



Terre des hommes

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# Child Protection Safety Net Project

## Albania

*Capitalization of Work: Learning from Experience*

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It was Terre des hommes desire to carry out an evaluation of the comprehensive Child Protection Safety Net Project that both critically reviewed the achievements and areas for improvement and impacts, as well as identified the key lessons of the child protection reform process in Albania and made recommendations for continued reform. It is Terre des hommes intention to proactively share the learning with actors in order to continue the momentum of improving the welfare and protection of Albania's most vulnerable citizens, children.

## Abbreviations

ADA/ADC	Austrian Development Agency / Austrian Development Cooperation
Albania	Republic of Albania
ARSIS	Association for the Social Support of Youth
BKTF	Coalition "United for Child Care and Protection" (Bashke Kundwr Trafikimit te Femijeve)
CAAP	Common Actions Against Poverty
CCG	Community Counseling Group
CBO	Community Based Organization
CPSN	Developing a Child Protection Safety Net Project
CPU	Child Protection Unit
CRU	Child Rights Unit (Qarku level)
CPW	Child Protection Worker
CSO	Civil Society Organization
EU	European Union
FBSH	Children of the World Albania
GoA	Government of Albania
IGA	Income Generating Activities
LA	Local Authority
MDG	Multi-Disciplinary Group
MoE	Ministry of Education
MoLSAEO	Ministry of Labor, Social Affairs and Equal Opportunities
MGS	Movement, Games and Sport Methodology
NGO	Non-Governmental Organization
Protocol	Working Protocol for Child Protection Workers
Qarku	County/Region
SP	School Psychologist
State Agency	State Agency for the Protection of Children's Rights (under MoLSAEO)
TACT	Transnational Action against Child Trafficking Project
Tdh	Terre des hommes
UNICEF	United Nations Children's Fund
UNCRC	United Nations Convention on the Rights of the Child

## Executive Summary

While there is still significant work to do in protecting and improving the lives of Albania's children, the child welfare reforms have reached a "tipping point," where changes have the potential for sustainability and national replication. In 2010, the child protection system saw major accomplishment with the passing of the *Law on the Protection of Children's Rights*. The positive developments are thanks, in large part, to the tremendous effort of NGOs, who have demonstrated services and advocated for policy. National, regional and local policy is moving towards holistic protection of children within their families and communities, aligned with the principles of the UNCRC and aimed at achieving a significant change in the system of child protection.

It is under this context and window of opportunity that Terre des hommes (Tdh) and partners designed and implemented the **"Developing Child Protection Safety Net" Project** (CPSN) from 2009 to 2012. With a total investment of over €2.4million, the project sought to build a functional system of protection for children at risk, through the establishment of structures within government, the strengthening of services, the empowerment of local actors, and the development of capacities of various stakeholders. The stated project goal was to contribute to the national efforts of Albania by addressing the situation of children in need of protection through an effective Child Protection Safety Net. This goal was to be met at the end of three years, having tested a child protection safety net in nine municipalities, building the ability to protect children against trafficking and other forms of abuse, violence, exploitation or neglect and applying the national standards. The anticipated results included:

- Municipal Child Protection Units (CPU) are established and functional in 9 municipalities of Albania, and succeed in analyzing the situation of vulnerable children, on a case per case basis and acting according to the child's need for his/her best interest.
- Child protection is strengthened in the education system in 5 regions, and the education system is more effectively incorporated into local child protection safety nets.
- Eight marginalized communities are more effective in identifying and addressing key child protection issues.
- Four residential institutions for children have the capabilities to implement and monitor the standards of care for children in their environment.
- Improved identification and addressing of strategic issues by key actors at different levels working together.

At the end of the CPSN project a capitalization exercise and external evaluation was conducted to provide feedback on the project interventions, inform project stakeholders, and serve as a learning point for various organizations involved in further developing the Albanian child protection system. The evaluation utilized both results-based and participatory processes to assess outcomes and impact, extrapolate themes, findings and key learning, and develop recommendations. The evaluation asked a series of sub-questions in response to the central question, **to what extent are children more protected against trafficking and other forms of abuse, violence, exploitation or neglect as a result of the development of a child protection safety net that applies the national standards.**

### **What were the main impacts of the project and how were these reached?**

In short, the CPSN project was a tremendous success in achieving the outcomes and impacts intended. The project contributed significantly to the national efforts of Albania to address the situation of children in need of protection through an effective Child Protection Safety Net, and helped to build a system that resulted in children with increased protection. In terms of achievement of beneficiary outputs/outcomes the project:

- Served over 13,200 children with over 700 new cases in CPUs and over 3,800 new files opened through child psychologists in schools;
- Established and built the capacity of 12 CPU at the municipality and commune level;
- Had over 1,300 community members, including children, participate in community initiatives; and
- Built the capacity of 23 child protection workers, 219 school psychologists, 14 school psychologist coordinators, 581 school directors, and 98 psychologists, and social workers and teachers in residential institutions.

The CPSN project contributed to the improved functioning of the Albanian child protection system by providing models of best practices, including child protection units with well-trained child protection workers, school psychology, multi-disciplinary decision making groups (MDG), community counseling groups (CCG), income generation schemes for families, child rights awareness activities for children, and advocacy coalitions. It was

responsive and relevant to the context of child protection in Albania with an ultimate impact of a more effective model of a child protection system, with the elements necessary for the full development of a child protection safety net demonstrated. The project's impacts included the following and as evidenced by the qualitative data from the monitoring system and confirmed through qualitative data collection from the evaluation:

1. An increased number of children are now identified and benefitting from the system at the municipal level.
2. The child protection safety net in 9 municipalities has been strengthened as evidenced by an increased number of new cases opened by CPU, referrals to and from CPU, the number of high risk cases moving to medium or low risk within three months, and the improved involvement of local actors in child protection issues.
3. Child protection in the education system of targeted regions has been strengthened as evidenced by the increased number of awareness sessions with pupils, parents and educational personnel, the increased number of referrals to school psychologists, and improved understanding among school children.
4. Communities have improved effectiveness in identifying and addressing child protection issues. The evaluation found increased numbers of referrals from communities to child protection actors, increased number of children participating in activities, increased number of participants in community counseling organized events and trainings, and increased public awareness in the communities.
5. Residential Institutions have shown improved child protection through increased understanding of the national standards, increased awareness of procedures among staff and children, and improved staff-child interactions.
6. The identification and addressing of strategic issues by key actors at different levels working together has improved greatly. This impact has been achieved through changes to public policy and legislation, the increased number of municipalities with CPU, the increased number of organizations contributing to planning, and the increased number of stakeholders involved in strategy meetings.

It takes a coordinated and multi-tiered effort to move from issue-based interventions to a holistic systems reform approach. The main impacts of the CPSN were reached through such a shift in approach. Interventions were targeted to both national and local issues, from policy reform to workforce capacity development, and demonstrated models of practice while increasing public awareness. The coordination of efforts and strategies were targeted across the five axes (CPU, school psychology, community, residential institutions and coordination/advocacy), all vitally important to the holistic protection of children and consolidation of the Albanian protection system.

**How was the shift in strategy (moving from an issue-based topic to a systemic approach) relevant in the context to address the challenges faced?**

Through the CPSN project, Tdh and stakeholders learned about the multi-level approach required to influence change at a systems level, shifting their approach to one less issue-based and more holistic. Tdh exemplified keen understanding of and ability to implement such an approach. The CPSN project included strategies and interventions in policy advocacy and development of supportive legislation, child protection workforce development and social work capacity building, modeling of direct services, raising public awareness, and supported the development of an evidence base on effective practices. It created a framework for continued and sustainable child protection reform in Albania. The CPSN project responded to the context, by scaling up examples of effective approaches and empowering those in Albania, particularly public responsibility bearers, to replicate what they had learned and apply it systems-wide. The shift was not only relevant, but necessary to ensure the protection of all children.

One of the major themes coming out of the evaluation is that the project brought about a shared vision regarding child protection and necessary reform, including the importance of CPUs as the model for the public system of protection, and the vital role of schools and communities not only in the education of children but also in protection of children's rights. Best practices based on factors of effectiveness, efficiency, sustainability and replication were identified. CPSN provided an effective model of local child protection in that it appears able to reach large numbers of children with efficiency, particularly those at highest risk for abuse and neglect, through the local networks of people (professionals and community members) that have been developed.

The CPSN project has not been without systemic and organizational challenges. Some CPUs are functioning much better than others particularly in terms of the quality of case assessment, management and intervention. The project worked to address this challenge. Coming from the experience of issue-targeted work, the project was

challenged to bring the five target axes together and increase collaboration both internally and externally across sectors. Outcomes and impact were impressive given the ambitious scope, geography and timeframe of the project, as well as the wide range of stakeholders. The assumptions, risks and challenges identified in the logic framework were kept in focus and the project was able to be flexible and adaptable to respond along the way.

The lack of services at the local level presented a major challenge for local actors. The project attempted to view child protection holistically and to identify service gaps, systems and resources necessary to address those gaps even while the development of responsive services was not within the scope of the project. CPSN benefitted from a project team that was flexible and committed to learning from “less than successful” aspects and challenges. The team and stakeholders were able to adapt interventions in order to improve outcomes, resulting in a strong, capable and well-trained team, and lessons around what will be required for continued reform and system improvements.

The project identified threats to the development of a comprehensive child protection safety net that need to be addressed, including factors related to the socio-economic situation of families and communities; the unstable political environment and lack of political will; the gaps in services that present a major impediment to fully protecting children and supporting families; and the low degree of coordination among policy makers, social service systems, and monitoring bodies. Further development of the child protection unit system model will not be possible without addresses these ongoing issues.

### **What are the key components of success of the strategies and intervention logic that facilitated translation of strategic frameworks into practices and concrete results?**

Numerous components of success of the Tdh strategies and intervention logic became apparent through the capitalization and evaluation exercise. They are successes both in terms of the developments in the Albanian child protection system in general, as well as project specific achievements. Foremost, the project’s logic framework succeeded in addressing the various levels, disciplines and sectors necessary to impact systems change. Some of the successes highlighted in the capitalization report include:

- The National Law on Child Protection, and its bylaws, came into full effect in 2010 with a high level of input from non-government stakeholders and building on the successful experiences of partners. The law was reflective of input from CPSN partners. It built on the experience that Tdh and others had gained through piloting the child protection unit model and developing the best practices such as MDG, CCG, etc.
- The establishment of the State Agency for Children as a national level monitoring body. The State Agency gained capacity through the training, technical assistance and support of the project. The impact of the capacity building of national, regional and local government actors has been a tremendous success of the CPSN project.
- The logical framework and project strategies recognized assumptions and potential constraints, and worked to address them. For example, the project acknowledged the necessity of political will and government participation and sought to engage government in all project strategies.
- The best practice models exemplified in the CPSN project resulted in the modeling of a safety net that consequently demonstrated its effectiveness in protecting children in Albania. An evidence base for the CPU model, in particular, has been developed. The readiness for national replication of models is a huge success of the project.

### **How did the strategies employed by the project address the strategic frameworks translated into practices and results? What lessons were learned?**

The CPSN project provided numerous lessons as to how the strategies employed worked to address child protection reform and subsequently were translated into practices and concrete results:

**A. Multi-Level Approach** The sustainability of project interventions is directly related to the multi-level approach that was used as a key strategy of the CPSN project. The project targeted national decision makers, coalitions of child protection stakeholders, local government, communities, schools, residential institutions, professionals, family and community members, and children and youth. By doing so the project built common understanding and consensus and energized all levels to move child protection forward.

**B. Multi-Strategy Approach** Tdh worked to address the need for consolidation and integration of the child protection system through targeted strategies: 1. increasing the capacity of actors across all levels; 2. piloting of

effective models; 3. supporting the establishment of policy, secondary and supportive legislation and working methodologies; 4. The development of trustful and effective collaborations and partnerships; and 5. the building of consensus around training methodology and working protocols. The project understood that the development of a functioning system required interventions across strategies. The approach worked.

**C. Creation of Linkages and Relationships** The key strategy of creating linkages and building relationships to push reform forward was key to the success of this project and is a vital aspect of the continued consolidation of the child protection system in Albania. The CPSN project worked to develop strong and trusting relationships with government, non-governmental organizations, donors, coalitions, professionals and community members. The time invested in this strategy resulted in consensus and common vision.

Organizationally, the CPSN project provided Tdh with tremendous awareness about systems reform and the approaches necessary for sustainable change. The importance of learning lessons along the way becomes apparent in review of this project and included Tdh's ability to recognize areas of weakness and adapt. CPSN was not always perfect and Tdh's openness to learning from imperfections is commendable. This learning provides a strong basis for continued reform toward further improving and protecting the lives of the country's children.

**What should be the future strategic orientations and what areas of the child protection system could be developed further?**

There is still much work to be done toward a fully developed and functioning child protection system in Albania. The country faces both challenges and opportunities in ensuring the full protection of all children; and a number of strategic orientations are recommended for all child protection stakeholders, specifically for Terre des hommes, for the Government of Albania, and for the donor community. The recommendations are made with the utmost respect for the work that has been accomplished so far in Albania's child protection system.

### **General Overarching Recommendations**

- NGOs and CBOs, coalitions, government actors, donors, community leaders, and families and children, must work to keep child protection issues visible and at the top of the political agenda. The welfare and protection of children must be a part of the dialogues, debates and discussions.
- Stakeholders must strategically and continuously inform, educate, and raise awareness with key decision makers through targeted campaigns, dialogue, presentation, and welcoming public figures to observe programs and services.
- Child protection stakeholders must ensure that local voices are being heard, including the voices of children, families, and communities by providing opportunities for the inclusion of these perspectives in dialogues, working groups, coalitions, meetings, conferences, etc.
- Coalitions such as BKTF and other groups focused on children and families must continue to invest in raising public awareness on children's rights, children's needs, child protection, and the role and responsibility of both government and family through both national and local campaigns.
- Social work needs to be further professionalized and standardized both within government social protection and in the private service provision sector through work with The University of Tirana on social work curriculum, certification for social workers, and developing a system for licensing of social workers.

### **Organizational Recommendations**

- In future projects, Terre des hommes must incorporate planning processes from the beginning including; solid impact monitoring and evaluation systems that are feasible for the organization and its available resources; thoughtful and timely exit planning with sustainability in mind; and strategic advocacy and awareness planning.
- Terre des hommes should consider areas of future focus that build upon the lessons and successes of the CPSN project, including: child protection advocacy; capacity building for CPU/CRU and school actors; the development of monitoring and supervision mechanisms for CPU; the development of community-based services; and activities to ensure that prevention and family support are focuses of reform.
- The focus of Terre des hommes' resources, activities and energy should be on regions, municipalities and communities where the will to change is evident. In the future, energy and resources would be more



effectively and efficiently spent where change is more promising due to a willing group of people focused on children's best interests.

- Terre des hommes should continue to support the building of an Albanian evidence-base that showcases the effectiveness and efficiency of child protection services. Tdh should continue to engage in and support results-based monitoring and research to show the positive impact. The sharing of such evidence will strengthen the ability to advocate for continued reform.
- Terre des hommes should work to make both internal and external linkages between intervention axes. This will enable continued development of the system reform approach. Future child protection initiatives must include not only CPU and schools, but also linkages with, for example, the health and judiciary sectors who play important roles in protecting children and strengthening families.

### **Policy and Governmental Recommendations**

Continued child protection reform lies in the hands of the Government of Albania. The following recommendations are made respectfully to the Government of Albania:

- The national social sector reform strategy currently being developed should build on the positive experiences in child protection work to date. The reform strategy should include plans to further clarify roles and responsibilities, and improve coordination, monitor and provide supervision within child protection.
- It is vital that ongoing child protection reform include plans for increasing and strengthening protection and preventative services at the local level to fill the gaps that have been identified and ensure that families are well supported in caring for children. This will need to include service standards, monitoring systems, budgetary mechanisms and resources for the development and implementation of services.
- The GoA should continue to seek the input of NGOs, CBOs and local government representatives in the reform process by including non-government stakeholders and local government in working groups, dialogues and discussion, policy development, etc.
- Effective working methodologies including the Protocol for Child Protection Workers and Protocol for Child Protection in Schools should be institutionalized further and replicated nationally through government support of training and capacity building in all regions, as well as through normative acts aimed at professionalizing social work practice.
- The GoA must further clarify the roles, responsibilities and interface of the various national government bodies within the MoLSAEO that have child protection responsibilities, including the relationship between the State Agency and State Social Services, and the role of the State Inspectorate.
- The GoA should work to improve the coordination between ministries that have child protection responsibilities such as the MoLSAE, the MoE and the Ministry of Interior, by encouraging inter-ministerial working groups, dialogues and sharing information on best practices in child protection.
- The relationships between the national State Agency, regional social service departments, qarku-level children's rights units and municipality child protection units must be clearly defined in future normative acts.
- The MoE must continue work to consolidate the child protection system within schools, rolling out the working protocols and normative acts nationwide, building awareness, and supporting ongoing capacity building.
- Reform of the social assistance benefits system is vitally necessary as families continue to struggle to meet every day needs. The GoA must build mechanisms that provide economic support for vulnerable families with children, including support in emergency situations, and effectively reach the most vulnerable families.

### **Recommendations for Bi-lateral and Multi-lateral Organizations and Donors**

Multi-lateral organizations and bi-lateral donors such as UNICEF, the European Union and European Commission, the World Bank and others must continue to support the Government of Albania in consolidating the child protection system in Albania. They have an important role in advocating for children's rights and providing strategic funding of initiatives that will push the reform forward.



- Building on the example of the CPSN project, the donor community should work with the GoA and the non-governmental sector, to continue to build the common vision and identify priority strategies for further support. The donor community must be “at the table” and their work should include strategies for sustainability and decreasing reliance on international funds.
- Multilateral and bilateral donors should continue to support child protection reform through a coordinated and strategic approach that shares a common vision and maximizes resources for leverage and impact. Donors can strategically use resources to keep the pressure on the GoA to continue to improve the protection of children. Resources are needed to support the GoA recommendations outlined above.
- The Swiss Development Agency’s support of the current social sector strategy development is well underway. The donor should continue to encourage the GoA to work closely with non-governmental stakeholders.
- While the strategy is not intended to be specific to only the protection of children, it must reflect the work to date in child protection system reform. The development of reform strategy must be coordinated with other initiatives so that funding and technical support is aligned with the government’s strategic plans that will result.
- UNICEF and the Government of Italy’s intended support of deinstitutionalization and closure of residential institutions for children is another initiative in development. Currently residential care has limited interface with the CPU system and MDG have no gate keeping role in preventing institutionalization. The deinstitutionalization program must include strategies and activities to improve coordination between services for children in vulnerable situations and those in need of out of home care.
- The European Union has set forth a number of conditions to be met for accession, thus far including reform of social protection. The conditions for accession are currently under review and new conditions are expected to be issued. Because social reform for all vulnerable populations is at a fragile point in Albania, the European Union must continue to include social reforms in its accession conditions, including specific conditions to ensure that all children are protected and their rights are respected.
- Work by the World Bank to assist Albania in reforming the social assistance benefits system needs to incorporate the lessons from child protection reform and the system of protection that is under development. The benefits system must capitalize on the CPU as a mechanism for reaching vulnerable families and build mechanisms that support families and get resources to the local community level, including mechanisms and resources for economic support in emergency situations.

The CPSN project has brought about important change and built the momentum necessary to continue improving the lives of Albania’s children. There is no doubt that the way is forward and that the partners engaged in the CPSN project will continue to work hard to further improve the lives of Albania’s most vulnerable.

## I Background

### A. Country Context

The Republic of Albania (“Albania”) is a small country in Southeastern Europe, with population of just over 2.8 million<sup>1</sup>. The country is organized in 12 Qarku (county/regions), further divided into 36 districts, 373 municipalities and mini-municipalities, with close to 3,000 communes and villages within the qarku. In 1990, the socialist “People’s Republic of Albania,” after more than 45 years, was dissolved into a parliamentary democracy with a transition economy. Albania became a member of NATO in 2009 and is currently in the process of application into the European Union (EU). Agriculture employs 58% of the labor force and generates over 20% of the GDP. In spite of promising economic growth and a general sense that Albania is faring well in the face of the European economic crisis, much of the population lives in poverty. Issues include:

- Workforce migration sees people continuing to migrate to Greece, Italy and other parts of Europe and North America in search of better employment and living conditions.
- Blood feuds or “honor killings” are an ongoing challenge, particularly in northern Albania, where in the period immediately after the 1990 liberation thousands of men and boys were killed in honor retribution.<sup>2</sup>
- Corruption is also a major issue. *Transparency International*, a watchdog organization, ranks Albania “the most corrupt nation in Europe” with its ranking plunging from 95th place out of 176 countries in 2011 to 113th place in 2012.<sup>3</sup> Generally people have an extreme distrust of the government and all of the public sector.
- Albania continues to rank as a Tier 2 country in human trafficking by the United States Department of State, meaning a government that does not fully comply with the *Trafficking Victims Protection Act*, but is making significant efforts to comply. Albania is primarily a source country for men, women and children subjected to sex trafficking and forced labor, which includes the forced begging of children. Women and children continue to be subjected to sex trafficking within the country. Children were found to be exploited for commercial sex, forced begging, and forced criminality, such as burglary and drug distribution; girls were also subjected to prostitution or forced labor after an arranged marriage. Re-trafficking of victims continues to be a problem. Widespread corruption, particularly among the judiciary, impedes anti-trafficking efforts.<sup>4</sup>



Figure 1: Map of Albania

Unemployment is a serious and increasing challenge, with the Government of Albania (GoA) reporting a 13.26% unemployment rate in the last quarter of 2012. In spite of this, economic growth figures in the face of Europe’s economic situation are promising.<sup>5</sup> Even with growth in recent years, almost one quarter of the population lives below the poverty level of US \$2 a day. The poorest of the poor (5% of the population) struggle to put adequate food on the table each day.<sup>6</sup>

*Albania is one of the poorest countries in Europe. The effects of the transition from a centralized economy in a rigid communist state to a free market economy in a democratic republic have weighed heavily on Albania's people, and*

<sup>1</sup> <http://census.al/default.aspx?lang=en> accessed March 25, 2013

<sup>2</sup> [http://www.gendecide.org/case\\_honour.html](http://www.gendecide.org/case_honour.html) accessed March 15, 2013

<sup>3</sup> <http://www.balkaninsight.com/en/article/albania-ranked-most-corrupt-country-in-europe> accessed March 15, 2013

<sup>4</sup> United States Department of State, 2012 *Trafficking in Persons Report - Albania*, 19 June 2012, <http://www.unhcr.org/refworld/docid/4fe30ceac.html> accessed March 15, 2013

<sup>5</sup> Employment data accessed at [www.instatgov.al](http://www.instatgov.al)

<sup>6</sup> <http://www.ruralpovertyportal.org/country/home/tags/albania> accessed March 15, 2013

*particularly on its poor people. Because of low incomes and a low employment rate most people's average incomes hover close to the poverty line. This makes many of them vulnerable to the effects of downturns in the economy.*<sup>7</sup>

Close to 46% of Albanians live in rural areas, where poverty, unemployment and under-employment are highest and dependence on limited agriculture is significant.<sup>8</sup> Poverty is 50% higher in rural areas than urban centers,<sup>9</sup> and poverty-related issues are exacerbated by lack of access to social protection services. Issues such as high unemployment, worker migration, human trafficking, child labor, political instability, decentralization, and policy reform continue to add to the complexity and challenge of child protection reform in Albania. The country continues to be highly dependent on foreign assistance for economic growth and social protection.

