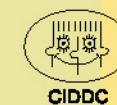


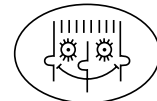
evaluation report

life skills education for prevention of trafficking in human beings





Ministry of Education
of the Republic of Moldova



CIDDC
Child Rights Information Center
Moldova

evaluation report

life skills education for prevention of trafficking in human beings

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This report presents the impact of the project *Life Skills Education for Prevention of Trafficking in Human Beings* on children and their social environment in eleven residential care institutions in Moldova. These eleven boarding schools were involved in the program from August 1, 2002 to July 31, 2004. The project was implemented by the Child Rights Information Center (CRIC) together with the Secretariat of the National Council for Protection of the Rights of the Child, Ministry of Education with the support of UNICEF Moldova and the Swedish organization Radda Barnen /Save the Children.

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Foreword

CHILDREN AND YOUTH WHO HAVE DEVELOPED LIFE SKILLS WILL OVERCOME THE RISKS AND WILL SUCCESSFULLY INTEGRATE INTO THE SOCIETY

Nowadays children and young people feel more than ever the need to be prepared for an independent life. They need knowledge, skills and attitudes, which will help them to easily prevent or overcome the social and health risks they face.

Life Skills Based Education is one of the main ways to develop the attitudes and skills necessary for responsible and healthy behavior. Life skills allow the individual to have a normal life without depending on help from society and provides a range of relevant and valuable skills to be used in daily life.

Life Skills Based Education is promoted today in different educational contexts. It has a wide range of objectives: promoting self-respect; harmonizing the relationships with others; participating in the community life; promoting a healthy life style; preventing pregnancy at an early age; preventing drug abuse and sexually transmitted diseases, including HIV/AIDS; and a good professional and social integration.

Life skills are developed within and outside educational institutions. However, the school is the key institution within which pupils can receive the most information and acquire skills related to professional, social and health development.

The project *Life Skills Education for Prevention of Trafficking in Human Beings -program for boarding schools* initiated by the Child Rights Information Center (CRIC) in partnership with the Ministry of Education and with the support of UNICEF Moldova and the Swedish organization Radda Barnen /Save the Children, is a successful model that can also be applied in other education institutions.

After they graduate, children and young people from residential institutions face many problems. The fact that they have no family and no one to support them reduces their chances to overcome social and health risks. Thus the beneficiaries mention the usefulness of skills and abilities necessary for the successful integration into the society, acquired within this project. The program succeeded in developing the participants self-confidence and building relevant life skills, as well as contributing to the formation of the relationships with their peers and adults.

The results of the pilot programs for life skills development promoted by the Ministry of Education in partnership with different Non-Governmental Organizations prove the need for the integration of life skills into the school curriculum as a mandatory subject.



Anatol Dubrovshii
Deputy-Minister of Education

WE CAN PREVENT TRAFFICKING IN HUMAN BEINGS BY DEVELOPING LIFE SKILLS OF CHILDREN AND YOUTH

Trafficking in children is a global phenomenon which involves the movement of children for the purpose of sexual exploitation, forced labor, removal of organs and illegal adoption. The root causes of trafficking are complex and include poverty, lack of employment opportunities, impunity of prosecution and a general lack of education and awareness.

Trafficking in children is on the increase globally, an estimated 1.2 million children are affected in the world. In South Eastern Europe, 90 percent of foreign women working in prostitution are alleged victims of trafficking and about 10-15% of these women are girls under the age of 18 .

In Moldova, in the period of June 2000 – December 2004 almost 1,500 victims have been officially identified and assisted; however the actual figures are probably much higher, as many women and children are simply deported . It should be noted that the majority of victims are very young, about 60% are between 18 and 24 years of age when they return to Moldova, and 30% were children when they were trafficked.

UNICEF's actions to increase the protection of children are based on the principles enshrined in the Convention on the Rights of the Child. Aiming to build a protective environment, UNICEF seeks both to prevent abuse and to adequately respond in cases where it has occurred. These efforts include inter alia strengthened government commitment to child protection, improved legislation and its implementation, and the strengthening of the skills of children and adolescents for their own protection and participation. Children need to be aware of the dangers of trafficking so that they can protect themselves from situations that put them at risk, schools being the best environment to conduct prevention activities.

According to the data available about 10 % of the victims have grown up in childcare institutions, and since children growing up in childcare institutions represent at least 1 % of the total child population of Moldova, they are 10 times more vulnerable to trafficking. Against this background UNICEF supported the Project "Life Skills Education for Prevention of Trafficking in Human Beings" implemented by the CRIC in cooperation with the Ministry of Education of the Republic of Moldova. This Project was specifically designed to target the children and young people from institutions to prevent and diminish the risks of unemployment and trafficking in human beings after they graduate from boarding schools.

Through this Project, for the first time in Moldova, life skills-based education is applied as an approach to developing knowledge, attitudes and special skills using a variety of learning experiences and a participatory methodology with the children in residential care. As a result, more than 3,000 children from 11 institutions across Moldova have acquired knowledge and skills to make informed decisions, solve problems, think creatively and critically, communicate with others and manage their lives in a healthy and productive manner.

One of the main findings of the Evaluation Report is that Life Skills Education is an efficient method for preparing children and youth for independent life after graduation for the prevention of social risks and trafficking.

The Project "Life Skills Education for Prevention of Trafficking in Human Beings" should serve as a best practice model in providing Life Skills Education for the prevention of trafficking .The findings of this Evaluation Report should be used by representatives of state institutions, local public administration bodies, civil society, schools, children and youth, as well as media for developing a better understanding and raising awareness of the importance of including the Life Skills Education approach in the curriculum and extra-curricular activities. Taking into account the success of this Project highlighted in the Evaluation Report, we believe that this model of education can be used for prevention purposes in other countries of the region affected by the phenomenon of trafficking in children.



Giovanna Barberis,
Representative, UNICEF Moldova

¹ Trafficking in Human Beings in South Eastern Europe", 2003 Update on Situation and Responses to Trafficking in Human Beings, UNICEF/UNOHVHR/OSCE ODIHR.

² IOM statistics, December 2004.

LIFE SKILLS EDUCATION FOR PREVENTION OF TRAFFICKING IN HUMAN BEINGS

PROJECT JUSTIFICATION

The social and economic crisis of the last decade placed the Republic of Moldova among the poorest countries in Central and Eastern Europe. The prolonged transition determined hundreds of thousands of Moldovans to leave the country in search of a job abroad. Estimations show that the number of Moldovan citizens staying abroad is about 1,000,000 (this figure represents approximately 20 % of the population of the Republic –in other words, every fifth inhabitant has gone abroad).

According to the Evaluation Report “Life Skills Based Education”³, the Republic of Moldova has one of the highest rates of external migration among youth aged between 15 and 24 years in Europe and Central Asia (130 to 1,000). This is due to several factors, including the lack of employment opportunities and the low income standard.

The unemployment rate among youth is 18.3%, which is twice as high as for the rest of the active population⁴. Given this situation, according to UNICEF data, about 90% of youth aged between 18 and 29 years would like to leave Moldova for at least a short period of time, while 37.5% would like to leave the country forever, and only 9% would like to stay in Moldova⁵.

The phenomenon of trafficking in human beings started to rapidly increase in Moldova at the beginning of the 1990's. However there is still a lack of exact data available regarding the number of people trafficked out of Moldova. Currently only approximate figures are available. These are offered by different international and national organizations, which work in the field of prevention of trafficking in human beings. The only, and thus currently the main indicator, which reflects the extent of this problem is the number of repatriated victims.

Information provided by the International Center for Protection and Promotion of Women's Rights “La Strada” shows that presently 35-50% of the total number of victims of trafficking assisted by various European organizations originate from Moldova. The Moscow Temporary Center for Minors (Russia) provides estimations that over 50 % of children begging on the streets of the Russian capital originate from Moldova. Thus, Moldova holds the first place on the number of trafficked women and children.

