

CHILD RIGHTS INFORMATION CENTRE MOLDOVA (CRIC) STRATEGIC PRIORITIES 2016 – 2020

RIGHTS Enabling rights environment	Establishing children as subjects of rights / children as right-holders	Family environment (and alternative care)	Education	Protection from all forms of violence	Overall goals
<p>Strengthening systems, structures & mechanisms to make a reality of rights</p> <p>As Moldova ratified the UNCRC, we understand that the government bears the primary responsibility for bringing about and sustaining the realization of children’s rights. We know that rights don’t just happen but require concrete action and sufficient resources. There are many things that need to be done to make rights realities. Meeting this promise to children sustainably and over time is a challenge for Moldova’s government.</p> <p>The General Measures of Implementation in Article 4 of the UNCRC (and elaborated in General Comment 5) set out the steps, the systems and institutions that are necessary to ensure rights are fulfilled and sustained. Some of the state’s responsibilities can be translated into direct obligations, whereby the government manages its own resources, its staff and its infrastructure and delivers a service. Other responsibilities might be implemented indirectly through the establishment of laws and regulatory frameworks, or through contracting out or giving responsibility to non-state actors such as civil society or the private sector. The General Measures of Implementation include the means of achieving coordination or regulation of the activities of state and non-state actors. The government’s relationships with other actors will be central to the way change is achieved and sustained. As the primary duty-bearer, the state also has to create the means whereby the rights-holder, the child (supported or represented by the guardian in the case of younger children) can have a voice in the realization of their rights and hold to account those with duties and responsibilities who fail them.</p>					
General measures of implementation	<p>By 2020 we will have contributed to:</p> <p>Raising awareness/ informing public about CR & children's situation in the country;</p> <p>Promotion of rights-based approach among civil society actors, including faith based; academia; media (including new media); business sector;</p> <p>Strengthening the role of ombuds office in promotion, monitoring and implementation of CR.</p>	<p>By 2020 we will have contributed to</p> <p>Improvement of legal framework by inclusion/ recognition of:</p> <ul style="list-style-type: none"> responsibilities for professionals from all sectors to develop parenting skills and evolving capacities of children (these 2 aspects connected); <p>Promotion of intersectorial strategy on parenting at local level (strategy is currently in process of drafting).</p>	<p>By 2020 we will have contributed to</p> <p>Promotion of the newly adopted legal framework in education;</p> <p>Promotion of HRE, development & dissemination of resources.</p>	<p>By 2020 we will have contributed to</p> <p>Promotion & implementation of newly adopted legal provisions regarding child protection in education and other sectors;</p> <p>Stronger accountability mechanisms.</p>	<p>By 2020 we will have contributed to</p> <p>Increased understanding of CR, the corresponding legal framework & state obligations towards its implementation, and involvement of all stakeholders in CR implementation and holding DB to account</p>

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<p>Monitoring / Data collection</p> <p>role of state (national, local authorities)</p> <p>role of non-state actors/ independent monitoring (ombudsperson, NGOs, role of children)</p>	<p>By 2020 we will have contributed to</p> <p>Greater availability of data from children's perspective and increased respect for children's views and experiences;</p> <p>Strengthening of independent monitoring including at local level.</p>	<p>By 2020 we will have contributed to</p> <p>Greater availability and accessibility of information from rights -based perspective on:</p> <ul style="list-style-type: none"> • parenting styles and difficulties parents face, availability of support services for families etc., including from the perspective of parents/ cares; • situation of children from different family models, including migrant families, single parents etc. 	<p>By 2020 we will have contributed to</p> <p>Increased availability and accessibility of information, including children's & parents' perspective on:</p> <ul style="list-style-type: none"> • access to education; • quality of education. 	<p>By 2020 we will have contributed to</p> <p>Establishment of a monitoring system in 9 districts, which will contain disaggregated, quality data, including informed by children, on child abuse, neglect exploitation and trafficking;</p> <p>Strengthening the monitoring system of CANET in the educational sector at national level, including children participation.</p>	<p>By 2020 we will have contributed to</p> <p>Increased availability and accessibility of information on the situation of children's rights (especially family/ parenting, education, protection from violence) including from the perspective of right holders and their supporters</p>