## **B. Child Protection in Albania**

The issues outlined above including overall poverty, trafficking and child labor, unemployment, political instability and corruption significantly impact the lives of children, families and communities, and the country's ability to protect the most vulnerable. Albania is the "youngest" country in Europe with 40% of its population under 25 years old and 29% under 18 years old.<sup>10</sup>

- Child labor statistics are inconsistent – United Nations Children's Fund (UNICEF) reports show 12% of children involved in child labor.<sup>11</sup> Save the Children (Save) estimates 50,000 children involved in labor and street-related activities, and the Albanian Institute of Statistics reports 9.8% of children 6-14 years old working, rising to 32% at age 6-17 years.<sup>12</sup> According to the Albanian Union of Education, about 60% of children who drop out of the school do so to go to work.<sup>13</sup>
- The number of children in residential institution care has been about 700 (ages infant to 15 years) for the past several years. While reintegration of institutionalized children back to their families has increased, so have the number of children entering care. There are few alternatives to residential placement for families struggling to care for children. Poverty is the main reason cited for placement, and at least half of the number of children in care has living relatives.<sup>14</sup>
- Violent discipline is reported by 75% children.<sup>15</sup> Children continue to suffer from various forms of abuse, including sexual abuse, exploitation, emotional and physical abuse, neglect, discrimination, forced labor, trafficking, and exposure to domestic violence.
- 10% of Albania's girls are married by age 18. Recent statistics show that out of a population base of 604,000 adolescents (10-19 years of age) in the country, 8 % are married/in union, the phenomena disproportionately affects Roma girls.<sup>16</sup>
- Evidence shows that, during the period 1992-2002, about 4,000 Albanian children were trafficked in different countries, the majority of whom were from Roma families.<sup>17</sup>
- Minority children, in particular the Roma and Egyptian, experience exclusion and segregation in education. Only 13.5% of Roma children aged 3-5 years attend pre-school. 54% of school aged Roma children have never attended school and 43% of Roma youth aged 15-16 are illiterate. One out of two Roma children drops out from school. 54% of Roma/Egyptian school aged children have not yet completed school.<sup>18</sup>
- Of Albania's 12,000 children with disabilities, 94 per cent do not attend school, as the schools have no capacity to accommodate their special needs.<sup>19</sup>

<sup>7</sup> <http://www.ruralpovertyportal.org/country/home/tags/albania> accessed March 15, 2013

<sup>8</sup> Ibid Albanian census data

<sup>9</sup> Ibid

<sup>10</sup> Demographic data accessed at [www.unicef.org/albania](http://www.unicef.org/albania) and [www.unicef.org/countryinfo/albania](http://www.unicef.org/countryinfo/albania)

<sup>11</sup> Ibid

<sup>12</sup> Save the Children accessed at <http://resourcecentre.savethechildren.se/countries/albania/childrens-situation-albania> March 15, 2013

<sup>13</sup> Ibid

<sup>14</sup> Amnesty International Memorandum to the Albanian Government: Orphans and Other Children Deprived of Parental Care (2010) accessed at [www.unhcr.org](http://www.unhcr.org) March 15, 2013

<sup>15</sup> Ibid UNICEF

<sup>16</sup> Ibid Save the Children

<sup>17</sup> Ibid

<sup>18</sup> Ibid

<sup>19</sup> Ibid UNICEF

In Albania, social protection reform issues, and child protection in particular, purport to be high on the political agenda, but the government from the central to the local level still lacks adequate responses and resources to address the needs systemically and holistically. Policy has been strengthened over the past few years, but legislatively Albania's response has been slow. Policy mandates and legislative measures are often not applied. Challenges include a lack of decentralization of services and failures in ensuring an efficient multi-sector response. Despite the ongoing challenges legislation does provide a promising and solid background to ensure child rights and protection in Albania. Further reform will be required with Albania's desire to enter the EU. Currently, the Ministry of Labor, Social Affairs and Equal Opportunities (MoLSAEO) is drafting a comprehensive Social Protection and Inclusion Strategy 2013-2020. They show effort in integrating lessons, as well as considering valuable the input of non-governmental organizations (NGOs).

The National Plan of Action for Children through 2010 assigned a number of institutions responsibilities at the local and central level: the MoLSAEO, Ministry of Interior, Ministry of Education (MoE), Ministry of Justice and Ministry of Health have each established an office dedicated to children. It also created advisory bodies, mechanisms for inspection of social services and articulated the need for local units of child protection and provisions for alternative care and other social services. At the local level, it aimed for decentralization and transfer of responsibilities for social service delivery. As early as 2005 several Child Protection Units (CPU) were established by NGOs in cooperation with local authorities (LA). The new **National Plan of Action for Children 2012-2015** builds on the previous one, and aims to: strengthen the institutional structures created to monitor and report the implementation of children's rights at national and regional level; and promote the drafting of comprehensive, coordinated and harmonized policies for the protection and social involvement of children.<sup>20</sup> In its drafting the GoA sought input from stakeholders including civil society and NGOs.

In 2010, the **Law on the Protection of Children's Rights**<sup>21</sup> was a significant and celebrated reform toward protecting children in Albania, and established the State Agency for the Protection of Children's Rights (State Agency) under MoLSAEO, the inter-Ministerial National Council for the Protection of Children's Rights (which also has NGO and coalition representation), and Child Rights Units (CRU) under the Social Service Directorates at the Qarku level for coordinating and institutionalizing of the CPU as the unit responsible for the protection of children from abuse and exploitation at the local level. The law includes several by-laws on: responsibility of state actors at the central level, information and statistics, referrals, and cooperation with NGOs with regard to child protection. The law foresees the establishment of CPU in every municipality and commune in Albania. *Since the first unit opened several years ago, the CPU has become a key element of child protection within Albania. The establishment and operation of CPUs do not, by themselves, constitute a national system of child protection (which encompasses the efforts of all sectors, framed within clear legislative and policy guidelines and with well capacitated staff and resources working in synergy to protect children and promote their welfare) but are an important step in the development of a more comprehensive approach to protection.*<sup>22</sup>

The MoE has also undergone a series of education reforms that resulted in **new policy on pre-university education**<sup>23</sup> and decentralization of education mandates to the Departments of Education at the qarku level. By-laws include the establishment of obligation of every school to provide psychosocial support to students, parents and teachers. The educational backgrounds and responsibilities of the workers are well outlined, as is

### Albanian Child Protection Legislation

**Constitution of Albania – Article 54** “all children have the right to special protection from violence, maltreatment, exploitation, etc. provided by the State”

**Family Code**

**Criminal Code**

**Law on Social Services**

**Law on Education**

**National Strategy for Development & Integration 2008-2013** – EU integration perspective including social sector

**National Strategy for Protection of Child Victims of Trafficking 2010-2013** (Ministry of Interior)

**National Plan of Action for Children 2012-2015**

**Law on the Protection of Children's Rights (2010)** & Subsequent By-Laws

**Draft National Social Protection & Inclusion Strategy 2013-2020**

**Law on Pre-University Education (2012)**

**National Pre-University Education Strategy & Decentralization Policy 2009-2013**

**UN Convention on the Rights of the Child & Optional Protocols**

<sup>20</sup> National Plan of Action for Children 2012 - 2015, Republic of Albania

<sup>21</sup> Government of Albania Law 10 347 of 4.11.2010

<sup>22</sup> Delaney, S. (2013) for World Vision, *Evaluation Study of Child Protection Units*

<sup>23</sup> Government of Albania Law 69/2012

the monitoring and supervision systems for their work with school children, even while not all systems are fully operational.

*Despite some significant progress to establish new structures for child rights and protection at local, regional and central levels that can provide a favorable context for the development of a child protection safety net in the country, overall the advancement has been uneven. These new structures are for example: the adoption of sub-legal acts to the Law on the “Protection of the Rights of the Child” clarifying coordination mechanisms, referrals and procedures for intervention for children at risk of abuse; a new 2012-2015 Action Plan for Children and a new law on pre-university education which includes an increased role for psychosocial services in school.<sup>24</sup>*

#### Article 39: The Child Protection Unit

1. The CPU functions within the administrative structure of the municipality/commune as a special unit or as a unit of the structures in charge of social issues and has the duty to:
  - a) Continuously evaluate and monitor the situation of the families of children at risk until the child is not considered ‘not-at-risk’
  - b) Identify and coordinate, in a multidisciplinary way, the protection, referral and analysis of cases in the territory
  - c) Sensitize the community, organize informational, educational and formative meetings on child protection
  - c) Collaborate with social service administrators, school psychologists, general practitioners, authorities responsible of the public order and social workers of the centers of public and nonpublic services for the improvement of the child protection situation
  - d) Serve as an information center where children and families can get information or be referred to other supporting services, according to their needs
  - dh) Report periodically to the State Agency the statistical data it has elaborated, for the protection of children
  - e) Submit periodically to the State Agency information on child protection situation in the territory
2. Multidisciplinary groups for the protection, referral and examination of cases of children at risk in the territory are created within the municipality/commune.
3. At least one employee with an educational background in social work must be included in the child protection unit of the municipality/commune.

While there is still significant work to do in improving the lives of Albania’s children, the reforms to date can be said to have reached a “tipping point,” where changes have potential for sustainability and national replication. The positive developments are thanks, in large part, to the tremendous effort of countless international and national NGOs, community-based organizations (CBO) and coalitions including, Terre des hommes (Tdh), UNICEF, Save the Children, World Vision International, Coalition “United for Child Care and Protection” (BKTF), and others. Albania’s aspiration to EU membership has pushed the GoA to adopt reforms to fulfill the twelve EU key recommendations for candidacy status, including efforts to ensure the protection of children’s rights. The GoA shows increasing awareness about the need for a functioning child protection system and sufficient government capacity to operate that system. Given all of the issues and challenges that Albania, its government and population face with regard to child protection, the project supported by the Austrian Development Agency (ADA) / Austrian Development Cooperation (ADC), UNICEF, Tdh and others, “Developing a Child Protection Safety Net” (CPSN), was developed and implemented within a context of important opportunity. National policy is finally moving towards holistic protection of children within their families and communities. National, regional and local policy is aligned with the principles of the United Nations Convention on the Rights of the Child (UNCRC). Reform is being taken seriously and is being implemented despite the country’s ongoing challenges. NGOs have come together with a common vision and with a systems approach for child protection.

### C. Terre des hommes in Albania

Since its creation in 1960, the mission of Tdh has been to come to the aid of children in need. It endeavors at all times to defend the rights of children, in times of war and natural disasters, or in less publicized situations of distress.<sup>25</sup> The organizational charter states that, “the distress of children is not irrevocable but that the sustained improvement of life in a damaged childhood is the primary objective of all the work of Tdh.”

*The mute appeal of the children of the world who live at risk of suffering and death inspires the following: As long as there are children at risk of hunger, sickness, abandonment, misery and persecution, the Tdh movement, created with this goal,*

<sup>24</sup> Terre des hommes, CPSN Annual Project Report 2012, pg. 2

<sup>25</sup> Background information on Tdh accessed at <http://www.tdh.ch/en/about-us> March 16, 2013



*will devote itself to providing immediate aid, as completely as is possible. Having found the child, Tdh will care for him or her in the most appropriate way and by the most suitable means – within his or her country if circumstances allow or elsewhere if this is not the case. The child will be fed, cared for, brought into a family and given a life that corresponds to children's rights: caring, expert and permanent help.*<sup>26</sup>

Tdh has been operating in Albania since 1993 with projects that aim to tackle issues related to child trafficking and child protection. In 2011 close to 10,000 people benefited from Tdh's various projects and programs.<sup>27</sup> As an international child rights organization, Tdh grounds its work in the UNCRC.

*Transnational Action against Child Trafficking Projects (TACT I, II & III) were implemented from 2001 to 2009 and provided important models for Tdh in Albania to fight child trafficking through a comprehensive response. TACT enabled Tdh to garner the support and working collaboration of government at all levels, schools, social services and CBOs. TACT included: direct interventions, capacity building, empowerment of exposed communities, establishment of community based prevention mechanisms and advocacy for policy change. Gradually and strategically moving from an issue-based vertical intervention on cross border child trafficking, Tdh has extended its intervention towards a system-building approach and the mainstreaming of child trafficking issues into the development of more sustainable structures, coordination mechanisms and comprehensive strategies to create a basis for the protection of children from all forms of abuse, exploitation and trafficking.*<sup>28</sup> *"Through TACT III, a framework for protection services has been established which relies on central and local government commitment to meet the needs of at risk children, while incorporating the powerful roles that local duty bearers and communities can also play in their protection."*<sup>29</sup>

The TACT III final evaluation suggests that, *"a key activity of the proposed CPSN will be the coordination among donors, NGOs, and the GoA in working to reinforce existing CPUs, and the development of CPUs in the remaining municipalities, and possibly, communes."*<sup>30</sup> Building on the lessons from TACT in moving from issue-based to systems approaches, Tdh was awarded the *Developing a Child Protection Safety Net in Albania* project in 2009. Other current projects interfacing with the CPSN project include: The Mario Project, a joint advocacy platform of four NGO child protection organizations aiming to ensure better protection for migrant children in Europe and lobby both the national and European level decision-makers into tackling child trafficking issues more efficiently; and MOVE – Psychosocial Development of Children through Movement, Games and Sport (MGS), a project aiming to not only improve the well-being of children but also help prevention of child exploitation by increasing the psychosocial skills and competences of community-based animators, teachers, primary school teachers and Tdh staff through specific training methodologies.

#### **D. The Child Protection Safety Net Project**

The CPSN project was implemented by Tdh from October 2009 to December 2012<sup>31</sup> after a total investment of 2.4million€ from key donors including 620,000€ from Austrian Development Agency, 241,000€ from UNICEF, over 600,000€ from Tdh, Medicor Foundation, Norwegian Ministry of Foreign Affairs, OAK Foundation, and the Swiss Development Cooperation. It aimed to build a functional system of protection for children at risk or victims of abuse, exploitation and trafficking. The stated goal was to contribute to the national efforts of Albania to address the situation of children in need of protection through an effective Child Protection Safety Net.

**Intended impact:** At the end of the project **a child protection safety net has been tested in selected municipalities and is able to protect children against trafficking and other forms of abuse, violence, exploitation or neglect and applying national standards.**

<sup>26</sup> Ibid

<sup>27</sup> Ibid

<sup>28</sup> CPSN Capitalization of Work Terms of Reference December 2012

<sup>29</sup> Giantris, Arian. (2009). *External Evaluation of the Terre des hommes Albania Project: Transnational Action against Child Trafficking III*

<sup>30</sup> Ibid

<sup>31</sup> The original project was through April 2012, but was extended until Dec 2012 thanks to a no-cost extension by donors

The CPSN project intended to contribute to the national efforts of Albania to address the situation of children in need of protection through an effective **Child Protection Safety Net**.<sup>32</sup> CPSN targeted nine municipalities, highlighted by orange in the map. Project partners included: State Social Services (MoLSAEO); Residential

### Project Expected Outcomes

The establishment of structures within local government (Child Protection Units).

The strengthening of protective services such as school psychologists or residential institutions.

The empowerment of local non-formal actors such as vulnerable community members.

The development of competences and capacities of various stakeholders, coordinated through institutionalized multidisciplinary mechanisms.

Institutions (Tirana, Durres, Vlora and Saranda); MoE; 5 Regional Directorates of Education (Tirana, Elbasan, Durres, Korça and Fier); Municipalities (Pogradec, Korça, Durres, Elbasan, Gjirokastra, Saranda, Fier, Vlora, Tirana, and extended to Kavaja in 2012); Dermenas Commune (through an Open Society Albania supported grant in 2011); Centre for Integrated Legal Services and Practices; CAAP; Amaro-Drom; Romani Baxt; Embroidery Association; ARSIS; FBSH; For a Contemporary Roma Vision;

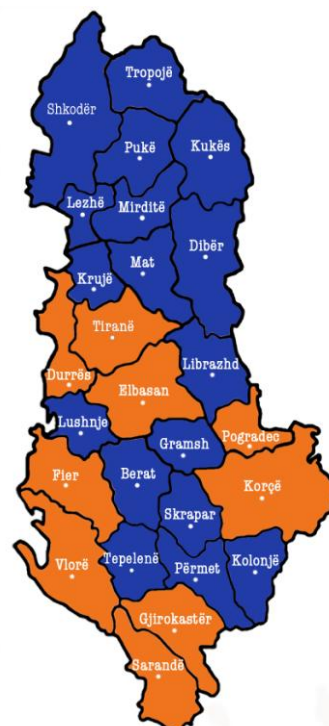


Figure 2: Map of Project Sites

Romano Sezi, BKTf coalition.<sup>33</sup> As indicated not all project axes were developed in all target municipalities.

The anticipated results included:

- Municipal CPUs are established and functional in 9 municipalities of Albania, and succeed in analyzing the situation of vulnerable children, on case per case basis and acting according to the child's need for his/her best interest.
- Child protection is strengthened in the education system in 5 regions, and the education system is more effectively incorporated into local child protection safety nets.
- Eight marginalized communities are more effective in identifying and addressing key child protection issues
- Four residential institutions for children have the capabilities to implement and monitor the standards of care for children in their environment
- Improved identification and addressing of strategic issues by key actors at different levels working together.

## II Introduction to the Capitalization and Evaluation Exercise

### A. Purpose, Scope and Objectives

Evaluation is the systematic and objective assessment of a completed project, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation provides information that is credible and useful, enabling the incorporation of lessons learned into the decision making process of both recipients and donors.<sup>34</sup> The CPSN activities have been monitored through a system designed at project inception, adapted along the way, and aligned with the logic framework. The logical framework was reviewed and the monitoring and evaluation system set up in 2010 by consultant, Roderick Ackermann. In 2011 a mid-term peer review was completed by a resource person from Tdh Foundation in Lausanne and regional office staff. The report, *Developing a Child Protection Safety net in Albania CPSN: A Peer Review*, resulted. The work by Ackerman helped to set up a solid monitoring system and monitoring and evaluation plan for CPSN, including the project results indicators.<sup>35</sup>

<sup>32</sup> Children need to be protected against exploitation, abuse and neglect. For various reasons, families are sometimes not able to protect them; the State has then a responsibility to care for them. A safety net is a coordinated multi-stakeholder network of professionals in charge of taking care of children at risk or in danger consisting of institutions and community measures to protect children such as: municipality social services, school, medical services, police, and organization that offers social services. On the central level, the safety net is sustained by the solid legislation and policies which compose the standards and tools for child protection.

<sup>33</sup> BKTf is a coalition of 28 NGOs working together for the Protection and Care of Children in Albania

<sup>34</sup> Per the Austrian Development Agency

<sup>35</sup> Ackermann, Roderick. (2010). *Assessment of Current CPSN Status*.



At the end of the CPSN a capitalization and evaluation exercise was conducted to not only provide feedback on the interventions in Albania to Tdh and project donors from an external perspective, but also to inform project stakeholders and to serve as a learning point for various organizations involved in further developing the Albanian child protection system.

The process coupled assessment of outcomes and impact and development of recommendations, with building the capacity of Tdh to critically review programs, understand evaluation processes, and increase a perspective of continuous quality improvement related to child and family welfare services. In order to draw lessons learned and recommendations, the evaluation also looked at main evaluation criteria such as the relevance of the project considering the context, efficiency and effectiveness, impact and sustainability. The aspects of coordination between actors and participation of the various stakeholders were an important consideration and aspect of the analysis. The evaluation objectives included:<sup>36</sup>

- To critically review if and how the CPSN project has met its expected results, particularly in the context of moving away from an issue-based approach to a system-building approach (based on a critical reflection of outcomes and impact compared to the initial objectives);
- To illustrate the added value of Tdh intervention in the protection of children in Albania through its different types of strategies and approaches;
- To identify the elements of success and challenges in Tdh practices in Albania through reflective work with partners and beneficiaries;
- To draw lessons learned and good practices from the intervention in order to share with other stakeholders and institutions;
- To provide recommendations for future interventions in Albania in order to consolidate the child protection system.

The evaluation attempted to respond to the **Central Evaluation Question:** To what extent are children more protected against trafficking and other forms of abuse, violence, exploitation or neglect as a result of the development of a child protection safety net that applies the national standards?; and a series of sub-questions:

1. What were the main impacts of the project and how were these reached?
2. How was the shift in strategy (moving from an issue-based topic to a systemic approach) relevant in the Albanian context to address the challenges faced?
3. What are the key components of success of the strategies and intervention logic that facilitated translation of strategic frameworks into practices and concrete results?
4. What areas of the child protection system could be developed further and how did the strategies employed by the project address these or what should be the future strategic orientations?

Further, the evaluation analyzed the CPSN from a cross-cutting perspective and from the five core axes as identified in the original proposal: Axis 1 CPU; Axis 2 Schools; Axis 3 Communities; Axis 4 Residential Institutions; and Axis 5 Coordination and Advocacy (See also Annex C: Evaluation Overview Sheets & Questions per Axis).

**Axis 1:** Are CPUs established and functional in the 9 targeted municipalities of Albania, and do they succeed in analyzing the situation of vulnerable children, on case per case basis and acting according to the child's need for his/her best interest?

**Axis 2:** Is child protection strengthened in the education system in the five targeted 5 regions, and is the education system more effectively incorporated into local child protection safety nets?

**Axis 3:** Are the 8 targeted marginalized communities more effective in identifying and addressing key child protection issues?

**Axis 4:** Do the 4 targeted residential institutions for children have the capabilities to implement and monitor the national standards of care for children in their environment?

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<sup>36</sup> See also Annex B: Terms of Reference

**Axis 5:** Has identification and addressing of strategic child protection issues by key actors at different levels working together improved?

## B. Methodology

The CPSN final evaluation began on February 21, 2013 with data collection and evaluation activities taking place in Albania from February 25 to March 14, led and coordinated by an external child protection consultant in direct collaboration with the Tdh team in Albania. The learning process used combined methodologies, primarily qualitative in nature but reviewing quantitative data as well. The reliability of the evaluation methodology and collected data can be attributed to the use of comprehensive qualitative tools that looked at the range of project interventions holistically and within a considerably limited timeframe.

The evaluation process included: review preparation and planning, execution of key qualitative data collection, review of project monitoring and evaluation matrices, review and analysis of data, development of lessons learned and recommendations, and presentation and reporting. Strategies for evaluation were results based keeping a keen focus on the project's logical framework and anticipated results (see Annex A: Child Protection Safety Net Program Logical Framework), resulting impact of outcomes, and testing for attribution and assumptions, but also approached from a learning perspective providing opportunity for input and discussion on successes and challenges, and future implications. Thus, the evaluation methodology combined the requirements of the donor for impact evaluation with the desires of the organization for a learning process. (See also Annex B: Terms of Reference) The multi-approach methodology helped to ensure the critical analysis of data for findings. The validation of findings provided the 'how' and 'why' of the strategies analyzed and checked for representation of the stakeholder's experiences. In order to capture a full picture of the project's impact to date, explore questions of attribution, sustainability and replication and ensure a variable range of data, a number of different tools were used and designed to:

- Allow for flexibility given the complex human and relational nature of the project
- Provide for in-depth examination of the dynamic realities of child protection systems reform
- Allow for value and quality questions to be explored
- Provide for the exploration of perceptions and changes in perspective
- Result in a holistic, deep and realistic "snap shot" of the project's work

**Desk literature review** of external and internal documentation including GoA strategy documents, legislation and policy, UNICEF reports, and existing quantitative data on the state of Albania's children and families; and core CPSN project documents including the original proposal, budgets, logical frameworks, monitoring frameworks, etc., donor reports, previous reviews, and TACT project documents. (See also Annex E: Referenced & Reviewed Document List)

**Participatory Workshops** were held at the beginning of the evaluation process with the Tdh team, the intention being to build common understanding of the evaluation process, identify key project achievements and challenges, identify key questions for the evaluation, and finalize logistics. An additional workshop was held at the end of the evaluation to identify themes and findings, analyze identified successes and challenges, and explore recommendations. Participants included leadership staff, national level staff and field staff (See also Annex F: Evaluation Tools).

### CENTRAL ELEMENTS of the CPSN EVALUATION

**Collective Approach** involved the variety of direct and indirect participants in the process since inception and helped to incorporate perspectives and experiences and to check assumptions and validate findings throughout the evaluation.

**Participatory Approach** allowed stakeholders (LA, teachers, social workers families, youth and other beneficiaries) to express their opinions and reflect in order to draw lessons learned from practices, draw conclusions and formulate recommendations from an empowerment perspective.