In 2004, 83% of victims assisted by the “La Strada” Center were girls and young women aged between 14 and 26 years. The rate of underage victims was 28.5% out of the total number of victims assisted by this organization.

³ Evaluation Report Life Skills Based Education: Conditions, Problems, Resources and Opportunities for Implementation, Government of the Republic of Moldova, UNICEF Moldova, Chisinau, 2003.

⁴ UNICEF, Report Situation of World's Children 2000”, New York, <http://www.unicef.org/sowc00/5> Young Voices Opinion Survey of Children and Young People, UNICEF, 2001.

⁵ Young Voices. Opinion Survey of Children and Young People, UNICEF, 2001.



According to the reports of the International Organization for Migration (IOM), in most of the cases victims of trafficking are vulnerable not only from the social and economic point of view, but also psycho-social: they are people who did not receive a quality education, they have a low level of self-appreciation and self-esteem, they often have inferiority complexes and lack moral and social values. Due to their life situations these young people can be easily manipulated, and thus they often become dependent on traffickers.

In this context, children from residential institutions, especially girls, comprise the main risk group. The evaluation report on “Life Skills Based Education” shows that every fifth trafficked and repatriated female minor within the period 2000-2003 was an orphan when she was trafficked, being educated in orphanages and boarding schools.

International studies on the situation of institutionalized children prove the fact that youth/children face serious socialization problems, and their training for adult life is insufficient. Isolation, extremely difficult life conditions, and low quality of education in institutions seriously affect the development, health and possibility for psychosocial integration of such children and make them extremely vulnerable to life challenges.

Institutionalization is a mechanism the State prefers as a response to children’s problems, being the most frequently applied method of care for children originating from poor families, those abandoned and those with disabilities. A study carried out by local administration and the General Prosecutor’s Office of the Republic of Moldova shows that in the last years over 20,000 children were deprived of parental care due to massive emigration of adults . These children are left in the care of relatives, placed in institutions, or, are simply abandoned.

Today around 13,000 Moldovan children live in residential institutions. In Moldova there are 67 residential-type institutions, while the number of children placed in each of these varies from 34 to 740. Sixty three institutions are subordinated to the Ministry of Education, out of which nineteen are general-type boarding schools.

After making these observations, the CRIC team considered what kind of project would be appropriate to develop. At the beginning of 2003 the CRIC decided that a Life Skills Education program for boarding schools students to prevent /reduce the risk of unemployment and trafficking in human beings would meet the identified needs. The project was piloted in 8 general-type boarding schools from February to June 2003. Initially the emphasis was on the development of livelihood skills (especially job-searching skills), with the main beneficiaries being graduates of grades VIII-IX (15-16 years old).

During the pilot period, CRIC carried out a study on the life skills development of students in boarding schools. This study showed that only 15% of students in the boarding schools considered that they had a high level of self-appreciation. Every third child felt they did not have communication skills, and two out of three children acknowledged the fact that they did not have any decision-making skills (70% of girls, 62% of boys). Only 30% of the girls said that they had enough conflict resolution skills, while among boys 50% felt they did have good conflict resolution skills.

The outcomes of the pilot project, and the study, showed the need for the project to be re-oriented, and for the content of the project to be supplemented. The program content was adapted accordingly including the development of participatory activities that put a high priority on contributing to the growth of self-respect, developing basic social skills – communication and peaceful conflict resolution, inter-personal relations, decision making, as well as skills related to a healthy life style.

⁶ Article *Child Trafficking in Moldova*, The UN in Moldova -ONU în Moldova Magazine, No.1 (18), January-March 2004, pg.17

PROJECT DESCRIPTION. PROJECT PROMOTERS AND PARTNERS

Between 2003 and 2004, the project *Life Skills Education for Prevention of Trafficking in Human Beings* was implemented in 11 boarding schools across the country: Cahul, Cărpineni, Căzănești, no.2 Chișinău, Fălești, Leova, Orhei, Năpadova, Strășeni, Tighina, Văscăuți – and was addressed to students of school forms V-IX (12-13 years old).

The goal of the project was to facilitate the psychosocial integration of students from institutions, through life skills development, in order to reduce the risk of unemployment and of trafficking in human beings.

The Objectives were:

1:60 members of the teaching staff in the boarding schools involved in the project:

- to integrate Life Skills development in the educational process as a means to facilitate social integration of youth
- to use interactive methods based on the child positive approach, which encourages participation and development of the latter.

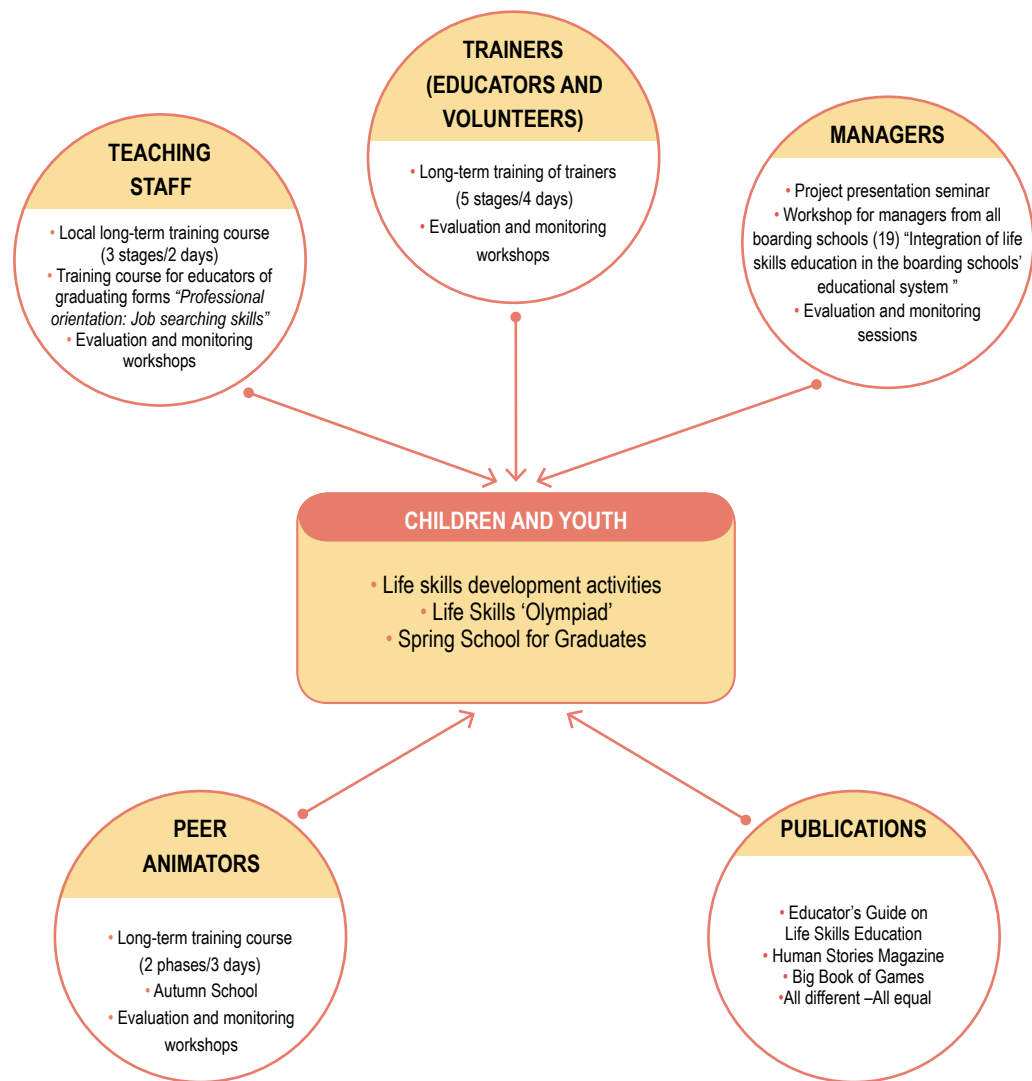
2:100 pupils (V – IX forms):

- to manifest responsibility regarding their own person and health, as well as in relation to other people
- to demonstrate skills to meet the requirements of independent social life.

