

Child Trafficking Response Program (CTRP) Country Programme: Albania
Endline Evaluation Report: October 2010 – June 2011
Prepared by: Klodiana Thartori, Programme Coordinator
Tirana, Albania June 23, 2011

1. Introduction

CTRP phase III in Albania consists in working with/for youth to increase resilience towards risks through two Youth Centers (in two project areas) and work towards establishment of child protection mechanism at local level through two Child Protection Units (in two project areas). In order to assess whether the program is achieving the intended impact on the lives of targeted children, a comprehensive impact monitoring system was designed and implemented during the first two years in Albania. Children’s/ youth participation and feedback was at the very core of such impact monitoring system.

Baselines were established in the two project areas (Kucova and Cerrik) in 2009 to measure aspects of knowledge, attitudes and practices among targeted children/youth and professionals working with/for children around key Programme focus areas. A baseline survey report was produced in late 2009, followed by a midline survey in 2010 based on consultations held on the level of understanding on child protection among the child protection group members, children/youth being able to make solutions that will help them prevent abuse and exploitation and the role of peer leader in supporting most at risk peers. The midline consultations highlighted meaningful achievements in terms of program impact confirmed by the beneficiaries. In order to complete the project documentation in terms of impact monitoring an endline assessment took place in early June 2011 in Albania.

Currently the direct CTRP beneficiaries of SCiA are 45 -50 professionals, around 650 children/youth at risk / 20 peer leaders and around 100 parents. The approximate number of indirect beneficiaries for the first two years of the programmed reached about 2700 children and adolescents from local communities in three project areas.

2. Executive Summary

Four (among 5) key themes were used for data collection during endline assessment:

Theme 1: Knowledge on Child Protection by Duty Bearers: Post-Test Evaluation, Training Follow up Questionnaire and Complete Sentence Exercise were conducted with the Child Protection Working Group as tools to collect data.

Theme 3: Self Efficacy: “SOC”, “I AM” and “Notions of self-efficacy questionnaire” were used to get info on this theme.

Theme 4: Children’s Knowledge and Resilience: A questionnaire on the topic of child trafficking, safe migration and reproductive health was elaborated and adapted to collect data.

Theme 5: Peer Leader-Support: Questionnaire for peer leaders standardized in the endline tools prepared by the CTRP Consultant was used for this theme.

➤ The table below shows sampling of respondents in each project site:

| Respondents | Albania |
|-------------|---------|
| # of sites | Kucova |

| | |
|----------------------|---------------------|
| Peer leaders | 3 (2 girls/1 boy) |
| Children/adolescents | 7 (5 girls/ 2 boys) |
| Professionals | 12 (7 women /5 men) |
| # of sites | Cerrik |
| Peer leaders | 5 (3 girls/2 boys) |
| Children/adolescents | 6 (4 girls/2 boys) |
| Professionals | n/a |

| Country/sites | Theme | baseline | res. | midline | res. | female | male |
|---|--|---------------|------|---------------|------|--------|------|
| Albania: 2 sites – Cerrik and Kucova | theme 1 | Professionals | 15 | Professionals | 13 | 7 | 6 |
| | theme 3 ind.3.1 'I Am and SOC' | Adolescents | 13 | Adolescents | 17 | 12 | 5 |
| | theme 3 ind.3.2 'Perceived notions of self efficacy' | Adolescents | 21 | Adolescents | 17 | 12 | 5 |
| | theme 4 | Adolescents | 21 | Adolescents | 16 | 10 | 6 |
| | theme 5 | PLs | 24 | PLs | 15 | 9 | 6 |

➤ **Fieldwork: Timeline and processing of data**

All consultations were conducted from June 1st – 6, 2011 in two project areas from youth centers staff and child protection worker and were guided by SCiA coordinator. Reports from partners were submitted in June 10, 2011.

➤ **Overall key findings and achievements:**

Theme 1: Knowledge on Child Protection by Duty Bearers: Output 2.3: Indicator - Number of CP group members who demonstrate increased knowledge on child protection issues.