**Field Work** included site visits to five of the nine project sites (Tirana, Durres, Vlora, Fier and Elbasan) where methodologies for data collection included: semi-structured and informal individual and group **stakeholder interviews**, **focus groups**, and **site visits** to implementation locations (residential institutions, community centers, partner CBOs, etc.). Interviewees were selected to represent the range of stakeholders involved in the project, and where possible took gender and age considerations. They included interviews with staff, partners, NGOs, CBOs, GoA (national to local), child protection actors, community members, etc. Focus groups were held with children, community counseling groups, community members, and school psychologists (SP) (See also Annex D: List of Key Informants and Annex F: Evaluation Tools)

Data Collection Tool	Number Completed
Individual Interviews – Staff	9
Individual Interviews – Stakeholder	20
Group Interviews – Stakeholder	8
Participatory Workshops – Staff	2
Focus Groups	6
Site Visits (specific institutions/organizations)	6

**Analysis** of the project’s existing outcome/impact data provided by the monitoring matrix and project reports for quantitative data per the project’s logical framework including: child and family impacts; capacity impacts; and community indicators. (See also Annex A: Child Protection Safety Net Program Logical Framework)

The evaluation methodology and tools employed allowed, in the end, for elaboration of recommendations, both for the organization in learning from the experiences of the CPSN project and incorporating those lessons into future initiatives, and for the key stakeholders in moving child protection reform forward in Albania and replicating best practices learned from the CPSN project. The sections that follow present the findings and recommendations of the evaluation process, and as such of the CPSN project.

### C. Constraints and Limitations

Any process of evaluation meets with constraints and limitations, and the CPSN final evaluation is no different. These limitations are important to consider in the context of this report and its conclusions, however all efforts were made to recognize, acknowledge and address them. The CPSN was an extremely ambitious project in a short timeframe. Similarly, the final evaluation presented challenges given the desired scope and outcomes within an ambitious timeframe. As the constraints relate most significantly to the realistic scope of the evaluation and its methodology and timeframe, they had less impact on the objectivity of the evaluation findings and resulting recommendations as they were addressed as soon as identified. The limitations included:

**Requirements versus organizational desires** – The requirements of the final evaluation from the donor perspective had to be balanced with the organization’s desire for a participatory learning process that would build the capacity of the stakeholders. An importance was placed first and foremost on the external evaluation of project outcomes and impacts, resulting in some of the originally outlined learning objectives not being fully incorporated into the process.

**Time limitations** – The CPSN project ended in December 2012 and the final evaluation was undertaken in March 2013. By this time staff and stakeholders were engaged in other projects and activities; all made every effort to be available given the constraints given other responsibilities. Some staff reductions began in June per exit planning, meaning that some key people were not able to engage in the evaluation process. There was limited time for field visits, due to consultancy constraints, which in hindsight could have been spread over several days for each site. Within this limitation the field visits themselves had to be well planned and ambitious. Several conversations at the local level could have been accorded more time, but due to the rigorous schedule were cut short. This was to no fault of the organization as every effort was made to plan efficiently with the time available.

**Logistical limitations** – The CPSN project operated in nine municipalities spread throughout the country. It was not feasible for the evaluation, particularly given the time constraints, geographical and travel limitations, to visit all sites. Five of the nine were selected for the evaluation and attempts were made to reflect contextual variations within the selection process. In addition, because of size of the team and limited resources, logistics arrangements were at times challenging, for example translation needed to be done by staff members. With this arrangement there was potential for inaccuracies in translation and bias. This was addressed through recording of some interviews, and additional questions to check responses and gain clarity.

**Attribution** – The CPSN project was carried out in a complex environment of reform, with a multitude of stakeholders and projects interacting within the system. Even internally, Tdh had a number of projects implemented at the same time as the CPSN project, making it at times difficult to attribute outcomes and impacts directly and solely to the project. As well, in some regions Tdh had been working with CPU, schools and/or communities for many years prior to CPSN. This made it difficult for informants to isolate the information to just the CPSN project. To the degree possible questions attempted to isolate the time period of the project. Challenges of attribution for child protection projects are common, as it is near to impossible to isolate a child or family from the many micro and macro systems that interact, to learn if one particular intervention had the defined impact.

**Internal versus external** – As with any evaluation, the external and objective perspective was important to learning the successes and failures of the CPSN project. At the same time, as already mentioned, this had to be balanced with the organization's desire to use a participatory process that built the evaluation capacity of stakeholders. Several methodologies were aimed specifically at stakeholder's active engagement as internal project "experts," such as the staff team identifying key accomplishments and challenges, and participating in the development of recommendations. The field methodologies were designed to check team perceptions and allow the external consultant to formulate independent observations and conclusions.

**Flexibility** – The complexity of the CPSN project combined with the constraints and limitation required a flexible and adaptable approach to the evaluation. The evaluation did not pretend to attempt pure research, methodologies were designed to be flexible and tools were adapted as necessary to be responsive to the situation while capturing relevant experiences and information. Without such flexibility the evaluation would have faced challenges. For example, one community focus group originally planned to take place in a community center actually took place in an informal coffee shop setting. At that moment the focus group tool had to be utilized as an informal group interview guide.

**Existing Data** – The CPSN outlined a complicated and ambitious monitoring system. While the data provide rich information about impact, it appeared to not always track consistently for all indicators, for example some data was measured for year one but not year three. Monitoring was done on semi-annual or annual basis depending on tools and the impact being monitored. All targets were set for the original timeframe of 31 months. Additional targets for the no-cost extension period would not have made sense. The appearance of inconsistency was not the case for all indicators, and does not by any means negate the monitoring system or information it provides. In addition the monitoring/evaluation staff person was no longer employed by Tdh at the time of the evaluation. This constraint made the qualitative data methods ever more important in order to couple information from stakeholders with the existent qualitative data available.

### III Capitalization and Evaluation Themes and Findings

#### What were the main impacts of the project and how were these reached?

The CPSN had impressive outcomes and results. They were overachieved across almost all strategic objectives originally outlined in the project proposal and further defined through the project's logical framework. The outcomes have resulted in longer-term, sustainable and overarching impacts. They were achieved through diligent work aligned with the strategic framework, incorporation of lessons along the way, and perhaps most importantly through the efforts of a professional and dedicated project team that included members both internal to the organization and partners and stakeholders. The impacts and operational strategies are described in the section that follows.

*"This was the most coordinated child protection project that I have seen. It really was our flagship project. We were active in the discussions and supported the project every step of the way".<sup>37</sup>*

#### A. Key Project Impacts

The stated goal, **to contribute to the national efforts of Albania to address the situation of children in need of protection through an effective Child Protection Safety Net**, has been overall achieved, not only in terms of the outcomes for direct and indirect beneficiaries, but also at level of longer-term impact. More than

<sup>37</sup> Interview with Astrid Wein, Austrian Development Cooperation, Albania Mission

13,200<sup>38</sup> children benefitted from services over the life of the project. In terms of achievement of beneficiary outputs/outcomes the project exceeded expected results.

Target Beneficiary Group	Proposed to Serve	Actual Served
Children Served	2,000+	4,600+ in 2012
Children with Protection Issues Served by CPU		784 ID files opened (on average 65.3 per CPU)
Children with Protection Issues Served by SPs	2,000+	3,875 new ID case files
Community Members Participating in Community Initiatives including children	1,500	1,310
Children in Institutions – Participating in Activities	120	164
Child Protection Workers in CPU Trained	16	23
SPs Trained	55	219
School Directors Trained / Sensitized	150	581
Psychology Coordinators Trained	5	14
Families with Income Generating Activities (IGA)	100	123
Community Members Participating in Training		538
Vulnerable Communities	8	8
RI psychologists/social workers/teachers/educators trained	40	98
GoA officials, policy makers, etc.	13	38*

\*Estimate SSS Inspectors (10), National GoA (10), Regional/local GoA (18)

Table 1: Beneficiary Outputs and Outcomes

The CPSN, according to the logical framework and monitoring system, included three central strategic objectives: **SO1** Key actors of the child protection system know their role and are trained and equipped to perform it; **SO2** Increase in number of children in need of protection identified and benefiting from the system per year; and **SO3**: The institutionalization process of the child protection system is supported by the project (part of the state structures and legislations). Reinforced by a number of results objectives, approaches and activities the overall strategic objectives were met:

**By the end of the project measurements<sup>39</sup> showed the SO1 had moved from a score of 1 (key actors partially know their role, but are not trained and equipped to perform it), to 4 (key actors know their role, are trained and equipped to perform it).** Through capacity building activities that included stakeholders at all levels and across axes, the development and approval of working methodologies, and national and local collaborations key actors gained increased understanding of their roles and responsibilities, improved skills, and increased use of working methodologies enabling them to perform their roles. Communities have improved effectiveness in identifying and addressing child protection issues. The evaluation found increased numbers of referrals from communities to child protection actors, an increased number of children participating in activities, and an increased number of participants in community counseling organized events and trainings. Even children themselves showed improved understanding of child protection.

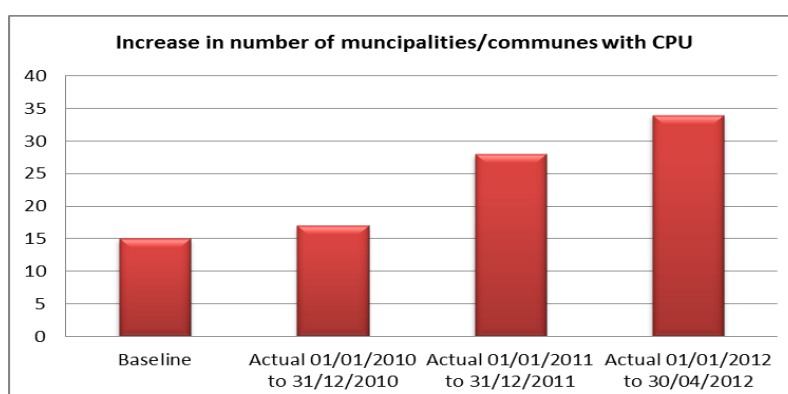


Figure 3: Number of Municipalities with CPU

**The rate of increase in number of children in need of protection identified and benefitting from the system was 214% from January to April 2012: the target was 1,485 children and the actual was 4,604. In 2010, it**

<sup>38</sup> Based on the total annual number of project beneficiaries: 4,604 in 2012; 4,528 in 2011; 4,120 in 2010.

<sup>39</sup> Individual interviews with key actors through the monitoring system



was 123% and in 2011, 144%. The child protection safety net in 9 municipalities has been strengthened as evidenced by the increased number of new cases opened by CPU, more referrals to and from CPU, and the number of high risk cases moving to medium or low risk within three months, and the improved involvement of local actors in child protection issues. In the education system the number of awareness sessions with pupils, number of sensitization sessions with parents and educational personnel, referrals to SPs all increased. Residential Institutions have shown improved child protection through increased understanding of the national standards, increased awareness of procedures amongst staff and children, and improved staff-child interactions through activities.

**By the end of the project SO3 had reached a level 4, interpreted as ‘the project does support the process of institutionalization of the child protection system and its legislation’.**<sup>40</sup> The identification and addressing of strategic issues by key actors at different levels working together has improved greatly and had a major impact on the institutionalization of the child protection system in Albania. This impact has been achieved through changes to public policy and legislation, the increased number of municipalities with CPU, the increased number of organizations contributing to planning at the national and regional levels, and the increased number of stakeholders involved in strategy meetings chaired by the national government.

The elements necessary for the full development of a child protection safety net are in place: policy, models of practice, a child protection workforce with increasing capacity, communities with increased awareness of child protection issues, etc. The CPSN project contributed significantly through capacity building, technical assistance, and direct support at the local level; and policy advocacy and working groups for development of legislation and working protocols at the national level. Many actors were fundamental to this work, including CPSN and its partners. During the project lifetime significant steps towards a comprehensive and sustainable child protection safety were achieved, and thus children became more protected.

CPUs are the focus of the child protection system in Albania, forming the central unit for protecting children at the municipal and community level. As such they were a major focus of the project. CPUs are in place under the Social Service Directorates in all of the targeted municipalities. As of March 2013, according to the State Agency, 100 child protection workers (CPW) are in place in the country.<sup>41</sup> *“The CPUs are very visible now. Tdh used the evidence from the field learned over time to make the model more visible; creating an environment, a framework, for change,”* said Stephanie Delaney, the CPSN consultant for CPU capacity building. The capacity of many of the CPWs has been improved thanks to the CPSN project and the initiatives of several other organizations, resulting in an increased number of children identified and benefitting from protection.

One of the major themes coming out of the evaluation is that the project brought about a shared vision regarding child protection reform in Albania, including the importance of CPUs as the model for the public system of protection, and the vital role of schools and communities not only in the education of children but also in protection of children’s rights. *“The Tdh team built alliances, everybody was on board, and Tdh played a strategic role in bringing the key actors together. A common vision on child protection was a major achievement of the project. Momentum was built.”*<sup>42</sup> The CPSN project was an important part of key stakeholders coming together around a systems reform agenda, as opposed to the issue-based work that had been done to date. *“Bringing people together successfully was a big part of the Tdh vision. It has made it hard to separate out the CPSN project from all of the work of so many people.”*<sup>43</sup> Of course the issue-based work, for example on combatting child trafficking, provided important demonstration models, but with the CPSN project, people came together with a systems perspective aimed at protecting all children and all of their rights.

Consensus was built around the child protection system within the MoLSAEO, child protection in schools with the MoE, and key stakeholders (e.g., UNICEF and members of BKTF) (evidenced in policy and accepted working methodologies). A major impact of the CPSN project is the consensus that was reached with national level key stakeholders on use of the curricula and Protocol for Child Protection Workers, which was published officially by the MoLSAEO. Blerina Kashari of Save the Children shares, *“Tdh should be applauded for the work with GoA. They nurtured the relationship, influenced policy, and continuously advocated. They helped us all to show*

<sup>40</sup> See also Annex Key Indicators Data Summary Sheet

<sup>41</sup> Interview with Miranda Pashaj, Director, State Agency for Protection of Children’s Rights, March 1, 2013

<sup>42</sup> Interview with Stephanie Delaney, Consultant to Tdh for CPU capacity building

<sup>43</sup> Daniela Shkalla, Coordinator, BKTF Coalition

the model to the GoA.” The publishing of the Protocol for Child Protection in Schools was also a significant national output, and is currently being used nationally by the MoE.<sup>44</sup> It has been officially accredited by the Institute of Educational Development and successfully introduced into seven public and non-public universities in the country.

The overarching outcomes and impacts of this project were impressive. However also important to understanding its reach, is the bearing that CPSN had on each of the targeted axes: child protection units, schools, communities, residential institutions and collaborations. The capitalization findings would be incomplete without review of each of these axes.

### **The Impact on Child Protection Units and Child Protection Workers**

*I have seen an enormous shift in the way that people (CPW) are working with children and families. They know what to do. At the beginning they might look to me for answers, but now they are putting plans together. They are showing beautiful examples of social work practice. There is a community of people who get it.*<sup>45</sup>

In terms of Municipal Child Protection Units, the evaluation explored the **establishment** and **functionality** of the CPU in 9 municipalities of Albania, and their ability to analyze the situation of vulnerable children, on a case per case basis and acting according to the child’s need for his/her best interest. Twelve CPUs have been established as a direct result of the CPSN Project. These CPUs have been directly impacted by the project, with all CPW receiving training, support and direct technical assistance. In terms of direct and indirect outcomes, the project served:

Outcome Indicator	Total	Average per CPU
Number of Referrals to CPU by project stakeholders	408	34
Number of Referrals by other actors to CPU	253	21
High risk cases moved to medium or low risk within 3 months	88	7
Children participating in summer camps (through schools & communities)	1582	-
Activities organized for children & families	191	15
Family visits conducted	3706	308
Families supported/referred	298	25
Families referred to other services	233	19

The CPSN project has resulted in ultimate and sustainable impacts such as CPU with improved understanding of their roles and responsibilities, increased effectiveness in their work, improved working methodologies, and ultimately increased and improved protection of children under their jurisdiction. The impacts are shown by the project’s evaluative indicators and in the anecdotal evidence gathered through interviews and focus groups.

- Increase in average number of new cases per Child Protection Unit opened every 12 months (excluding re-opened cases) as 73% of baseline value at the end of the project. The rate of increase went from 59% in 2010 to 85% by 2012.
- Increase in average total referrals to Child Protection Units every 12 months was 123% of the baseline value by the end of 2012.
- Increase in average number of cases referred by Child Protection Units every 12 months to other actors as 43% of baseline value The average number of cases referred reached 24 by the end of the project, an increase of 43% from baseline
- Increase in the average number of high risk cases moved to medium or low risk within 3 months of opening case file moved from the baseline of 1.7 cases to 8.8 cases by the end of the project.

There is a significant increase in awareness amongst community actors, families and even children that the CPU exists and what their role is. “Public awareness has changed. The families come themselves now. They know there is a CPU,” said Jonida Dhroso, CPW Vlora. A child from the Baltez Community children’s focus group stated, “Fatos (CPW) helps our families. He helps with food and he is who we would tell if a child was

<sup>44</sup> According to interview with Pranvera Kamani, Head of Curricula and Text, MoE, March 12, 2013

<sup>45</sup> Interview with Stephanie Delaney, Consultant to Tdh for CPU capacity building



*being abused.*” Most CPU have a good understanding of their role and responsibilities and, as a result of CPSN, have an increased capacity to respond to cases, *“Now I know what to say, and how to say it to families”*.<sup>46</sup>

### Challenges and Barriers

While the CPUs have all been established, their functionality is less clear. The level of functioning is far from consistent across municipalities, with some CPU functioning much better than others particularly in terms of the quality of case analysis, management and intervention. One of the most striking realizations for the evaluator was the fact that by CP-Unit, we are currently referring to only one CP-Worker, not a department of workers. The CPU interviewed reported caseloads of between 60-120 children. The inconsistencies in functioning appear to be correlated to operational context constraints, for example how the CPW was recruited (open process or political appointment), the local political will, dynamics and relationships, personalities and personal commitment, professional and education background of the CPW, etc., rather than a result of any variation in project interventions. In sites where all project axes were implemented and/or where Tdh had a longer presence (e.g. Elbasan) the CPU functionality and interface with other actors seemed to be stronger. For example, in Elbasan actors from various disciplines including child protection, civil society, health, law enforcement and schools came to the multi-disciplinary focus group and could speak to how they function together in protecting children, while in another site while all sectors were invited only those with specific child protection responsibility (i.e. CPU, CRU and one NGO) came.

The identified issues related to functioning of CPU included:

- The level of political will at all levels highly influenced the degree to which the CPU system was functioning. This would include potential political changes at the national level at the next round of elections, which could affect GoA at all levels.
- Having the “right” people in the “right” jobs including the continuation of nepotism and assignment to positions for political reasons, the lack of mandates for CPU/CRU responsibilities, a lack of professional supervision and inspection, etc. *“CPUs are overloaded and unsupported in prioritizing cases. Often, both ethically and from a safety perspective, family visits need to be done with more than one person”*.<sup>47</sup>
- Non-functioning budget mechanisms and lack of budget resources at all levels were major constraints expressed by stakeholders at all levels: the national GoA reporting absence of resources; the regional level reporting a lack of decentralization of resources; CPU expressing a non-existence of resources to assist families in poverty, not to mention some CPU who have not received salary due to municipalities lack of budget; and so on. *“No municipal budget for children and families is a major impediment to our work. It is an issue of both budget mechanisms and of funds”*.<sup>48</sup>

The serious dangers of the job also became apparent in the data collection, with all CPW identifying cases where they felt their own safety was in danger because of an intervention with a family. *“I am sometimes afraid to go to the home. I often feel I need to go together with the police or other social assistants,”* Jonida Dhroso of Vlora told the interviewer. The mid-term peer review of CPSN had identified over investment of direct CPW work by Tdh as an issue with the example of Tdh workers being the ones to accompany CPW to difficult cases. This did seem to shift in the second half of the project, as it was not identified as an issue in this evaluation. Most CPW had identified someone within their municipal offices or law enforcement who could accompany. CPW also generally identify areas where they still need training and/or to improve their skills, *“I need more skills in understanding of laws, how to work directly counseling children, supervision and understanding how to support other CPW, and how to bring together different units like domestic violence,”* said Alma Agalliu, CPW Fier.

CPWs reported economic challenges for families as a major barrier to child protection, even while most understood and could describe their responsibilities beyond providing material assistance. Since the closing of the CPSN, CPU reported having limited to no access to economic or material resources for families. *“Trying to build the capacity of families when basic needs are not met is impossible. Poverty is deeper than it was six*

<sup>46</sup> Interview with Alma Agalliu, CPW Fier

<sup>47</sup> Aida Pambuku, Child and Youth Coordinator, Tdh

<sup>48</sup> Group interview with MDG representatives, Vlora

years ago,” said Nadire Kreka, CPW of Elbasan. The social assistance system (cash benefits) is not enough for the poorest, most at-risk families to meet basic needs, is not functional as an emergency measure, and is both cumbersome and time consuming for families to access. Most CPU reported increased understanding of their role; they described a range of responsibilities; and even described creative solutions to case management. *“The main difficulty now is the lack of alternative services,”* said representatives of the Multi-disciplinary Focus Group in Elbasan. However, CPU have increasing concerns in their ability to be responsive moving forward due to high caseloads, high levels of needs, lack of local resources, lack of functioning budgetary mechanisms, and, in many cases, an almost total lack of services to refer to. This concern was reflected also by both regional and municipal officials, summarized as an example in the statement made by Meme Xhaferay, Head of Municipal Social Services, Durres, *“Legislative changes are not supported by budgets. It is difficult to implement the normative acts at the local level; application is more the challenge. The lack of budget and lack of coordination makes it difficult.”*

As previously highlighted, significant work has been done at the national level to institutionalize the CPU as the model for child protection in Albania. The CPSN project has aided in this effort through the establishment of curricula and passing of the CPW Protocol, training of CPW and other actors, and by working hand-in-hand on the case management of some of the region’s most difficult cases. *“In Vlora it (the safety net) is working because of the training and capacity building. The CPU has become a point of reference for us”.*<sup>49</sup> The project work, results and lessons appear to be feeding into the conversation on the social protection system reform currently being undertaken by the GoA with the support of UNICEF. Tdh should play an active role in this process.

### The Impact on Schools and School Psychologists

*This project gave us a structure to improve child protection in schools as well as showing us the practical basis for the improvement. School psychology in those schools targeted will continue.*<sup>50</sup> Evaluation of the pre-university<sup>51</sup> school axis looked at the degree to which child protection is **strengthened in the education system** in 5 regions, and the education system is **more effectively incorporated** into local child protection safety nets. The school axis focused on strengthening the capacity of school psychologists, coordinators of school psychologists and school directors to understand and respond to child protection issues, and increase their role as part of the child protection safety net at the local level. The direct outcomes are highlighted in the table that follows.

Outcome Indicator	Total Outcome	Average per Region
SP Trained	219	
School Directors Trained	581	
Coordinators of SP Trained	14	
Individual Coaching Sessions with SP	557	
Peer Counseling Sessions	168	
Monthly Meetings with SP	149	
CP Awareness Sessions with Pupils	30,871	6,174
CP Awareness Sessions with Parents	5,487	1,097
CP Awareness Sessions with Educational Personnel	4,228	845
New ID case files opened SP	3,875	775
Children referred to SP by actors	3,380	676
Activities organized by SP	782	156
Family visits conducted	393	78
Children referred to services outside of the school by SP	133	27

The evaluative indicators of the CPSN monitoring system for the school axis<sup>52</sup> show important impacts of the project on child protection in schools including an increase in the average number of child protection awareness sessions held with pupils by the SPs (130% increase, over 5,700 sessions), child protection sensitization sessions held by SPs with parents (32% increase), and child protection sensitization sessions held

<sup>49</sup> Group Interview, Multi-disciplinary, Vlora

<sup>50</sup> Interview with Pranvera Kamani, Director of Curricula and Texts, MoE

<sup>51</sup> Refers to primary and high school levels or grades 1-12

<sup>52</sup> See also Annex Key Indicators Data Summary Sheet

by SPs with education personnel (174% increase). In addition, the project positively impacted the system of referrals indicating improved child protection for school children. The average number of referrals to SPs by various actors increased over the life of the project, for example, from 79% of baseline in 2010 to 121% of baseline in 2011.