Target groups and beneficiaries

Around 3,049 children aged between 10 and 17 years from 11 institutions benefited from information activities and life skills development necessary for the prevention of unemployment and trafficking in human beings.

Activities were organized and implemented with the participation of the three target groups: managers of institutions, educators and volunteers trainers, and peer animators. This was possible as a result of their participation in various training and educational activities, implemented at the local and national levels.



Project promoters and partners

The project *Life Skills Education for Prevention of Trafficking in Human Beings* was implemented by CRIC in partnership with the Ministry of Education and with the support of UNICEF Moldova, Swedish organization Radda Barnen /Save the Children and the Embassy of Norway in Bucharest.

Other partners involved:

Department for Youth and Sports of the Republic of Moldova
 National Employment Agency
 General District Departments for Education, Youth and Sports
 International Center for the Protection and Promotion of Women's Rights "La Strada", Moldova
 Partnership for Equality Center, Romania
 National Youth Resource Center, Moldova
 Association of Young Trainers, Moldova
 National Center for Research and Information on Women's Issues
 Center for the Rights of Children and Youth, Bălți
 Regional Youth Resource Center "Impuls", Cahul
 Center of the Young Journalist
 National Center for Child Abuse Prevention



EVALUATION METHODOLOGY

This report presents the impact of the project “Life Skills Education for Prevention of Trafficking in Human Beings*” on the children and the social environment in 11 boarding schools in the Republic of Moldova, from August 1st, 2003 to July 31st, 2004.

Goal

The evaluation report intended to present the changes which were caused by the project activities in children, teaching staff, and managers and in interpersonal relations within the involved boarding schools.

Objectives

- Determining the extent to which the life skills* based approach through interactive* methods is incorporated into the educational process of the involved boarding schools;
- Analysis of the role played by the peer-to-peer method in the life skills development of institutionalized children;
- Identification of changes determined by the project activities in children’s knowledge, skills and attitudes, necessary for a successful social integration;
- Drafting recommendations for the improvement of the educational process in residential state institutions, from the perspective of life skills development for prevention of trafficking in human beings.

Evaluation design

In order to have an idea of the complex picture of the outcomes obtained in the process of project implementation, three evaluation studies were performed: initial, intermediary and final. The evaluation of the project impact was planned in a way to provide qualitative and quantitative information about the obtained outcomes. The evaluation tools were developed in compliance with project objectives and activities (Table 1).

The training courses within the project were accompanied by an evaluation of the knowledge, skills and attitudes acquired by the participants: children, peer-animators, educators and representatives of the boarding schools administration. The informal discussions which took place during the training courses gave the evaluators a better idea of the successes, obstacles and needs of the participants in activities related to the project.

In order to ensure the successful implementation of the project, study visits to each boarding school involved were organized. During these visits group discussions, interviews and questionnaires with project beneficiaries were completed.

In an attempt to get a more complete picture, representatives of boarding schools administration, District Departments of Education, Youth and Sports, and of the Permanent Secretariat of the National Council for Child Rights Protection were included in the study.

*All the terms marked with this sign are explained in the Glossary appended to the report

Nr.	Evaluation objective	Source for data collection	Method for data collection
1.	Educational approach based on life skills development through interactive methods.	Children; Peer animators; Educators-trainers; Educators; Managers; Representatives of District Departments of Education, Youth and Sports; Representatives of the Permanent Secretariat of the National Council for Child Rights Protection (NCCRP)	Focus-group; Detailed interview; Questionnaire; Participatory method* "Card Visualization "
2.	Efficiency of peer-to-peer training method in life skills development.	Children; Peer animators; Educators-trainers; Educators; Managers; Representatives of District Departments of Education, Youth and Sports; Representatives of the Permanent Secretariat of the NCCRP	Focus-group; Detailed interview; Participatory methods "Dot voting on Likert smiley-face scale " and "Social mapping "
3.	Change in children's knowledge, attitudes and skills, necessary for a successful social integration.	Children; Peer animators; Educators-trainers; Educators; Managers; Representatives of District Departments of Education, Youth and Sports; Representatives of the Permanent Secretariat of the NCCRP	Participatory methods: "Impact Drawing " and "Force-Field Analysis "; Focus-group; Detailed interview; Questionnaire
4.	Improvement of the educational process from the point of view of life skills development for prevention of trafficking in human beings.	Children; Peer animators; Educators-trainers; Educators; Managers; Representatives of District Departments of Education, Youth and Sports; Representatives of the Permanent Secretariat of the NCCRP	Participatory method "Card Visualization "; Focus-group; Detailed interview

Table 1. Sources and methods used for the collection of data for each evaluation objective

Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) software program. Qualitative data was analyzed using the contents analysis method.

OUTCOMES OF PROJECT EVALUATION

IV.I. EDUCATION OF CHILDREN IN RESIDENTIAL INSTITUTIONS: LIFE SKILLS BASED APPROACH

One of the project objectives was related to the development of local resources in teaching communities. To meet this objective a national team of trainers was formed consisting of 2-3 educators from every boarding school participating to the project. The skills of boarding school educators in the field of the *life skills* based educational approach were strengthened within a long-term training course. During this year, even the teaching staff from the local community schools relied, in several cases, on the experience of these educators.

Approaching children from the point of view of their rights and *life skills development* was an innovative element for the educational environment in boarding schools involved in the project. For this reason the promotion of *life skills based education* using interactive methods required great efforts on the part of the project implementation team members. During the organized activities, adults from boarding schools developed an understanding of the need to integrate the *life skills development* approach into the educational process. They also began to understand the positive impact of using a more participatory, and thus interactive, approach when working with children. A considerable number of educators from the boarding schools involved in the project now use more interactive methods when working with children.

Participation in project activities enriched the educators' strategies with interactive techniques of work for *life skills development*. According to the opinion expressed by the members of the boarding schools administration, and by a number of educators, the efficiency of the educational instructive process is determined by the complex development of children's knowledge, attitudes and skills. Observations of educators-trainers* show that thematic activities carried out in most of the boarding schools proved to be extremely useful for children, because they address subjects such as:

- communication and conflict resolution
- self-esteem
- rights and responsibilities
- abuse
- trafficking in human beings
- HIV/AIDS prevention
- hygiene and healthy life style
- school and professional orientation.

There were however, certain subjects, such as interpersonal relations, gender differences* and sexuality, which proved difficult for the educators to feel comfortable discussing, in part due to their existing prejudices. It is a paradox, but the above-mentioned subjects are among the most demanded by the children, and they discuss them more freely with people of their own age.



All educators who used interactive techniques of work with children mentioned that their use ensures better results. In the opinion of educators, efficiency of interactive methods is due to the fact that they:

- secure an open communication with children;
- offer new opportunities of getting to know children;
- favor development of an individualized and prejudice-free attitude towards children;
- have a positive impact on the children's motivation;
- ensure opportunities for direct involvement of children in the educational process.

The children appreciated the learning environment, content and methods of delivery of the educational sessions, workshops, lectures and meditations. The majority of children, who said that they had good relationships with their educators, felt it was based on the sense of open, peer-to-peer communication, support, respect, fair attitude and, critically, taking the needs of the children into consideration.

Once the experience in organizing activities with the use of interactive methods was acquired, the skills of educators to apply them developed. This fact contributed to the improvement of their image within pedagogical communities. However, it is to be noted that the majority of educators lacked sufficient skills to effectively carry out the final analysis of the project, and found it challenging to encourage the groups of children to formulate conclusions, reflect on lessons learnt and develop future steps.

