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CHILD LABOR PILOT PROJECT ASSESSMENT REPORT

EDUCATION PILOT TO PREVENT HUMAN TRAFFICKING
ROMANIA

2005

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It was prepared by GroundWork, Inc.

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EDUCATION PILOT TO PREVENT HUMAN TRAFFICKING
ROMANIA

by

GROUNDWORK _____

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for

Education to Combat Abusive Child Labor (ECACL)
Basic Education and Policy Support (BEPS) Activity
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The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development.

2005

ROMANIA PILOT SUMMARY:

EDUCATION PILOT TO PREVENT HUMAN TRAFFICKING

CONTEXT

The pilot took place in the northeast counties of Suceava and Botosani along a trafficking route near Moldova and Ukraine, where organized crime networks are known to be most engaged in sex trade activities. Romania is a country of origin, destination, and transit for trafficking of women and children for commercial sexual exploitation; most victims in Eastern Europe come from Moldova, Romania, and Ukraine. Increasing poverty and unemployment in Romania have led to rising child labor in both rural and urban areas, however 92 percent of child laborers are located in rural areas.

Romania has free, nationwide, and state-guaranteed education, compulsory through grade 9. Generally speaking participation rates are good, with no significant gender or ethnic differences. There are, however, distinct regional differences and rural/urban disparities, as well as several groups of children who do not typically fare well in schools, including Romas and those who are institutionalized, who are at higher risk of becoming street children and trafficking victims.

DESIGN AND IMPLEMENTATION

The pilot was designed to field a prevention program that was intended to raise youth awareness to the dangers of trafficking and provide transition counseling to facilitate job searches for gainful employment in work that is professionally and personally rewarding. Institutional strengthening of the implementing organizations was intended to build organizational capacity with a focus on obtaining funding sources to continue the effort when the pilot ended. Intersectoral county child protection teams (ICCPs) would identify vulnerable children and refer them to the appropriate social services, as well as monitor the numbers of child laborers and trafficked children. The pilot was implemented by CAII with Alternative Sociale Association, ProWomen, and the International Foundation for Child and Family.

RESULTS: NGO CAPACITY BUILDING FOR STAKEHOLDER INVOLVEMENT IN PREVENTION OF TRAFFICKING

Data collection: The pilot supported the development and testing of a mechanism for monitoring child labor activities with and through multi-institutional county teams, including representatives from the Specialized Public Services for Child Protection, County School Inspectorate, County Labor Inspectorate, County Police Inspectorates (CPI), Public Health Department (PHD), and NGOs. This effort is the first to systemize the collection of verifiable data at county and local levels.

Awareness Building: A public campaign with a unified message to bring the three themes of sex exploitation, work exploitation, and trafficking in children under a simple slogan: *"I also fight against child exploitation!"* The slogan, which was printed on T-shirts, posters, brochures, and school wall planners were distributed for use in schools and other public places such as city squares and in cybercafes. Members of each implementing NGO appeared on numerous radio and television programs to discuss issues being addressed in the pilot activities.

Institutional Strengthening: The formation of an anti-trafficking coalition with 8 NGOs who were trained in fund-raising, proposal writing, strategic planning, and project management lead to strong NGO implementation and collaboration with public institutions. All NGOs applied for future funding; by end of pilot 3 had received funding and the others were pending determination.

Education: The pilot introduced innovative materials to provide teachers with vocational training materials using methodologies and techniques to improve communication between teachers and youths. Wide involvement of stakeholders (teachers, university specialists, national authorities, local police, judge, school

inspectors) in design of a manual, guide and module for career planning and vocational counseling resulted in strong buy-in of national and local education system and law enforcement in their use. Demand for materials replication indicated by UNICEF and ILO requests for copies to use in their programs.

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ACKNOWLEDGMENTS

This report presents the findings of the assessment of a pilot initiative to address the problem of abusive child labor in Romania by developing an educational program to test and refine pedagogical methods and outreach strategies to reach at-risk children. It is one of five assessment reports on education to combat abusive child labor pilot projects also including, Bulgaria, Ghana, Honduras, and Nepal. A sixth report contains a synthesis of overall findings of the pilot projects according to their objectives, emphasizing experiences and approaches useful for future child labor or education projects.

The reports are produced by GroundWork, Inc., authored by Christina Rawley. Ground-Work wishes to thank the staff members of the contracting and implementing partners who helped organize and participated in the workshops and meetings. Special thanks go to the youths, parents, teachers, and school principals who participated in the assessment.

ACRONYMS

| | |
|-------|---|
| ASA | Alternative Sociale Association (NGO in Iasi) |
| BEPS | Basic Education and Policy Support |
| CAII | Creative Associates International |
| CLMS | Child Labor Monitoring System |
| CPI | County Police Inspectorate |
| CSI | County School Inspectorate |
| ECACL | Education to Combat Abusive Child Labor |
| ICCPT | Intersectoral County Child Protection Team |
| IFCF | International Foundation for Child and Family |
| IPEC | International Program on the Elimination of Child Labor |
| LPA | Local Plan of Action |
| M&E | Monitoring and Evaluation |
| MLSSF | Ministry of Labour, Social Solidarity, and Family |
| NACPA | National Authority for Child Protection and Adoption |
| NGO | Non-governmental Organization |
| NIS | National Institute for Statistics |
| PRA | Participatory Reflective Assessment |
| SPSCP | Specialized Public Services for Child Protection |
| USAID | United States Agency for International Development |

SECTION I: INTRODUCTION

This report presents the findings of the assessment of a pilot initiative to prevent abusive child labor in Romania. The pilot is supported by the United States Agency for International Development (USAID) through the Basic Education and Policy Support (BEPS)/Education to Combat Abusive Child Labor (ECACL) Activity. The pilot is implemented by Creative Associates International, Inc., with three Romanian NGO sub-contractors, including Alternative Social Association, ProWomen, and the International Foundation for Child and Family.

The report contains five sections. This introduction describes the context and broad overview of the pilot as well as the purpose, methodology, and activities of this assessment. Section 2 introduces each of the five objectives of the pilot, presents quantitative outcomes reported for the monitoring and evaluation (M&E) plan followed by a commentary based on Participatory Reflective Assessment (PRA) findings. The third section presents a narrative of the teaching-learning environment based on classroom site observations, interviews, and workshop discussions with stakeholders. Section 4 summarizes the main lessons learned in each of the five objectives. The final Section 5 offers main conclusions and recommendations.

1.1 CONTEXT: CHILD LABOR AND EDUCATION

Romania is a country of origin, destination, and transit for trafficking of women and children for commercial sexual exploitation. Most victims in Eastern Europe come from Moldova, Romania, and Ukraine. Increasing poverty and unemployment in Romania have led to rising child labor in both rural and urban areas. Many of these children are vulnerable to human trafficking and the use of children for prostitution and sexual exploitation. Some studies say that children under 18 may comprise 10 to 30 percent of sex workers in Romania. An education pilot initiative was formed to address these problems, targeting a trafficking route near Moldova and Ukraine that passes through two of the most impoverished counties in northeastern Romania, Suceava and Botosani, where organized crime networks are known to be most engaged in sex trade activities.

Romania has free, nationwide, and state-guaranteed education, compulsory through grade 9. Generally speaking participation rates are good, with no significant gender or ethnic differences. There are, however, distinct regional differences and rural/urban disparities, as well as several groups of children who do not typically fare well in schools, including those who are institutionalized and/or Romas, who can become street children and trafficking victims.