According to surveys implemented as part of the monitoring system, the understanding among school directors and teachers regarding child protection issues in the school and their child protection responsibilities increased from 43% to 58% in the first two years of the project, indicating the potential improvement in attitudes and behaviors that result from increased understanding. The interviews with school directors, coordinators of SPs and focus groups with SPs confirmed these findings. *“Children know who to go to for help. Within the school we have created a safety net. Work with all the parents has improved their level of understanding and they are more accepting of working with the school,”* stated Mimoza Koci, Vice School Director of N. Frasheri School in Elbasan. Schools have increased knowledge and skills in responding to child protection issues, better comprehension of the role of SPs in child protection, and increased awareness of the CPW and the role of the CPU.

In addition, school children showed increased understanding regarding child protection issues in the school and how to address it with increases from 18% to 35% in the first two years of the project. In a focus group one child stated, *“Helping each other is something we do every day, every moment. Our school has a child protection safety net of the students, psychologist and teachers”* (N.Frasheri School, Elbasan). School and community children are very aware of children’s rights and the UNCRC. They are able to identify what it is and what children should be protected from and what is needed for protection. *“Families need protection with the help of institutions of the State, more financial assistance, NGOs and organizations, more love and care not just material aid, and from changes in mentalities of the people,”* stated a child from N.Frasheri School in Elbasan. Generally they feel that children are more protected now than “a few years ago”. In some schools the children are able to identify who they could go to for help, although they do not always identify the CPW. *“Children are more protected now because there are more organizations, adults are more sensitized about rights, and the economy is better so children do not have to work,”* said one child of Isuf Ferra School in Durres.

### **Challenges and Barriers**

The impacts and successes were not, however, without ongoing challenges. Like the CPU, school stakeholders reported economic challenges for families as the major barrier in increasing child protection. Often even if SPs knew what a family needed and understood how the safety net should function. They expressed extreme limitation in their ability to respond due to practically non-existent economic and material resources for families and an almost total lack of services, in most cases. The incorporation of schools into a “local child protection safety net” has not reached a fully functional level, as there are vast differences between municipalities and regions. Some schools work closely with CPU and reported less interaction. This appeared to correlate with municipalities where both the CPU and MDG were functioning more fully, and where perhaps Tdh had focused in all axes with more opportunity and concerted effort on cross-discipline work. Mechanisms such as multi-disciplinary groups have helped to bring child protection actors together and to incorporate the various actors, particularly schools, into a more coordinated protection safety net system.

The ongoing use of corporal punishment and harsh discipline techniques in many schools cannot be ignored. Many SPs saw the protection of children from abusive practices (including harsh discipline and verbal/emotional abuse) as a major ongoing issue in their schools and a challenge to their role in promoting children’s rights and child protection. They did report increased awareness within schools and within the parent communities, some levels of increased knowledge and skills in teachers to use positive discipline techniques, and indicated a window of opportunity to impact change in this area. Generally, the school’s attitude toward punishment/discipline seemed to be directly related to the attitude of the school director / leadership, as well as to the length that NGOs had been involved in increasing school capacity.

### **The Impact on Child Protection in Communities and Community Counseling Groups**

The community axis focused on marginalized Roma communities on the periphery of several target municipalities. Tdh had been working with most of these communities for many years and used the CPSN project to further build capacity of communities in terms of child protection, as well as to bring the

community actors into the overall child protection system. “Tdh broke the ice and trusted the Roma community organizations and supported us to show others that we could manage projects in our community,” said Agim Furtuna, Director, Romani Baxt Albania in an interview. The community axis evaluation reviewed the **effectiveness** of the eight targeted marginalized communities in identifying and addressing key child protection issues through interviews with CCG and focus groups with community children. The community axis focused on strengthening the capacity of CCG to in turn help communities better understand, identify and respond to child protection issues within their communities. The outcomes for the community axis appear in the table below:

Outcome Indicator	Total Outcome	Average per Community
Community Counseling Groups Established	8	
Meetings with CCG	276	34
Community members & CCG training participants	538	67
Referrals from CCG to local structures (CPU, kindergarten, schools, Civil Status, etc.)	379	47
Children participating in summer camps	484	
CCG activities organized (community activities, sensitization, awareness, capacity building, cultural, summer camps, etc.)	134	17
Participants in CCG activities	1310	164
Families benefitting from income generation (IGA)	123	

The impact indicators tracked in the CPSN monitoring systems for communities showed that the targeted marginalized communities are increasingly effective in identifying and addressing key child protection issues. For example, the average number of referrals from CCG to various local structures (Child Protection Units, kindergartens, schools, Civil Status Office, Vocational training centers, etc.) increased by 45 referrals or 136% of baseline over the life of the project. This indicates an ability to identify children in need of protective services, as well as an understanding of structures that can provide assistance in such cases. The fact that communities increased referrals would also indicate that relationships of relative trust and connection have been developed between the communities and the providers of services. The number of children participating in activities increased, as did the average number of participants in the CCG organized activities. The latter increased by over 200%, with CCG increasing the number activities from 2 to 20 in 2012. While this could be an indication of the support provided for activities by the project, it is also an indication that community members appreciate the activities provided by CCG

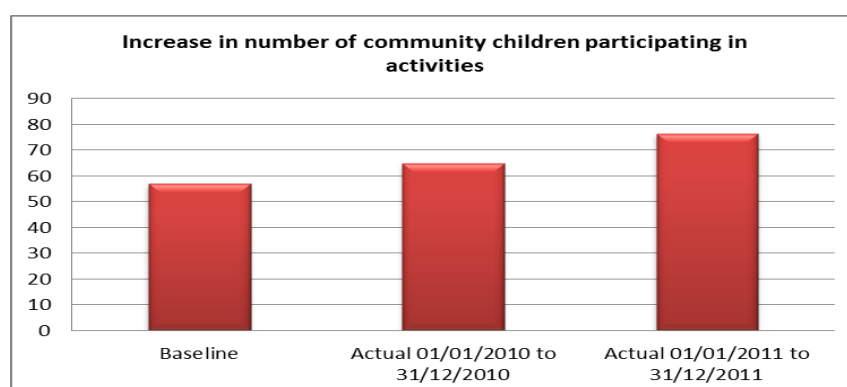


Figure 4: Increase in Child Participation in Activities

The model of CCG is showing effectiveness in impacting child rights and protection in marginalized communities. People, including children, feel that “children are more protected.” The mid-term peer review of the CPSN project found, “the support given to the communities of intervention has enabled their members, via the creation of CCGs to stand for child protection within the community and represent it vis-a-vis local governmental structures. This is an important achievement considering that CPSN works in some of the most socially excluded communities.”<sup>53</sup> The model’s combined approach of children’s activities, parent training,

<sup>53</sup> Shuteriqi, M. & Balbo, S. (2011) *Developing a Child Protection Safety net in Albania CPSN: A Peer Review*.

community awareness, material support and income generation activities is having a substantial positive impact on the lives of children and families. The community approaches seem to have had a significant impact in the communities visited. Several CCG have plans to continue activities, including two that have started the process of becoming established CBOs, an excellent sign of the sustainability of project strategies.

CCG members were excited about their role in training parents and other community members. They felt empowered by their role in the community and saw the fact that families were coming to them for help as a positive sign of increased child protection. *“After we were trained we try to train community members and we noted their progress. At first they did not recognize us, now they know who we are. We are a contact point and families know that we can help children. They come to us,”* said members of the CCG Nishtulla in Durres Region. The target CCGs all reported that 100% of families involved in IGA activities have children attending school, and that the income generated is directly correlated to the family’s ability and willingness to send their children to school. Through community training the idea is reinforced with workshops on the importance of education.

### **Barriers and Challenges**

Because of the serious poverty issues faced by the communities, employment and household income are major issues that community groups look at. The CCG identified poverty or issues related to poverty as major barriers to increased protection of children in their communities. *There is good change in our community, but there are also still dire needs for housing, jobs and addressing the issues around immigration to our communities,”* stated a member of the CCG in Rapishta Community of Elbasan. Families, they reported, struggle to put food on the table and roofs overhead. While children are more aware of their rights, including the right to safety and protection, they are also acutely aware of what rights are not respected. The children’s focus groups confirmed the ongoing issues for many people in marginalized communities, where factors of poverty and unemployment are overwhelming. One child said, *“Even though the school is nearby, the roads are no good, there are no traffic rules, we do not have parks to play in, and the environment is not clean and healthy”* (Child Focus Group, Isuf Ferra School, Durres). This sense of dire need to address underlying issues in order to truly reach sustainable level change for children was reiterated also by a number of public officials. Diamanta Vito, Director of Policy Department, Elbasan Municipal Social Services stated, *“We cannot continue to rely on NGOs and if we want to continue we need to stand on our own feet. There has been a tremendous amount of capacity built, but we also need to address poverty as the underlying issue.”*

While the sustainability of CCG and the community activities seems like a given for this project, it was also questioned by several people interviewed. In the opinion of the evaluator the question of long-term, lasting change of the community axis is more related to the degree not whether the activities in communities are sustainable or not. Certainly some activities will continue in some communities, and others not. There are aspects that appear sustainable. Like under other axes this would include changes in peoples’ awareness and attitudes that have led to behavior changes and empowerment. Most CCG reported plans to continue meeting as a group, with some having plans to formalize into established CBO. While others are not likely to continue formally, they have built relationships between each other and with community members and those connections remain.

### **The Impact on Child Protection Related to Residential Institutions**

Axis four focused on residential institutions, as providers of protection services for children without adequate parental care. The evaluation reviewed the capability of three of the four targeted residential institutions **to implement and monitor the standards of care** for children in their environment. This axis was impacted by delays in implementation. The activities started in 2011. The tools used for data collection and review of this axis included staff and key stakeholder informal and semi-structured interviews, and group interviews with staff at two institutions and one focus group with children in the Tirana Residential Care Center. The RI axis focused on strengthening the capacity of staff to better understand children’s rights and improve their work with children, and on increasing the capability of four target institutions to implement and monitor the national standards of care. Direct outcomes include:



Outcome Indicator	Total Outcome
Staff trained	98
Children trained	53
Children participating in activities	164
Volunteers trained / coached	71
Number of SSS inspectors trained	10

The impact indicators tracked in the CPSN monitoring systems reflect improving child protection procedures in each of the four target institutions. The procedures were reported to have improved, with ‘approval of procedures’ increasing from 23.8 to 35 between 2011 and 2012, and implementation of those procedures increase from baseline 16 to 40 in the same period. Heroína Duka, the Director of Residential Care Institution Durres said in an interview, *“Our goal is the best interest of the child – to be in families. In time institutionalization has been decreasing in part because of our better understanding and our experience. We have improved the quality of care. The staff better understands needs.”*

An increased awareness of child protection issues is a vital first step in improving procedures and increasing protection of children. Through surveys of staff implemented from 2011, the awareness rating gained a score of ‘4’ on a scale of 1 to 4 by the end of the project. These indicators show the likelihood that the project had an impact in improving child protection within institutions (i.e. for the children already in care) as well as the capacity of institutions as providers of protective services. The qualitative review of this axis focused more on the institutions’ understanding of the national standards of care and implementation of improvements to standards within institutions. *“The best interest of the child is for the child to return to the family. We know this well, but family situations are so complex. We have better understanding of the structures (like even the family) and we understand the process of protecting children better.”*<sup>54</sup>

The residential institution strategies were closely linked with the MOVE project, which introduced the MGS curricula and activities into the four institutions. This aspect was reported by both directors and staff as an important part of their involvement in the CPSN project and having provided them with opportunity for learning and improving their work with children. They reported increased skills in developing and providing appropriate and psycho-socially supportive and developmentally appropriate activities as a result of the MGS training that they received. In addition, social work staff spoke highly of the technical support they received, *“The case discussions were helpful on a practical level. Also we had exchanges with other institutions and that helped us to get to know each other and see that others are doing our difficult work also, facing the same issues.”*<sup>55</sup>

The material support provided to institutions in terms of equipment, toys and supplies was seen as significant in assisting institutions to improve their environments, and many expressed the need for ongoing material and economic support. In one institution the involvement of student volunteers was reported as a positive impact both on the daily lives of children, as well as on the institution in its work to become more “open” to the community. Children in the institution for older children (ages 6-16) appeared to have a high level of understanding of their rights and responsibilities and reported to be active in children’s groups and activities. They communicated positive changes in their environment and an awareness of the national standards. Their perspectives related primarily to material improvements (ex. having new televisions and furniture).

### Barriers and Challenges

While target institutions did report positive changes to the residential environment in alignment with national standards, it was difficult to assess if this was a direct impact of the CPSN project. The difficulty with attribution may have been due to the difficulties and delay with launching of this axis, and the subsequent focus on improving the skills of workers to provide appropriate activities to children, teaching children about children’s rights, increasing understanding of actors regarding child protection and the role of institutions, etc. It was difficult to assess whether or not the outcomes have led to the improvement of monitoring of standards as outlined in the original project proposal. At the same time, a first step may be that the institutions are perceived to be (both internally and externally) more “open” to the community. For instance,

<sup>54</sup> Interview with Gazmend Zita, Inspector of Social Services, State Social Services Department of MoLSAEO

<sup>55</sup> Staff Focus Group, Tirana Residential Care Institution

Olta Ganaj, the Director of Residential Care Institution in Vlora stated, *“Before the staff was more focused only on physical needs, now they understand all of the children’s needs. I see the difference over time – the institution is much more open and a part of the community here.”*

The residential institutions axis was the most difficult to evaluate for effectiveness of interventions related to the development of a child protection safety net system. There was an impression of this axis as an “add on” that was disconnected from the other axis and the overall goal of testing a functional child protection safety net. This may have been an external constraint reflective of the fact that institutions have not been integrated within the community-based child protection system in Albania, and that in general there are major issues with lack of coordination between GoA actors. There was certainly good work accomplished with residential institutions reflected clearly in outcomes. Currently in Albania residential institutions are one of few “service providers,” and as such the project was relevant in including them in the CPSN comprehensive approach. They remain important stakeholders as residential centers eventually transfer into community-based support services.

It was not clear from interviews that the residential institutions saw their role as service providers in a larger child protection system, although indications are that it is improving. Some of the institutions interviewed did not express a connection between their services and a local child protection safety net. For example, they did not communicate with the CPW unless a child needed to be institutionalized. In the case of placement, CPWs reported that institutionalization decisions take place in a multi-disciplinary group separate from the child protection MDGs coordinated by CPU. The issues with consolidation and inclusion are likely a legacy of the prior system, result of a slow decentralization process, and perceived threats to their role within the child protection system. However, this is showing improvement. It is difficult to say if there would have been more improvement with an early start on the axis or a more concentrated effort to integrate institutions with the CPU structure. Once again CPSN did fine work within the constraints of time and scope.

### **The Impact on Advocacy and Coordination**

Particularly related to relationship building, partnerships and coordination, the earlier section on general findings elaborates the remarkable and significant impacts of CPSN in terms of these aspects. *“The project created the space for debate by respecting expertise, valuing all players at the table, appreciating the professionalism and experience of all, realizing the dynamics of a small country that meant the issues could really be put on the table and worked through.”*<sup>56</sup> The advocacy and coordination axis addressed **improved identification and addressing of strategic issues by key actors at different levels working together**. This axis was the one most substantially mentioned by almost all stakeholders with whom the evaluator made contact, and at the same time it has been mentioned as the axis ‘most difficult to measure’ in previous reports. The following section focuses primarily on the conclusions drawn from the qualitative tools of the final evaluation including interviews with a wide range of stakeholders at the national, regional and local level. The targeted outcomes for advocacy and coordination included:

Advocacy / Coordination INDICATORS	Cumulative Actual
Gaps in the Child Protection Safety Net are identified and efforts are made to address them	3
Number of national level multi-stakeholder strategy meetings that are chaired by representatives of the central offices of ministries	5
Number of regional level multi-stakeholder strategy meetings that are chaired by representatives of the central offices of ministries	3
Lessons learned and recommendations are documented and disseminated through newsletter and capitalization document and other appropriate sources/forums	7
Number of changes to public policy and/or legislation promulgated at national level corresponding to proposals formally adopted at national or regional multi-stakeholder strategy meetings	6
Increase in the number of municipalities and communes with a Child Protection Unit as % of baseline value. This indicator is cumulative from year to year and includes the starting number of 15.	79*

\*As reported in December 2012

The 2010 monitoring and evaluation consultancy report by Roderick Ackerman suggested that, *“It is recommended that Tdh clearly define the objective of Axis 5 and the strategy by which that objective will be*

<sup>56</sup> Interview with Stephanie Delaney, Consultant to Tdh for CPU capacity building



achieved, in particular the development of a sustainable system to promote cooperation and coordination between different actors”.<sup>57</sup> The advocacy and coordination work of the CPSN focused on the national level key stakeholders and brought about significant change at a policy level, as discussed earlier in this report, due in part to the ability of the CPSN project to support initiatives and work including that of the BKTF coalition, other important national and international NGOs, and the coordinated work with the central government of Albania. Enkelejda Lopari, Tdh Program Manager described, *“Right now in Albania it’s very exciting, everything is coming together. Now everyone is talking about social work, about child protection, about what is needed next. People are agreeing even about what is not working.”* It can be argued that the ‘sustainable system’ to promote cooperation and coordination is groups like BKTF, in which Tdh plays a key role. The project spent considerable energy in encouraging the coalition’s work and developing a common voice to advocate for child protection.

At the local level public awareness work has begun to shift attitudes and increase understanding about children’s rights and the public’s role in the protection of children according to the perceptions of most of the stakeholders interviewed. *“The role of Tdh in supporting advocacy was fantastic, but also they helped people to see my work (CPU) and through that they saw the result of a working structure,”* said Nadire Kreka the CPW of Elbasan. The change in awareness levels was reported by almost all local actors including CPU and other public actors, schools and community leaders and members, and children in focus groups. CPW Alma Agalliu of Fier stated, *“Absolutely the public is more aware. A lot of cases are now referred by communities or the families directly. This is so new. Mothers themselves are coming forward. This does not solve all the problems though.”* At the same time, there is a sense that there is more public awareness that should and could be done to help the public understand children’s rights, particularly in terms of how children should be treated in families and in schools, and the importance of family as the primary place of care and nurturing for children.

The changes in awareness at all levels are perhaps the most powerful indicators, giving hope for continued momentum and indication of the sustainability of shifts thus far in the children protection system in Albania.

## **B. Relevancy, Effectiveness, Efficiency and Sustainability**

In 2009, CPSN was developed in response to the context in Albania that was focused on replicating lessons learned from pilot CPU and other demonstrations of issue-based child protection. The project was responsive to the conclusions and recommendations coming out of the TACT III final evaluation that suggested a comprehensive, systems reform project that brought key stakeholders together and addressed child protection from a variety of sector perspectives, not just child trafficking. The CPSN project maintained its relevancy with an ability to shift activities and strategies in movement with the child protection system changes in the country, for example coming alongside of the GoA to develop, finalize and approve the 2010 legislation and the National Protocol. The CPSN project responded to the context, by scaling up examples of effective approaches and empowering those in Albania, particularly public responsibility bearers, to replicate what they had learned and apply it to systems development.

The combined approach of direct training and technical assistance, mentoring and peer support, case review, provision of support resources, etc. was very effective. The increased capacity that resulted from these strategies is central to the sustainability of both the project interventions and the continued system reform itself. Increased capacity has led to shifts in attitudes and empowerment of a range of child protection actors (including CPU, SPs, community members and children) as well as increased skill in working with children and families, improved collaboration and improved use of established methodologies. The changes are likely to be maintained and even built upon into the future. The project was able to leverage funding and capitalize on relationships to bring together many actors, including donors, to maximize resources focused on reform in an efficient manner.

The CPSN project has created a framework for continued child protection reform in Albania, including a fairly strong legislative base, a group of people with the expertise required for further reform, and a range of tested best practices ready for replication. Identified best practices based on factors of effectiveness, efficiency, sustainability and replication include, the CPU model, the school psychology model, multi-disciplinary groups

<sup>57</sup> Ackermann, Roderick. (2010). *Assessment of Current CPSN Status*.

(MDG), Community Counseling Groups (CCG), the income generation model, and national coalitions. The factors of best practice are exemplified in the CPU model. It is an effective model of local child protection in that it appears able to reach large numbers of children with efficiency, particularly those at highest risk for abuse and neglect, through the local networks of people that have been developed.

The project seems to have understood well that in order to address issues such as child trafficking, a holistic child protection system must be in place to address the factors that put children at-risk to begin with. A strong and professional team of people able to train others has been built both within Tdh and in the public sphere enabling replication of the model. The establishment of training curriculum, the National Protocol, the Protocol for Child Protection in Schools, and case management tools/standards accepted as official GoA methodology are what make the project's strategies and models sustainable and replicable.

Overall the CPSN project has shown its effectiveness as a project managed and implemented with a high level of competence. The fact that the project was able to capitalize on its ambition to reach into several sectors important to system reform and maximize the resources of the variety of donors speaks to the capability of Tdh to manage such an endeavour. The cross-sector nature of the project shows the organisational understanding of systems and enabled Tdh to incorporate approaches that had previously been issue-based, maintaining relevance to the context, maximizing efficiency and reaching an incredible number of children.

### **C. From Issue-Based to Systemic Approach**

#### **How was the shift in strategy (moving from an issue-based topic to a systemic approach) relevant in the Albanian context to address the challenges faced?**

Systemic child protection reform requires a multi-level (or multi-pronged), multi-disciplinary approach that reaches across sectors and links the various systems responsible for the protection of children and strengthening of families (e.g. public services, education, health, justice and even community). In order for programs to have a systemic impact on increasing the protection of children a wide range of stakeholders (public and civil society) have to be engaged. This would include government, donors, communities, social work and other professionals, families and caregivers, service providers, education institutions, and children. The CPSN project understood this in design and implementation, even while it was not always easy or clear. Child protection reform work must include building the capacity of all actors to improve their roles and responsibilities with regard to the protection of all children.

Through the CPSN project Tdh and stakeholders learned a tremendous amount about the multi-level approach required to influence change at a systems level, shifting their approach to one less issue-based and more holistic. It takes a coordinated effort to move from issue-based interventions. As highlighted already, CPSN was particularly successful in encouraging and supporting such an effort. Interventions were targeted at national to local levels, from policy development to workforce capacity, while continuing to demonstrate and strengthen models of practice. Strategies were targeted across five axes, child protection units, schools, communities, residential institutions and coordination, all considered vitally important to holistic protection of children. The CPSN project created a framework for continued and sustainable child protection reform in Albania, including a fairly strong legislative base; a large group of people who have increased understanding of what is going well and what is required for further reform; and a range of tested best practices. The following illustrate the multi-sector approach and multi-pronged interventions required for systems change



Figure 5: Multi-Pronged Influences on Child Protection

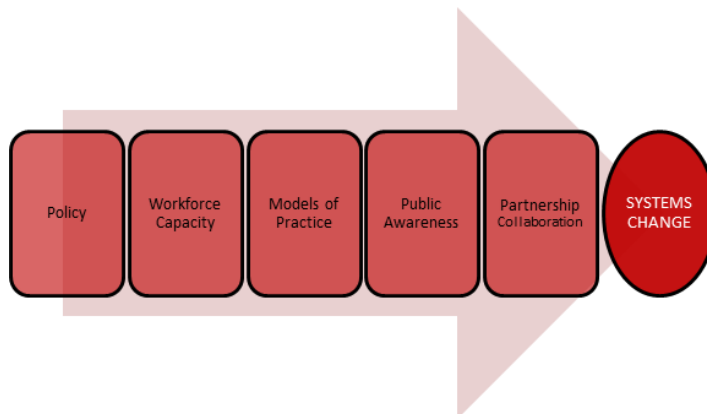


Figure 6: Multi-Sector Components of Systems Change

The CPSN project provides an example of a shift in strategy from issue-based to systemic approach. Until recently, child protection in Albania had been dealt with from various issues including child trafficking, child labor, institutionalization, minority integration and others. At the point at which the project began, the child protection system had benefitted from the experiences gained through the issue focus. The CPSN systemic approach was required to demonstrate the scalability of these efforts to reform the overall system of child protection in the country. The shift was not only relevant, the right thing to do, but necessary to ensure the protection of all children. One of the major themes coming out of the evaluation is that the project brought about a shared vision about child protection reform in Albania, including the importance of CPUs as the model for the public system of protection, and the vital role of schools and communities not only in the education of children but also in protection of children's rights.