Two trainings were delivered to CPWG (child protection working group) for the period November 2010 – May 2011. The topics were: “Child Abuse” and “Case Management”. 12 (7 women/5 men) participants in the baseline/midline survey participated in the endline data collection process.

“**Post Test Evaluation**” findings show positive feedback from professionals expressed in “I have gotten enough new notions but I need more” and “much better – the training was useful” in the questionnaire. All (12) professionals give their maximum evaluation for the organized trainings, on issues of “child abuse” “child abuse prevention” “case management” “instruments and components of case management” “multidisciplinary team” and “role of actors in the multidisciplinary team”.

Training follow-up questionnaire was filled in by the same core group of professionals 12 (7 W/ 5M) involved in the endline survey. Feedback about the usefulness of the trainings provided since the beginning of the CTRP (2009 and up to now) showed in this follow-up questionnaire that: 6/12 have obtained new skills and knowledge during the trainings in their work / 6/12 claim to have applied everything they have learned or have been reminded of during the trainings activity in their work / 6/12 describe the change occurred in their working methods since the trainings as, significant/ 7 /12 mention that their knowledge been used to support new initiatives at work.

Complete sentence exercise results show that 7/12 perceive child protection as duty of everyone, and 5/12 see it as needed for children who are at risk; 11/12 say that children must be protected from violence in general and exploitation; 9/12 perceive that parents, teachers and communities should help children in need of protection to handle the difficult situations they face and help them live with integrity and a prosperous life.

Theme 3: Self Efficacy: Output 3.2: Indicator – Children’s self-confidence and vision of themselves in the future (by disaggregated data)

13 youth (9 girls/ 4 boys) aged 16-18 from Kucova and Cerrik youth centers attending peer to peer sessions were consulted. To assess their self efficacy the team in Albania used three methods – I AM, Stories of Change and a checklist on Perceived Notions of Self-Efficacy. All (three) tools were used in one day in each youth center, on June 3rd 2011 in Cerrik and Kucova Youth Centers facilitated by youth center staff . Instructions were closely followed to conduct the consultation and analyse data as agreed in the endline country plan with RMT support.

I AM exercise revealed that: 9/13 mention they are sincere and honest and 5/13 mention they are altruists *with regard to values and personal qualities*; 10/13 mention they want to change the mentality ; 5/13 mention importance of voluntary work ; 13/13 say they are participants in the Center’s activities ; 9/13 say they like debates and public speaking ; 4/13 mention they like to help children and community *with regard to CTRP Topics*; 9/13 mention they are able to defend their rights; 11/13 mention they are honest, responsible and loyal *with regard to perceptions on self qualities*. ; 13/13 refer to sex (boy/girl) *with regard to socio –demographics*; 9/13 says they like sports; 7/13 says they like help others *with regard to things they like to do*; 5/13 mention they want to become decision makers to change mentality; 9/13 mention they are ambitious and enthusiastic for the future *with regard to aspirations*; and 11/13 mention they do not like violence *with regard to I am not statements*.

SOC showed that: 13/13 adolescents were reporting that they knew about CTRP issues (primarily peer to peer sessions; child trafficking; drug abuse, youth risks, etc.) 12/13 adolescents reported an increased inclination to act against CTRP related topics (through engaging in communicative action) in their own lives. 13/13 adolescents reported communicating with friends, family and other community members on the various CTRP issues they are learning about.

Questionnaire on self efficacy showed that: 12/13 youth attending peer to peer sessions in both youth centers say that they can solve most problems if they invest the necessary effort. 10/13 says that they are able to accomplish goals; 11/13 mentions that they can always manage to solve difficult problems.

Theme 4 : Children’s Knowledge and Resilience Output 3.2 Indicator 3.2 - Targeted children and adolescents express increased knowledge and confidence in where to seek entrusted services and support to prevent abuse and exploitation (by disaggregated data).

