

Annex A

SOROPTIMIST INTERNATIONAL, UNION OF NORWAY CHILD RIGHTS INFORMATION CENTER MOLDOVA (CRIC Moldova)

Project EDUCATING YOUTH FOR THE FUTURE

Period of implementation: February 2019 – August 2019

Beneficiaries of the project: 6 girls and boys in vulnerable situation who continue professional education.

BACKGROUND AND JUSTIFICATION

Five girls and 6 boys in vulnerable situations were assisted within the project *Educating Youth for the Future 2017-2018*. Four of them successfully graduated the professional school in summer 2018, one was dismissed from the program and 6 teens (1 girl and 5 boys) are continuing their studies nowadays. Due to their vulnerability they still need emotional and financial support to assure a better social integration.

According to the researches¹ the term “vulnerable children” in the Moldovan context include all those children whose opportunity to develop to their full potential are impaired by some form of disadvantage. Specifically, this includes: a) children who are or have been subject to violence, abuse, neglect and exploitation, and those at risk of maltreatment; b) children living in poverty c) children with disabilities; d) children at risk of separation from their parents, or who have been separated, including orphans; e) children with serious or chronic health problems; f) children who are not included in the formal education system; g) Children living in residential care; h) children in contact with, or conflict with, the law (including young offenders and those with antisocial behaviour). The term “children at risk” is similarly defined in the law no. 140/2013 on the Special protection of the children at risk and those separated from their parents².

Moldova has committed itself to protect the rights of disadvantaged children, firstly, by signing the UN Convention on the Rights of the Child (UNCRC).

In April 2017, the Alliance of Active NGO’s in the Field of Social Protection of Family and Child from the Republic of Moldova launched the Child Protection Index³ - a tool designed to encourage regional cooperation, stimulate a more robust implementation of the UNCRC, and serve as a policy analysis tool for civil society, governments and donors. According to the Child Protection Index, Moldova scores 0.52 out of a possible score of 1.0 in terms of the implementation of its UNCRC commitments, and there is a large gap between policy and implementation. The “child vulnerability” issue score 0,336 and measures three distinct elements: the situation of children living outside of their biological families; public sector personnel available to advocate on behalf of vulnerable children; and finally, the amount of state welfare expenditures as a percentage of Gross Domestic Product. (*Explore Moldova Index score*

¹ Strategic review of the Child Protection System in the Republic of Moldova, 2016

<http://moldova.wearelumos.org/sites/default/files/Strategic-review-child-protection-system-Moldova.pdf>

² <http://lex.justice.md/md/348972/>

³ Child Protection Index, 2016 <https://www.dropbox.com/s/heruz50h8jmy41x/CPI-Moldova.pdf>

that analyse specific child protection issues through five dimensions of government actions, accessing the following link: <http://www.childprotectionindex.org/country/moldova>).

According with the New Code of Education, compulsory schooling is extended to 18 years of age and children can therefore stay longer in the institutions (previously until 16 years of age). Even so the available statistics on the schooling rate show that after graduation from gymnasium education 23% of children studies further at lyceums, 23% choose professional schools, 23% go to colleges and 15 % did not continue their studies⁴. These suggest that the state does not ensure the necessary conditions for all children to be enrolled in the educational system. The national researches⁵ show tops 5 reasons why children do not attend school:

- Children are working along with their parents to earn money for their primary needs;
- Children do not have enough material resources (clothes, shoes, logistic stuff, equipments etc.);
- Children are separated from their parents and no one is taking care of their education;
- Children are living with their parents, but parents are neglecting their responsibilities towards the child, either because of making abuse of alcohol, having health issues etc;
- Parents think that studying is useless, and children assume the same.