The northeastern region of the country has the highest rates of school abandonment and number of repeaters in primary education. A survey conducted by the National Institute for Statistics showed that 92 percent of child laborers are located in rural areas.¹ The analysis of the gross schooling rate showed a difference of four to five percentages lower in rural than in urban areas. In rural areas, the situation of high school education is more dramatic; out of the total number of pupils enrolled in high school day courses, at the beginning of the 1996-1997 school year, only 6.4 percent were in rural areas. The number of pupils enrolled in rural vocational schools is about ten times less than in urban areas.² Other groups include children who, during the Ceausescu era when contraception and abortion were banned, were given over to state-run institutions by impoverished families; Roma children who often drop out of school at an early age (33 percent aged 8 to 17 do not attend

¹ "Survey on Children's Activity in Romania: Country Report," National Institute for Statistics, Bucharest 2003.

² "EFA 2000 Assessment: Romania Country Report."

school); many street children; and trafficked girls. There was no national plan of action on child labor at the time of this initiative.

Currently, reform priorities concern the transition to European integration, education quality, extended compulsory education, and transition from school to professional life. As in most post-communist countries of Eastern Europe, classrooms are structured for frontal teaching using rote-memorization teaching-learning methods. Those who work with children are inadequately prepared, especially in psychology and social work, to help vulnerable groups such as sexually exploited girls. Within the education system there is, however, increasing openness to alternative methodologies that the pilot intended to support.

1.2 BACKGROUND OVERVIEW

Based on recommendations of the IPEC representatives, the ECACL assessment team chose a strategy for the pilot initiative that focused on a small target area, using a comprehensive approach. The assessment identified the northeast counties of Suceava and Botosani where towns have high dropout rates and are considered to be sources of larger numbers of trafficking victims.

The pilot implemented a prevention program at the county level that was intended to raise youth awareness to the dangers of trafficking and provide transition counseling to facilitate job searches for gainful employment in work that is professionally and personally rewarding. Institutional strengthening of the implementing organizations was intended to build organizational capacity with a focus on obtaining funding sources to continue the effort when this project is over. Intersectoral county child protection teams (ICCPTs) would provide a body of data to identify vulnerable children and refer them to the appropriate social services, as well as perform monitoring functions to track the numbers of child laborers and trafficked children.

1.2.1 PURPOSE AND OBJECTIVES

The purpose of the pilot was to reduce child labor, sexual exploitation, and trafficking of children. It aimed to reach youth in rural communities of Suceava and Botosani counties through five objectives:

- Objective 1: Increase awareness of the dangers of child labor/sexual exploitation/trafficking among students, parents, teachers, caregivers, and authorities;
- Objective 2: Develop/adapt, validate, and implement a module to identify vocational interests and teach job-seeking/job-holding skills to youth, including institutionalized children, in schools in target counties and to trafficking victims in one selected shelter;
- Objective 3: Provide services in mentoring for transition, internships, short-term vocational training, and/or job placement to vulnerable children graduating from school/leaving institutions and to school dropouts through a mentoring and job-placement program to be established in at least two selected target communities;
- Objective 4: Strengthen institutional capacity of selected NGOs to combat child labor/prostitution/trafficking;
- Objective 5: Strengthen capacity, collaboration, and monitoring of inter-sectoral County Child Protection Teams in Romanian Moldavia.

1.2.2 LEVEL OF EFFORT TIME PERIOD, PARTNER ORGANIZATIONS, LOCATION, AND OBJECTIVES

This pilot was funded for \$97,877 from October 1, 2003, through September 30, 2004, with a \$10,180 extension for one organization during October and November. Alternative Social Association, ProWomen, and the International Foundation for Child and Family (IFCF) were the implementing organizations.

I.3 ASSESSMENT PURPOSE, AIM, AND METHODOLOGY

This assessment has a dual purpose: first, to record what the project achieved and, second, to identify the lessons learned that offer effective tools, models, or approaches for combating abusive child labor through education.

The evaluation included qualitative and quantitative methodologies, but it emphasized qualitative evaluation in which participatory reflection and action (PRA) techniques are used with children, parents and guardians, teachers, and pilot project coordinators and managers in stakeholder workshops. Conducted in a manner that was intended to be flexible, exploratory, and interactive, the workshops employed inventive learning activities with participants at all levels (local and national) to promote self-examination of behavior and attitudes that promote effective education for prevention of child labor within the context of the pilot. The purpose of this is to engage a representative sampling of all stakeholder groups in the assessment process in a way that helps all parties learn and generate knowledge that will be useful to them and others in the design and management of future child labor projects.

Field data were collected and triangulated among three groups: youths and teachers; ICCPT members; and implementing organizations.

I.4 ASSESSMENT ACTIVITIES AND SCHEDULE

The assessment began with discussions with ECACL staff in Washington, D.C., and a review of the Terms of Reference, initial assessment reports, and quarterly reports. Field work was conducted October 18-27, 2004, in Bucharest, Iasi, and two districts of Botosani and Suceava in the northeastern region of Romania.

I.4.1 STAKEHOLDER SESSIONS

A total of 47 participants were engaged in three stakeholder workshops, one conducted in Botosani and two in Suceava. Participants included 33 females and 14 males; 18 students (14 females, 4 males); 12 teachers (all female); and 17 ICCPT members (7 females, 10 males).

I.4.2 SITE VISITS

Site visits were made in three representative classrooms, one in Botosani and two in Suceava. In addition to classroom observations, interviews were conducted with principals, teachers, youths, and coordinators.

I.4.3 LIMITATIONS OF THE ASSESSMENT

The methodology was intended to provide an opportunity for self reflection and assessment among the participants of the pilot initiative and, as such, relies greatly on primary data collected during brief field visits and on self-reported findings of the implementers. Results of pre- and post- questionnaires were not available at the time of the assessment.

SECTION 2:

FINDINGS BY OBJECTIVES

Each objective in this section begins with an overview of the assessment findings in terms of results reported for the M&E plan, followed by commentary based on PRA findings.

2.1 AWARENESS RAISING

Objective 1: Increase Awareness of the Dangers of Child Labor/Sexual Exploitation/Trafficking among Students, Parents, Teachers, Caregivers, and Authorities

The goal of the first objective was to reduce child labor, sex exploitation, and trafficking in children by implementing a public awareness campaign to educate the general public about the risks of trafficking.

The target groups for this objective were pupils in middle schools and high schools; institutionalized children between 16 and 17 years old who would be leaving their placement centers; parents; teachers; and authorities (police workers, judges, specialists from Child Welfare Department and from the City Hall).

2.1.1 REPORTED RESULTS

- Implemented a comprehensive campaign to combat child exploitation (brochures, posters, school calendar/planner);
- 1,400 posters, 5,000 leaflets, and 300 wall planners distributed in 35 schools, internet cafes, and other places frequented by teenagers;
- Police workers trained to instruct teachers;
- 200 parents informed and counseled about the risks of sex exploitation and trafficking;
- 24 local officials informed.

A series of activities were conducted to achieve this objective as outlined below.

PARTNERSHIP AGREEMENTS

Partnership agreements were signed with a number of institutions and organizations, including the National Agency of Child Protection and Adoption, County School Inspectorates of Suceava and Botosani, Pro Women Foundation, and the Suceava County Police Inspectorate.

STUDY OF AWARENESS OF EXPLOITATIVE CHILD LABOR

This study assessed public knowledge of risks of work, sex exploitation, and trafficking to use in the design of materials for target groups. A member of the faculty of the University of Iasi designed and implemented three separate questionnaires, one for each target group—pupils, teachers, and parents—to determine general information levels on the three issues as well as the impact of previous activities developed in schools and placement centers.