Through participation in activities of youth centers in two areas youth demonstrated an increase in their knowledge. Their understanding on risks related unsafe migration and reproductive health as well as their life perspective are a function of the overall context in which they live. 13 youth (9 girls/ 4 boys) aged 16-18 from Kucova and Cerrik youth centers attending peer to peer sessions were consulted. 13/13 says they have more knowledge and can inform other peers on the risks related unsafe movement; 13/13 confirm very good knowledge on the risks of trafficking; 12/13 claim they know consequences of sex at early age.

Theme 5: Peer Leader Support: Output 3.3 Indicators - Number of trained adolescent peer leaders providing direct support and outreach assistance to peers and other children in the

community (by disaggregated data) and Numbers of adolescent peer leaders who feel they are effective in their role (by disaggregated data)

8 peer leaders (5 girls / 3 boys) aged 16 -18 years were consulted in both youth centers. 8/8 participated in awareness raising activities for boys and girls, 8/8 held peer-to-peer sessions and participated in preventive activities on the topic of trafficking. 8/8 met with community influentials. According to the results of the endline assessment the top three duties of the peer leaders from Youth Centers in Kucova and Cerrik are prevention of trafficking; community activities and awareness raising campaigns for different issues. The top three rewards of being a peer leader are the chance to gather experience, leadership and learning about different social issues.

➤ **Key challenges**

As a whole the online assessment was conducted smoothly regarding the developed action plan. Due guidance was given to the implementing partners from SCiA Coordinator, leading to conduction in time of scheduled consultations and reports from implementing partners being submitted on time. One of the key challenges remained to analyze data accordingly. Guidelines from the RMT were followed rigorously to avoid subjectivity and minimize the merge of error. Careful and complete written notes were kept from facilitators to receive the original and genuine opinions from youth and professionals. Language issues, translation from English into Albanian and other side remained to be a technical problem. Prior to the report, all the agreed tools were also translated into Albanian and then shared with the implementing partners. Additionally, conduction and analysis of some exercises for the first time by implementing partners continued to be a technical problem. On the field site, reaching the availability of the “promised “sample was successfully tackled.

3. Endline Evaluation Findings

Theme 1: Knowledge of Duty Bearers on Child Protection Output 2.3: Indicator - Number of CP group members who demonstrate increased knowledge on child protection issues

12 (7 females /5 males) Child Protection group members to support CPU in Kucova were consulted in Kucova.

Post Test Evaluation results are as follows:

| After the trainings, my knowledge of the following subjects is: | | Exceptionally little, it did not advance | I have acquired a certain yet insufficient knowledge | I have gotten enough new notions but I need more | Much better – the training was useful |
|---|--|--|--|--|---------------------------------------|
| A. | Understanding child abuse | | | 6 | 6 |
| B. | Consequences of child abuse in society | | 2 | 3 | 7 |
| C. | Types and indicators of child abuse | | 1 | 4 | 7 |
| D. | Characteristics of children and families at risk for | | 1 | 6 | 5 |

| | | | | | |
|-----------|---|--|--|---|---|
| | child abuse | | | | |
| E. | Child abuse prevention | | | 9 | 3 |
| F. | What is case management | | | 4 | 8 |
| G. | Components and instruments of case management | | | 9 | 3 |
| H. | Case management multidisciplinary team | | | 4 | 8 |
| I. | Needs assessment and case referral at local level | | | 6 | 6 |

Analysis:

Two trainings were delivered to 23 CPWG for the period November 2010 – May 2011. The topics were: “Child Abuse” and “Case Management”. 12 (7 women/5 men) participants in the baseline/midline survey participated in the endline data collection process.

When comparing the midline it emerges that selected trained professionals demonstrated an overall increased and enhanced knowledge on child protection issues. In particular, if we jointly consider “I have gotten enough new notions, but I need more” and “much better the training was useful” as answers that indicate a considerable level of knowledge and we isolate the results in which prior knowledge is superior to the one assessed during the follow-up evaluation, we can conclude that:

CPWG-s have benefited from the capacity building sessions, *with cumulative values of* “I have gotten enough new notions but I need more” and “much better the training was useful” particularly in conjunction with the following themes:

- A: Understanding Child Abuse- “I have gotten enough new notions but i need more” + “much better the training was useful” (AFTERE – Child Abuse Prevention- I have gotten enough new notions but I need more” + “much better the training was useful” (AFTER) 12 /12
- F- What is case management - I have gotten enough new notions but I need more” + “much better the training was useful” (AFTER) 12/12
- G- Components and instruments of case management - I have gotten enough new notions but i need more” + “much better the training was useful” (AFTER) 12/12
- H – Case management multidisciplinary team - I have gotten enough new notions but I need more” + “much better the training was useful” (AFTER) 12/12
- I - Needs assessment and case referral at local level - I have gotten enough new notions but I need more” + “much better the training was useful” (AFTER) 12/12
-

In addition to that, further capacity building of CPWG-s is recommendable in the future so as to further expand their capacities to meet children’s’ needs, with a particular emphasis on the areas of:

- B - Consequences of child abuse in society : “I have gotten enough new notions but I need more” + “much better the training was useful” (AFTER): 10/12
- C - Types and indicators of child abuse : “I have gotten enough new notions but I need more” + “much better the training was useful” (AFTER) 11/12
- D - Characteristics of children and families at risk for child abuse : 11/12 , which have scored relatively low in terms of cumulative values of “I have gotten enough new notions but I need more” and “much better the training was useful”

It is very interesting to point out that “much better the training was useful” box was predominantly filled in by women professionals, while men tended to be more critics in their the evaluation. All people who responded “ I have acquired a certain yet insufficient knowledge” were man. In conclusion, as indicated by findings from endline data collection, we may argue that knowledge on child protection issues by duty bearers was well improved thanks to project intervention.

Training follow-up questionnaire was filled in by the same core group of professionals 12 (7 W/ 5M) involved in the endline survey for the period January 2009 – May 2011

The questionnaire results are:

| Question | Possible answers | Points | Result First person F (female) | 2' M (male) | 3' M | 4' F | 5' M | 6' F | 7' F | 8' F | 9' F | 10' M | 11' F | 12 M |
|---|-----------------------------|--------|--------------------------------|-------------|------|------|------|------|------|------|------|-------|-------|------|
| Question 1 How useful have you found the skills/ knowledge you obtained during the training in your work? Assess on this scale. | Not useful at all | 2 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| | Somewhat useful | 4 | | | | | | | | | | | | |
| | Highly relevant and helpful | 6 | | | | | | | | | | | | |
| Question 2. How much have you applied what you have learned or have been reminded of during the training/activity in your work? | Not at all | 2 | 4 | 4 | 4 | 4 | 6 | 6 | 4 | 4 | 6 | 6 | 4 | 4 |
| | Some of them | 4 | | | | | | | | | | | | |
| | Applied all | 6 | | | | | | | | | | | | |
| Question 3. How would you assess the change occurred in your working methods since the training? | No change at all | 2 | 4 | 4 | 4 | 4 | 6 | 6 | 4 | 6 | 6 | 6 | 4 | 6 |
| | Some changes | 4 | | | | | | | | | | | | |
| | Significant change | 6 | | | | | | | | | | | | |
| Question 4. To your information | No | 1 | 2 | 2 | 2 | 1 | 3 | 3 | 1 | 1 | 3 | 1 | 1 | 2 |
| | One initiative | 2 | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|---|-------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| has your knowledge been used to support any new initiatives at your work? | Two or more initiatives | 3 | | | | | | | | | | | | |
| Sum (7 - 21 points) | | | 16 | 16 | 16 | 16 | 21 | 21 | 15 | 17 | 21 | 19 | 15 | 18 |

| <u>Received points</u> | <u>Scale</u> | <u>Description of the scale</u> | <u>FEMALE</u> | <u>MALE</u> | <u>Total person</u> |
|------------------------|--------------|---|---------------|-------------|---------------------|
| 7-9 | 1 | No change in professional practices of participants | - | - | - |
| 10-16 | 2 | Some changes were noticed in professional practices of participants | 4 | 2 | 6 |
| 17-21 | 3 | Changes are integrated to professional practices | 3 | 3 | 6 |

Analysis:

The average of the result of 12 respondents (7 female and 5 male) is 2,25 which indicates mainly some changes in professional practices of participants but also some changes are integrated to professional practices.