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<p>Strengthening Capacities of Rights Holders to claim their rights and Duty Bearers to fulfill their responsibilities</p>					
<p>Besides creating the framework for making rights realities for children, it is important that those involved (Rights Holders and Duty Bearers) have the capacities to understand the right and translate it in the practice. We understand child rights as a relationship between the Rights Holders and Duty Bearers, where DB have the needed capacities (authority to act, resources and motivation) to fulfill their responsibilities, whilst the RH are empowered to claim their rights and hold DB to account. In our acceptance DB are both individuals (professionals working with and for children and families) and institutions responsible for child rights implementation. Their responsibility includes building the capacity of RH to understand their rights and creating opportunities for feedback and participation. The RH are children themselves, as well as their supporters (parents/ carers, community members, NGOs (local, national), youth clubs etc.).</p>					
<p>Capacity Development Duty-bearers ... includes both a) individual duty bearers b) institutions to make a reality children's rights</p>	<p>By 2020 we will have contributed to DB (professionals & institutions in all sectors) increased understanding, skills & attitudes on CR & Childhood (including evolving capacities, CRC principles, GMI/specific measures clarified (e.g. child impact assessment)).</p>	<p>By 2020 we will have contributed to Increased capacities of Local Public Authorities to develop & implement policies and services on positive parenting; Increased capacities of professionals from all sectors: 1) to work with parents/carers on their parenting skills; 2) to meet needs of children without parental care (primarily social assistants); 3) to support/ contribute to development of family planning skills in young people (primarily teachers); Increased capacities of non-state actors (church, media, NGOs) to spread messages on positive parenting.</p>	<p>By 2020 we will have contributed to Increased capacities of monitoring structures (National School inspectorate, District department education) to promote, monitor & support integration of CR in schools; Capacities of school management to plan, implement & evaluate school policies taking CRC principles into account; Capacities of teachers to plan, implement and evaluate lessons & other activities & teach children's rights taking CRC principles into account.</p>	<p>By 2020 we will have contributed to Increased capacities of schools & LPA to assess risks/ violence, collect and use relevant data, plan resources, develop, implement and evaluate anti-violence strategies (including on-line safety) in cooperation with other sectors and involving children; Increased capacities of professionals from education & other sectors to prevent violence as well as to identify, refer, intervene as according to national legislation and based on CRC principles.</p>	<p>By 2020 we will have contributed to Increased capacities of DB, including at local level, to understand CR and fulfill their responsibilities (develop policies, practices) towards RH, taking into account CRC principles</p>

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<p>Empowerment Right-Holders</p> <p>... includes:</p> <p>a) children &</p> <p>b) their supporters (parents/carers, community members, NGOs (local, national), youth clubs etc.)</p>	<p>By 2020 we will have contributed to</p> <p>Increased opportunities for children to have their voices heard in respect of their rights at local and national level;</p> <p>Increased capacities of parents and community members (e.g. local NGO, community initiatives, youth clubs, media, business ...) to understand CR and support their implementation, involve children in their activities & build children capacities to know & claim their rights.</p>	<p>By 2020 we will have contributed to</p> <p>Increased access to information of parents/ caregivers on positive parenting, children's & their rights in relation with school and other services (see principles below);</p> <p>Greater capacities of children without parental care (care leavers, left behind) to claim their rights, to become autonomous and integrate socially.</p>	<p>By 2020 we will have contributed to</p> <p>Increased opportunities for children to learn about their rights, research/ monitor their implementation and report to authorities;</p> <p>Strengthened and diversified models of children's participation in the schools and communities;</p> <p>Increased access to information for children and parents on children's right to quality education as well as opportunities & tools to offer feedback & influence school policies and practices in a meaningful manner.</p>	<p>By 2020 we will have contributed to</p> <p>Increased access to information for children and adults on children's right to be protected from all forms of violence, including on internet, and local structures and procedures to keep children safe;</p> <p>Increased capacities of community actors to contribute to protection of children and keep authorities accountable;</p> <p>Increased capacities of media to report on cases of violence against children, taking CRC principles into consideration.</p>	<p>By 2020 we will have contributed to</p> <p>Better understanding of CR by children and their supporters & empower them to claim their rights</p>

