-type: none"> <li>• Children belonging to minorities and children at risk have priority access to information on children's rights, opportunities for participation and seek support in situations</li> </ul>	<p><a href="#">Developing the capacity of graduates from four boarding schools (through information on educational and working possibilities; life-skills training); 100 children;</a></p> <p><a href="#">An agenda for youth will be developed, published and distributed; it should serve as a guidance for professional integration; 2000 copies</a></p> <p><a href="#">Assisting youth in continuing professional education (46 boys and girls, boarding schools' graduates will receive support (financial; life skills) in order to continue their further vocational education.</a></p> <p><a href="#">Assisting (potential) victims of trafficking from the rayons of the project implementation (Bender, Leova, Orhei, Telenesti, Floresti, Falesti, Soroaca, Balti, Cahul) via NRS (national referral system).</a><sup>20, 21</sup></p>

14 [Project 6: Institutional support for the implementation of the CRIC strategy for 2011-2015 \(2011\)](#)

15 [Project 6: Institutional support for the implementation of the CRIC strategy for 2011-2015 \(2011\)](#)

16 [Project 4: „Prevention of trafficking in women, Moldova / Hopes and Dreams for Everyone“ \(January 2011 – June 2011\)](#)

17 [Project 7: Preventing human trafficking in children without parental care in the Republic of Moldova. OSCE \(July 2011- December 2012\)](#)

18 [Project 5: "Safe, strong and free – a better system to protect children in Moldova" \(February 2011 – October 2012\)](#)

19 [Project 1: "National approach for identification children left behind as a consequence of migration" \(September 2010 – December 2012\)](#)

20 [Project 4: „Prevention of trafficking in women, Moldova / Hopes and Dreams for Everyone“ \(January 2011 – June 2011\)](#)

21 [Project 7: Preventing human trafficking in children without parental care in the Republic of Moldova. OSCE \(July 2011- December 2012\)](#)

	<p>where rights are violated</p> <ul style="list-style-type: none"> <li>• Tools on non-discrimination are available to adults (teachers)</li> </ul>	<p><a href="#">Helping children left behind by migrating parents to become more resilient and social included (800 children in total), by developing life skills and organizing free time activities, including promoting various models of use of theatre techniques for facilitating children's participation at the community and school level.</a><sup>22</sup></p> <p><a href="#">Providing 45 vulnerable children including children left behind by migrating parents with a higher degree of social empowerment through skills, which will help them to legitimize, assess and advocate for their social problems.</a><sup>23</sup></p> <p><a href="#">Helping 25 children left behind to overcome the difficulties as a result of their parents' migration, by improving their communication and time management abilities providing them with new methods of spending time.</a><sup>24</sup></p> <p><a href="#">Child friendly version of CRC, developed in a participatory way, is available in Romani and Russian.</a><sup>25</sup></p>
<p><b>Children's participation: right to be heard</b></p>	<ul style="list-style-type: none"> <li>• Adults responsible for ensuring children's rights, especially parents as primary duty-bearers, take into account children's opinion</li> <li>• Children participate in the realization of their rights, are involved in dissemination of information on rights and contribute to child rights violations identification and reporting</li> </ul>	<p><a href="#">50 children (with a gender balance), including vulnerable children, members of the monitoring group monitor the implementation of their rights, especially the child rights to protection, using child-friendly tools and methodology. They get their opinions about the observance of child rights on the local and national authorities' agenda. 17 adults – coordinators of children monitoring groups from Leova and Orhei – provide support to children for CRC monitoring.</a><sup>26</sup></p> <p><a href="#">45 children will spread information and positive behaviors based on life skills education through peers from their school and community, that will help them to avoid risks and to resolve their daily problems, to seek support in situations where rights are violated and to realize their own rights.</a><sup>27</sup></p> <p><a href="#">25 children are facilitated in creating new friendship ties and they learn new methods of spending time which they can share with their peers back home.</a><sup>28</sup></p>

<sup>22</sup> [Project 3: "School for Life: Empowerment of children left behind" \(April 2010 – September 2011\)](#)

<sup>23</sup> [Project 9: "Social Empowerment 2011" \(June 2011- August 2011\)](#)

<sup>24</sup> [Project 8: "Support for developing leisure time activities for children left behind by migrating parents" \(August – September 2011\)](#)

<sup>25</sup> [Project 6: Institutional support for the implementation of the CRIC strategy for 2011-2015 \(2011\)](#)

<sup>26</sup> [Project 5: "Safe, strong and free – a better system to protect children in Moldova" \(February 2011 – October 2012\)](#)

<sup>27</sup> [Project 9: "Social Empowerment 2011" \(June 2011- August 2011\)](#)

<sup>28</sup> [Project 8: "Support for developing leisure time activities for children left behind by migrating parents" \(August – September 2011\)](#)