#### D. Key Components of Success

**What are the key components of success of Tdh strategies and intervention logic that facilitated translation of strategic frameworks into practices and concrete results?**

*"Tdh has the highest expertise in child protection, and took a holistic approach not just issue-based. This is evidenced in the work from the micro-level to influencing at the macro-level. They got the government to listen."* Astrid Wein, Austrian Development Cooperation, Albania Mission

Numerous components of success of the Tdh strategies and intervention logic have already been mentioned, as has the impact of practices. The previous sections have highlighted the project's effectiveness and efficiency, as well as the sustainability, relevance and opportunity for replication, which in summary are the overarching successes of the CPSN project. It has been challenging to separate out the successes specifically of the CPSN project from the developments of the Albanian child protection system in general, as well as the effort of the numerous other partners and actors working in the country. Foremost, the project's logic framework addressed the various levels, disciplines and sectors to the degree possible and appropriate for the Albanian context at the time. Over the three years of implementation Tdh gained understanding, kept the assumptions identified in the intervention logic in mind, and identified constraints and challenges that in turn allowed it to adapt and strengthen the project as it went along.

A key element of success within the larger system was the National Law on Child Protection, and its bylaws, which came into full effect in 2010. It reflects input from NGOs and other actors, who were also partners of the CPSN project, and built on the experience that Tdh and others had gained through piloting the child protection unit model and developing the best practices such a MDG, CCG and others. While it may be difficult to attribute policy reforms directly to the impact of the CPSN interventions, CPSN did provide important policy development input, designed and piloted the CPW Protocol and the Child Protection in Schools Protocol, and was a constant advocate moving the legislative projects through the political process. *"The project gave to us*

*(the Ministries) a positive model for our legal framework that we will continue to work on.*<sup>58</sup> In this effort Tdh and partners helped to ensure that the best interest of the child and UNCRC were always in view.

Another major achievement was realized when the State Agency, itself, was established as a national level monitoring body and gained capacity through the training, technical assistance and support of the project, in addition the project worked to build the capacity of the State Social Services (SSS) under the MoLSAEO Department of Social Policy (responsible for policy development and social services) and the State Inspectorate for Social Services (regulation of social services). Decentralization efforts have resulted in the CRUs being in place at the regional level with some monitoring responsibility to the State Agency, and those in the target regions and others benefitted from training and support from CPSN. The impact of the capacity building has been an increased understanding of roles, improved coordination among stakeholders at the national level, and improved engagement of non-governmental actors in legislative process. *“Collaboration has improved, not only related to the Tdh work (CPSN project) but also related to the law on child protection and at the local level in CRUs and CPUs.”*<sup>59</sup>

The Tdh CPSN project team was able to be flexible and committed to learning from “less than successful” aspects and challenges of project implementation. The team and stakeholders were able to adapt interventions in order to improve outcomes. This included both internal and external aspects and brought about a strong, capable, well-trained team able to bring people together and capitalize on relationships. A vital part of the CPSN’s achievements is the capable Albanian team that has been developed including the professionals that work with Tdh, partner organizations and government partners. The focus on capacity building of key actors and decision makers had a momentous impact on all those involved (project staff, GoA, partner organizations, CPU and CRU, school stakeholders, community members, CCG and communities, residential institutions as service providers, etc.). In the words of the school psychology focus group (Durrës), *“The project came just at the right moment when we needed more experience. Like a child learning to walk, you showed us the way.”*

In implementing the CPSN, Tdh incorporated recommendations made in the final evaluation of TACT III (2009). The final evaluation report recommended that CPSN coordinate with CPU developers to agree upon the best model for new CPUs, training and standardization of the CPW manuals and school manuals. Tdh responded by doing just that; it suggested that CPSN should provide intense technical assistance, monitoring of quality and creation of tools for comprehensive CPU services. The project provided all of these with clearly positive results. Lastly, the TACT III evaluation suggested that Tdh *“continue to be adaptive and carry on in its efforts to increase the capacity of local actors, while decreasing its role to provide direct services.”* CPSN has strived for this, and while separating itself from the case work has been a challenge the organization has worked to recognize and address this challenge.

## **E. Lessons Learned**

### **What areas of the child protection system could be developed further and how did the strategies employed by Tdh address these?**

The sustainability of project interventions is directly related to increased capacity of actors across all levels (from national government to the children themselves), the piloting of effective models, the establishment of policy, secondary/supportive legislation and working methodologies, development of trustful and effective collaborations and partnerships, and the building of consensus around training methodology and working protocols. The multi-sector approach that attempted to reach into many levels of the child protection system was a key strategy of the CPSN project. Through this strategy Tdh worked to address the need for consolidation and integration of the child protection system. It is working.

Best practice models within a safety net have been piloted and demonstrated their effectiveness in protecting children in Albania. An evidence base for the CPU model, in particular, has been developed. Models including the CPU, the MDG, CCGs and school psychology models are ready for national replication. *“To have both the links and the functionality is difficult. The project was ambitious, but has created the links and child protection reform has reached that ‘tipping point’ where with continued momentum it can really be consolidated. It’s like*

<sup>58</sup> Interview with Pranvera Kamani, Director of Curricula and Texts, MoE, March 2013

<sup>59</sup> Interview with Miranda Pashaj, Director of the State Agency for Child Protection

*a jigsaw puzzle; we have all the bits and pieces: CPUs need to be part of services; the CPU system needs to be consolidated; but we have a vision for child protection in the country,”* said Stephanie Delaney, Consultant to Tdh. The key strategy of creating linkages and building relationships to push reform forward was key to the success of this project however it is also a vital aspect of the continued consolidation of the child protection system in Albania.

There are a number of potential threats or risks to the ongoing development of a comprehensive child protection safety net in Albania. They include the factors related to poverty and the socio-economic situation of families and communities discussed extensively in this report, the unstable political environment and lack of political will that will need to be further addressed to ensure forward movement, and the low degree of coordination amongst policy makers, social service systems, and monitoring bodies. The CPSN project strategies have worked to address these issues to the extent possible.

Systems of gatekeeping and child protection decision making bodies at the local level have been established and tested. The MDG model is a promising practice that shows relative effectiveness in some municipalities, however in others it is not functioning. The strategy was well tested in the CPSN project. Some municipalities continue to have separate groups that make decisions about removing children from families and institutionalization, for instance. These groups are not always linked to the CPU system while in theory institutionalization as a protective service continues to be most common. Rarely are the decision-making groups linking with CPU or making decisions to prevent institutionalization and keep families together. Much more work is needed to build on the gatekeeping mechanisms.

The protection of children, considering best interest and needs of families and through a functional safety net, is dependent upon the availability and accessibility of a range of supportive services at the local level. It was not the purpose of the CPSN project to pilot additional or new prevention or protective services for children at risk, without adequate parental care, or those who could not remain in the care of their families. There are some strategies that the project demonstrated, such as CCGs and parent training or summer activities for children, that could be further developed and elaborated. Within the CPSN project these were tested as activities to build awareness and increase capacity rather than alternative protection services. Many of those interviews discussed service gaps suggesting services that are needed including alternative care (e.g. foster care, emergency shelter or other family-based alternatives to institutionalization), family support services (e.g. parenting education), daycare, disability services, life skills and technical training for youth exiting institutions, emergency shelter services; and others. would be some of the kinds of services needed in their municipalities. Across sectors of the evaluation the gap in services at the community level was highlighted as one of the major barriers to continued child protection reform. The efforts to keep children in families, address factors of risk for abuse, neglect, trafficking and institutionalization, prevent further removal of children from their families and communities, serve children without adequate parental care in family-based alternatives, and deinstitutionalize those children already separated is fully dependent upon an effective system that would include a wide range of quality services.

The structure of child protection from the national to the local level is confusing and complicated, and as such it opens the system to interpretation and causes inconsistencies in how the system is organized regionally and locally. The role of regional and municipal social service departments, particularly related to coordination is unclear at best. The roles and responsibilities of CRUs vis-à-vis the State Agency and vis-à-vis the CPUs are ambiguous. Monitoring and supervision lines are understood in different ways by different stakeholders. The CPSN project did attempt to address structural issues to the extent possible and for the most part by building capacity and helping stakeholders to define and understand their roles and improve coordination. Interestingly, by some Tdh is seen as an important actor in continuing to foster improvement in this area while really it is the GoA that needs to provide clarity. The staff at the Tirana residential institution visited stated that, *“Tdh needs to continue to work to improve the coordination between structures because Tdh has an ability to be at all levels, and has been successful at building capacity at all those levels of child protection”*.<sup>60</sup> This is perhaps best reflective of the reliance that has been built, not just by Tdh, on NGOs.

<sup>60</sup> Staff Focus Group, Tirana Residential Care Institution



Tdh recognizes the improvements that could have made this project even stronger, including increased coordination between axes both internally and externally and improved exit planning. Coordination between axes, both internally within the project as well as externally in the local systems, was not always fully capitalized upon, causing a disconnect that persisted and lessened the project's impact on the building of a consolidated, cross-sector safety net. Not all axes were developed in all regions, and in some regions Tdh had been active for many years. It did appear that the regional systems were functioning better in regions where Tdh had both, a. been implementing all five axes, and b. had a long-term presence. Internally, staff described the project as not always capitalizing on the potential to work together across axes. As an example and perhaps due again to the ambitious scope and timeframe of the project, those concentrated on building school capacity did not always have the time to share experiences or maximize collaboration with those working on the community development axis.

The readiness for national replication of certain models, like the CPUs themselves, the MDGs, the community counseling groups (CCG) and IGA models is more than evident and has been discussed in detail earlier in this report. School psychologists and the child protection in schools model have been tested, professionals have the capacity to train others, and materials and working protocols are ready for replication. All of this has brought the child protection system in Albania to a "tipping point" where now the models have been demonstrated, but also need to be strengthened and further coordinated and brought together into a more holistic model of a full "child protection safety net," one that is mandated with strengthened policy and legislative mechanisms.

Further development of the child protection unit system model will not be possible without reform of budget mechanisms, operative decentralization of resources, resources for cash benefit and emergency social assistance in support of the model, including national, regional and local resources for the child protection units. The CPSN project provided important resources to project partners including to CPU for emergency funds for families, to schools and communities to implement activities, and to NGOs for a variety of services and initiatives. The project worked hard to ensure that the budgets for CPW positions and SPs, for instance, were incorporated into the municipal budget mechanisms. The GoA must now ensure that mechanisms are in place to continue the successful models and strategies.

Organizationally, the CPSN project provided Tdh with tremendous awareness about systems reform and systems approaches. The importance of learning lessons along the way becomes apparent in review of this project. An ability to recognize areas of weakness and adapt from those lessons is important to development of a strong project. It was not always perfect and Tdh's openness to learning from imperfections is commendable. Tdh and other Albanian stakeholders learned an enormous amount about the multi-level approach required to influence change at a systems level. This learning provides a strong basis for continued reform toward further improving and protecting the lives of the country's children.

## **VI Conclusions and Recommendations**

### **What should be the future strategic orientations and what areas of the child protection system could be developed further?**

There is still much work to be done toward a fully developed and functioning child protection system in Albania. At this time the country faces both challenges and opportunities in ensuring the full protection of all children. In conclusion of the CPSN evaluation, a number of strategic orientations can be suggested to counter the challenges and capitalize upon the opportunities. The areas of development and focus are suggested, a. for all child protection stakeholders, b. specifically for Terre des hommes, c. for the Government of Albania, and d. for the donor community. The recommendations are made with the utmost respect for the work that has been accomplished so far in Albania's child protection system. They are suggestions for what is needed to continue the momentum and ensure the consolidation of the strategic changes that been made so far.

**A. General Overarching Recommendations** are made to all child protection actors including government, non-government, communities and families.

- As Albania faces parliamentary elections in June 2013, child protection stakeholders including, NGOs and CBOs, coalitions, government actors, donors, community leaders, and families and children, must work to

keep child protection issues visible and at the top of the political agenda. The welfare and protection of children must be a part of the dialogues, debates and discussions.

- Following elections, as new parliamentarians move into office, these same stakeholders must strategically and continuously inform, educate, and raise awareness with key decision makers through targeted campaigns, dialogue, presentation, and welcoming public figures to observe programs and services.
- As Albania continues to overhaul its social protection systems, there are many pieces to the puzzle. Child protection stakeholders must ensure that local voices are being heard, including the voices of children, families, and communities by providing opportunities for the inclusion of these perspectives in dialogues, working groups, coalitions, meetings, conferences, etc.
- Coalitions such as BKTF and other groups focused on children and families must continue to invest in raising public awareness on children's rights, children's needs, child protection, and the role and responsibility of both government and family. The CPSN project has demonstrated the critical role of changing public attitudes through awareness building and initiatives must continue, including both national and local campaigns.
- Social work needs to be further professionalized and standardized both within government social protection and in the private service provision sector. The University of Tirana should be further encouraged to: incorporate social protection topics into social work curriculum; provide certification for social workers based on the CPW training and Protocol; and should also have a role in developing a system for licensing of social workers. GoA needs to be supported to develop and approve normative acts for social work practice related to child protection.

**B. Organizational Recommendations** are made to Terre des hommes while being relevant also to other non-governmental organizations.

- In future projects, Terre des hommes must incorporate planning processes from the beginning including; solid impact monitoring and evaluation systems that are feasible for the organization and its available resources; thoughtful and timely exit planning with sustainability in mind; and strategic advocacy and awareness planning.
- Terre des hommes should consider areas of future focus that build upon the lessons and successes of the CPSN project, including: child protection advocacy; capacity building for new CPU/CRU and school actors in other regions; the development of monitoring and supervision mechanisms for CPU; the development of community-based services, particularly as children move from institutional care to family-based alternatives; and activities to ensure that prevention and family support are focuses of the continued reform process.
- The focus of Terre des hommes resources, activities and energy should be on regions, municipalities and communities where the will to change is evident. This evaluation highlighted the barriers to reform where political will is lacking. In the future, energy and resources would be more effectively and efficiently spent where change is more promising due to a willing group of people focused on children's best interests.
- Terre des hommes should continue to support the building of an Albanian evidence-base that showcases the effectiveness and efficiency of child protection services. Tdh should continue to engage in and support results-based monitoring and research to show the positive impact. The sharing of such evidence will strengthen the ability to advocate for continued reform.
- In future projects, Terre des hommes should work to make both internal and external linkages between intervention axes. This will enable continued development of the system reform approach. Future child protection initiatives must include not only CPU and schools, but also linkages with, for example, the health and judiciary sectors who play important roles in protecting children and strengthening families. Internally, Terre des hommes projects should work to bring together team members across axes to design and implement merged approaches.



**C. Policy and Governmental Recommendations** are made specifically to the Government of Albania, while speaking also to those who work closely with government.

Ultimately, the protection of children is the responsibility of the government. Continued child protection reform lies in the hands of the Government of Albania. While NGOs and donors may continue to play a role, non-government actors must be diligent not to do the work of government. It is the government's ultimate responsibility to work nationally, regionally and locally to address the gaps in services and to ensure that services are available to address the needs of its most vulnerable citizens. The GoA must take responsibility for moving forward by continuing the national policy dialogue, professionalizing social services through normative acts, and monitoring child protection by developing standards, frameworks and monitoring mechanisms. The following recommendations are made respectfully to the Government of Albania:

- The national social sector reform strategy currently being developed should build on the positive experiences in child protection work to date. The reform strategy should include plans to further clarify roles and responsibilities, and improve coordination, monitor and provide supervision within child protection.
- It is vital that ongoing child protection reform include plans for increasing and strengthening protection and preventative services at the local level to fill the gaps that have been identified and ensure that families are well supported in caring for children. This will need to include service standards, monitoring systems, budgetary mechanisms and resources for the development and implementation of services.
- The GoA should continue to seek the input of NGOs, CBOs and local government representatives in the reform process by including non-government stakeholders and local government in working groups, dialogues and discussion, policy development, etc.
- Effective working methodologies including the Protocol for Child Protection Workers and Protocol for Child Protection in Schools should be institutionalized further and replicated nationally through government support of training and capacity building in all regions, as well as through the normative acts mentioned previously aimed at professionalizing social work practice.
- The GoA must further clarify the roles, responsibilities and interface of the various national government bodies within the MoLSAEO that have child protection responsibilities, including the relationship between the State Agency and State Social Services, and the role of the State Inspectorate.
- The GoA should work to improve the coordination between ministries that have child protection responsibilities such as the MoLSAE, the MoE and the Ministry of Interior, by encouraging inter-ministerial working groups, dialogues and sharing information on best practices in child protection.
- The relationships between the national State Agency, regional social service departments, qarku-level children's rights units and municipality child protection units must be clearly defined in future normative acts. Without such clarity it will be challenging to consolidate the system and provide functional budgetary mechanisms that reach the local level.
- The MoE must continue work to consolidate the child protection system within schools, rolling out the working protocols and normative acts nationwide, building awareness of the school role in protecting children, and supporting ongoing capacity building of school directors, teachers and psychologists across Albania.
- Reform of the social assistance benefits system is vitally necessary as families continue to struggle to meet every day needs. The GoA must build mechanisms that provide economic support for vulnerable families with children, including support in emergency situations, and effectively reach the most vulnerable families.

**D. Recommendations for Bi-lateral and Multi-lateral Organizations and Donors** are made to organizations and donors who have supported the development of Albania's child protection system thus far, as well as to those with the ability to support future development through their planned initiatives.

Multi-lateral organizations and bi-lateral donors such as UNICEF, the European Union and European Commission, the World Bank and others must continue to support the Government of Albania in consolidating the child protection system in Albania. They have an important role in advocating for children's rights and providing strategic funding of initiatives that will push the reform forward. GoA requires the support of international resources and expertise in a number of areas.

- Building on the example of the CPSN project, the donor community should work with the GoA and the non-governmental sector, to continue to build the common vision and identify priority strategies for further support. The donor community must be "at the table" and their work should include strategies for sustainability and decreasing reliance on international funds.
- Multilateral and bilateral donors should continue to support child protection reform through a coordinated and strategic approach that shares a common vision and maximizes resources for leverage and impact. Donors can strategically use resources to keep the pressure on the GoA to continue to improve the protection of children. Resources are needed to support the GoA recommendations outlined above.

There are several examples of initiatives currently underway and recommendations for those initiatives:

- The Swiss Development Agency's support of the current social sector strategy development is well underway. The donor should continue to encourage the GoA to work closely with non-governmental stakeholders.
- While the strategy is not intended to be specific to only the protection of children, it must reflect the work to date in child protection system reform. The development of reform strategy must be coordinated with other initiatives so that funding and technical support is aligned with the government's strategic plans that will result.
- UNICEF and the Government of Italy's intended support of deinstitutionalization and closure of residential institutions for children is another initiative in development. Currently residential care has limited interface with the CPU system and MDG have no gate keeping role in keeping children out of institutions. The deinstitutionalization program must include strategies and activities to improve coordination between services for children in vulnerable situations and those in need of out of home care. The deinstitutionalization initiative has a vital role to plan in the further development of the child protection system.
- The European Union has set forth a number of conditions to be met for accession, thus far including reform of social protection. The conditions for accession are currently under review and new conditions are expected to be issued. Because social reform for all vulnerable populations is at a fragile point in Albania, the European Union must continue to include social reforms in its accession conditions, including specific conditions to ensure that all children are protected and their rights are respected.
- Work by the World Bank to assist Albania in reforming the social assistance benefits system needs to incorporate the lessons from child protection reform and the system of protection that is under development. The benefits system must capitalize on the CPU as a mechanism for reaching vulnerable families and build mechanisms that support families and get resources to the local community level, including mechanisms and resources for economic support in emergency situations.

The CPSN project has brought about important change and built the momentum necessary to continue improving the lives of Albania's children. There is no doubt that the way is forward and that the partners engaged in the CPSN project will continue to work hard to further improve the lives of Albania's most vulnerable.