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<p>Mainstreaming the application of the CRC General Principles</p> <p>The CRC reflects some basic values about the treatment of children, their protection and their participation in society. These ideas are primarily expressed in Articles 2, 3, 6 and 12. Together, these articles (General Principles) form an approach to children’s rights and a guiding tool for a holistic interpretation of all the articles of the CRC. The understanding, interpretation and implementation of the principles is though a challenge for the Duty Bearers in the Moldovan context. Some elements of the principles are more imbedded in the policies and practices, some are misinterpreted or trivialized.</p>					
<p>Non-discrimination</p>	<p>By 2020 we will have contributed to</p> <p>Increased public awareness of the principle of non-discrimination (content and relevance)... it means as well increased public:</p> <ul style="list-style-type: none"> • perception of children as heterogeneous group & knowledge about diverse life circumstances of children in Moldova, including vulnerable; • respect for rights of diverse children, including vulnerable. 	<p>By 2020 we will have contributed to</p> <p>Raising public understanding of diverse family models, situation of various families in the country;</p> <p>Understanding and skills of professionals and institutions to work/ support various families as well as children without parental care (e.g. care leavers).</p>	<p>By 2020 we will have contributed to</p> <p>Increased understanding of the principle of non-discrimination and capacities of school staff and educational institutions to design and implement non-discrimination policies in schools/ work with vulnerable children (SEN, poor families, Roma...);</p> <p>Increased educational opportunities for vulnerable children.</p>	<p>By 2020 we will have contributed to</p> <p>Availability of resources (training, work methodologies and tools) for violence prevention and protection of children that take into account diverse groups of children, including most vulnerable;</p> <p>Increased opportunities of vulnerable children to access information on violence prevention as well as to request support and community services in case of violence (including sexual).</p>	<p>By 2020 we will have contributed to</p> <p>clarification and mainstreaming of the concepts of all CRC principles (non-discrimination, participation, best interest, survival and development) in social and educational policies and practices.</p>

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Child Participation	<p>By 2020 we will have contributed to</p> <p>Development and documentation of functioning, effective and representative participation of children in the decision making processes in various settings and levels;</p> <p>Development, promotion and monitoring the implementation of participation standards;</p> <p>Increased understanding and skills of professionals and institutions for children's participation in their respective domains of work based on participation standards.</p>	<p>By 2020 we will have contributed to</p> <p>Increased skills of professionals (multidisciplinary teams) to communicate with children and promote children's participation in family in the framework of parental education;</p> <p>Increased opportunities for children, including most vulnerable to take part in the monitoring, evaluation and design of the social policies and services (related to family).</p>	<p>By 2020 we will have contributed to</p> <p>Increased skills of school staff and other professionals in education to communicate with children & parents, and promote children's participation in all aspects of school life, including quality education (not only cultural and sports activities);</p> <p>Increased (and diversified) opportunities and establishment of good practices for children, including younger children (primary schools), most vulnerable to have their voices heard in the classroom, school, community and national level.</p>	<p>By 2020 we will have contributed to</p> <p>Increased opportunities for children to participate in violence prevention activities;</p> <p>Development and implementation of effective mechanisms for children to report violence, including the most vulnerable (Roma, disability, younger children).</p>	

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Best Interest	<p>By 2020 we will have contributed to</p> <p>Increased public awareness of the principle of best interest – its content and relevance in the policy and services for children and their families.</p>	<p>By 2020 we will have contributed to</p> <p>Increased understanding and application of the BI principle by professionals and authorities (in separation issues, penalties for parents etc.);</p> <p>Increased awareness of the concept and importance of fathers involvement in child raising and development.</p>	<p>By 2020 we will have contributed to</p> <p>Better understanding of the BI in the school context;</p> <p>Inclusion of HRE as integral part of the mandatory curriculum in</p> <ul style="list-style-type: none"> • schools (including pre-school); • initial and in-service training of teaching and school management staff. 	<p>By 2020 we will have contributed to</p> <p>Increased understanding and application of BI principle by professionals in cases of child abuse.</p>	
Survival & Development	<p>By 2020 we will have contributed to</p> <p>Clarification and promotion of whole child approach in social, education and protection policies and practices.</p>	<p>By 2020 we will have contributed to</p> <p>Mainstreaming the holistic development of children in parental education programs;</p> <p>Increased skills of professionals to build capacities and involve family members in issues regarding child education and development.</p>	<p>By 2020 we will have contributed to</p> <p>Mainstreaming the concepts of holistic child and their evolving capacities in education policies.</p>	<p>By 2020 we will have contributed to</p> <p>Multidisciplinary approach to prevention and intervention in cases of abuse, which takes into consideration the environment where children live, builds capacities and cooperates with family members.</p>	