DESIGN AND IMPLEMENTATION OF PUBLIC AWARENESS CAMPAIGN

This effort featured a unified message to bring the three themes of sex exploitation, work exploitation, and trafficking in children under a simple slogan: *"I also fight against child exploitation!"* which appeared on all materials developed for the pilot initiative.

Two local coordinators, each working with 20 11th- and 12th-grade volunteers, implemented the awareness campaign in Botosani and Suceava cities. The volunteers, who were easily recognized by wearing the same T-shirts with the pilot slogan written on the back, took various informal opportunities to talk about child exploitation with other children during school breaks and in other public places such as parks, discos, and internet cafes. Each city was divided into four sections according to the city map and points of general interest and number of schools. A volunteer section chief was appointed to check coverage of each of the areas. The local coordinators developed other activities (prize competitions, role-plays, drawing competitions, watching and commenting on reality-based or documentary films) in schools and placement centers with the help of the volunteers. The local coordinators followed media coverage of the local campaign.

Table 1: Distribution of Posters, Leaflets, Wall Planners*

| Materials/County | Suceava | Botosani | TOTAL |
|------------------|--------------|------------|--------------|
| Posters | 1,294 | 110 | 1,404 |
| Brochures | 4,545 | 400 | 4,945 |
| Wall Planners | 251 | 45 | 296 |
| TOTAL | 6,090 | 555 | 6,645 |

*Figures from Alternative Sociale Association Fourth Quarter Report

LOCAL OFFICIALS SEMINAR

A seminar for local officials introduced and reported on various aspects of reduction of child labor, sexual exploitation, and trafficking of children. The main objective was to engage their involvement in the campaign.

2.1.2 COMMENTARY

In many ways, the Alternative Sociale Association (ASA), an NGO in Iasi, was well-informed and -poised to build on past experience to conduct social awareness campaigns and to create promotional and educational materials to inform the public and mobilize educators, NGOs, and county officials to carry out the campaign.

Brochures, posters, and school calendar planners designed for this campaign were developed and printed with the campaign slogan, "*I also fight against child exploitation!*" written in graffiti-style lettering. The posters were eye-catching, and we saw them prominently displayed in many public locations as well as in the schools; calendar planners were posted and used in the classrooms.

The slogan, which originally came from one of the youths involved in the pilot, was used as a means of unifying the varied pilot activities and to appeal to and involve a large cross-section of the targeted groups of male and female youths, parents, and community leaders. However, when asked about the slogan, which appeared on the back of manuals, urban students participating in the stakeholder workshops said it did not resonate with them; more investigation would be needed to determine how the slogan would appeal to other stakeholders, especially youths in the rural areas.

Dispersal of campaign materials was uneven, with 92 percent of all materials circulated in Suceava. This distribution strategy apparently addressed the higher numbers of at-risk youth in Suceava, where school drop-out rates are more than twice as high as in Botosani, and where larger numbers of children from poor families decide to go abroad to look for jobs.

Although pre- and post-questionnaire results were not available at the time of the assessment, as the campaign was more intensive in Suceava, it might be possible to predict that the strategy would prove to be most effective for the context. Considering that the county is described with characteristics of more natural simplicity than Botosani, we might expect that volunteers spending more time with fewer people in fewer places would allow for more in-depth, higher quality encounters.

ASA was also very successful in coordinating efforts of partners and NGOs to help implement the public awareness campaign (see section 2.4). On reflection, ASA noted that a HELP line could have been a very useful part of the pilot to encourage people to call about possible violations.

In the future, now that information is being collected (see Objective 5 below), it should be possible to forge strong partnerships with telecommunication media for broad-based campaigns that are grounded on solid research analysis of knowledge and attitudes towards child labor.

2.2 MODULE DEVELOPMENT

Objective 2: Develop/Adapt, Validate, and Implement a Module to Identify Vocational Interests and Teach Job Seeking/Job Holding Skills to Youth, Including Institutionalized Children and Youth in Schools in Target Counties, and to Trafficking Victims in One Selected Shelter

The purpose of this objective was to provide youth with skills to find employment.

The target group was rural children, including institutionalized children, from high-schools, 18 -year olds about to leave placement centers, and trafficked victims from the Iasi shelter.

2.2.1 REPORTED RESULTS

- *Counseling for Your Future*—a vocational counseling manual (1,000 copies) and teachers guide (100 copies);
- Training of 60 teachers in use of manual and guide (two sets of one-day training sessions conducted in each county);
- *A Small Guide for a Great Career*—vocational guidance module (6,000 copies);
- Training of 20 teachers in use of module (three-day training sessions conducted in both counties);
- Application of career key with shelter residents (trafficking victims).

A series of activities were conducted to achieve this objective as outlined below.

A vocational training needs assessment was carried out in collaboration with University of Iasi, Sociology and Social Assistance faculties. The results of the assessment were used to develop the manual, guide, and module.

A module validation committee was established. This committee included county school inspectorates, police inspectorates, unemployment officers, and representatives from the County Child Protection Departments, IFCF, Institute for Economic and Social Research, Iasi branch of the Romanian Academy, Save the Children-Iasi, and ProWomen Foundation, Iasi. Results of research were disseminated and discussed.

Counseling for Your Future, a vocational counseling manual (131 pp.), and *Teacher's Guide* (60 pp.) plus a condensed, 27-page booklet, entitled *A Small Guide for a Great Career*, provided user-friendly material for helping teachers help learners to decide on their career options.

Training in the use of *Counseling for Your Future*, was conducted with a total of 60 teachers and 10 shelter caregivers. The training approach included an introduction to theory as well as use of practical exercises and self-scoring tests that engaged learners in participatory learning processes.

Using a cascade model, each trained teacher disseminated the information with 10 other tutoring teachers and counselors from their schools through regular training and information-sharing meetings. As a result:

- 350 school teachers and counselors received information and materials on vocational guidance in dissemination meetings;
- 10,500 students received vocational guidance;
- 700 classroom session hours were conducted by teachers who attended dissemination meetings.

2.2.2 COMMENTARY

Objective 2, implemented by ASA, was one of the most difficult to achieve, as the production of the manual and guide became a complicated process and took longer than originally planned. The novelty of the material led to great interest and involvement; content and layout were heavily debated by local experts as well as by ECACL members in Washington; and delays in production ensued. In the meantime, realizing that the use of the methods and content would need to be positively affirmed in order to be credible, ASA made a strategic decision to test the materials in urban areas to gain trust and support at higher levels before introducing them in rural areas.

ECACL identified and recruited Dr. Lawrence Jones, an emeritus professor from North Carolina State University and author of a test called the "Career Key." The instrument was adapted for use in Romania through long-distance consultation and included in the manual. Dr. Jones trained teachers in its use as part of the training for the module. It should be noted that the Career Key was located and Jones contracted to consult in its use when ASA was unable to get permission to use the vocational choice instrument developed for Romania with World Bank funds.

The manuals were validated by technical teams and issued, followed by the career module, which was more economical to print in larger numbers. The module was validated during a two-day seminar in which the expert committee was presented with research conclusions and discussions were held on the approaches and language of the module.

Focus groups showed much appreciation for both the career module and the counseling manuals. Questions have been raised, however, about their appropriateness outside the urban context; the materials will need to be tested for implementation with intended target groups in the rural areas. This will be more fully discussed in Section 3 of this assessment.

The budget for this objective was approximately \$20,000. With only \$900 allocated for module creation and teacher training, most certainly costs were far higher than expected, especially considering that all drafts and final copies of materials needed to be submitted in English for approval by ECACL and no translation costs were factored into the budget. These extra costs were absorbed by ASA.