In the opinion of Deputy Directors for education, demonstrative sessions, specially organized by the educators-trainers, allowed other teachers to implement the interactive activities and methods. The educators-trainers quickly became the main resources for the development of extracurricular and cultural activities in boarding schools involved in the project.

According to the comments made by the educators, educational games that were energizing and relatively simple to implement were supportive of new educational methodologies. Training courses organized within the project provided the educators with opportunities to share opinions regarding the ways in which to implement the new methods in their diverse schools. Most of the educators stated that the training courses were an important supporting factor in developing their activities. Interactive methods require a minimum of materials which is a considerable advantage in the boarding schools given their limited technical capacities.

The observations of the implementing team and statements of many educators confirm the fact that changes produced during this year in the personality and behavior of educators-trainers had an impact on the project outcomes. Besides the acquired knowledge, educators felt a strengthening of self-esteem and self-confidence, development of optimistic attitudes and development of a number of new skills such as communication and relations, problem resolution, emotions management*, activity evaluation and self-evaluation.

Methods of disciplining* were an important subject during the training courses organized with educators. Educators enriched their knowledge regarding the methods to ensure discipline in a non-abusive manner, promoted by a child rights based education. Most of the educators have convincing arguments to reject the use of punishment, qualified by them as a “personal attack”, “abuse”. However, not all adults from the boarding schools are prepared to give up the use of punishment in their work with children. The re-evaluation of attitudes in this respect, and the use of methods of non-abusive discipline in their everyday activities, will be a long term goal.

According to the observations of the educators-trainers, some of the interactive methods are also used by certain teachers from the boarding schools involved in the project. These teachers tend to be educators who use interactive techniques during lessons and tutoring sessions. Training courses have had an impact on the teachers’ openness and willingness to use a more interactive teaching methodology. There were clear discrepancies between the educational pedagogy being applied in the boarding schools engaged with the project, compared to those who were not involved in the project activities.

Representatives of the District Departments for Education, Youth and Sports and of the Permanent Secretariat of the National Council for Child’s Rights Protection and the majority of educators from the boarding schools participating in the project said that the rigid schedule in which these institutions operate limits the possibilities to meet all the needs of the children. Throughout the project the practical implementation of knowledge and skills acquired by educators was hindered by the need to review the entire educational process. Interactive activities and methods promoted by educators-trainers in schools required certain shifts in teacher thinking, as well as the reorganization of the program of activities in the institutions. These issues generated reserved attitudes, or even resistance, on the part of certain educators, teachers and members of boarding schools administration.

CONCLUSIONS

1. The *life skills* based approach to the educational process involves multiple benefits for personal, social and professional development of children, youth and adults involved in the project.
2. The use of interactive methods for *life skills* development in all the activities transformed the educational process and made it more attractive and friendly to children and educators.
3. The educational process based on the assessment of children's needs and interests resulted in better outcomes, and it was appreciated by educators as being more efficient, and by the children - as being more interesting and useful.
4. Cooperation between educators, teachers and members of boarding schools administration in using interactive techniques and a rights based approach to working with children were favoring factors in the implementation of project activities.



RECCOMENDATIONS

1. To continue the training of educators in the field of *Life Skills Based Education*, with an emphasis on their skills to identify development needs and interests of children.
2. To train teachers to introduce certain elements of *Life Skills Based Education* into the school curriculum.
3. To develop informational and methodological materials for teaching staff in boarding schools, in order to promote concepts of assertive communication, non-abusive methods of disciplining and conflict mediation.
4. To extend the commitment of boarding schools managers with the aim of integrating the *Life Skills Based Education* into the entire educational process of the residential institutions.
5. To develop a guide for school managers regarding the integration of *Life Skills Based Education* contents into the educational system of boarding schools.

VI.II. EDUCATIONAL PARTNERSHIPS FOR LIFE SKILLS DEVELOPMENT

Peer-to-peer education is a new concept for children in residential institutions. For the first time in Moldova in 11 boarding schools teams of peer-to-peer animators were created *.

Peer-to-peer education aims at assisting members of the group to develop certain life skills to prevent social risks, and to influence positive changes in their environment. Peer-to-peer education is implemented among people who belong to the same social group, based on age, occupation, interests, educational level, and socio-economic status or health conditions. Experience of using this method in other countries has showed a series of advantages and disadvantages presented in table 2 ⁷.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Youth take on responsibilities; • Peer-educators and target groups speak the same language; • Peer-educators acquire skills which are important for their further personal development; • Peer-to-peer education can complement other educational interventions, such as the work of teachers, social workers, providers of health services etc.; • Peer-to-peer education is a community level intervention which may offer connections with other community services; • Peer-educators can have access to groups, which, in other conditions, are difficult to be reached; • Peer-to-peer education is relatively inexpensive. 	<ul style="list-style-type: none"> • There is a need to permanently recruit and train new people, since peer-educators grow up and cannot play their role anymore; • It is somewhat challenging to evaluate the impact of peer-educators' activities; • If peer-educators are not well trained, then the peer-to-peer education may have a harmful effect (misinformation, non-professional advice, etc.).

Table 2. Advantages and disadvantages of the peer-to-peer education method

⁷ Peer-to-Peer Education .Trainer's Guide, Association of Young Trainers from Moldova, Chisinau, 2004.

Teams of peer-animators were formed by selecting approximately 20 opinion leaders among children of forms VI-VIII (13-15 years old) in each boarding school. The composition of the groups of children proved to be quite heterogeneous in terms of age, interests and school performance. For the animator to be able to bring new ideas into the group, he/she must be accepted by the rest of the members, must have authority, and be credible and motivated to get involved in this activity. Sometimes people selected as opinion leaders have an average or poor academic performance. Selection of members for the teams of peer-animators, without considering children's school performance, was considered by the adults involved, to be an unusual practice.

In every boarding school, an adult coordinator of the peer-animators team was appointed, with the mission to consolidate the group of children, facilitate communication with other adults, and to provide assistance in organizing and implementing the activities.

Peer-animators' teams consolidated themselves and efficiently organized their activities. In the majority of boarding schools, peer-animators worked in groups of two or three, with a class of children, where they organized an average of two thematic activities each week. Animators organized informal activities and energizing games almost on a daily basis, usually during free time, without considering the adherence to a particular class.

In all boarding schools, members of peer-animators' teams experienced a considerable evolution, developing an efficient communication within groups and cooperation in implementation of activities. The cooperation among the team members was also mentioned by educators and members of the boarding schools administration. In most of these teams, the roles were distributed according to interests, skills and results obtained in the activity. Usually, peer-animators would choose several subjects on which they would prepare and organize thematic activities, while some of them would only run games and energizers or would deal with the technical aspect of the activity.



Children described the animators in terms of the knowledge and skills they showed, their communication style and the relationships they helped establish in the group. These characteristics helped the majority of animators win respect and a sense of authority among the children, with many of them being perceived as behavioral models.

In all boarding schools, children who benefited from the animators' activities helped the members of these teams to organize activities, keeping the discipline, trying to mobilize the group and even taking the place of peer-animators when they were away for training courses.

Children showed trust in the accuracy of information transmitted by animators and encouraged them to develop new thematic activities and games. This encouraging behavior can be explained by the fact that the information obtained by children from animators was relevant to their lives and thus interesting to them, and because it was participatory in nature it was accessible and exciting.

The use of interactive methods determined to a great extent the success of peer-animators' activities. In several cases, when they tried to organize activities using the authoritarian style undertaken from certain educators and teachers, it generated conflicts among children. These problems were solved once the style of organizing the activities by peer-animators was changed. Difficulties of this kind were related to limited experience in using interactive methods due to the teacher directed practices currently in use in the educational system.