## Annex A: Child Protection Safety Net Program Logical Framework

The project contributes to the overall objective of developing an effective social protection system for children in Albania

	Intervention Logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Specific objective	<p><b>SO:</b> The child protection safety net introduced under TACT III is extended, and the performance of the child protection safety net is improved in 9 municipalities so that by April 2012 it is able to protect children in these municipalities from trafficking and other forms of abuse, violence, exploitation or neglect according to national standards.</p>	<p><b>SO Ind 1:</b> increase in number of children in need of protection identified and benefiting from the system per year. This includes children supported by child protection units, school psychologists, and community counseling groups.</p> <ul style="list-style-type: none"> <li>- Year to 31/12/2010: X% over baseline value;</li> <li>- Year to 31/12/2011: Y% over baseline value;</li> <li>- 4 months to 30/04/2012: Z% over value in same period in previous year.</li> </ul>	<p>Tdh monitoring records covering activities of CPUs, school psychologists, and community counseling groups.</p>	<ul style="list-style-type: none"> <li>- Continuous political will of Albanian government to support decentralization of social services</li> <li>- Active participation of the local governments and public administration</li> </ul>

	Intervention Logic	Objectively verifiable indicators of achievement (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	Sources and means of verification	Assumptions
Expected Result 1	<p><b>ER 1:</b> Municipal child protection systems are strengthened in 9 municipalities</p>	<p><b>ER 1 Ind 1:</b> Increase in average number of new cases per Child Protection Unit opened every 12 months (excluding re-opened cases) as % of baseline value. <i>Average is the total number of new cases for all operational Child Protection Units divided by the number of operational Child Protection Units.</i></p>	<p>Monthly reports of the Child Protection Units to Tdh &amp; municipalities</p>	<ul style="list-style-type: none"> <li>- Agreement with the MOLSAEO, the State Social Services and each municipality</li> <li>- Child protection units institutionalized in the Albanian legislation</li> </ul>

	Intervention Logic	Objectively verifiable indicators of achievement (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	Sources and means of verification	Assumptions
		<b>ER 1 Ind 2:</b> Increase in average total referrals to Child Protection Units every 12 months as % of baseline value. <i>Average is total number of referrals to all operational Child Protection Units divided by number of operational Child Protection Units.</i>	Monthly reports of Child Protection Workers to Tdh	<ul style="list-style-type: none"> <li>- Training module on child protection is institutionalized by the state social service</li> </ul>
		<b>ER 1 Ind 3:</b> Increase in average number of cases referred by Child Protection Units every 12 months to other actors as % of baseline value. <i>Average is the total for all operational Child Protection Units divided by number of operational Child Protection Units.</i>	Monthly reports of Child Protection Workers to Tdh	
		<b>ER 1 Ind 4:</b> Improvement in the average involvement of local actors in CPSN as % of baseline value. <i>Average is the total involvement (as calculated from surveys of CPWs – see below) divided by the number of operational Child Protection Units.</i>	Surveys of Child Protection Workers in locations where Tdh is operating	
		<b>ER 1 Ind 5:</b> Increase in the average number of high risk cases moved to medium or low risk within 3 months of opening case file. <i>Average is the total number of high risk cases moved to medium or low risk within 3 months of opening case file, divided by the number of operational Child Protection Units.</i>	Monthly reports of child protection workers to Tdh	
Activity		<b>Means:</b>		

	Intervention Logic	Objectively verifiable indicators of achievement (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	Sources and means of verification	Assumptions
	<p><b>A 1.1</b> Participation to working groups for the finalization and institutionalization by the MOLSAEO of the case management protocol and its database designed and tested collectively by TACT III and its partners (MOLSAEO, UNICEF, Save the Children, World Vision) (October 2009-December 2009),</p> <p><b>A 1.2</b> Regular on-the-job training and counseling of social workers through training, exchanges and consultancy activities organized jointly with Save the Children under the regional MARIO project (October 2009-April 2012),</p> <p><b>A 1.3</b> Launching, in partnership with the State Social Services and its training branch, of an official training curriculum for child protection workers (2010),</p> <p><b>A 1.4</b> Establishment of two new child protection units with at least one in Tirana. (October 2009 to December 2010). In the existing CPUs, the planned activities include: training, coaching, follow-up, support to activities, case management and referral,</p> <p><b>A 1.5</b> Financial and technical support to at least 60 prevention activities organized by the child protection units, including summer camps (every July-August) and youth centers, vocational training and birth and school registration campaigns (throughout the project). Each activity will be described in a</p>	<ul style="list-style-type: none"> <li>-</li> <li>- 5 Minutes of working groups sessions;</li> <li>- 7 training reports;</li> <li>- 5 MARIO project reports;</li> <li>- 7 Minutes of meetings and training branch of state social services;</li> <li>- 10 Quarterly reports;</li> <li>- 60 Reports/ news on prevention activities;</li> <li>- 120 ID files of children (severe cases)</li> <li>- 9 CPU database</li> </ul>		<ul style="list-style-type: none"> <li>- The interest of the concerned ministries and partners is confirmed and constant,</li> <li>- The municipalities invest in developing professional capacities of CPUs teams,</li> <li>- The MOLSAEO is committed to integrate specialized training curriculum for social workers (child protection),</li> <li>- The municipalities are motivated to create a CPU, decision confirmed by municipal councils,</li> <li>- The municipality social fund is completed by decentralized resources</li> <li>- The referral mechanism from CPUs to CPSN team (Child protection officer) is functioning.</li> </ul>



	<b>Intervention Logic</b>	<b>Objectively verifiable indicators of achievement</b> (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	<b>Sources and means of verification</b>	<b>Assumptions</b>
	<p>mini-proposal developed by the CPU and co-funded 50/50 with the municipal social fund.</p> <p><b>A 1.6</b> On the job technical assistance by Tdh for case management of most severe cases of child abuse (throughout the project).</p> <p><b>A 1.7</b> Support the municipalities to draft their plan for social services through a guideline and/or experience sharing</p>			<ul style="list-style-type: none"> <li>- The municipality social fund is completed by decentralized resources</li> </ul>

	<b>Intervention Logic</b>	<b>Objectively verifiable indicators of achievement</b> (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	<b>Sources and means of verification</b>	<b>Assumptions</b>
<b>Expected Result 2</b>	<b>ER 2:</b> Child protection is strengthened in the education system in 5 regions, and the education system is more effectively incorporated into local child protection safety nets	<b>ER 2 Ind 1:</b> Increase in the average number of child protection awareness sessions held with pupils by the school psychologists per education region every 12 months as % of baseline value. Refers only to the regions where Tdh is active. <i>Average is the total number of awareness sessions divided by the number of regions.</i>	School Psychologists' monthly reports to Tdh	<ul style="list-style-type: none"> <li>- Agreements with ministry of education, regional directorates of education and each school</li> <li>- The job description of school psychologists</li> </ul>

	Intervention Logic	Objectively verifiable indicators of achievement (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	Sources and means of verification	Assumptions
		<p><b>ER 2 Ind 2:</b> Increase in the average number, per education region, of child protection sensitization sessions held every 12 months by School Psychologists with parents as % of baseline. <i>Refers only to the education regions where Tdh is active. Average is the total number of awareness sessions divided by the number of regions.</i></p>	School Psychologists' monthly reports to Tdh	<p>foresees case management in schools and collection of data</p> <p>- The reports prepared by the school psychologists are communicated to CPSN</p>
		<p><b>ER 2 Ind 3:</b> Increase in the average number, per education region, of child protection sensitization sessions held by school psychologists every 12 months with education personnel as % of baseline. <i>Refers only to the education regions where Tdh is active. Average is the total number of awareness sessions divided by the number of regions.</i></p>	School Psychologists' monthly reports to Tdh	
		<p><b>ER 2 Ind 4:</b> Increase in the average number, per education region, of referrals to School Psychologists by various actors* in schools every 12 months, as % of baseline (*e.g. teachers, school directors, pupils, parents, nurse, cleaner, janitor, etc.). <i>Refers only to the education regions where Tdh is active. Average is the total number of referrals divided by the number of regions.</i></p>	School Psychologists' monthly reports to Tdh	
		<p><b>ER 2 Ind 5:</b> Improvement in the average understanding per education region (as calculated from surveys), amongst school directors and teachers regarding child protection issues in the school, and their child protection responsibilities in the school (as % of baseline). <i>Refers only to the education regions where Tdh is active. Average is the total understanding divided by the number of regions.</i></p>	Annual surveys administered by Psycho Social Advisors	

	<b>Intervention Logic</b>	<b>Objectively verifiable indicators of achievement</b> (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	<b>Sources and means of verification</b>	<b>Assumptions</b>
		<b>ER2 Ind 6:</b> Improvement in average understanding per education region (as calculated from surveys), amongst school children regarding child protection issues in the school, and how to address them (as % of baseline). <i>Average is the total understanding divided by the number of regions.</i>	Annual surveys administered by Psycho Social Advisors	

	Intervention Logic	Objectively verifiable indicators of achievement (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	Sources and means of verification	Assumptions
Activities 2	<p><b>A 2.1:</b> Training and coaching of headmasters and school psychologists and the coordinators of school psychologists in the Regional Directorates of Education on the use of the manual for identification, management (low risk cases) or referral (medium and high risk) of cases in need of protection (all along),</p> <p><b>A 2.2:</b> Financial and technical assistance of five regional directorates of education to monitor the system (all along)</p> <p><b>A 2.3:</b> Financial and technical assistance for schools' prevention activities (about 600 events anticipated, including psychosocial activities and awareness promotion sessions) (all along),</p> <p><b>A 2.4:</b> Participation to the development of training tools for school psychologists' and headmasters' national curriculum of training (2011).</p> <p><b>A 2.5:</b> Institutionalisation of child protection standards and procedures in pre-university public education system at national level</p>	<p><b>Means:</b></p> <ul style="list-style-type: none"> <li>- 1 Manual distribution lists;</li> <li>- 10 CPSN quarterly reports;</li> <li>- 30 Monthly reports from school psychologists;</li> <li>- 8 Training reports;</li> <li>- Internal auditing (CPP) reports;</li> <li>- 600 reports/news on psychological activities organized in schools;</li> <li>- Minutes of meetings with ministry of education</li> <li>-</li> </ul>		<ul style="list-style-type: none"> <li>- Diffusion at schools of the child protection manual and training handbook in the school by TACT III in partnership with the Ministry of Education,</li> <li>- The strategy of the ministry of education to develop child protection mechanisms at school is implemented,</li> <li>- The motivation of headmasters and school psychologists to develop referral is confirmed,</li> <li>- The motivation of school's staff to implement child protection policy and its internal monitoring tools is demonstrated,</li> <li>- The five regional directorates of education agree to collaborate,</li> <li>- The ministry of education maintains its will to institutionalize the school psychologist functions, and collaborate to the development of training tools.</li> </ul>

	Intervention Logic	Objectively verifiable indicators of achievement (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	Sources and means of verification	Assumptions
Expected Result 3	ER 3: 8 Marginalized communities are more effective in identifying and addressing key child protection issues.	ER 3 Ind 1: Increase in the average number of referrals from Community Counseling Groups to various local structures (Child Protection Units, kindergartens, schools, Civil Status Office, Vocational training centers etc) every 12 months, as % of baseline. <i>The average is the total for all groups divided by the number of groups operational during the period</i>	Community Counseling Group records	Tdh agreement with the key Roma NGO, Arsis, FBSH and CAAP.
		ER 3 Ind 2: Increase in the average number, per community, of children participating in summer activities for at least 2 weeks, as % of baseline. <i>The average is the total for all communities divided by the number of communities.</i>	Records of Child Protection Units and Community Counseling Groups	
		ER 3 Ind 3: Increase in the average number of participants <sup>∞</sup> in the activities <sup>§</sup> organized by Community Counseling Groups every 12 months as % of baseline value. ( <sup>∞</sup> participants: members of the target group as opposed to activity organizers; <sup>§</sup> community activities: sensitization activities, awareness raising sessions, socio-cultural activities, capacity building activities, summer camps, etc.). <i>The average is the total number of participants divided by the number of Community Counseling Groups.</i>	Community Counseling Group records	



		<b>ER 3 Ind 4:</b> Increase in awareness amongst marginalized communities about their rights to access public services as % of baseline.	Focus group discussions to be carried out by Community Counseling Groups together with Tdh Community Mediators	
		<b>ER 3 Ind 5:</b> Increase in the average number of activities* carried out by Community Counseling Groups as % of baseline value (*(1) community activities: sensitization activities, awareness raising sessions, socio-cultural activities, capacity building activities, summer camps, etc.; ). <i>The average is the total number of activities divided by the number of Community Counseling Groups.</i>	Community Counseling Group records	
Activities 3	<p><b>A 3.1:</b> Capacity development of 6 CCGs through training, experience sharing and coaching;</p> <p><b>A 3. 2:</b> Technical and financial support to the activities of six CCG active in promoting Children Rights, child education and in referring cases of children in need of protection (in partnership with UNDP, Arsis, FBSH and two key Roma NGOs, Amarodrom and Romani Baxt).</p> <p>Activities include summer camps; schools support projects, birth and school registration campaigns, social work (ongoing throughout the project)</p>	<p><b>Means:</b></p> <ul style="list-style-type: none"> <li>- Training and other capacity development reports;</li> <li>- 30 CPSN mediators reports on CCG's activities;</li> <li>- 10 CPSN quarterly reports/ news on activities;</li> </ul>		<ul style="list-style-type: none"> <li>- The leaders of the communities are motivated and ready to involve the population into various activities.</li> </ul>

	Intervention Logic	Objectively verifiable indicators of achievement (these should be read in conjunction with detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	Sources and means of verification	Assumptions
Expected Result 4	ER 4: Child protection is improved in 4 residential institutions	ER 4 Ind 1: Improvement in the approved child protection procedures for each institution as % of baseline value	Self-auditing tool checklist filled in by the residential institutions	<ul style="list-style-type: none"> <li>- Agreement with the State social services (and local governments) and each residential institution</li> <li>- Child protection mechanisms are integrated into the social services' standards for residential institutions.</li> </ul>
		ER 4 Ind 2: Improved implementation of approved child protection procedures by staff as % of baseline value.	Annual surveys with personnel by Tdh Child Protection and Advocacy Specialist and Tdh Regional Project Coordinators	
		ER 4 Ind 3: Increased awareness of child protection issues and procedures amongst staff as % of baseline value	Annual surveys with personnel of residential institutions by Tdh Child Protection and Advocacy Specialist, and Tdh Regional Project Coordinators	
		ER 4 Ind 4: Increased awareness of child protection issues and procedures amongst children in residential institutions as % of baseline value	Annual surveys with children by Tdh Child Protection and Advocacy Specialist, and Tdh Regional Project Coordinators	

Activities 4	<p><b>A 4.1:</b> In partnership with the State Social Services, training of 4 residential institutions on standards of care for children, using also the tool kit "Keeping children safe" (2010-2011).</p> <p><b>A 4.2:</b> Testing of the self-auditing tools. Counseling and monitoring on the implementation of the standards and reflection on potential need for amendments to the existing standards (all along).</p> <p><b>A 4.3:</b> Technical and material assistance to residential institution in order to organize psychosocial activities.</p>	<p><b>Means:</b></p> <ul style="list-style-type: none"> <li>- 8 Training reports;</li> <li>- 8 Auditing reports,</li> <li>- 9 Quarterly reports / news on activities.</li> </ul>		<ul style="list-style-type: none"> <li>- The necessity to develop child protection policy is integrated by State Social Services and the management of the institutions,</li> <li>- State Social Services, management and staff of institutions agree to contribute to the monitoring / evaluation of the system,</li> <li>- The management and staff of institutions are ready to organize psychosocial activities.</li> </ul>
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	Intervention Logic	<b>Objectively verifiable indicators of achievement</b> (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	<b>Sources and means of verification</b>	<b>Assumptions</b>
Expected Result 5	ER 5: Improved identification and addressing of strategic issues by key actors at different levels working together	Number of national level multi-stakeholder strategy meetings that are chaired by representatives of the central offices of ministries	Meeting minutes, participant lists	Lack of interest of stakeholders and policymakers and lack of responsiveness
		Number of regional level multi-stakeholder strategy meetings that are chaired by representatives of the central offices of ministries	Meeting minutes, participant lists	
		Number of organizations* contributing to the planning of regional level multi-level stakeholder meetings (*governmental bodies, NGOs, local government, special interest groups - such as children)	Preparatory meeting documents, e-mails	

	<b>Intervention Logic</b>	<b>Objectively verifiable indicators of achievement</b> (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	<b>Sources and means of verification</b>	<b>Assumptions</b>
		Number of changes to public policy and/or legislation promulgated at national level corresponding to proposals formally adopted at national or regional multi-stakeholder strategy meetings	Official Gazette, ministry websites, ministerial orders and directives, other official ministry documents.	
		Increase in the number of municipalities and communes with a Child Protection Unit as % of baseline value	Telephone survey with municipalities or feedback from partners	
<b>Activities 5</b>	<b>A 5.1</b> Organizing program reviews on quarterly basis; <b>A 5.2</b> Organizing steering committees on quarterly basis <b>A 5.3</b> Facilitating working group meetings; <b>A 5. 4</b> Facilitating round tables;			

	<b>Intervention Logic</b>	<b>Objectively verifiable indicators of achievement</b> (these should be read in conjunction with the detailed description of indicators in Annex 2 of the Review of CPSN report, which provides further details, including baselines and indicator values)	<b>Sources and means of verification</b>	<b>Assumptions</b>
<b>Activities 5</b>	<p><b>A 5.5</b> Initiating Child Protection round tables on regional level, involving the regional stakeholders such as Regional State Social services, Representative from the Qarku, Regional Directorates of Education, Regional Directorates of Health, in synergy with UNICEF's pilot initiative of Children Observatory at regional level.</p> <p><b>A 5.6</b> Establishment of forums for experience sharing among various stakeholders and policy makers;</p> <p><b>A 5.7</b> Co-organizing together with the Mayors Association a conference on decentralization of social services focused on child protection;</p> <p><b>A 5.8</b> Preparing newsletter on quarterly basis including findings of forums, various experiences sharing, and problems addressed;</p> <p><b>A 5.9</b> Preparing a capitalization document at the end of the project;</p> <p><b>A 5.10</b> Advocating for findings collected from our project and the experience sharing lessons to better address child's rights concerns;</p>	<p><b>Means:</b></p> <p>10 Program review minutes;</p> <p>10 CPSN quarterly and yearly reports;</p> <p>10 Steering Committees minutes;</p> <p>5 working groups minutes;</p> <p>Monthly reports from CPU;</p> <p>5 round tables (regional) reports;</p> <p>5 forums</p> <p>1 Conference publication;</p> <p>10 CPSN newsletters;</p> <p>Minutes of official meetings with Ministries;</p> <p>Official letters;</p> <p>3 awareness raising campaigns (nationwide)</p>		<p>The costs of the Conference can be covered by an additional budget</p>
<b>Activities 5</b>	<p><b>A 5.11</b> Advocating and lobbying for the functioning of the existing anti-trafficking round tables at regional level.</p>			<p>A budget is allocated from the Ministry of Interior for the organization of the round tables</p>



## Annex B: Terms of Reference – Capitalization of Work ‘Learning from our Experiences’



### CPSN ALBANIA – CAPITALIZATION OF WORK 'LEARNING FROM OUR EXPERIENCES'

TERMS OF REFERENCE – DECEMBER 2012

#### Background

Terre des hommes started its intervention in Albania early 2000 with a study on the disappearance of Albanian children. Based on the findings of this study which identified children trafficked and exploited in the streets of Greek cities, Tdh developed its interventions in partnership with a local NGO, NPF, and a Greek organization ARSIS.

Starting in 2001, the project for the “*Prevention, Reintegration and Assistance for Child Victims of Exile*” aimed to prevent the risks of exile and trafficking by raising awareness of the problem in Elbasan and Korca regions with the support of schools and parents and with the setting up of a recording and detection system for children at risk as well as a system for direct intervention to support children at ‘high-risk’ of trafficking and exploitation.

Developed to address this cross-border trafficking phenomenon and support the repatriation of victims the TACT program ‘Transnational Action against Child Trafficking’ was implemented in 3 phases from 2002 to 2009 and articulated around 5 specific components:

1. A prevention axis to raise awareness on the risks and dangers of child trafficking,
2. A protection axis providing assistance to victims and families,
3. An intervention on Assisted Voluntary Returns of minors to ensure the application of good practices in this area and the guarantee of the specific rights of the child,
4. A reintegration axis based on local NGO-based programmes of social support, education and vocational training
5. Coordination for various partners to work including NGOs and institutional actors.

Gradually and strategically moving from an issue-based vertical intervention on cross-border child trafficking, through TACT III (2006-2009), Tdh has extended its intervention towards a system-building approach and the mainstreaming of child trafficking issues into the development of more sustainable structures, coordination mechanisms and comprehensive strategies to create a basis for the protection of children from all forms of abuse, exploitation and trafficking.

The current project, ending in December 2012, for ‘**Developing a Child Protection Safety Net**’ (CPSN project) has entirely focused its efforts on building a functional system of protection for children at risk or victims of abuse, exploitation and trafficking, through the establishment of structures within local government units (Child Protection Units), the strengthening of protective services such as school psychologists or residential institutions, the empowerment of local non-formal actors such as vulnerable community members and the development of competences and capacities of various stakeholders, coordinated through institutionalized multi-disciplinary mechanisms.

with funding from  
Austrian  
Development Cooperation

NORWEGIAN MINISTRY  
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Schweizerische Eidgenossenschaft  
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The CPSN project which will be the main focus of this exercise, contributes to the national efforts of Albania to address the situation of children in need of protection thanks to an effective Child Protection Safety Net, and it was expected that at the end of the project a *'child protection safety net has been tested in selected municipalities and is able to protect children against trafficking and other forms of abuse, violence, exploitation or neglect and applying national standards'*. This would be reached through 5 expected results including:

1. **Municipal Child Protection Units (CPUs)** are established and functional in 9 municipalities of Albania, and succeed in analyzing the situation of vulnerable children, on case per case basis and acting according to the child's need for his/her best interest.
2. **Child protection is strengthened in the education system** in 5 regions, and the education system is more effectively incorporated into local child protection safety nets
3. **8 Marginalized communities** are more effective in identifying and addressing key child protection issues
4. **4 Residential institutions** for children have the capabilities to implement and monitor the standards of care for children in their environment
5. **Improved identification and addressing of strategic issues** by key actors at different levels working together.

## Purpose

The evolution of Tdh intervention in Albania over the past decade, in terms of strategies, approaches, activities and methodologies developed and implemented to reach the expected results ought to be analyzed, reviewed and critically comprehended to bring out learnings from these experiences, understand the readjustments and reflect on the challenges and difficulties in order to transform them into a capitalization of knowledge for Terre des hommes Fondation and all other actors involved in the protection of children.

This learning exercise which will contribute to *'critically learn from and interpret our experiences'*<sup>4</sup>, should

1. Help to give a sense and bring about some analysis of the lessons learned through the implementation of these consecutive projects in an organized manner, the evolution of strategies chosen, in order to understand the factors of success that can be capitalized and replicated;
2. Provide specific recommendations for policy-makers and other stakeholders for further consolidation of the Child Protection System in Albania.

Through this work, specific lessons learned, elements of success and practice learning will be capitalized in an organized manner and disseminated to other institutions and stakeholders working in the child protection field to contribute to a collective learning process drawn from Tdh experiences and improve the practice of others and strategic recommendations for consolidating the existing child protection system will be made available to all actors to inform future developments.

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<sup>1</sup> Oscar Jara, *Para sistematizar experiencias*, San Jose, ALFORJA, 1994.

## Objectives

As the current CPSN project is coming to an end, this exercise will be conducted not only to provide feedback on Tdh interventions in Albania to Tdh and its donors but also to inform local Albanian stakeholders and to serve as a learning point for various organizations involved in developing child protection systems.

### Specific objectives of this learning exercise:

- To critically review if and how the CPSN project has met its expected results, particularly in the context of moving away from an issue-based approach to a system-building approach (based on a critical reflection of what really happened comparing to the initial objectives);
- To illustrate the added value of Tdh intervention in the protection of children in Albania through its different types of strategies and approaches;
- To identify the elements of success and challenges in Tdh practices in Albania through a reflective work with partners and beneficiaries;
- To draw lessons learned and good practices from Tdh intervention in order to share with other stakeholders and institutions;
- To provide recommendations for future interventions in Albania in order to consolidate the child protection system.

## Subject and focus

This exercise will be largely focused on the current CPSN project – Developing a Child Protection Safety Net, implemented since October 2009 and until April 2012 with a no-cost extension until December 2012, including the central and local levels dimensions such as local implementation in the 9 selected municipalities Tirana, Durres, Fier, Vlora, Gjirokastra, Saranda, Korca, Pogradec, Elbasan. This exercise will also take into consideration the historical context and evolution of projects implemented by Tdh, thereby also considering the TACT III – Transnational Action against Child Trafficking project, conducted in Albania from 2006 to 2009.

In order to draw lessons learned and recommendations, this exercise should also look at main evaluation criteria such as the relevance of the project considering the context, efficiency and effectiveness, but also impact and sustainability. The aspects of coordination between actors and participation of the various stakeholders should also be considered and analyzed.

## Main questions

The main questions from this exercise would be articulated around the following:

- What were the main impacts of the project and how were these reached?
- How was the shift in strategy (moving from an issue-based topic to a systemic approach) relevant in the Albanian context to address the challenges faced?
- What are the key components of success of Tdh strategies and intervention logic that facilitated translation of strategic frameworks into practices and concrete results?



- What areas of the child protection system could be developed further and how did the strategies employed by Tdh address these or what should be the future strategic orientations?

## Approach and methods

This learning exercise will be coordinated by an external consultant in direct collaboration with Tdh team in Albania. The external consultant will lead the facilitation of the learning process through combined methodologies, which will be suggested and developed by the consultant. Two main elements however should be included:

- **A Collective approach:** the involvement of various participants who were directly or indirectly involved in the process over the years will be necessary to incorporate the different points of views and experiences (particularly project staff, direct and indirect beneficiaries)
- **A Participatory approach:** to allow the ones who have been implementing the project or involved in it to express their opinions and reflect on them to draw on the lessons learned, practices and conclusions.

### Process:

- **Desk literature review and development of methodology:** After reading the basic documents of the project, the consultant will be expected to develop methodologies and protocols in order to facilitate the participatory collective reflection of participants. The methodology will then be discussed and reviewed by Tdh and partners prior to the development of the workplan, etc (3 days)
- **Field study:** Based on the methodologies developed, the consultant will propose a workplan to be agreed with Tdh and partners. The field work should include on-site visits, interviews, participatory workshops, focus group discussions, etc. (15 days)
- **Validation of findings:** The external consultant will propose a methodology to ensure to ensure participatory critical analysis on the findings presented in the inception report presented by the consultant. The validation of the interpretation of these findings is an essential aspect of this exercise to ensure that the 'how' and 'why' of the strategies analysed correctly represent the experiences of the stakeholders involved. (5 days)
- **Final report:** Based on feedback with all stakeholders the report will be finalized and presented in a form to be easily readable and disseminated to partners. (2 days)

### Outputs to be delivered

- Overall draft methodology /protocols
- Tools developed for the participatory learning exercises
- Workplan
- Intermediate report based on agreed framework
- Final report (30 pages maximum, without annexes, with a 3 pages executive summary)

## Consultant/ expert

1 external consultant will be recruited with the following background:

- Senior level with extensive experience in child protection (at least 8 years experience in child protection with at least 5 years experience in child exploitation and/or trafficking related projects or research)
- Experience in South Eastern Europe and/or Central Europe an asset,
- Demonstrated experience in evaluation of complex projects / programmes, and capitalization/ systematization of experiences
- Proven knowledge in participatory methodologies
- Language: English is a must, fluency in a language of one of the countries covered by the project an asset.