From the Training Follow up Questionnaire results we can postulate that changes in professional behaviour of professionals are noticed as result of trainings received since the beginning of the programme in Albania and more specifically:

Q 1: “How useful have you found the skills/ knowledge you obtained during the training in your work” – 12/12 professionals confirm “high relevance and helpfulness” of the organized trainings with their jobs

Q2: “How much have you applied what you have learned or have been reminded of during the training/activity in your work - 8/12 say they have “applied some of what they learned” and 4/12 mention “they have applied all”

Q3: How would you assess the change occurred in your working methods since the training - 6/12 mention “significant change” and 6/12 mention “some changes”. These two answers combined together confirm positive impact of organized trainings.

Q4: To your information has your knowledge been used to support any new initiatives at your work: 3/12 mention “two or more initiatives”; 4/12 mention “one initiative”.

On the overall assessment when analysing answers according to excel guide provided by the RMT the results are: 6/12 confirm that “changes are integrated to professional practices” and 6/12 “changes were noticed in professional practices of participants”. The exercise recorded no track of “no change in professional practices of participants”. On the gender aspect no data on the tendency to respond more positively of women vs. man is found in this exercise; on the average women and man have been equally critical or appreciative on the impact of the training in their jobs throughout the CTRP Programme.

Sentence Completion Form – Results

1. *Child protection is.....* 4/12 support offered to every child who is at risk; 5/12 it's the duty of everyone; 2 duty of everyone / 1 duty of institutions
2. *All children should be protected from.....* 11/12 violence in general, exploitation and abuse/ 1/12 state, society, family.
3. *Parents, teachers, professionals should help children in need of protection.....* 3/ 12 handle life and minimize risks to integrate in life; 4/12 respect and fulfil children's rights ; 4 / 12 live a prosperous life
4. *My responsibility as a professional for child related issues is to*7/12 offer services by doing my job; 2/12 provide emotional support to children; 1/12 asses their needs / 2/12 work to fulfil children's rights.
5. *In the city of Kucova Child Protection Units helps.....*6/12 to identify and support children who need protection; 4/12 to solve cases through the team that supports the Unit; 2/12 plays an important and special role.
6. *Case management model*4/12 is the manner how a group helps to solve a case; 5/12 duty of professionals involved in the child protection case; 3 case follow up from all the structures

With regard to the Sentence Competition results, we may argue that there is a significant increase of knowledge of professionals and their related role on CP issues. Of specific importance is Q4, where 7/12 perceives that it is their duty to offer services to children in need of protection which represents a shift in the traditional way CP issues was/is considered in Albania (as “duty of others”) and means moving towards a more institutional level instead of a personal (favor) level. More, results show a very good level of understanding among professional also about the CPU role and mission. It seems that the engagement of everyone to work on CP related issues, joint work in a multidisciplinary team, stands in the core of mindsets of these professionals. On the gender aspect, women seem more tended to mention aspects related “provision of (emotional) support, assistance and they bring “the role of society in CP related issues, while man seem to portrait the issue with notions of duty, obligations and respect towards fulfilling children's rights.

In overall, when comparing to the midline findings we notice that professional's perceptions on all questions from Q1 – Q6 are reflecting clearly the impact of the trainings in their knowledge, validated in their answers.

Theme 3 – Self Efficacy

13 youth (9 girls/ 4 boys /none from minorities) aged 16-18 from Kucova and Cerrik youth centers attending peer to peer sessions were consulted.