The activities of the peer-animators diversified and extended the sources of information for the children. The children stated that they preferred to discuss subjects such as sexuality and relations between girls and boys with their peer-animators rather than their educators. In the children's opinion, animators have more knowledge and experience than educators on topics related to drugs and smoking.



In order to get answers to numerous questions, children in boarding schools addressed peer-animators as people whom they trusted and who they saw as well informed in the fields of major interest. Even if peer-animators wanted to help their colleagues, their level of theoretical training proved to be insufficient to meet all the children's expectations. Nevertheless, at the end of the project, the majority of the children stated that their school would be poorer if peer-animators did not exist. If there were no peer-animators they felt that the sources of information would be more limited, and there would be less to do during their leisure time.

The support and competence provided by educators and members of boarding schools' administration were mentioned by all peer-animators teams as among the factors which contributed to the success of their activities. The most important role in this context was played by the adult coordinators of the teams, who helped the former in planning and organizing the activities, provided them with informational materials, facilitated their access to classes and provided them with freedom in choosing subjects of interest for the children they were working with.

In most of the boarding schools cooperative relationships developed between educators and peer-animators teams. A part of educators stated that they enriched their professional experience due to their participation in certain activities implemented by peer-animators. The animators became an important support for educators in organizing and running educational sessions and extracurricular activities. Due to the fact that they won the trust of people, peer-animators became demanded as organizers or assistants in running certain activities and games in other fields than those provided by the project.

As the majority of animators mentioned, relations of cooperation established with volunteers* of the Child Rights Information Center also favored a good development of their activities. Behavioral model, consulting, support and permanent communication provided by the volunteers played a considerable role in this context.

Although the peer-to-peer education method has proved its advantages and successes, in all boarding schools, which participated in the project, still there are attitudes of distrust regarding its effectiveness. Among the sources of indifference and even hostility towards the activity of animators there are the rigidity of adults, the tradition to treat children as people able to organize only games and energizers, stereotypes related to perception of children depending on their school performance, distorted interpretation of thematic activities organized by children. Certain educators and teachers refused to provide space and time for the activities with children or grossly intervened during the activities, without the consent of the animator. The described situation makes it clear that a part of the teaching staff do not consider the actions of peer-animators to be a way to consolidate their own activities in development of children in residential institutions.

The animators also mentioned that in many boarding schools the rigid character of the educational process reduced the opportunities for them to exercise their skills as trainers. It was often difficult to schedule time for activities of animators' teams. Another reason for certain peer-animators to be discouraged was lack of possibilities to choose the subjects to be addressed and the class of children to work with.

CONCLUSIONS

1. Peer-animators are a credible and accessible source of information for the majority of children in boarding schools. The peer-to-peer method of transmitting information proved to be the most suitable in addressing certain sensitive subjects, such as sexuality and inter-gender relations.
2. The peer-to-peer education method is a successful way to make children responsible, to increase their self-respect and the feeling of being useful.
3. The activities of peer-animators is a way to stimulate the staff of boarding schools to re-evaluate their attitudes regarding the institutionalized children, in terms of perceiving them as people with the same potential as other children and even as resources for other groups of children.
4. The activities of peer-animators diversified the life and the educational process in residential institutions. Together with activities of teachers and educators, activities of animators contributed to the introduction of Life Skills Based Education concept in the process of preparing the children for social integration.

RECOMMENDATIONS

1. Continuous training of teams of peer-animators, with an emphasis on their preparation to be mediators in conflicts within boarding school.
2. Opportunities for specialization in different topics should be provided in order to ensure a satisfactory standard of theoretical preparation of peer-animators. When children's demands exceed animators' resources, they should have information regarding the specialized services in the community.
3. To develop a guide with elements of Life Skills Education and interactive techniques of work, to facilitate activities of teams of peer-animators.
4. To extend the activities of peer-animators' teams in the community, with the aim of contributing to social integration of children / youth from the residential institutions and to change their present image.
5. To inform managers and staff of the residential institutions about the effectiveness and risks of peer-to-peer education method.
6. Make public the success models in the activities of peer-animators' teams in order to encourage other residential institutions to undertake this method.

IV.III. KNOWLEDGE, ATTITUDES AND SKILLS FOR SUCCESSFUL SOCIAL INTEGRATION

The training of educators and peer-animators within training courses was aimed at uniting their efforts in preparing institutionalized children for better social integration. Knowledge, skills and attitudes obtained by children during the implementation of the project were a result of the *Life Skills Education* activities organized by educators and peer-animators. The openness of the children to the offered activities was another aspect of success for the project.

An assessment of the needs of institutionalized children shows that the skills they acquire relate only to their activities and behavior inside the institution, and generally cannot be applied in wider society. Thus, in school children define knowledge and skills as school subjects, rules of behavior, household work, and taking care of themselves. Children speak highly of the value of activities related to creativity and sports.

The Life Skills Olympiad for children and adolescents from residential institutions from Moldova was organized in March 2004 and was held in Chisinau. This Olympiad was an innovative way of evaluating the changes recorded in children's behavior as a result of their participation in project activities. Annex 4 offers more details on the First Life Skills Olympiad.

The children who participated in the Olympiad stated that they received lots of useful **knowledge** from taking part in the project activities. This knowledge related to society, its challenges, rights and responsibilities, trafficking in human beings, abuse, school and professional orientation, communication and assertive behavior, inter-personal relations, conflict resolution, healthy life style, games and energizers, personal qualities and talents. The training of children in the field of trafficking in human beings included informing and developing decision-making skills, as well as the ability to resist outer influences, to identify social risks and to choose a profession.

- *“I have more knowledge and I can answer the questions of my colleagues.”* (Linda, boarding school Făleşti)
- *„I learnt new things and interesting games.”* (Nicu, boarding school Strășeni)
- *„I know many things which will be useful for me in my life.”* (Grigore, boarding school Văscăuți)

Due to the variety of topics addressed within the educational process, the use of interactive techniques and the activities of peer-animators, the curiosity and the interest of children for the training activities organized in boarding school were stimulated. The educators mentioned that the **motivation** of many children to study and their **performance** increased due to these activities.

- *„I became more curious.”* (Ludmila, boarding school Făleşti)
- *„I took my studies seriously.”* (Vova, boarding school Cahul)
- *„I have higher grades now.”* (Vladimir, boarding school Napadova)



The evaluation carried out with the involvement of children showed that **communication** skills represent one of the fields in which they developed the most through participation in the project. The openness to interaction with other people, the skills to listen to the interlocutor, to express their own opinions and enrichment of their vocabulary, extended the children's ability to communicate effectively. As many educators reported, children learnt to promote their rights, and to openly address some of the subjects which traditionally are not discussed with children.

- „*Now I communicate more freely with my colleagues and teachers.*” (Larisa, boarding school Orhei)
- „*Everybody has his/her own opinion and deserves to be listened to.*” (Alina, boarding school Căzănești)
- „*I can stand up for my opinion because I can bring arguments for it.*” (Petrea, boarding school Cărpineni)

Almost all the children mentioned that one of the changes produced during this year was the fact that they extended their circle of **friends**. The development of attitudes of tolerance and respect favored the consolidation of inter-personal relations among children within the same boarding schools, and from different schools. The relations between girls and boys became friendlier and more based on mutual trust. The observations of the project implementation team during the training courses showed that the frequency of abusive and discriminatory behaviors in groups of children was considerably reduced.

- „*Now I understand that the age does not matter, I play with everybody.*” (Vasile, boarding school Cahul)
- „*I greet all colleagues of any age.*” (Vitalie, boarding school Strășeni)
- „*Many of my colleagues are my friends.*” (Lenuța, boarding school Orhei)
- „*I made many friends, who help me.*” (Ana, boarding school Fălești)
- „*Now I have more friends from other schools.*” (Mihai, boarding school Căzănești)

The **conflict resolution** skills represent another acquisition of many children who took part in the project. Communication and assertive behavior represent, in the opinion of the majority of children, the best way to clear up misunderstandings. Although passive and aggressive behaviors persisted in conflict resolution situations inside the groups, children stated that through communication the source of conflict could be found, which helped them to settle conflicts, avoid resentment and even develop friendly relations.