2.3 MENTORING SERVICES

Objective 3: Provide Services in Mentoring for Transition, Internships, Short-Term Vocational Training, and/or Job Placement to Vulnerable Children Graduating from School/Leaving Institutions and to School Dropouts Through a Mentoring and Job Placement Program to Be Established in at Least Two Selected Target Communities

The purpose of this objective was to raise the level of social and professional integration for vulnerable youth in two counties.

The objective required:

- Signed partnerships with School Inspectorates and Child Protection Departments to gather data and select the target group;
- A local market study;
- Provision of individual and group counseling, creation of support groups with volunteers, and training and information on issues of transition from institutions to the labor market;
- Short-term vocational training for young graduates;
- Vocational counseling and orientation;

- Professional mediation, which included providing information on jobs, contacts with employers, and post-placement monitoring.

2.3.1 REPORTED RESULTS

Results included awareness-raising sessions provided in vocational/technical schools with short-term counseling, along with intensive counseling and training scholarships for 20 youth.

The objective was intended to reach about 5,000 youth between the ages of 16 to 20 years (300 students in each of eight high schools in each country) in the last two years of high school or vocational school, coming from vulnerable families or placement centers.

Identification of vulnerable youths were based on the following criteria: They come from one-parent families, or those where family income is lower than half the minimum salary, or have alcoholic parents, health problems, or poor living conditions, and/or poor level of self esteem and personal development. Over 900 future graduates meeting these criteria were identified in each county.

Table 2 below shows that nearly 2,000 children benefited from information and counseling sessions, with an emphasis on classes in Botosani (61 percent) over Suceava (39 percent).

Table 2: No. of Students Benefiting from ProWomen Information and Counseling Sessions

| Class/County | Suceava | Botosani | Total |
|------------------------------------|---------|----------|-------|
| Information Sessions (1 hr) | | | |
| Number of classes | 29 | 46 | 75 |
| 11th class | 143 | 460 | 603 |
| 12th class | 467 | 451 | 918 |
| Total | 610 | 911 | 1521 |
| Counseling Sessions | | | |
| | 150 | 228 | 378 |

INFORMATION SESSIONS

Information sessions were held in a total of 75 classes in the two counties (46 in Botosani; 29 in Suceava). Each one-hour session offered general information about the process of finding employment. All participants received a ten-page set of written information on hiring, labor contracts, unemployment (forms, social benefits, registration documents), job search steps, including the creation of a curriculum vitae and cover letter, interviewing techniques, and local labor market opportunities and trends.

PRIVATE COUNSELING SESSIONS

Private counseling sessions were available for four hours a day in each school for six weeks after the one-hour information session was held. Many professors helped by announcing information about schedule and location of counseling offices. They also helped identify problems of vulnerable youth, and some became involved in providing information to find the best placement solutions for individual youths.

INTENSIVE COUNSELING

Twenty youths who benefited from vocational scholarships received intensive counseling. These youths were given information, and visits and discussions were held with their families and friends. They also took part in discussions with professors and other members of the support group. Youth from Botosani (6 males, 5 females) and Suceava (7 males, 3 females) were selected by a social worker. Males trained in computer courses; females in textiles and accounting courses over the summer months; eight now have jobs.

2.3.2 COMMENTARY

This objective, which was carried out by ProWomen, provided the most in-depth counseling attention to individuals on child labor and job acquisition. Their work found a high discrepancy between the practical skills needed in the labor market and those that schools provide for graduates. They also found that most

youth have little knowledge about planning for a professional future or practical training to prepare for the process of gaining employment. All were very interested in the information, appreciated the methods used by counselors to engage them in discussions, and asked for more information by e-mail. More than 40 percent of future graduates wanted to work abroad but did not have information related to work conditions or legalities. Most have a low level of language skills in English or French. They also have low computer skills; each school has only a small number of computers and most students don't have a computer at home. Boys are less informed about trafficking risks and regard it as a women's problem.

Results from this objective show three things: (1) counseling must be ongoing, otherwise, students lose momentum and information; (2) informal meetings should take place with teenagers, perhaps at picnics or other opportunities outside of the school; and (3) it takes time to establish partnerships with county offices because of the high level of bureaucracy and the fact that people are not used to working with NGOs.

The costs for this objective exceeded the original budget of approximately \$20,000 because it was necessary to hire additional counselors to meet demand. The extra costs were absorbed by ProWomen.

2.4 NGO CAPACITY BUILDING

Objective 4: Strengthen Institutional Capacity of Selected Ngos to Combat Child Labor/Prostitution/Trafficking

The purpose of this objective was to strengthen the capacities of eight NGOs working against child exploitation.

2.4.1 REPORTED RESULTS

Results included training for NGOs in fund-raising, proposal writing, strategic planning, and project management. All the organizations applied for future funding; three received funding; and determinations on applications of other NGOs are still pending.

DETERMINATION OF NGO CAPABILITIES

An Anti-trafficking Coalition was formed with eight NGOs (including ASA). To begin the organizational strengthening process, each was evaluated in terms of its services, leadership, communication, management, financial, and partnership capabilities using a four-level system. None of the organizations, however, was classified in the two highest levels: (3) Strengthening/Extending; or (4) Permanent.³

The NGOs were categorized as follows:

- Beginning Level: "Avicenna" Association Bacau, Save the Children-Galati, Save the Children-Pitra Neamt, Save the Children-Vaslui.
- Developing Level: ProWomen Foundation, "Activ" Association Botosani, Save the Children-Suceava

Training for the coalition NGOs was designed to meet the needs identified in the evaluation. At least two staff members from each NGO participated in training in project management, strategic planning, proposal writing and preparation for press conferences with the following results for each NGO:

- A press conference to launch the anti-trafficking campaign;
- Strategic plans
- Signed partnerships with County School Inspectorates, County Policy Inspectorates, Local Labor Agencies, Border Police, and the Passport Offices.
- Applications made to funders for financial support.

³ The ASA organization conducting the evaluation exempted itself from the analysis, therefore seven were categorized.

RESULTS OF FUNDING APPLICATIONS

- Social Alternatives Association received 34,000 GBP⁴ (US \$64,855) from the British Embassy in Bucharest to continue the project, “Regional Coalition Against Trafficking in Human Beings in Eight Counties from Moldova Region,” for another year. The project budget includes monthly costs for one local campaign coordinator, volunteers, and support and prevention materials (posters, brochures, leaflets, documentary film, video, and radio spot) for each NGO member of the coalition.
- ProWomen Foundation sent a proposal to ILO for funding to decrease girls’ vulnerability to trafficking.
- Save the Children-Suceava received funding from the National Authority for Child Protection and Adoption (NACPA) to create two shelters for repatriated Romanian children, and victims of trafficking in Botosani and Suceava.
- Save the Children-Neamt received approval from NACPA for two shelters for repatriated Romanian child victims of trafficking to be located in Piatra Neamt and Galati.

A Web portal was created at www.finantare.ro as a resource database with updated information on available funding lines and programs.

2.4.2 COMMENTARY

This objective, which was budgeted at approximately \$5,000, took good advantage of previous work conducted by ASA. As coordinator of “The Moldova Region Coalition Against Trafficking in Human Beings,” ASA had already conducted an assessment of needs for training on organizational strengthening that identified priorities in project writing, management, and strategic planning. Consequently, it was well-positioned to implement this objective. At the time of this assessment, three out of eight organizations had received funding. Other proposals were pending decisions.