Qualifications to be proven through CVs, References, proven records of previous similar work.

## **Annexes - Existing information sources**

### **Key documents:**

- TACT final reports and evaluations
- CPSN Project Proposal, Project Monitoring Plan
- Report of the M&E consultancy 2010
- Semi-annual Narrative and Financial reports for 2009 and 2010
- Project's documentation (advocacy and concept papers, newsletters, etc.)
- International Consultant reports on field visits
- Mid-term peer review
- CPU report
- Other Governmental strategies, reports, etc to be submitted by Tdh Albania

### **Key stakeholders:**

- Tdh delegation team in Albania
- CPSN partners (ARSIS, FBSH, Amaro Drom, CAAP, Legal Clinic for Minors, etc)
- Central government representatives (Min of Interior, of Education, of Labour, State Social Services)
- Child Protection Workers in Elbasan, Pogradec, Durres, Fier, Vlora
- Municipal staff in localities where CPU are established, including Tirana, Elbasan, Pogradec, Durres, Fier or Vlora
- Educational staff (school psychologists, headmasters, etc) in some of the 5 Regions where the project is implemented (Tirana, Durres, Fier, Elbasan, Korca)
- Community leaders and CCG
- BKTF coalition
- Staff in Residential Institution in Durres, Vlora and Tirana
- Donors (ADC, UNICEF, NOFA, OAK, Medicor, Swiss Cooperation)
- International organizations (OSCE, EU Delegation)
- Focus Group discussion with community members in one area
- Family visits benefiting from Income Generating Activities



## **Annex C: Evaluation Overview Sheets & Questions per Axis**

### *Evaluation Questions AXIS 1 - CPU*

**Key Question Axis 1:** Are Child Protection Units (CPUs) established and functional in the 9 targeted municipalities of Albania, and do they succeed in analyzing the situation of vulnerable children, on case per case basis and acting according to the child's need for his/her best interest?

#### Expected Outcomes:

- 2,000 children at-risk of protection issues
- 16 CPU workers & 16 CPU supervisors
- GoA representatives from child protection and education at national, regional and local levels
- 2 new CPU established (1 in Tirana)

Stakeholders: National MOLSAEO, UNICEF, Regional Child Rights Unit, Municipal Social Services, Child Protection Unit / Worker, CPU supervisor, national NGO partners, children, families, local actors (police, health, social administration, schools, etc.)

Activities: Manual for CPU workers, official training curriculum, TACT database use, on-the-job training, counseling for CPU, support activities for case management at CPU, referral of cases locally, summer camps, youth clubs, registration campaigns, vocational training, mini-grants to CPUs, CPU coordination of activities, draft plans and guidelines for local services.

**Target Communities for Evaluation:** Tirana, Vlora, Fier, Durrës, Elbasan

Evaluation Tools: Documentation Review, Analysis of M&E Data, Key Informant Interviews (National, regional, local), Individual Interviews (CPU & CPU Supervisors), Group Interview (Stakeholders – police, health, social admin, schools)

#### Axis 1 Evaluation Sub Questions:

- How many children have been served by the project? Number of children total (by gender, by age)
- How many families have been served by the project?
- How are factors / obstacles impacting the families served: poverty, unemployment, economics, etc.? What are the obstacles impacting families?
- What services / components are working well in direct service of children? What is not working? What are the gaps?
- What activities toward service quality improvement have been implemented to date? (local service delivery plans, multi-disciplinary groups, social service surveys, community assessments, gate keeping commissions, referral systems, etc.)
- Have there been improvements to decision making incorporating children's rights & best interest?
- What is the plan for additional services to fill gaps?
- How is monitoring informing service implementation?
- How are stakeholders (children, family members, service providers) being involved? What are the benefits of their involvement?
- How are children's perspectives being heard and incorporated?
- How many CPU workers have been trained?
- How many other professionals have been trained?
- What are the training topics?

- Is the training consistent with the training manual and training tools?
- How are training aspects of the program implemented? Local? National? How many days? Approach? Technique? TOT?
- Is there any experiential exchange, mentoring, case support? What has been the impact?
- What approaches to capacity building are most effective? Why?
- What is the impact of training on quality of services? How is this correlation being monitored and measured?
- What has worked the capacity program to date? What has not?
- What are some of the challenges to provision of capacity building activities?
- How are professionals involved in the development of services? How has the project benefitted from their involvement?
- Are the CPUs functional? Why? Why not?
- What is the role of the CPW in child protection?
- Who does the CPW collaborate with?
- What are the main achievements & main challenges?
- What was the role of the project in the development of the CPW work?
- What are the needs of the CPW that should be supported by the local municipality?
- What are the ongoing needs in the development of the Albanian child protection system? How can Tdh support these needs?
- Based on the local context what are the specific issues of child protection, which are most pressing to address, are they being addressed, by whom, and how should they be addressed in the future?
- What are examples of CPW cases where the situation of the child improved?
- What are the factors in “less than successful cases”?
- What has been learned about decentralization and integrating a system at the local level? Have service delivery plans been developed at the local level? Are they implemented?

### *Evaluation Questions AXIS 2 - SCHOOLS*

**Key Question Axis 2:** Is child protection strengthened in the education system in the five targeted 5 regions, and is the education system more effectively incorporated into local child protection safety nets?

#### Expected Outcomes:

- GoA representatives from education ministries at national, regional and local levels have increased capacity
- 55 school psychologists and 5 school coordinators
- 150 school directors
- Teachers
- 450 prevention events

Stakeholders: National MOES, regional directorate of education, psychologist coordinator, school directors, teachers, student government, children

Activities: training for directors, psychology coordinators, psychologists, manual for identification of cases & training tools, management of risk cases, referrals, financial assistance & TA for monitoring, financial assistance & TA for prevention activities (psychosocial events & awareness), CP standards & procedures at national level.

Evaluation Tools: Documentation Review, Analysis of M&E Data, Key Informant Interviews (National, regional, local) – school directors, Focus Groups (Psychologists / Children)

**Target Communities for Evaluation:** Tirana, Fier, Durres, Elbasan

Axis 2 Evaluation Sub Questions:

- How many children in schools have been served by the project? Number of children total (by gender, by age)
- How many families have been served by the project's School Axis?
- How are factors / obstacles impacting child protection: poverty, unemployment, economics, etc.? What are the obstacles impacting families?
- Are children in schools more protected?
- How many school teachers have been trained?
- How many other professionals have been trained?
- What are the training topics?
- Is the training consistent with the training manual and training tools?
- How are training aspects of the program implemented? Local? National? How many days? Approach? Technique? TOT?
- How has the training program impacted the work of the school directors & psychologists?
- Is there any experiential exchange, mentoring, case support? What has been the impact?
- What approaches to capacity building are most effective? Why?
- What is the impact of training on quality of services? How is this correlation being monitored and measured?
- What has worked in the capacity program to date? What has not?
- What are some of the challenges to provision of capacity building activities?
- What activities toward improving children's protection through schools have been implemented to date?
- How has referral of at-risk children been improved? What services receive referrals? Are there gaps in referral systems?
- Have there been improvements to decision making incorporating children's rights & best interest?
- What is the plan for additional services to fill gaps?
- What do "successful" school child protection services look like? What are the school psychologists achieving?
- How is monitoring informing service implementation?
- Are there systems in place at the national level (MOES) to ensure ongoing development of child protection in schools?
- What has been learned about decentralization and integrating a system at the local level?

### *Evaluation Questions AXIS 3 – COMMUNITIES*

**Key Question Axis 3:** Are the 8 targeted marginalized communities more effective in identifying and addressing key child protection issues?

### Expected Outcomes:

- 1,500 children in vulnerable communities
- 100 families in vulnerable communities (IGA activities)
- 8 communities & their members
- 24 community leaders
- 6 CCGs

Stakeholders: community leaders, community organization partners, community members, community counseling groups (CCG), children, families, other community stakeholders (police, health, school psychologists)

Activities: TA & financial support to CCG, promotion of children's rights & education, referrals, summer camps, school support projects, registration campaigns, parent group discussions, youth discussions, social work services, capacity building, awareness campaigns, field activities

Evaluation Tools: Documentation Review, Analysis of M&E Data, Key Informant Interviews, Group Interview – CCG, Focus Groups (Children/CCG)

**Target Communities for Evaluation:** Vlora, Fier, Durres, Elbasan

### Axis 3 Evaluation Sub Questions:

- How many children have been served by the project? Number of children total (by gender, by age)
- How many families have been served by the project?
- How are factors / obstacles impacting the families served: poverty, unemployment, economics, etc.? What are the obstacles impacting families?
- What services / components are working well in direct service of children? What is not working? What are the gaps?
- How is IGA impacting families?
- Have there been improvements to decision making incorporating children's rights & best interest at the community level?
- What is the plan for additional community services to fill gaps?
- How are community stakeholders being involved? What are the benefits of their involvement?
- How are children's perspectives being heard and incorporated?
- How has referral of at-risk children been improved? What services receive referrals? Are there gaps in referral systems?
- Are the community working groups (CCG?) functional? Why or why not?
- What do they see as their role? How has this role changed over the past three years?
- What is the biggest achievement of the CCG over the past two years?
- What has the CCG learned from this project? How has that impacted their work?
- What should the CCG role be in advocating for child/family needs and rights?
- How does the CCG work with other community stakeholders, organizations, services?
- What do communities need to continue to improve the protection of their children?
- How has the project helped the community to address child protection issues?

### For children:

Who do you go to for help? What kinds of help might you need? Why would you go to them?

Have you participated in any activities organized by this project? How did you benefit from that experience?

Do you know what the CPU office is? What do you think they do there?

Have you ever met the CCG? What do you think they do?

What does “child protection” mean? What do children need to be “protected” from?

Who protects children?

Are children “more protected” today than they were a few years ago?

### *Evaluation Questions AXIS 4 – RESIDENTIAL INSTITUTIONS*

**Axis 4:** Do the 4 targeted residential institutions for children have the capabilities to implement and monitor the national standards of care for children in their environment?

Expected Outcomes:

- 4 social workers
- 40 educators from residential institutions

Stakeholders: State Social Services, 4 institutions (administration, staff), educators, children

Activities: training in standards of care per “Keeping Children Safe” tool kit, develop and test self-audit tools, monitoring of standards implementation, recommendations for changes to standards, TA & financial support for psychosocial activities

Evaluation Tools: Documentation Review, Analysis of M&E Data, Institution Site Visit, Group Interviews, child focus group (Tirana only)

**Target Communities for Evaluation:** Tirana, Vlora, Durres

Axis 4 Evaluation Sub Questions:

- How many children have been impacted through the capacity work with RI’s?
- Was the design of this Axis realistic? Why was it added?
- How did the delays in start of this axis’ activities impact the outcomes?
- How many residential social workers/caregivers have been trained?
- What are the training topics? Is the training consistent with the training manual and training tools?
- How are training aspects of the program implemented? Local? National? How many days? Approach? Technique? TOT?
- Is there any experiential exchange, mentoring, case support? What has been the impact?
- What approaches to capacity building are most effective? Why?
- How has the capacity building impacted the staff and their work with children?
- What is the impact of training on quality of services? How is this correlation being monitored and measured?
- What activities toward service quality improvement have been implemented to date? Are the national standards for residential care being implemented?
- Can the improvements be attributed to the CPSN project? What has been the impact of the simultaneous other projects such as MGS?
- What changes did RI’s make to meet the standards? How did they make these changes?
- Have there been improvements to decision making incorporating children’s rights & best interest?

- How is monitoring informing reform implementation in RI's?
- What has been the support offered to institutions? Is ongoing support necessary? What?

**For children (see also focus group guide sheet – Tirana only)**

What are some of the problems you encounter? Who can you talk to about these problems?

If you need help who do you go to? What kinds of things might you need help for? Why would you go to this person?

Have there been changes at the institution over the past year or two? What changes? How did these changes make you feel?

## *Evaluation Questions AXIS 5 – ADVOCACY & COORDINATION*

**Axis 5:** Has identification and addressing of strategic child protection issues by key actors at different levels working together improved?

Expected Outcomes:

- Policy makers
- All other beneficiaries
- General public

Stakeholders: National: MOLSAEO, MOES, SSS, Donors (UNICEF, ADA), NGO partners (BKTF, Romani Baxt, Save, World Vision), University of Social Work

Local: Child Rights Units - Regional, NGOs (local)

Activities: Internal program reviews, experience sharing, Project Steering Committee developed/functioning, working groups for coordination of CPU development, round table discussions, regional round tables, forums for experience sharing, conference of decentralization, newsletter, final project evaluation, advocacy, lobbying and awareness

Evaluation Tools: Documentation Review, Analysis of M&E Data, Key Informant Interviews (National Stakeholders), Key Staff Interviews

Axis 2 Evaluation Sub Questions:

- Is/are the national/local government or national/local stakeholders better equipped to address child protection challenges? Why or why not? In what ways?
- What has had biggest impact on changes in child welfare in the country/region?
- How could the project have improved its support at the national/local level?
- What policy changes have occurred since 2009? Can these be attributed to the project?
- Has coordination amongst national/local stakeholders improved? How?
- Do working groups and steering committees meet regularly? What work do they accomplish?
- Have public perceptions about children, family, children's rights, policies, etc. changed since 2009? What has led to this change?
- Has child protection service responsibility been de-centralized? What have been the challenges to decentralization?
- What is the interaction of national policy makers / Ministries and the local level decision makers? Are the local decision members are sufficiently supported? In what ways are they supported?
- What are the key stakeholders' perceptions of some of the key activities of this project? What have been the most important achievements?



- What is the framework for monitoring child protection at the national/local level?
- Is national/local decision making being based on UNCRC and the best interest of the child?
- How are or should the CPUs be monitored?
- Does official statistical data exist for cases of children at-risk or in need?
- How is partnership characterized in this project? What has been the project's role in bringing people together? Has it succeeded? Will the partnerships continue?
- What has been difficult in collaboration or partnership?
- What has been the role of advocacy in this project? What yet needs to be advocated for?
  - How do local stakeholders lobby with the central government for the allocation of budget and capacity building of the CPUs? Do local stakeholders feel supported in their work to develop the CPU model? If not, what is needed?
- What has been learned about integrating a system at the local level? Have strategic plans been developed at the local level? Are they implemented?
- What are some of the most important changes seen over the past two years? One year?
- Are policies and legislation being "translated into practice" at the local level? Why or why not?
- Do children have improved access to high quality protection services? Why or why not? What are the ongoing gaps? Are families accessing these services?
- Are specialists well prepared for their work with children and families? Why or why not? What other skills, training, capacity do they need?

## Annex D: List of Key Informants

\*Methodology key = I – Individual Interview, GI – Group Interview, FG – Focus Group

Informant	Title / Organization	Methodology*	Date – 2013
Astrid Wein	Austrian Development Cooperation	I	26 February 13 March
Florenc Qosja	Austrian Development Cooperation	I	26 February 13 March
Danjela Shkalla	Coordinator of BKTF	I	28 February
Floriana Hima	Project Officer; Child, Youth and Family Protection Programme	I	28 February 13 March
Marsida Ismailaja	CPW, Tirana Municipality	I	28 February
Agim Furtuna	Head of Romani Baxt	I	28 February
Edmond Dragoti	Head of Social Work Faculty, University of Tirana	I	28 February
Ridiona Stana	Child Protection Program Manager, World Vision	GI	1 March
Blerina Kashari	Director of Programme Implementation, Save the Children	GI	1 March
Zino Kore	Head of ARSIS, President of BKTF	GI	1 March
Klara Simoni	Fbsh	GI	1 March
Representative	AMARODROM	GI	1 March
Representative	CLIPS	GI	1 March
Gazmend Zita	Inspector, State Social Services	I	1 March
Miranda Pashaj	Director, State Agency for Child Protection	I	1 March
Children (4 girls, 4 boys)	Residential Institution “Zyber Halluli”, Tirana	FG	1 March
Lejla Gutra	Social Worker, Residential “Zyber Halluli”, Tirana	GI	1 March
Lindita Neli	Teacher, Residential “Zyber Halluli”, Tirana	GI	1 March
Jida	Teacher, Residential “Zyber Halluli”, Tirana	GI	1 March
Meme Xhaferraj	Director Municipality Social Services, Durres	I	4 March
Olta Bajraktari	CPW, Durres Municipality	I	4 March
Boris Fasia	Director School “Isuf Ferra” Durres	I	4 March
Heroina Duka	Director of Residential Care, Durres	I	4 March
Pupils (1 boy, 6 girls)	School “Isuf Ferra” Durres	FG	4 March
Matilda Sallaku	CRU, Durres Qarku	GI	5 March
Elisa Gelislami	CRU, Durres Qarku	GI	5 March
Mirsida Doraku	CRU, Durres Qarku	GI	5 March
Emion Xhaibra	CCG Member Nishtulla, Durres	GI/FG	5 March
Heba Xheladini	CCG Member Nishtulla, Durres	GI/FG	5 March
Emiljano Elmozi	CCG Member Nishtulla, Durres	GI/FG	5 March
Arjan Zegiri	CCG Member Nishtulla, Durres	GI/FG	5 March
Durres	CCG Member Nishtulla, Durres	GI/FG	5 March
Ilda Ilpsi	School Psychologist, Durres	FG	5 March
Adrina Tozexhi	School Psychologist, Durres	FG	5 March
Osuald Tyrnodoj	School Psychologist, Durres	FG	5 March
Matilda Uara	School Psychologist, Durres	FG	5 March
Bleda Kgoliv	School Psychologist, Durres	FG	5 March
Lorena Prijti	School Psychologist, Durres	FG	5 March
Olsa Gjina	Regional Psychology Coordinator, Durres Qarku	FG	5 March
Diana Tivori	School Psychologist, Durres	FG	5 March
Matilda Memo	School Psychologist, Durres	FG	5 March
Jonida Dhroso	CPW, Vlora Municipality	I	6 March
Irena Cekri	CPW Supervisor, Vlora	GI	6 March
Xhuljeta Kume	CRU, Vlora Qarku	GI	6 March
Jonida Rustemoj	CR Observatory Vlora	GI	6 March
Alma Murtay	CRU, Vlora Qarku	GI	6 March
Olta Ganaj	Director of Residential Care Vlora	I	6 March
Bardla Homza	CCG Member Novosella, Vlora	GI/FG	6 March

Majlinda Homza	CCG Member Novosella, Vlora	GI/FG	6 March
Denisa Homza	CCG Member Novosella, Vlora	GI/FG	6 March
Flomur Kazanxhiu	CCG Member Novosella, Vlora	GI/FG	6 March
Ganimete Kalemi	CCG Member Novosella, Vlora	GI/FG	6 March
Children (11 boys, 5 girls)	Baltez Commune, Fier	FG	7 March
Julezim Mojko	Deputy Director, School "Triton Prifti-Homis", Baltez Commune, Fier	I	7 March
Alma Agaliu	CPW, Fier Municipality	I	7 March
Merita Bitri	Deputy Director Municipal Social Services, Fier	I	7 March
Iva Sinani	Program Manager, CAAP	I	8 March
Stephanie Delaney	Consultant, CPW Capacity	I	9 March
Pupils (9 girls)	School "N. Frasheri", Elbasan	FG	11 March
Adriana Mali	School Psychologist, Elbasan	GI / FG	11 March
Kosova Bishqemi	Vice Director, School "N. Frasheri", Elbasan	GI	11 March
Mimoza Koci	Vice Director, School "N. Frasheri", Elbasan	GI	11 March
Sashenka Shingjini	Head of Curricula/Training, Department of Education, Qarku Elbasan	I	11 March
Adela Menella	School Psychologist, Elbasan	FG	11 March
Milita Tupi	School Psychologist, Elbasan	FG	11 March
Amjeza Ljida	School Psychologist, Elbasan	FG	11 March
Nertila Cerelja	School Psychologist, Elbasan	FG	11 March
Arlind Sula	School Psychologist, Elbasan	FG	11 March
Ervina Hysoj	School Psychologist, Elbasan	FG	11 March
Adriana Lola	School Psychologist, Elbasan	FG	11 March
Somila Luzi	School Psychologist, Elbasan	FG	11 March
Ilda Mano	Public Health Directorate, Promotion, Elbasan	FG	11 March
Helga Kongoli	Public Health Directorate, Family Doctors, Elbasan	FG	11 March
Nadire Kreka	CPW, Elbasan	FG / I	11 March
Fatbardha Menalla	Regional Directorate of Police, Department of DV and CP	FG	11 March
Ariana Verushi	Home of Hope, Elbasan	FG	11 March
Skerdi Ogreni	Tjeter Vision, Elbasan	FG	11 March
Najada Kokonesh	CRU, Qarku Elbasan	FG	11 March
Valbona Vashaku	Social Worker, Department of Social Services for Minorities, Qarku Elbasan	FG	11 March
Jenifer Raves	Peace Corps Volunteer, Municipal Office, Elbasan	FG	11 March
Albana Zejnelhoxha	Regional Directorate of Education, Roma Strategy/Inclusion, Elbasan	FG	11 March
Diamanta Vito	Head of Social and Economic Policies, Municipality Social Services, Elbasan		11 March
Enea Ademi	CCG Member Rrapishta Commune, Elbasan	GI / FG	11 March
Diella Ademi	CCG Member Rrapishta Commune, Elbasan	GI / FG	11 March
Illir Ademi	CCG Member Rrapishta Commune, Elbasan	GI / FG	11 March
Mimoza Ademi	CCG Member Rrapishta Commune, Elbasan	GI / FG	11 March
Raxhi Rakipi	CCG Member Rrapishta Commune, Elbasan	GI / FG	11 March
Mexhidije Ademi	CCG Member Rrapishta Commune, Elbasan	GI / FG	11 March
Enver Mustafaj	CCG Member Rrapishta Commune, Elbasan	GI / FG	11 March
Pranvera Kamani	Head of Curricula and Texts, Ministry of Education	I	12 March
Detlaf Palm	Country Representative, UNICEF Albania	GI	12 March
Terre des hommes Staff			
Sendrine Constant	Country Representative		
Enkelejda Lopari	Program Manager		
Edlira Bashmili	Case Manager		
Juni Plaku	Capacity Coordinator		
Aida Pambuku	Child and Youth Coordinator		

Eva Dauti	Advocacy and Legal Officer
Blerta Mano	Trainer, Elbasan
Besa Braja	Community Mediator, Elbasan
Ornela Hamataj	Community Mediator, Durres
Sajmir Kazanxhiu	Community Mediator, Fier/Vlora
Etleva Thimo	Community Mediator, Korca

## Annex E: Referenced & Reviewed Document List

### Legislation & Policy

Ministry of Education and Science, Law Number 69/2012, *On Pre-University Education System in the Republic of Albania*.

Ministry of Interior. *National Strategy for the Fight Against Child Trafficking and the Protection of Children Victims of Trafficking 2011-2013*.

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### External Documents Referenced or Consulted:

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UNICEF. June 23rd 2011. *Press Release. National Conference in Albania on Alternative Care for Children highlights that the best environment for a child's optimum development is within their own families.* Tirana.