Thus there are 2 perspectives of why children are not willing to study (either general or professional education). One is directly conditioned by the lack of money and another is the lack of awareness and motivation regarding the need of education. Children from disadvantaged environments are more likely to refuse to continue their professional studies. They are forced to work without qualification in pursuit of “quick money”, therefore become a cheap labor force on the job market and are more vulnerable in front of trafficking in human beings, irregular migration and other social/ health risks as well. Social protection services and professionals from education system are meeting a lot of difficulties in helping these categories of children. They are often complaining on lack of trainings where they would learn tools and methods in working with specific groups of young people.

Within this initiative, CRIC aims to help 6 beneficiaries to improve their living and develop their personal skills in order to be ready for independent life after graduation.

The goal of the project

To contribute to the prevention of social/ health risks among children in vulnerable situations, including trafficking in human beings and irregular migration.

The objectives of the project

- Assisting teenagers in continuing professional education as currently they are without support and material possibilities to do so.
- Involving teenagers in a life skills development program to facilitate their community/ social integration. During the project period, students will be assisted by a social worker.
- Building capacities of the representatives of professional schools and District Departments of Social Assistance and Family Protection (DDSAFP) in working with children at risk.

Beneficiaries of the project

6 young people, girls and boys, from groups of risk such as:

- Children left behind by migrating parents,
- Children from families where parents make abuse of alcohol,
- Poor families,

⁴ Source: National Bureau of Statistic, 2015

⁵ Source: Institute of Education Sciences, 2007

and not benefiting from the support of other programmes, projects or activities, who are continuing their professional education and were involved in CRIC previous project.

MAIN OUTPUTS and MAIN ACTIVITIES

Output 1: Six teenagers (1 girl and 5 boys), who study in a professional institution and are involved in the program from 2017 will be motivated and helped to successfully finalize the 2018-2019 school year.

Activity 1.1: Providing teenagers with monthly scholarship, so that they can afford to pay for their accommodation, equipment for studies and other needed utilities. The social workers will monitor how the scholarship will be spent.

Activity 1.2: Providing teenagers with assistance in developing their independent life skills (skills on personal care, house, money and time management, use of community resources and accessing services on different levels, seeking a job and a living place etc.). At least once per week, the project social workers will meet the beneficiaries to discuss about achievements and issues in their personal and social life and update together the Individual Assistance Plan (IAP).

Output 2: Six teenagers will be informed and raise their understanding about prevention of social/health risks, including trafficking in human beings and irregular migration.

Activity 2.1: Three workshops will be organized with beneficiaries and project social workers to discuss topics that teenagers are concern about. During each workshop 2 beneficiaries will prepare and present information on the subjects that they think is important to be approached with the rest of participants. They will be free to choose the topics and the methods of presenting the information. In case the selected subject will be too sensitive or they will encounter difficulties to organize their presentation in an interactive way, teens will be assisted by social workers. These will raise beneficiaries' contribution and commitment towards the learning process and will help them to develop their public speaking skills.

Output 3: Representatives of local duty bearers (DDSAFP and professional institutions) will collaborate in order to improve the quality of life of the adolescents from vulnerable backgrounds.

Activity 3.1: Maintaining the partnerships with DDSAFP, community social workers, where the beneficiaries are having their residence, and professional institutions where the beneficiaries are studying in regards of achieving concrete results in social and professional inclusion of the adolescents in need.

Activity 3.2: Strengthening capacities of the representatives of DDSAFP and professional institutions by participating at 2 workshops addressing subjects related to their work with adolescents.

EXPECTED PROJECT RESULTS:

- 6 young people were assisted in continuing their professional education by 2 social workers employed in the project (February 2019 - August 2019). The above mentioned 6 students received permanent informational and emotional support and monthly scholarships. They are equipped with necessary knowledge and skills to take right decisions and to overcome difficult/dangerous situations. Social environment of the target group improved and living conditions are secured.
- Professionals from DDSAFP and representatives of professional institutions are informed about the support program *Educating youth for the future* and improved their working capacities with children at risk. The community actors are more aware of their role in beneficiaries' lives and are better prepared in fulfilling their obligations towards them.