- „*I do not have so many conflicts with my colleagues any more.*” (Ludmila, boarding school Văscăuți)
- „*I know how to settle a conflict.*” (Galina, boarding school Strășeni)
- „*I solve my problems without getting into a fight.*” (Aurelia, boarding school Chișinău)
- „*I got rid of violence.*” (Olga, boarding school Leova)

The frequent use of interactive methods by educators and animators, and the development of the children's communication abilities determined the development of their **group work** skills. In the opinion of children, group work favors mutual help, ensures diversity of ideas and has a positive impact on inter-personal relations.

- „*When there are many people, they help each other.*” (Ludmila, boarding school Văscăuți)
- „*There are more ideas when we work in a team.*” (Denis, boarding school Cărpineni)
- „*We spend a lot of time together and we can organize something together.*” (Alexandru, boarding school Fălești)

For a part of children, the project activities contributed to the development of **emotions management** skills. Expression of emotional states and opinions and the freedom of communication, which the children acquired, were mentioned by many educators as factors, which influenced the obvious evolution of emotions management skills.

- „I am more balanced.” (Inga, boarding school Căzănești)
- „I am more quiet.” (Alexei, boarding school Strășeni)
- „I am more calm.” (Dumitru, boarding school Orhei)

The children stated that **decision-making** skills were among those developed. For the majority of these children, competence to make decisions is related to the ability to resist negative influences of other people. Some children think that this skill is related to a healthy life style. Although the majority are aware of the importance of information for the decision-making process, and the responsibility involved, their experience in this field is still limited.

- „I know how to refuse consuming drugs, because I know what will be the consequence of the injection.” (Vitalie, boarding school Strășeni)
- „I learnt how to make decisions before making a step in my life.” (Sergiu, boarding school Fălești)
- „I am informed about many things, I think that I am prepared for the future and will be able to make decisions.” (Renata, boarding school Leova)

The possibility of getting to know themselves, of developing certain skills and the successes obtained during one year, changed the way many children felt about themselves. Among the developed attitudes most frequently mentioned by children were **self-esteem** and **self-confidence**.

- „I have discovered more qualities that I have.” (Gheorghe, boarding school Căzănești)
- „I am proud that I can inform somebody else.” (Anișoara, boarding school Orhei)
- „I feel empowered.” (Vasile, boarding school Cahul)
- „The participation in the project made me more confident in myself.” (Elena, boarding school Năpadova)

Many children mentioned that, due to discovery and re-evaluation of their own abilities, their **emotional** life is characterized now by more positive, optimist states of being and more positive feelings.

- „I am more cheerful now, I feel better.” (Angela, boarding school Leova)
- „In present I am more happy.” (Rodica, boarding school Cahul)
- „I have more hope for tomorrow now.” (Nadea, boarding school Năpadova)



The participation in project **activities** stimulated activism in many children, who, due to an increased self-confidence and newly developed skills, became more dynamic. Children started to show initiative in curricular and leisure time activities and were more **responsible**. In the opinion of project implementation team members, one of the benefits for children who participated in the project was the development of a volunteer social commitment, manifested by responsiveness to other people's problems and a desire to participate in activities with a social impact.

- „I permanently want to do something.” (Doina, boarding school Căzănești)
- „I have more initiative.” (Irina, boarding school Chișinău)
- „I am more responsible.” (Ion, boarding school Cahul)
- „I became more serious.” (Violeta, boarding school Strășeni)

Many children, especially peer-animators, developed a number of qualities related to the **organization** of games and thematic activities. The project contributed to informing children on subjects which were new to them, and to the development of certain skills related to these subjects. This increased the children's aspirations related to **professional activity**. Putting a social theatre play on stage, editing a newspaper, using a video camera, and learning about social advertising all provided children with opportunities to assert themselves during the activities and in the future.

- „I can organize children's leisure time.” (Olga, boarding school Strășeni)
- „I know many games and activities and I can organize them with my colleagues.” (Petrea, boarding school Cărpineni)
- „I learnt methods of teaching and working with young children.” (Dima, boarding school Leova)

Despite the fact that the efficiency of the project was acknowledged, the innovative character of activities caused certain difficulties in the process of their integration in the program of boarding schools. In many cases, the inflexible schedule of the institution meant that the activities promoted by the project were viewed as an additional task which greatly reduced the impact. In the majority of boarding schools the limited availability of staff for the re-arrangement of study rooms and their adaptation to the needs of interactive activities represented another difficulty in the project implementation. The large number of children in boarding schools was an obstacle for both adults, and peer-animators, in feeling they could apply a more individualized approach to the activities.



CONCLUSIONS

1. The application and exercise of knowledge and skills acquired by children within the project contributed to raising the awareness of educators regarding the need for *life skills development* for social integration of boarding schools graduates and the prevention of risk of trafficking in human beings and unemployment.
2. The changes recorded in children who participated in the project are due to an integrated approach to knowledge, skills and attitudes within the educational process.
3. The project activities offered children the opportunity to review their plans for the future, through evaluation of their own potential, establishing goals related to their further education and the development of their professional career.

RECCOMENDATIONS

1. Diversification of opportunities for continuous development of life skills of children, trained within the project, through:
 - adaptation of boarding schools' schedule to the needs and interests of all groups of children (according to the age, for example);
 - adaptation of activities suggested to children in circles /clubs of interests, considering their preferences and potential;
2. Consolidation of cooperation between boarding schools and community in which they are located by creating opportunities of relations between institutionalized children and other members of the community, as well as from other residential institutions;
3. Development of specific programs and projects aimed at contributing to the opening of the community towards residential institutions;
4. Drafting *Life Skills Education* programs for graduates of residential institutions who continue their studies in colleges, vocational schools, etc.

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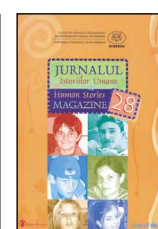
ANNEX 1. List of boarding schools involved in the project and contact information

Nr.	Boarding school	Managers	Trainers	Contact address and telephone
1.	Cahul	Emilia Mocanu Valentina Moga	Maria Fulger Efrosinia Luverdu	Cahul, Doinelor str., no. 2, Telephone: 0 299 22258
2.	Carpineni	Grigore Panuta Vera Calugareanu	Vera Colta Natalia Olisevschi Rodica Dvornic	Carpineni village, Hincesti District, I. Gagarin str., no. 7, Telephone: 0 269 26021
3.	Cazanesti	Petru Furdui Raisa Bechet	Elizaveta Ciurca Lucia Manzarar AnaTurculeț	Cazanesti village, Telenesti District, Telephone: 0 258 72410
4.	Chisinau, nr. 2	Galina Procop Svetlana Pavel	Iulia Drozdova	Chisinau, Grenoble str., no. 191, Telephone: 76 58 33
5.	Falesti	Vasile Arpentin Ion Rusnac	Aliona Boghiu Zinaida Crudu	Falesti, Stefan cel Mare str., no. 2, Telephone: 0 259 22237
6.	Leova	Iulia Gospodinov Aglaia Tomilin	Aliona Chiriac Aliona Ivanov	Leova, Stefan cel Mare str., no. 90, Telephone: 0 263 23274
7.	Napadova	Octavian Granevschi Maria Moroi	Aliona Lesan Viorica Rusu	Napadova village, Floresti District, Telephone: 0 250 52202
8.	Orhei	Nicolae Cobasneanu Svetlana Cojocaru	Svetlana Albu Vadim Vasilescu Galina Vasilescu	Orhei, Unirii str., no. 56, Telephone: 0 235 23654
9.	Tighina	Maria Ungureanu Elena Boicenco	Parascovia Damaschin Natalia Manzarar Ina Lupan	Tighina, P. Morozov str., no. 13, Telephone: 0 282 64721
10.	Straseni	Mihai Negru Maria Zubcu	Maria Zubcu Natalia Darii	Straseni, T. Ciorba str., no.11, Telephone: 0 237 22569
11.	Vascauti	Tudor Terteia Alina Raileanu	Ala Colodii Gheorghe Basarab	Vascauti village, Floresti District, Telephone: 0 250 56238