Although the effectiveness of this intervention was based on the numbers of NGOs receiving funding, the training reportedly has had far greater impact in developing the internal efficiency of the organizations. Increased capacity of NGOs was immediately put to good use in the public awareness campaign (see 2.1 above).

2.5 CAPACITY BUILDING FOR INTER-SECTORAL COUNTY CHILD PROTECTION TEAMS

Objective 5: Strengthened Capacity, Collaboration, and Monitoring of Inter-Sectoral County Child Protection Teams in Romanian Moldavia

The purpose of this objective was to address the need to collect data and develop local action by establishing a system for the identification and monitoring of at-risk youth using ICCPTs.

2.5.1 REPORTED RESULTS

- Collaborating mechanisms in place between strategic institutions (eight signed agreements);
- Mechanism for monitoring child labor (five workshops to adapt monitoring tool);
- Workshop to design curricula;
- Comprehensive training program for ICCPTs (two four-day sessions);
- Promotion of a multi-sectoral approach.

⁴ British Pound Sterling

ICCPTs are multi-institutional county teams comprised of six professionals (psychologists, social workers, police officers, medical, labor inspectors, and school inspectors) from institutions who have vested responsibilities for the prevention of child labor and trafficking for sexual exploitation. ICCPTs were formed based on a multiparty convention, signed between governmental decentralized institutions and registered NGOs located in eight counties. The ICCPT institutions include Specialized Public Services for Child Protection, County School Inspectorate, County Labor Inspectorate, County Police Inspectorates (CPI), Public Health Department, and NGOs.

2.5.2 COMMENTARY

Support for this objective helped to improve a process that had been started by ILO. At the time of the pilot, Romania was in the process of preparing a National Plan of Action for Child Labor, which complicated the initial schedule for the pilot. The monitoring mechanism and training required extra sessions in order to adjust to changing NPA requirements. As a result, the one workshop that had been planned to adapt the monitoring mechanism ended up requiring five sessions, and the curriculum-design workshop also required several more than the one session originally planned. Other challenges included the following:

- It took time to establish working relationships with the ICCPTs because there was no legal or institutional framework for NGOs to initiate programs with public institutions.
- Negotiating and signing the ICCPT Partnership Conventions took several months, which caused delays in start-up.
- ICCPT partnerships were informal and not legally binding.
- Agreements were signed by the heads of institutions but carried out by 48 staff professionals within the participating organizations who found the additional activities excessive and beyond their job description.
- Staff professionals were not provided administrative or transportation budgets—teams (and individual team members) carried the burden of these extra costs and often used their own vehicles to reach remote rural areas not accessible by public transportation.

Some limitations of the monitoring mechanism design and implementation included: (1) completion of forms and the processing/interpretation of the data; and (2) activities in many counties that were limited to the main cities because of limited resources and involvement of the ICCPT member institutions.

Results from this objective showed:

- Close cooperation between IFCF and the NACPA resulted in increased local impact despite the fact that the Specialized Public Services for Child Protection (SPSCPs) are subordinate to county/local councils (part of the local public administration) and not to the NACPA, which has a coordination role;
- Formulating and testing a monitoring mechanism requires careful planning, and the involvement of IPEC partners with experience in the field via consultations and seminars enabled participants to share their experience and give their input. Furthermore, testing the mechanism in smaller geographical areas over a longer period of time, as well as sharing the findings evaluated with IPEC partners and experts in the field, proved important to improving the mechanism and guidelines for users.
- Changing the attitudes and perceptions of the public and media concerning child labor needs to be a continued action priority in order to improve reporting and the collection of verifiable data.

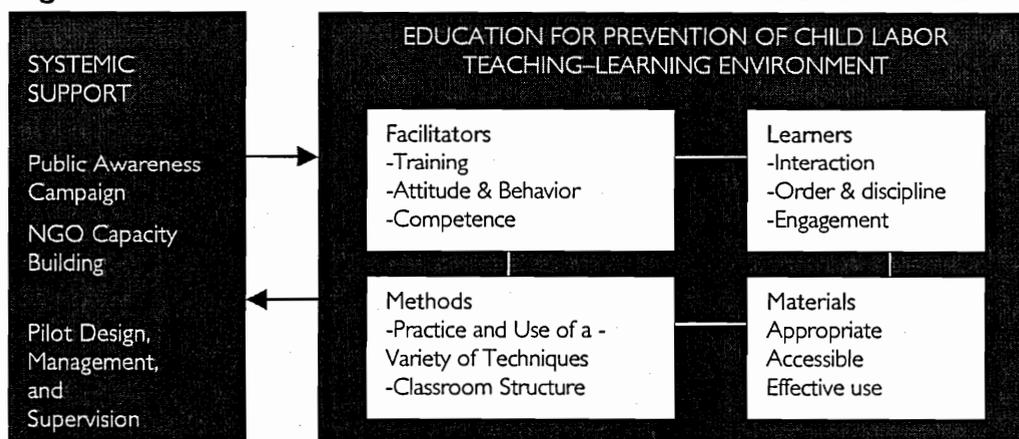
SECTION 3:

TEACHING-LEARNING ENVIRONMENT AND SYSTEMIC SUPPORT

This part of the assessment presents a narrative of the findings of the PRA process. Here, the study looks beyond the numbers reported for the M&E plan to explore various aspects of transformational education processes and approaches observed and reported in three classroom site visits, three stakeholder workshops, and interviews conducted in the two counties.

Results in this section are clustered within two major areas of an assessment framework as illustrated in Figure 1 below: the teaching-learning environment fostered by the pilot, which addresses findings in four areas--facilitators (in this case, teachers), the learners, methods, and materials used; and systemic support for pilot implementation, which discusses findings on public awareness campaign, NGO institutional capacity building, and the pilot design, management, and supervision.

Figure 1: Assessment Framework: Education for Prevention of Child Labor



3.1 TEACHING-LEARNING ENVIRONMENT

The pilot provided training for 80 teachers in the use of career counseling materials. This section describes observations made in Botosani and Seceava during visits to urban schools in which classroom exercises were conducted using exercises contained in the *Counseling for Your Future* manual and the module, *A Small Guide for a Great Career*. Students and teachers evaluated the counseling materials in focus group sessions held in classrooms and stakeholder workshops.

On average, each classroom had 30 students between the ages of 17 and 19; more than half (60 percent) were females. The classroom facilities were well-apportioned, -equipped, and -organized. There was one full wall of windows, a wall with a chalkboard, and two walls with posted illustrations and class materials. Each class was structured to support rote learning and frontal teaching methods typically used in Romanian schools, with rows of student desks facing the teacher's desk located at one end of the room in front of the chalkboard.

One class we observed used the module, *A Small Guide for a Great Career*, intended to help students reflect on their professional desires and abilities. In this case, the teacher developed an original exercise that started by asking each student to write on a piece of paper: (1) jobs they want to do; (2) the jobs they believe they are able to do; and (3) what they would never want to do. The students were then separated into pairs and took turns interviewing each other to figure out the appropriate job. The job was then written on a piece of paper and pasted on their back. The pairs would then return to the larger class and would ask different questions for clues on the career pasted on their back. The last phase of the exercise had each pair describe the profession selected by the other and why, then compared it to the individual desires identified in the first step to see if it matched.

3.1.1 TEACHERS

Two of the three teachers observed had participated in training on the use of the module; the third one had been introduced to the module in an information session conducted by a trained teacher. All were female. Trained teachers systematically used the module as a way of raising awareness, introducing practice, and transferring skills to the learners. By contrast, the teacher who was introduced to the module by another trained teacher conducted the activity using typical frontal teaching, indicating a need for direct training in the process of conducting the module and/or explicit instructions for the teacher in how to conduct the activities.