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### **Internal Documents Reviewed:**

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Child Protection Closing Reports for each targeted municipality

Child Protection Safety Net Project Documents: *Original Proposal, Original Budget, Annexes (Logical Framework, Action Plan, Finalized Results Indicators, Organogram)*

Child Protection Safety Net Project Monitoring Sheets: *Quarterly and Annual Progress Reports 2010, 2011 & 2012*

Child Protection Safety Net Project Reports: *Quarterly and Annual Progress Reports 2010, 2011 & 2012*

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## Annex F: Evaluation Tools

### CPU Individual Interview Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_

What is your position? How long have you been in this position?  
What your role in child protection? How would you describe your role in working with children and families?  
Who do you collaborate with?  
What are three achievements & three challenges?  
What was the role of the project in your work?  
How many children or families do you work with?  
What do you consider when making decisions about children?  
Can you give an example of when you intervened in a case and the situation of the child improved?  
What are the factors in “less than successful cases”? What factors / obstacles impact your work? What is impacting families?  
What services / components are working well in direct service of children? What is not working? What are the gaps? Is there a local plan for additional services to fill gaps?  
What training have you received? From whom? Have you had any experiential exchange with other CPU? Have you had mentoring and case support?  
Has it helped you in your work? How?  
Do you feel you have the skills you need to do your job? What else do you need?  
What are three needs of the CPW that you feel should be supported by the local municipality?  
What are three needs in the development of the child protection system? Do you think Tdh can support these needs?  
Do you interface with the central government? Statistics? Monitoring?

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### School Stakeholder Interview Guide

Name: \_\_\_\_\_ Agency: \_\_\_\_\_ Date: \_\_\_\_\_  
Location: \_\_\_\_\_

How were you involved in this project?  
This project aims to support the development of a **child protection safety net in selected municipalities to better protect children against trafficking and other forms of abuse, violence, exploitation or neglect and apply national standards**? Do you think it did that? Why or why not? How could the project have improved its support at the local level?  
Would you describe the school as better equipped to address child protection challenges? Why or why not? In what ways?  
What do you think has had the biggest impact on changes in child protection in your region?  
What are the key stakeholders’ perceptions of some of the key activities of this project? What has been the biggest achievement?  
What policy changes in the education system have occurred since 2009? Can these be attributed to the project?  
Has coordination amongst local stakeholders improved? How?  
Does the school work with CPU? CCG? Other multi-disciplinary groups? What work do they accomplish?  
Have public perceptions about children, family, children’s rights, policies, etc. changed since 2009? What has led to this change?  
What is your interaction with national and regional policy makers? Do you think the local decision members are sufficiently supported? In what ways are they supported? Have responsibilities been decentralized?  
What is the framework for monitoring child protection at the local level? What is the school’s role?  
Does the school have official statistical data for cases of children at-risk or in need?  
How would you characterize the partnership with this project? What has been the project’s role in bringing people together?  
Has it succeeded? Will the partnerships continue?  
What has been difficult in collaboration or partnership?  
What are some of the most important changes you have seen over the past two years? One year?  
Would you say that children in your region have improved access to high quality protection services? Why or why not? What are the ongoing gaps? Are families accessing these services?  
Tell me about the capacity of your specialists. Are they well prepared for their work with children and families? Why or why not?  
What other skills, training, capacity do they need?

Is there anything else that you would like to tell me about the collaboration with Tdh, this project or how the reform effort can be better supported from your perspective?

### **School Psychologists Focus Groups**

Location: \_\_\_\_\_ Date: \_\_\_\_\_

**Number of participants:** \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

**Consent Implied: Yes** \_\_\_\_\_ **No** \_\_\_\_\_

#### **Background Information**

<b>Name</b>	<b>Authority / Office</b>	<b>Job Title</b>

#### **Work Environment**

What do you like the best about the work that you do?

Why? What makes that the best part?

What don't you like?

What is difficult?

What are some of the challenges?

Do you feel you have the skills to do your job well? If not, what would help you to get those skills?

#### **Child Protection & Schools**

What has been the biggest change about child protection in schools over the past three years?

Does your school have a Child Protection Plan?

If no, why not?

If yes, what are the three most important aspects of it?

Why are these the most important?

In your opinion does the strategy incorporate children's rights and best interest? How?

Are children involved in this planning?

#### **Supports and Services for Children**

How do you work with children and families in protection risk situations?

What is the school's role?

What are some challenges that families here face?

What are some of the challenges that school faces in supporting families?

Do you refer to other services? Do you always have services to refer to?

What types of services or supports for families and children exist here?

Who implements them?

How do the services help families / children? How do you know they are helping?

Which of these feel like the most important for families? Most helpful?

Do you feel that any are not helping? Why?

Are there services that are missing? Other services that you feel are needed in your community?

#### **Project Involvement**

Have you attended training workshops from this project?

Which was your favorite? Or the one you feel you learned the most from? Why did you feel that one was the best?

Anyone else agree? Anyone have a different favorite?

Are there other trainings that you would like to see offered?

Have you been involved in the project in other ways? How?

What else would you like us to know about this project and your work?

## Community Counselling Group Focus Groups

Location: \_\_\_\_\_ Date: \_\_\_\_\_ Number of participants: \_\_\_\_\_ Consent Implied: Yes/No  
Background Information

Name	Community Role	Gender

What is the role of the CCG?

When did it start? Who is involved? Can anyone join?

How is it functioning? How often does it meet? What do you do during meetings?

### **Community Environment**

How would you describe the community in which you live?

What are some of the biggest difficulties in your community? What makes life good or difficult for people?

If someone new came to live here, what would you tell them about your community?

What are some difficulties, obstacles or challenges that children and families face?

Tell me more about that?

Why is that difficult? What about that is challenging?

Does anyone else feel the same way (*show of hands*)

Who helps families to overcome the difficulties? Who can families go to for help?

### **Child Protection & Community**

What do you think "child protection" means? Protection from what?

Do you think children in this community are protection from those things? Why? Why not?

Do you think children are more protection now than say five years ago? Why? Why not?

Who do you think should help protect children?

Do CPU, CCG, police, health and others work together to protect children? Why or why not?

Does the community have a Child Protection Plan? If no, why not?

If yes, what are the three most important aspects of it? Why are these the most important?

Are children involved in this planning?

### **Supports and Services for Children**

How do you work with children and families in protection risk situations?

What is the CCG role?

What are some of the challenges that you face in supporting families?

Do you refer to other services? Do you always have services to refer to?

What types of services or supports for families and children exist here?

Who implements them?

How do the services help families / children? How do you know they are helping?

Which of these feel like the most important for families? Most helpful?

Do you feel that any are not helping? Why?

Are there services that are missing? Other services that you feel are needed in your community?

### **Project Involvement**

Have you attended training workshops from this project?

Which was your favorite? Or the one you feel you learned the most from? Why did you feel that one was the best?

Anyone else agree? Anyone have a different favorite?

Are there other trainings that you would like to see offered?

Have you been involved in the project in other ways? How? What else would you like us to know about this project and your work?

## Child / Youth Focus Groups

Location: \_\_\_\_\_ Date: \_\_\_\_\_ Number of participants: Male      Female      Consent Implied: Yes/No  
Background Information

Name	Age

How would you describe your life?

What does your typical day look like?

What do you do in your free time?

Who are some of your friends? What do you like to do together?

Do you participate in activities with other children? Where? What is your favorite thing to do with your peers?

### **Activity: Life Experience Mapping**

So what was that like thinking about your life in that way?

Did anyone else draw something like that?

How many of you had that same experience?

How many of you also imagine ... for your futures?

What do you think you will need to reach your future dream?

Who will help you and support you?

### **Supports & Services**

How would you describe the community in which you live?

What are some of the biggest difficulties in your community? What makes life good or difficult for people?

Have you participated in any activities organized by this project? Do you know what activities were organized by the project? Did you go to summer camp? How did you benefit from that experience?

What are some difficulties, obstacles or challenges that your family is facing?

Tell me more about that?

Why is that difficult? What about that is challenging?

Does anyone else feel the same way (*show of hands*)

What would help your family to overcome the difficulties?

Who helps your family when they need something?

What do you think "child protection" means? Protection from what?

Do you think children in this community are protection from those things? Why? Why not?

Do you think children are more protection now than say five years ago? Why? Why not?

Who do you think should help protect children?

Do you know what the CPU office is? What do you think they do there?

Have you ever met the CCG? What do you think they do?

Okay, one last question... If you could change one thing in your life to make it better, what would that be?

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## **Residential Institutions Interviews** (Directors & Staff Groups)

Names: \_\_\_\_\_

Institution: \_\_\_\_\_ Date: \_\_\_\_\_

### **Director**

How has your institution been involved in the CPSN Project? Is there a major achievement that you can identify? Is there a weak point of the project that you can identify?

How many residential caregivers have been trained through the CPSN project at your institution?

What are the training topics? Was there a manual used? Was it helpful?

What is the impact of training on quality of services?

How has the capacity building impacted the staff?

What activities toward service quality improvement have been implemented to date? Are the national standards for residential care being implemented? Which do you think are the most important?

What changes did you need to make to meet the standards? How did you make these changes? What standards do you think are most important?

What has been the support offered to your institution? Staff? Children? (give examples)

Is ongoing support necessary? How? And from whom?

#### Staff

What are your roles here in the institution? List

How were you involved in the CPSN Project?

How did training help you? Was any of the training not helpful? Repetitive?

Are there other capacity building approaches that you think would be more effective? Why?

Do you feel you have the skills and knowledge to do your job?

How has the project resulted in your work with children improving?

What activities toward service quality improvement have been implemented to date? Are the national standards for residential care being implemented? Which do you think are the most important?

What changes did you need to make to meet the standards? How did you make these changes? What standards do you think are most important?

Have there been improvements to decision making incorporating children's rights & best interest?

What has been the support offered to your institution? Staff? Children? (give examples)

Is ongoing support necessary? How? And from whom?

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#### **Institutionalized Child Focus Group** (Tirana Institution Only)

**Location:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Number of participants:** Male / Female

**Ages:** \_\_\_\_\_

**Introduction Statement:** *(facilitator introduces & welcomes participants)*

Welcome game & introduction

Tell us your first name, your age, and your favorite activity to do in your free time

1. How would you describe your life? What does your typical day look like?
  2. Do you participate in activities with other children? Where? What is your favorite thing to do with your peers? What is your favorite activity to do with Aida?
  3. What kind of activities/games do you like to organize? Why do you think these activities are important?
  4. What do you imagine for your future? Who will help you and support you for your future?
  5. What are some of the problems you encounter? Who can you talk to about these problems?
  6. If you need help for something who do you go to? What kinds of things might you need help for? Why would you go to this person?
  7. Have there been changes at the institution over the past year or two? What changes? How did these changes make you feel?
  8. Okay, one last question... If you could change one thing in your life to make it better, what would that be?
- I have been asking a lot of questions. Do you have any questions for me? Is there anything else that you would like me to know?*

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#### **National Stakeholder Interviews**

**Name:** \_\_\_\_\_ **Agency:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

Introduction – interviewer, evaluation process - Appreciation for the dedication and hard work being undertaken on behalf of the country's children and families

Would you describe the government or national stakeholders as better equipped to address child protection challenges? Why or why not? In what ways?

What do you think has had the biggest impact on changes in child welfare in the country?

This project aims to support the development of a **child protection safety net in selected municipalities to better protect children against trafficking and other forms of abuse, violence, exploitation or neglect and apply national standards**? Do you think it did that? Why or why not? How could the project have improved its support at the national level?

What policy changes have occurred since 2009? Can these be attributed to the project?

Has coordination amongst national stakeholders improved? How?

Do working groups and steering committees meet regularly? What work do they accomplish?

Have public perceptions about children, family, children's rights, policies, etc. changed since 2009? What has led to this change?

Has child protection service responsibility been de-centralized? What have been the challenges to decentralization?

What is the interaction of national policy makers / Ministries and the local level decision makers? Do you think the local decision members are sufficiently supported? In what ways are they supported?

What are the key stakeholders' perceptions of some of the key activities of this project? What has been the single most important achievement?

What is the framework for monitoring child protection at the national level?

Is national decision making being based on UNCRC and the best interest of the child?

How are or should the CPUs be monitored?

Does official statistical data exist for cases of children at-risk or in need?

How would you characterize the partnership with this project? What has been the project's role in bringing people together? Has it succeeded? Will the partnerships continue?

What has been difficult in collaboration or partnership?

What has been the role of advocacy in this project? What yet needs to be advocated for?

Is there anything else that you would like to tell me about the collaboration with Tdh, this project or how the reform effort can be better supported from your perspective?

Is there anyone else that you feel I should speak with?

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### Local Stakeholder Interviews

Name: \_\_\_\_\_ Agency: \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_

Introduction – interviewer, evaluation process - Appreciation for the dedication and hard work being undertaken on behalf of the country's children and families

Would you describe the local government or stakeholders as better equipped to address child protection challenges? Why or why not? In what ways?

What do you think has had the biggest impact on changes in child welfare in your region?

What are the key stakeholders' perceptions of some of the key activities of this project?

This project aims to support the development of a **child protection safety net in selected municipalities to better protect children against trafficking and other forms of abuse, violence, exploitation or neglect and apply national standards**? Do you think it did that? Why or why not? How could the project have improved its support at the local level?

What policy changes have occurred since 2009? Can these be attributed to the project?

Has coordination amongst local stakeholders improved? How?

Do working groups and steering committees meet regularly? What work do they accomplish?

Have public perceptions about children, family, children's rights, policies, etc. changed since 2009? What has led to this change?

Has child protection service responsibility been de-centralized? What have been the challenges to decentralization?

What is the interaction of national policy makers / Ministries and the local level decision makers? Do you think the local decision members are sufficiently supported? In what ways are they supported?

What are the key stakeholders' perceptions of some of the key activities of this project? What has been the single most important achievement?

What is the framework for monitoring child protection at the local level?

Is local decision making being based on UNCRC and the best interest of the child?

How are or should the CPUs be monitored?

Does official statistical data exist for cases of children at-risk or in need?

How would you characterize the partnership with this project? What has been the project's role in bringing people together?

Has it succeeded? Will the partnerships continue?

What has been difficult in collaboration or partnership?

What has been the role of advocacy in this project? What yet needs to be advocated for?

How do you lobby with the central government for the allocation of budget and capacity building of the CPUs?

Does the central government support your work to develop the CPU model? If not, what do you need? How can you communicate these needs to the central government?

What are some of the most important changes you have seen over the past two years? One year?

Would you describe policies and legislation as being “translated into practice” at the local level? What does that look like? Why or why not?

Would you say that children in your region have improved access to high quality protection services? Why or why not? What are the ongoing gaps? Are families accessing these services?

Does your Department receive practical support to put services in place? What does that look like? Do you need more support? What would that look like?

Tell me about the capacity of your specialists. Are they well prepared for their work with children and families? Why or why not? What other skills, training, capacity do they need?

What has been learned about integrating a system at the local level? Have strategic plans been developed at the local level? Are they implemented?

Is there anything else that you would like to tell me about the collaboration with Tdh, this project or how the reform effort can be better supported from your perspective?

Is there anyone else that you feel I should speak with?





## Annex G: CPSN Final Data & Sample Monitoring Data

### Project Final Data

	CPU COMPONENT	During July – December 2012	Total	On average per CPU
1.	Number of new CPU established	2	12	
2.	Number of Child Protection Workers trained		23	
3.	Number of new cases opened	114	784	65.3
4.	Number of total referrals to Child Protection Units by other stakeholders	45	408	34
5.	Number of cases referred by Child Protection Units to other actors	25	253	21.08
6.	Number of high risk cases moved to medium or low risk within 3 months of opening case file.	7	88	7.3
7.	Number of children participating in summer camps	496	1582	
8.	Number of activities organized	27	191	15.9
9.	Number of family visits conducted	292	3706	308.8
10.	Number of families supported/referred	53	298	24.83
11.	Number of families referred to benefit from other services	0	233	19.4

	SCHOOL COMPONENT	During July – December 2012	Total	On average per Regional Directorate of Education
1.	Number of school psychologists trained	0	219	
2.	Number of school directors trained	0	581	
3.	Number of the coordinators of the school psychologists trained	0	14	
4.	Number of individual coaching sessions held with the School Psychologists	38	557	
5.	Number of peer counseling sessions held with the School Psychologists	14	168	
6.	Number of monthly meetings held with School Psychologists	4	149	
7.	Number of child protection awareness sessions held with pupils by the school psychologists	1922	30871	6174.2
8.	Number of child protection sensitization sessions held by School Psychologists with parents	357	5487	1097.4
9.	Number of child protection sensitization sessions held by school psychologists with education personnel	308	4228	845.6
10.	Number of new ID files opened by the School Psychologists	276	3875	775
11.	Number of children referred to the School Psychologists by various actors* in schools (*e.g. teachers, school directors, pupils, parents, nurse, cleaner, janitor, etc.).	237	3380	676
12.	In 70% of the cases the intervention of the School Psychologist has improved the situation of the child		1618	
13.	Number of activities organized by the School Psychologists	89	782	156.4
14.	Number of family visits conducted by the School Psychologists	28	393	78.6
15.	Number of children referred by the School Psychologists to other stakeholders outside the school (CPU, Health Center, etcetera)	1	133	26.6

	COMMUNITY COMPONENT	During July – December 2012	Total	On average per community
1.	Total number of CCGs established	0	8	
2.	Total number of meetings held with CCGs	46	276	34.5
3.	Total number of community members and CCGs participating in training sessions organized by the project	199	538	67.25
4.	Total number of referrals from Community Counseling Groups to various local structures (Child Protection Units, kindergartens, schools, Civil Status Office, Vocational training centers etc)	77	379	47.4
5.	Total number of children participating in summer camp activities only	182	484	
6.	Total number of participants in the activities organized by Community Counseling Groups ( <i>participants: members of the target group as opposed to activity organizers; community activities: sensitization activities, awareness raising sessions, socio-cultural activities, capacity building activities, summer camps, etc.</i> )	336	1310	163.75
7.	Total number of activities carried out by Community Counseling Groups ( <i>community activities: sensitization activities, awareness raising sessions, socio-cultural activities, capacity building activities, summer camps, etc.;</i> )	27	134	16.75
8.	Total number of families benefiting from income generating activities		123	

	RESIDENTIAL INSTITUTIONS COMPONENT	Total
1.	Number of staff trained	98
2.	Number of children trained	53
3.	Number of children participating in activities	164
4.	Number of volunteers trained/coached	71
5.	Number of inspectors from State Social services trained	10

## Sample Monitoring Data

	Indicator	Baseline	Actual 01/01/2010 to 31/12/2010	Actual rate of increase in 2010 compared to baseline	Actual 01/01/2011 to 31/12/2011	Actual rate of increase in 2011 compared to baseline	Actual 01/01/2012 to 30/04/2012	Actual rate of increase in 2012 compared to baseline	Cumulative actual 01/01/2010 to 30/04/2012
<b>SO.1</b>	Key actors of the child protection system know their role and are trained and equipped to perform it	1	3		4		4		4
<b>SO.2</b>	Increase in number of children in need of protection identified and benefiting from the system per year	1350	2002	Not Used	2433	172.3	3186	172.3	3186
<b>SO.3</b>	The institutionalization process of the child protection system is supported by the project (part of the state structures and legislations)	none	3	Not Used	4	Not Used	4	Not Used	
<b>1.1</b>	Increase in average number of new cases per Child Protection Unit opened every 12 months (excluding re-opened cases) as % of baseline value.	20	31.8	59%	29.3	47%	12.3	85%	73.4
<b>1.2</b>	Increase in average total referrals to Child Protection Units every 12 months as % of baseline value	7.4	22.5	204%	12.8	73%	5.5	123%	40.8
<b>1.3</b>	Increase in average number of cases referred by Child Protection Units every 12 months to other actors as % of baseline value	13	8.5	-35%	9.8	-25%	6.2	43%	24.5
<b>1.4</b>	Improvement in the average involvement of local actors in CPSN as % of baseline value	6.3	8.6	37%	8.4	34%		Not Used	17.0
<b>1.5</b>	Increase in the average number of high risk cases moved to medium or low risk within 3 months of opening case file.	1.7	3.5	106%	4.1	141%	1.2	112%	8.8
<b>2.1</b>	Increase in the average number of child protection awareness sessions held with pupils by the school psychologists per education region every 12 months as % of baseline value	1588	2606.0	64%	1906.2	20%	1219.6	130%	5731.8

2.2	In 70% of the cases the intervention of the school psychologist has improved the situation of the child	none	71.4%	Not Used	82.3%	Not Used		Not Used	1.5
2.3	Increase in the average number, per education region, of child protection sensitisation sessions held every 12 months by School Psychologists with parents as % of baseline.	508	381.4	-25%	421.6	-17%	223.0	32%	1026.0
2.4	Increase in the average number, per education region, of child protection sensitisation sessions held by school psychologists every 12 months with education personnel as % of baseline.	156	316.4	103%	325.2	108%	142.4	174%	784.0
2.5	Increase in the average number, per education region, of referrals to School Psychologists by various actors* in schools every 12 months, as % of baseline (*e.g. teachers, school directors, pupils, parents, nurse, cleaner, janitor, etc.).	157	281.2	79%	232.0	48%	115.4	121%	628.6
2.6	Improvement in the average understanding per education region (from surveys), amongst school directors and teachers regarding child protection issues in the school, and their child protection responsibilities in the school (as % of baseline).	39.85	57.0	43%	63.0	58%		Not Used	120.0
2.7	Improvement in average understanding per education region (as calculated from surveys), amongst school children regarding child protection issues in the school, and how to address them (as % of baseline).	46.6	55.1	18%	62.9	35%		Not Used	118.0
3.1	Increase in the average number of referrals from Community Counseling Groups to various local structures (Child Protection Units, kindergartens, schools, Civil Status Office, Vocational training centers etc) every 12 months, as % of baseline.	10	16.0	60%	21.6	116%	7.9	136%	45.4
3.2	Increase in the average number, per community, of children participating in summer activities for at least 2 weeks, as % of baseline.	57	65.0	14%	76.5	34%	Not Used	Not Used	141.5
3.3	Increase in the average number of participants in the activities organized by Community Counseling Groups every 12 months as % of baseline value.	51	127.5	150%	105.4	107%	61.0	259%	293.9

3.4	Increase in awareness amongst marginalised communities about their rights to access public services as % of baseline	51	104.0	104%	71.6	40%		Not Used	175.6
3.5	Increase in the average number of activities carried out by Community Counselling Groups as % of baseline value	2	7.0	250%	8.4	321%	5.4	714%	20.8
4.1	Improvement in the approved child protection procedures for each institution as % of baseline value	23.8		Not Used		Not Used	35.0	341%	35.0
4.2	Improved implementation of approved child protection procedures by staff as % of baseline value.	16		Not Used		Not Used	40.0	650%	40.0
4.3	Increased awareness of child protection issues and procedures amongst children residential institutions as % of baseline value			Not Used		Not Used	4.0	Not Used	4.0
5.1	Gaps in the Child Protection Safety Net are identified and efforts are made to address them	1	2	Not Used	3.0	Not Used	3.0	Not Used	
5.2	Number of national level multi-stakeholder strategy meetings that are chaired by representatives of the central offices of ministries	Not Used	3	Not Used	1.0	Not Used	1.0	Not Used	5.0
5.3	Number of regional level multi-stakeholder strategy meetings that are chaired by representatives of the central offices of ministries	Not Used	2	Not Used	1.0	Not Used	0.0	Not Used	3.0
5.4	Lessons learned and recommendations are documented and disseminated through newsletter and capitalization document and other appropriate sources/forums	Not Used	5	Not Used	1.0	Not Used	1.0	Not Used	7.0
5.5	Number of organisations* contributing to the planning of regional level multi-level stakeholder meetings			Not Used		Not Used		Not Used	0.0
5.6	Number of changes to public policy and/or legislation promulgated at national level corresponding to proposals formally adopted at national or regional multi-stakeholder strategy meetings	Not Used	2	Not Used	1.0	Not Used	3.0	Not Used	6.0

5.7

Increase in the number of municipalities and communes with a Child Protection Unit as % of baseline value. This indicator is cumulative from year to year and includes the starting number of 15.

15

17.0

13%

28.0

87%

34.0

Not Used

79.0