ANNEX 2. Project Activities

Target groups and beneficiaries	Activities/contents	Participants	Period
Managers	<p>Project Presentation Seminar</p>	11 directors and directors responsible for education	August 21, 2003
	<p>Seminar for all Boarding Schools Managers Subject of discussions:</p> <ul style="list-style-type: none"> • Integration of Life Skills Based Education in the educational system of boarding schools; • Aspects of children's institutionalization; • "Re-thinking" over residential institutions according to children's needs and interests. 	19 directors, representatives of NCCRP Secretariat, Ministry of Education, UNICEF Moldova	October 22, 2003
	<p>Evaluation and Monitoring Sessions</p>	11 directors responsible for education	August 2003 January 2004 May 2004
Trainers	<p>Long-term Training of Trainers Course (5 phases / 4 days)</p> <ul style="list-style-type: none"> • I phase - <i>Concept of Life Skills Based Education</i> • II phase - <i>Peer-to-Peer Educational Method</i> • III phase - <i>Gender Education</i> • IV phase - <i>Responsible Behaviors and Healthy Life Style</i> • V phase - <i>Social Inclusion of Youth</i> 	26 educators, 14 volunteers	August 24-29, 2003
	<p>Evaluation Workshops</p> <ul style="list-style-type: none"> • Initial • Intermediary • Final 		September 18-21, 2003 October 28 - November 1, 2003 December 3-7, 2003 January 15-18, 2004 August 2003 January 2004 May 2004
Teaching staff	<p>Long-term Local Training Course</p> <ul style="list-style-type: none"> • I phase - <i>Life Skills Based Education Concept</i> • II phase - <i>Gender Education. Responsible Behaviors and Healthy Life Style.</i> • III phase - <i>Social Inclusion of Youth.</i> 	192 educators and teachers	September-October 2003
	<p>Training Seminar In the field of Life Skills Based Education for educators from boarding school with teaching in Russian (Balti, Tighina, Corten, Chisinau no. III, Ceadir Lunga)</p>		November-December 2003
	<p>Training Seminar For educators of the last forms in the field of <i>School and professional orientation. Job related skills.</i></p>		February-March 2004
	<p>Evaluation Workshops</p> <ul style="list-style-type: none"> • Intermediary • Intermediary • Final 		February 2-6, 2004
		20 educators	February 7-11, 2004
			September 2003 February 2004 May 2004

<p>Peer - animators</p>	<p>Long-term Training Course (2 phases/3 days)</p> <ul style="list-style-type: none"> • I phase - <i>Life Skills Education</i> • II phase - <i>Social Exclusion / Inclusion of Youth</i> <p>Autumn school <i>Healthy Life Style</i></p> <p>Evaluation Workshops</p> <ul style="list-style-type: none"> • Initial • Intermediary • Final 	<p>258 adolescents (students of VI-VIII forms)</p>	<p>October 7-11, 2003 January 22-25, 2004</p> <p>November 1-6, 2003</p> <p>October 2003 January 2003 May 2003</p>
<p>Children and youth</p>	<p>Life Skills Education Activities <u>Contents</u> <i>Rights and responsibilities, self-esteem, interpersonal relations, communication and conflict resolution, abuse, hygiene and healthy life style, sexuality, HIV/AIDS and STI prevention, trafficking in human beings</i></p> <p>Life Skills Olympiad Participants had a possibility to subscribe to practical workshops: social theatre, free time animations, photo workshop, video animations, social advertising, and media</p> <p>Spring School for Graduates <u>Contents</u> <i>School orientation, choosing a profession, looking for a job, drafting and editing a curriculum vitae and a motivation letter, presentation at the interview with the employer, money management and starting a business</i></p>	<p>3049 children and youth (students of I-IX forms)</p> <p>165 children and youth (students of V-IX forms) 15 educators 20 volunteers</p> <p>230 graduates 20 educators 15 volunteers</p>	<p>October 2003 – May 2004</p> <p>March 4 – 7, 2004</p> <p>April 28 - May 2, 2004</p>
<p>Beneficiaries Partners Donors Other interested people</p>	<p><u>Publications:</u> Guide on Life Skills Education for Prevention of Trafficking in Human Beings Guide for Graduates Human Stories Magazine (in Romanian and English) Evaluation Report (in Romanian and English) The Big Book of Games Girls and Boys. Partners in Private and Public Life All Different – All Equal</p>	<p>1500 copies 2000 copies 1000 copies</p> <p>2000 copies 500 copies</p> <p>200 copies 200 copies</p>	



ANNEX 3.

THE OPINIONS OF THE BENEFICIARIES AT THE END OF THE PROJECT

Before becoming a volunteer I was like a tree without leaves, I had no friends, I did not communicate with the others, I was irresponsible. Since then many things changed. I participated in different seminars. Until then I was smoking, but since I found out about the chemical composition of the cigarette, I quit. Now I have other opinions about life, I communicate, I am more responsible. I can share the things I know with other people and I think that this information can protect them against problems, difficulties.

Ion, peer-animator

I used to be distracted during classes, I did not play with young children, only the elder ones. Now, since I became a volunteer, I started learning and communicating with children, whether younger or elder.

Vova, peer-animator

I did not communicate with anyone closely, I was alone. Now I have more friends, I communicate with all children, younger and elder. Before becoming a volunteer I was not jolly, I was vulgar and disobedient.

Ludmila, peer-animator

I used to be shy, not sociable, I had few friends, I could not help the others when they had problems, I was spending most of the time at my desk, alone, but now I have more friends, I communicate more often, I try to help and to support those who ask for help.

Veronica, students

I used to be aggressive, rowdy, I used to say ugly words to my colleagues, I had a boyish behavior, but now I am less aggressive, I have many friends of different ages, I became more feminine.

Elena, students

I was like a small mouse with black clouds floating above me, as I was always sad, lonely, and worst of all, I was shy, I did not know many things, I was misinformed, I could not assert myself. Now the mouse turned into a cat with a brighter cloud above which signifies the change in me, the fact that I can talk openly, I am informed and what is the most important, I am respected and I know to respect the others.

Marina, students

Since I started using the interactive methods learned at the seminars I have a closer and peer communication with the children. I noticed that the relationship between us educators and the children changed. We became friendlier. The children are also more confident, they express freely their opinions, they became more motivated, they want to participate, to learn new things, to be involved in solving their problems. I made my work easier by using participatory methods during the educational hours.

Maria, educator

I became friendlier in the relationship with the children. The interactive activities changed us, the adults, and the children too. We are closer; the distance between us cannot be perceived any longer. I started observing all children. It gave me the possibility to discover special qualities and capacities in all the children.

Claudia, educator

I noticed some positive changes in children. They became more communicative, more sociable, more organized, and neat. They started feeling like children, started seeing life in a different way. They started meeting peers from other schools; it gave them the possibility to share opinions, impressions, about their lives. During the project the children were active, constantly moving. And where there is movement, there is life. The older supervised the younger and taught them, they were organizing different activities with them. It made them look better in the eyes of children and gave them self-confidence and confidence in the future.

Emilia, director

We have lots of knowledge and skills. We do not feel ashamed. We are more confident, we say no to smoking, to trafficking in human beings. We are morally stronger, we are more aware and braver. We want to be volunteers in the future too, at the other organizations also. We want to train new volunteers. In 10 years we will be professionals.