WHAT DID TEACHERS SAY ABOUT THEIR EXPERIENCE WITH A SMALL GUIDE FOR A GREAT CAREER GUIDANCE MODULE?

Teachers gave a variety of responses about what they learned:

- To communicate openly among us as teachers, but also with students and parents and with other institutions;
- To work as a team;
- To be more sensitive to students' problems, to listen to them, and not ignore their problems;
- To discover the causes of inadequate behavior or not to judge and sanction the effect;
- New methods of communication for the identification of issues and solutions;
- Model guides for knowledge and self-knowledge for ourselves and for the students;
- Through communication, became closer to the students and broke barriers.

They also expressed difficulties concerning the following:

- Overcoming stereotypes in counseling patterns (conduct class in certain ways and only address certain information like family planning but never this type of info);
- Lack of expertise, experience, and development of this type of counseling classes;
- Lack of cooperation between tutors and school psychologists;
- Insufficient material support (more copies of manual needed);
- Only some students found possible occupations in the exercises;
- Difficulty when offering information on professions less known to Romanians;
- Students' need for help and collaboration with other institutions to solve their issues of vocational choice;
- Indifference of adults to children's problems;

- Prejudice of some people to think that these problems happen to others, and not to them; and
- A perceived lack of choice on the part of students because of the low economic level of some families (Botisani is a poor economic area).

Similarly, some teachers had been trained in the use of *Counseling for Your Future* and said that these manuals, in particular, were good for improving:

- Knowledge or self-knowledge in career counseling;
- Student-student and student-teacher communications;
- Self-confidence and confidence in the future; and
- Personal performance for the purpose of integration in the classroom and in the society.

3.1.2 LEARNERS

Classes were orderly and good-spirited. Learners responded to the activity quickly and with enthusiasm. A great deal of interaction occurred between and among learners as well as between learners and teacher.

WHAT DID LEARNERS SAY?

Learners gave a variety of responses about what they learned:

- Wider perspectives concerning future career; a better perspective on ourselves;
- A range of suitable jobs to choose from;
- Provides interesting information about the future;
- Found out more things about our goals;
- Team work, therefore the importance of communication;
- Respecting the rights of each member of society;
- Being aware of the possibilities of helping those in need;
- Tips on maintaining a positive attitude;
- Advice on writing official documents;
- Found model curriculum vitae for European Community countries useful;
- Made us reflect more about future jobs; I know how to manage in different situations.

They also expressed difficulties concerning:

- The questions required serious introspection and making choices we students prefer to postpone;
- Simplistic questions and tips given in the module; and
- Lack of adult guidance.

3.1.3 METHODS AND MATERIALS

The sessions in each classroom observed were taken from the career counseling module, which was developed as an easy-to-use resource to help teachers open the learners' eyes to examine their desires, needs,

and the process of achieving professional goals. The module was conducted using methods to raise awareness, engage learners, and transfer learning to the learners.

Raising awareness focused on opening the learners' thinking by engaging them in a process of considering their job expectations and options, as well as thinking about themselves and their abilities. Other activities helped them to discover new aspects of learning about future livelihood possibilities. All this was to help learners to realize that the choices are theirs to make and to offer information and practices that help to empower them to make decisions critical to their future. The activities at this stage were more tightly structured and controlled by the teacher.

The next step involved *engaging the learners* in practicing the skills introduced at the previous stage in order to begin changing attitudes. Activities at this stage allowed more room for learner initiative: they were less tightly structured than those in the first stage.

Finally, teaching was *transferred* to the learner. This required a considerable change in classroom management—a demanding phase for the teacher. At this stage, loosely structured activities gave a considerable amount of freedom to the students in accomplishing the task.

These activities tackled a wide variety of skills and attitudes concerning motivation, learning strategies, community/team building (cooperation), and self-monitoring. These are all important considerations for introducing the module as a companion to help Romanian teachers in their efforts to introduce communicative and humanistic methods in an environment where frontal teaching dominates.

3.1.4 SUMMARY

Closing the one-way communication gap that exists between teachers and learners in traditional frontal and rote models of education is an important aspect of all programs for at-risk youth. One classroom where the teacher had been introduced to the materials by a trained teacher showed that the cascade model was not working; there needs to be more teacher training for use of the module to move teaching away from a didactic model to one that supports the idea that career choice is a process of engaging learners in participatory methods.

In contrast to standard classrooms found in formal education throughout the country, the most important differences in two of the three classrooms observed showed that the materials were attractive to the students and teachers in the urban schools and improved relationships between and among teachers and learners. However, the students in the urban schools were not necessarily the target group of vulnerable children. Teachers, students, and implementers alike noted that the materials had not achieved the mission to reach rural schools and offered suggestions based on several comments:

- The strategy to test the module initially in urban areas and, therefore, to create a product attractive to urban youth rather than go directly to the rural areas meant that the target population of rural children was not reached. Manuals and module need to be reoriented for rural students between grades 8, 9 and 10, and 11 and 12 when kids drop out of school.
- The manual and teachers' guide need to be combined into a teachers' resource guide with different levels of exercises appropriate for different grades.
- Manual design was based on the experience of the people who prepared it; preparation of exercises should have involved the target group. It could also have dared to present questions that asked students to think more deeply about themselves and society.
- More teachers' training is needed in the use of both the manual and module, emphasizing the process of making a career choice. Form teachers (homeroom teachers) do not need extensive training, but do need some face-to-face training—the cascade model of training is less favored.

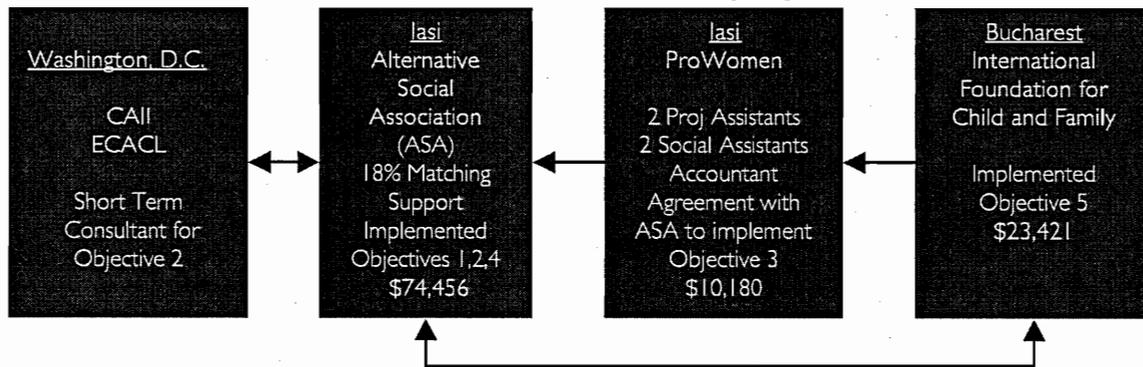
3.2 SYSTEMIC SUPPORT

The success of any initiative depends on systemic support at many levels. This study has assessed systemic support of the Romania pilot initiative through the (1) public awareness campaign, (2) capacity building of local NGOs implementing the project, and (3) support for CCPTs (see previous sections). Therefore, this section focuses on the design, structure, and management of the pilot.

As described above in Section 1, the pilot was designed and implemented as a short-term, low-budget initiative and, in this context, provides us with notable findings in several areas.

