

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

RIGHTS GENERAL MEASURES & PRINCIPLES	Right to be heard	Family environment (and alternative care)	Education	Protection from economic exploitation and trafficking	Protection from all forms of violence	Overall goals
<b>Data collection / Monitoring</b>	- Children's voices are taken into account in (rights sensitive) child rights monitoring at local and national level	- The national monitoring system includes disaggregated data on children at risk of being separated from their families and children without parental care, including perspectives of children	- The national monitoring system contains disaggregated data, including children's views on: a) access to education of children belonging to minorities and b) quality of education	- The national monitoring system / framework contains disaggregated and child informed data on children's involvement in worst forms of child labor	- The national monitoring system contains disaggregated data, including informed by children, on abused and neglected children	<b>1. The national monitoring system is sensitive to children's perspectives on the rights of different categories of children, including the most vulnerable</b>
<b>Knowledge of Child Rights and Mobilization</b>	- Adults (community members) are aware of children's right to be heard in the processes that affect them - Children know ways and strategies to realize the right to participate	- Parents are informed of their rights and obligations as secondary duty bearers - Community members are aware of rights of children left behind	- Children are aware of their rights and have the abilities to claim them - Child Rights materials for teachers are available	- Adults are sensitized on child labor exploitation, including trafficking of children - Children are informed about the child's right to be protected from economic exploitation and the legal framework on employment	- Children and adults (parents, businesses, community members) are informed about the child right to be protected from all forms of abuse, including Internet safety	<b>1. Improved access to good quality information about child rights, targeted to:</b> - children as rights holders - parents, as secondary duty-bearers - community members
<b>Professionals' Development</b>	- Adults (teachers, social assistants) have the skills to take into account children's views in the development, implementation and assessment of services for children	- Professionals have the skills to develop parenting skills that are aligned with children's rights - Professionals have the skills to encourage and maintain family ties	- Teachers have the capacities to develop life skills of children and are sensitive to diversity - Social assistants have skills to contribute to social and p	- Professionals have skills to identify and refer cases of child labor exploitation, including trafficking of children - Professionals have skills to approach issues	- Professionals have the skills to prevent child abuse, identification, referral and reporting - Parents have positive discipline skills (respecting children's	<b>1. Professionals have the skills:</b> -to develop resilience and life skills of children, being sensitive to children's views - to identify, refer, report

	- Adults responsible for monitoring children's rights (school administration, district inspector, specialist in district social assistance department) have the capacities to involve children and take their views into account	between the child and his family in cases of separation	rofessional integration of marginalized children	related to labor exploitation and child trafficking with children and parents	rights)	<b>cases of child rights violation, working in team with other professionals</b>  - to develop parenting skills
<b>Institutional Capacity</b>	- The institutions responsible for ensuring child rights and education have policies, mechanisms, procedures to involve children / take children's views into consideration in decision-making	- Institutions have the abilities to identify families at risk of separation and to establish a form of protection for children in situations of separation from parents	- Educational institutions have the capacities to assess children's needs, to plan activities in accordance with them, and adjust the school curriculum to the specific needs of children and community issues	- Child labor exploitation and child trafficking are on the educational institutions agenda	- Educational institutions have the needed framework and tools for the assessment of school violence and for development of an anti-violence strategy  - Institutions responsible for child protection have a framework to coordinate actions in child abuse cases prevention, identification, referral and reporting	<b>1. Institutions responsible for children's rights have a framework (legal, policies), tools and capacities to:</b>  - assess children's needs  - plan and adjust institutional policies, and coordinate activities according to child rights issues  - take into account children's views
<b>Non-discrimination</b>	- The voice of children from environments with fewer opportunities are heard and taken into account  - A model of Roma children participation is developed	~	- Children belonging to minorities have accessible information on child rights  - Methodological resources on education for tolerance, inclusion, respect for diversity are developed	- Information on child's right to be protected from labor exploitation is disseminated among children at risk of being exploited	- Children in residential institutions have the ability to request support and access community services in cases of abuse, including sexual violence	<b>1. Children belonging to minorities and children at risk have priority access to information on child rights, opportunities for participation and seek support in situations where rights are violated</b>  <b>2. Tools on non-discrimination are available for adults</b>

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