Team of peer-animators, Orhei

At the beginning it was difficult and we were very nervous, as we were taking a step into the unknown, but later, it became easier. We got used to the environment; we got to know each other better. The most interesting for us and for our colleagues was the movie LILIA 4-EVER and the subject HIV/AIDS, an obstacle for us was the lack of time, we had not much time to organize workshops because we had to go to classes too.

Team of peer-animators, Cazanesti



ANNEX 4

Life lesson

THE FIRST OLYMPIAD ON LIFE SKILLS FOR CHILDREN AND YOUTH IN BOARDING SCHOOLS

"I've learned about myself that I can discuss with other people and I can be good."

Children who participated in the First Olympiad on Life Skills in March 2004 said they took home to their boarding schools some very important lessons. "I've learned about myself that I can discuss with other people and I can be good." said one of the participating 165 children from 11 boarding schools in Chisinau. The First Olympiad on Life Skills was run to teach life skills to adolescents from residential institutions of Moldova. "I've realized that I can organize activities and be equal with others" said another youngster. A third youth said: "I can make friends among strangers." The only sad note was when the youngsters left at the end of the course. "I wish we didn't have to part" said Irina Prisacari from Vascauti.

The First Olympiad on Life Skills brought together 15-20 children from grades five to nine and members of the Peer-to-Peer Animators Teams from each of the boarding schools of Bender, Cahul, Carpineni, Cazanesti, Number II from Chisinau, Leova, Falesti, Orhei, Napadova, Vascauti and Straseni.

The adolescents participated in six workshops within the Olympiad: Social theatre, free time animations, photo shop and video animations, social advertising and journalism. The event is aimed at helping eliminate social exclusion and marginalization of children in boarding schools, and it is part of a project called: "Development of life skills for the prevention of trafficking in human beings".

A study on the development of life skills of children from boarding schools in the Republic of Moldova carried out in April-May 2003 by the Centre for Information and Documentation on Children's Rights showed that these children face serious socialization problems, and their preparedness for an adult life is insufficient.

In a self-portrait made under this study the children from boarding schools admit they face problems regarding decision-making and efficient communication. Only 15 percent of the children consider they have a high level of self-esteem. Every third child does not have communication skills and two in three children do not have good decision-making skills.

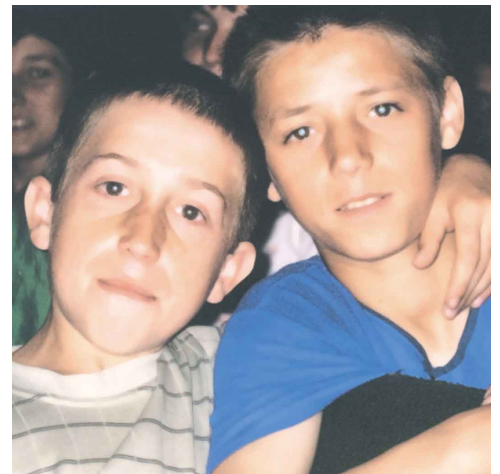
The survey also found that girls are more disadvantaged than boys in this respect. The biggest gender differences were registered on conflict resolution and decision-making. Only three out of ten girls said they have enough skills for conflict resolution while half of the boys said they had these skills. The survey found 70% of girls and 62% of boys from boarding schools believed that they did not have enough skills in decision-making.

These deficiencies make adolescents in residential institutions vulnerable to life challenges. As the evaluation report “Life Skills Based Education” shows girls of 15-16 years old coming from orphanages and boarding schools in Moldova are especially exposed to the risks of trafficking: every fifth trafficked and repatriated between the years 2000 and 2003 minor girl was an orphan at the moment of recruitment, being brought up in a residential institution and deprived of any tutorship and material support.

Kirsten Di Martino, Project Officer, Child Protection, UNICEF; said two key solutions to these problems are reducing poverty and finding new employment opportunities.

The activities within the Project “Development of life skills for the prevention of trafficking in human beings” include study tours, training courses for teachers and educators, activities with children and youth in schools, meetings of peer-to peer trainers and educators, spring and summer schools and writing of a “Human Stories Journal”. All these activities respond to the intention to diminish this phenomenon through the empowerment of children in boarding schools with skills and knowledge needed for a successful life full of rewards. “When you assemble a car, you should install all the details in such a way to make it work. Life is similar to this -you need to know more things to be able to move ahead”, said a boy from Cazanesti during the Spring School “Skills for a successful social integration”, in May 2003.

UNICEF Moldova



ANNEX 5

GLOSSARY

Trafficking in human beings

- represents recruiting, transporting, transfer, harboring or receipt of persons by means of the threat or use of force for the purpose of exploitation.

Life Skills Based Education

- is an approach based on the needs and rights of children /youth; it offers a balance of knowledge, attitudes and skills, is gender-sensitive and uses interactive methods of teaching and learning. Life skills represent a group of psycho-social competencies, which help people to face the daily life challenges. There is a basic set of life skills: communication, decision making, critical and creative thinking, emotions management, conflict resolution, values clarification, integration and re-integration into the community, asking for help in case of abuse or violation of rights, etc.

Interactive methods

- an educational approach, which suggests the equal involvement of beneficiaries in the training activities. Through active participation, children /youth can develop their decision-making and communication skills, respect for other people, empathy, and responsibility for their behavior. Training through interactive methods facilitates establishment of long-term relations, based on mutual support and an improved psychological climate.

Participatory methods of evaluation

- represent a complex of evaluation techniques which are used to assess the progress of a program in achieving the set objectives. The defining feature of a participatory evaluation is the active involvement of evaluated people in the analysis of data and drafting of recommendations for changes /improvement. Participatory methods of evaluation do not use people to passively extract the information, but rather to empower them through a collaborative process. These methods use a style which encourages communication, collegial authority, flexibility of roles and procedures. All ideas of participants are taken into consideration, as they are viewed as important for the outcome of the evaluation process.

Statistical Package for Social Sciences (SPSS)

- software used in social sciences for analysis and processing of statistical data in a research.

Educators-trainers

- educators from boarding schools participating in the project, who were trained in the field of *Life Skills Based Education*. As trainers, they developed training seminars on the same subject with the teaching staff of the boarding schools where they are employed.

Gender differences

- Gender differences are differences on the level of individual characteristics between girls and boys (women and men) and include the following dimensions: biological, psychological and socio-cultural. The biological dimension of gender difference is difference in sexes; socio-cultural dimension of gender difference are social constructions of roles and status of women and men in the social context; the psychological dimension of the gender difference are cognitive, emotional and behavioral aspects in the conduct of a person.

Emotions management

- a number of skills, which consist of identification /awareness, control, expression of emotions and feelings. Development of these skills is in close relation to self-esteem and communication skills. Presence of emotions management skills is an important factor in the social integration of a person.

Methods of disciplining

- educational techniques, which aim to reduce aggressive behaviors of children/youth and is based on respect for their rights. Methods of disciplining include: developing responsibility, formulating together with the children the rules of behavior, use of natural consequences of the deeds, personal example of behavior.

Peer-animators (peer-educators)

- are well trained and motivated children /youth, who run educational activities with their peers, with whom they are similar from the point of view of age, education or interests. A peer-animator may be any child /youngster who learns from another child/youngster or adult and transmits this information to their peers. Peer-to-peer education may be developed in small groups or through individual contacts in a variety of places: school, university, club, street, sports field or wherever the young people get together and spend their time. In this project children preferred to call themselves *peer-animators* or *volunteers* instead of peer-educators. This is because they did not want to be mistaken for adult educators.

Volunteer

- a person who offers voluntarily to do a socially useful work, without being paid. Volunteers are people who contribute to the well-being of the community. They are motivated by human values and provide their help through effort, time, services, and their skills.

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