Assessment and design of child labor prevention programs to target and measure impact are difficult because of the lack of data. To counter this, the pilot invested in assessments that included pre-pilot design and post-pilot startup to determine particular aspects of child labor in the counties. As a result, the pilot’s design was strong in terms of interventions that carefully pinpointed a limited area and that featured a holistic strategy to develop capacity to address child labor issues. However, management and supervision proved to be the greatest challenge, largely as a result of structure and communication difficulties. Figure 2, below, shows the location of main organizations active in the pilot.

Figure 2: Organizational Relationships by Location



Project staff turnover at ASA initially slowed down the takeoff, along with the fact that it took nearly four to five months to sign agreements with NGOs and other institutional partners.

Achievement of the objectives, especially Objectives 2, 3, and 5, required a great deal of coordination with county organizations that had little or no experience working with NGOs (and the opposite), making it no surprise that it took four months to sign agreements. In fact, in a two- to three-year project, which would be a typical time period given the ambitious nature of the objectives, the achievement would be considered quite satisfactory. As noted above, delays occurred in the development of teaching materials, which, in turn, delayed training and classroom use. Supervision from Washington depended upon translated copies of materials that were difficult to produce in time for quick turnaround.

In addition to collaboration with ECACL and implementing partners, ASA was also responsible for coordinating activities with NGOs, peer volunteers, and technical teams that included scholars, NGOs, and public institution representatives from police and others. This undertaking required strong diplomatic skills which, given the complexity of the pilot, were tested over the year.

Finally, it should be noted that extra costs of achieving the objectives of this pilot—well above the budgeted amount—were absorbed by the local NGOs. ASA most certainly spent more than the 18 percent matching support committed at the contract signing, given translation and development costs of producing materials. ProWomen hired extra social assistants, and IFCF held ten extra sessions to revise the monitoring mechanism and to develop the training curriculum.

SECTION 4:

SUMMARY OF LESSONS LEARNED BY OBJECTIVES

This section summarizes lessons learned according to the four pilot objectives.

Objective 1: Increase awareness of the dangers of child labor/sexual exploitation/trafficking in students, parents, teachers, caregivers, and authorities.

- The lack of data on child labor is a critical issue to address. Assessments have the potential to yield stronger data results when research is conducted in concert with locally-based organizations.
- Proposed initiatives should involve the stakeholder representatives (youth, parents, teachers, community leaders).
- Use of peer group volunteers is an effective way of reaching at-risk youth.
- Informal settings (parks and e-cafes) can be good venues for effectively reaching at-risk youth in the urban areas.

Objective 2: Develop/adapt, validate, and implement a module to identify vocational interests and teach job seeking/job holding skills to youth, including institutionalized children, in schools in target counties and to trafficking victims in one selected shelter. (The module will be designed for and validated with both school students and trafficking victims to insure that it is valid for both groups.)

- Despite the time-consuming preparation of training materials—especially when involving technical experts, government institutional representatives, and teachers—it may be a necessary part of creating buy-in.
- Funds needed to be allocated for translation of materials for ECACL to have review copies in English for feedback.
- As in the case of development of innovative materials, a change in strategic focus should be discussed and understood by all.
- Teachers with no experience collaborating with NGOs were initially reluctant to become involved, but relaxed as soon as they were engaged in learning the new methodology and finally asked for more materials.
- The cascade model of teacher training is not preferred; more direct training is needed to ensure quality.

Objective 3: Provide services in mentoring for transition, internships, short-term vocational training, and/or job placement to vulnerable children graduating from school/leaving institutions and to school dropouts through a mentoring and job placement program to be established in at least two selected target communities.

- Counseling must be ongoing so that students don't lose momentum and information.
- There should be informal meetings with teenagers, perhaps through picnics or other opportunities outside of the school.

- It takes a longer time to establish partnerships with county offices due to the high level of bureaucracy and the fact that people are not used to working with NGOs.

Objective 4: Strengthen institutional capacity of selected NGOs to combat child labor/prostitution/trafficking

- Building on existing networks or coalitions can yield large effects, at minimal cost.

Objective 5: Strengthened capacity, collaboration, and monitoring of Intersectoral County Child Protection Teams in Romanian Moldavia. Team's capacity to combat child labor/trafficking and to monitor affected children will be strengthened.

- It was challenging to initiate ICCPTs without a national action plan on child labor and no legal or institutional framework from which to initiate programs in child labor by NGOs.
- It is important to involve practitioners responsible for implementation in signing team agreements along with heads of institutions.
- About five times more workshops than anticipated were needed to adapt monitoring tool and curricula in line with National Plan of Action.
- Close cooperation between the IFCF and NACPA resulted in an increased impact at local level even though the SPSCPs are subordinated to the county/local councils (part of the local public administration) and not to the NACPA, which has a co-ordination role as concerns the methodology employed.
- Formulating and testing a monitoring mechanism requires intensive amounts of time and support. The process should involve IPEC partners with experience in the field via consultations and/or seminars to enable participants in fully sharing their experiences and giving their inputs. Furthermore, the mechanism should be tested in a smaller geographical area over a longer period of time, and findings should be evaluated with IPEC partners and experts in the field to improve the mechanism and guidelines for users.
- Changing the attitudes and perceptions of the public and media concerning child labor needs to be a continued action priority to improve reporting and the collection of verifiable data.

SECTION 5:

MAIN CONCLUSIONS AND RECOMMENDATIONS

The pilot was successful in introducing innovative approaches and demonstrating a variety of ways to prevent abusive child labor.

5.1 INTERVENTIONS

Preventive interventions require training of facilitators in interactive, child-centered methods to improve the quality of the teacher-learning experience in addressing needs of at-risk youth.

Protective interventions include providing information in learning environments, educating youth on child rights, as well as educating and involving family members and community leaders. Such interventions require a “whole system” approach that can prove both a challenge and a long-term commitment.

Developmental interventions such as vocational and pre-vocational training can offer safe work alternatives for youth who need income. The pilot offered some vocational training. Interviews with stakeholders identified this as a need for greater consideration in follow-on activities.

Although no definitive answers emerged as to which intervention or group of interventions was most effective in preventing abusive child labor, the pilot initiative heightened awareness and interest among the general public, introduced new processes of participatory education, and helped organizations identify strengths to build upon and weaknesses to address in future projects.

5.2 CROSSCUTTING THEMES

5.2.1 CONTEXT

The first phase of support for ICCPTs yielded important information for future project designs. Out of 262 children engaged in the worst forms of child labor 174 were Roma, 134 were girls, 107 were street children. Among 500 working children identified by ICCPTs, 54 percent were 11 to 15 years of age, 25 percent 16 to 18 years, and 20 percent were under 10 years of age.⁵

Conditions in the rural areas, where 92 percent⁶ of child laborers are located, are challenging because of a lack of transportation, communication, and formal social structures and low literacy rates. These are some of the essential factors that should be taken into consideration when designing and implementing education initiatives to address child labor. Simply stated, more time and support were needed to reach the target groups of most vulnerable children in the rural areas identified above than the pilot was able to provide. In this environment, spoken and written messages targeted at younger-aged children (especially the 11- to 15-year-old age group) and augmented by the use of visual materials and participatory action learning processes can be most effective, sustainable, and have greater transformative value than traditional teaching methods.

⁵ Stativa, E. “Supporting Inter-Sectoral County Teams established to monitor child labour in Romania: Lessons Learned from a First Phase.” Bucharest: ILO/IPEC (2004).

⁶ “Survey on Children’s Activity in Romania.” Bucharest: National Institute for Statistics (2003).

5.2.2 GENDER

There need to be specific strategies to address gender considerations in any initiative with a focus on prostitution and trafficking, but specific requirements were not stated in the project design, implementation, or reporting through the M&E plan across all objectives. As a result, very little gender-disaggregated data were available for this assessment. Clearly, extra efforts should be made to account for gender inequities as part of data collection and analysis so that education programs can sufficiently address the gender dynamics that place girls at risk of sexual slavery and trafficking.

5.2.3 STRATEGY, ORGANIZATION, AND MANAGEMENT

The pilot strategy was organized with a broad scope of activities that was overly ambitious and not practical for a one-year pilot. Organization and management of the pilot may have been improved with a better understanding of the culture and expertise of the rural organizations.

- Structure and capacities of local institutions as well as those of the donor and coordinating institutions need to be understood by all;
- Management plans need to be developed based on assessment of organizational capacities;
- The location of the coordinating organizations need to be carefully considered and compensated for;
- Agreements on tasks, reports, and deliverables need to be fully understood by each implementer before or at the start of activities, with review and restructuring occurring if and when necessary.

5.2.4 TIME AND BUDGET

From the beginning, expectations could have been more reasonably aligned with time and resources. Combined with the ambitious number of deliverables for the pilot, the management issues raised above became intensified given the short time period and modest budget. Implementers were hard pressed to meet the demands for materials development and training within the given time period. At the start of the pilot, the prime implementer committed 18 percent more than budgeted from its own resources, and the actual costs across all NGOs involved went well beyond that figure. This is typical during a project start-up. In three- to five-year programs, implementing organizations can often recover these costs, but in a 12-month pilot this is not possible.

5.2.5 MONITORING AND EVALUATION

Monitoring and evaluation plans need to include indicators that capture quantitative and qualitative outcomes. The manuals and modules promoted learner-friendly classroom environments that use child-centered approaches to provide an environment that supports transformative processes needed for at-risk youths. Since pilot interventions for these learners needed to: (1) foster flexible, exploratory, interactive, and inventive learning styles; and (2) seek diversity by making sure that all students (by sex and ethnicity) are actively engaged in the learning process, methods and tools should include basic techniques that are shaped by a democratically based, participatory philosophy and practice that encourages broad-based involvement. Although these characteristics were implied and stated in various parts of the implementation plan, they neither were not clearly defined pilot objectives nor was the M&E plan designed to monitor according to these standards. The findings indicate that the use of manuals and the module show promising achievements in these areas. Qualitative indicators could be helpful in monitoring the transformational effects of education interventions as well as aiding all stakeholders to achieve expected outcomes and processes beyond simply counting numbers.

5.2.6 SUMMARY

In summary, the pilot showed striking results in the following areas:

- Strong NGO implementation and collaboration with public institutions;
- Wide involvement of stakeholders (teachers, university specialists, national authorities, local police, judge, school inspectors) in design of manual, guide, and module materials, which resulted in strong buy-in of national and local education system and law enforcement;
- Introduction of methodologies and techniques to improve communication between teachers and youths;
- Positive response to education interventions by students and teachers involved;
- Project replication by UNICEF and ILO; requests for copies of materials from teachers from outside the pilot.

Although the pilot was not able to reach the most vulnerable rural populations, the positive results and lessons learned form a stable prerequisite for further development and extension in Romania and other regional centers with problems related to prevention of the worst forms of child labor, including child prostitution and trafficking of children for sexual purposes.

APPENDIX I:

MONITORING AND EVALUATION PLAN:

OBJECTIVES, INDICATORS, MEANS OF VERIFICATION, AND REPORTED OUTCOMES

| Indicators | Means of Verification | Reported Outcomes |
|--|--|---|
| Objective 1: Increase awareness of the dangers of child labor/sexual exploitation/trafficking increased in students, parents, teachers, caregivers, and authorities <i>Alternative Sociale Association</i> | | |
| <ul style="list-style-type: none"> • Raised awareness of dangers of child labor, prostitution and trafficking. | <ul style="list-style-type: none"> • Pre/post questionnaire with a stratified sample of students, parents, teachers, and authorities. | <ul style="list-style-type: none"> • 1,200 posters, 5,000 leaflets, 300 wall planners • Police workers trained to instruct teachers • 200 parents informed/trained • 8 caregivers from lasi shelter trained • 24 representatives of local officials informed • Internet cafes included in materials distribution |
| Objective 2: Develop/adapt, validate, and implement a module to identify vocational interests and teach job seeking/job holding skills to youth, including institutionalized children, in schools in target counties and to trafficking victims in one selected shelter. <i>Alternative Sociale Association</i> | | |
| <ul style="list-style-type: none"> • Number of students who complete the vocational interest/job search module and an evaluation form on the usefulness of the module | <ul style="list-style-type: none"> • School and shelter records | <ul style="list-style-type: none"> • Designed vocational counseling module • 60 teachers trained from 35 schools trained; who each conducted three classes using the module with 1,800 students from vocational guidance classes. • 10,500 students received vocational guidance in • 250 18-year-old children from public schools • 10 caregivers, all Social Alternatives Asso professionals trained on use of module, Jones' Career Key test • Teachers held special meetings with parents • 35 schools reached in Moldova; donations to university, libraries, NGOs • Activities covered by national TV in "Romania Live" plus interviews. On local radio |
| Objective 3: Provide services in mentoring for transition, internships, short term vocational training, and/or job placement to vulnerable children graduating from school/leaving institutions and to school dropouts through a mentoring and job placement program to be established in at least two selected target communities. <i>ProWomen Foundation</i> | | |
| <ul style="list-style-type: none"> • Number of youth receive vocational training, • Number of youth who attend job interviews, • Number of youth employed | <ul style="list-style-type: none"> • Records from Mentoring Program. | <ul style="list-style-type: none"> • Conducted labor market study • Private sector contacts to develop internships and job opportunities • Designed training module and teachers' guide for use in vocational schools • Identify vulnerable youth graduating this year |

| Indicators | Means of Verification | Reported Outcomes |
|--|---|---|
| <p>Objective 4: Strengthen institutional capacity of selected NGOs to combat child labor/prostitution/trafficking. <i>Alternative Sociale Association</i></p> | | |
| <ul style="list-style-type: none"> Indicator: Number of NGOs that receive follow-on funding to combat child labor or trafficking. | <ul style="list-style-type: none"> Indicator: Number of NGOs that receive follow-on funding to combat child labor or trafficking | <ul style="list-style-type: none"> Questionnaire evaluated NGO evolution in area of trafficking of persons, prevention 15 NGOs received kit for press conferences, and prevention materials; launched anti trafficking campaign ASA received 34,000 GBP from British Embassy to continue regional coalition; 3 organizations received funding; others pending. Each NGO has list of donors/funders (Web and e-mail addresses). Resources provided at www.finantare.ro |
| <p>Objective 5: Strengthened capacity, collaboration, and monitoring of Inter-sectoral County Child Protection teams in Romanian Moldova. Team's capacity to combat child labor/trafficking and monitor affected children will be strengthened. <i>International Foundation for Child and Family Program</i></p> | | |
| <ul style="list-style-type: none"> Number of capacity building sessions conducted; Number of data sheets collected by National Authority | <ul style="list-style-type: none"> Records of implementing NGO, National Authority records | <ul style="list-style-type: none"> Trained Inter-sectoral team members in combating child labor/trafficking and monitoring Began teamwork in Child Protection Teams Collected data sheets prepared by county members of child protection teams and other country authorities Wrote lessons learned report and conducted dissemination seminar |

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