Results of I AM:

A. Values and Personal Qualities

12/13: I am a boy / girl

9/13: I am sincere and honest

5/13/17: I am an altruist

B. CTRP-Related Statements

- ✓ 10/13 mention they want to change the mentality
- ✓ 5/13 mention importance of voluntary work
- ✓ 13/13 say they are participants in the Center's activities

- ✓ 9/13 say they like debates and public speaking
- ✓ 4/13 mention they like to help children and community

C. Perceptions of Self/Personal Qualities

9/13 mention they are able to defend their rights
 8/13 mention they read many books
 8/13 mention they are activists
 11/13 mention they are honest, responsible and loyal
 3/13 mention they like to be leaders
 5/13 mention they have new and creative ideas
 6/13 mention they like to socialize with others

D. Socio-demographics

- ✓ 13/13 refer to sex (boy/girl)

E. Things they like to do (do not like to do)

7/13 says they like help others
 9/13 says they like sports
 5/13 says they like to discover new things
 7/13 says they like debates and to communicate with others

F. Aspirations (things they want to do)

- ✓ 5/13 mention they want to become decision makers to change mentality
- ✓ 9/13 mention they are ambitious and enthusiastic for the future

G. I am NOT Statements

- ✓ 11/13 mention they do not like violence
- ✓ 9/13 mention they do not like the community mentality towards youth

Analysis:

The picture obtained from gathered information reflects a considerable impact on youth beneficiaries of the Youth Centers thanks to project implementation. The frequency and certainty noticed in their verbal and non verbal communication during the exercise of positive self images such as “loyal and honest” and “I can communicate well”, is increasingly visible in statements by youth. Youth express trust and the fact they “they feel that their opinion is appreciated in the Youth Centers” and in some instances even affection towards Youth Centers staff which are reported to provide a role model and a basis for future aspiration both in terms of behaviour and career. The impact and visibility of their involvement in the Youth Centers activities is evident in children’s words. Youth proudly and often mention the fact that they are involved in Youth Centers activities and they perceive themselves as “participants” and “actors “in these activities The CTRP Programme with the range of topics addressed seems to have a stated impact expressed in target youth likes and aspirations for the future such as: engagement in new activities, being part of new experiences and planting believe in topics like volunteerism and believe that they can make big changes. It is quite interesting to mention than girls that were part of the sample expressed to feel “more empowered” compared to boys; this was shown in the answers related C block where mostly girls portrayed themselves as “leaders” “activists, etc. Another interesting observation relates to the fact that All boys in the sample, (in the I AM NOT statement) mention “they do not like violence” and this is an important perception that shows building of a tolerant attitude the program has promoted since the beginning. The programme impact in target

youth is also evident in “I am not” statements results express the unacceptability of violence as a tool to solve social conflict to characterise their attitudes.

Results of SOC:

I. CHANGES IN SELF-PERCEPTION:

| CATEGORIES OF CHANGE | TYPES OF STATEMENTS |
|----------------------------------|---|
| Change in Self-Perception | |
| 1. Skills and Habits | New skills/habits - 6/13 mention they have learned new public speaking skills - 7/13 mention freedom to express thoughts - 9/13 mention they are able to organize activities - 6/13 mention team work - 5/13 mention they have belief in themselves - |
| 2. Values | - 5/13 mention the Programme has made them more aware on their potential - 4 /13 mention they are opened toward critics - 6/13 mention cultivation of the feeling of work |
| 3. Identity relative to others | - 13/13 say they have created new friendships through the programme; - 11/13 they appreciate opinions of others and they feel their opinion is appreciated in the Youth Centers - 5/13 say they have learned to listen and analyze situations more critically |
| 4. Aspiration | - 7/13 mention they want to organize community events - 6/13 mention they want to be decision makers - 4/13 think they are learning things in the YC-s that are useful for their future jobs |
| 5. MSC/Empowerment | - 3/13 mention they are cooperative - 4/13 mention they are proud being able to organize community events - 3/13 mention becoming more responsible |

II. CTRP TOPICS:

1. Knowledge:

13/13 adolescents were reporting that they knew about CTRP issues (primarily peer to peer sessions; child trafficking; drug abuse, youth risks, etc.) Some examples of SOC with knowledge being reported are presented below:

During Leadership Programme in the Youth Center i have discovered new abilities in me, ~~I~~, I learned new skills and I believe I am already a leader.

During trainings on reproductive health and HIV/AIDS i have learned new things and i know now how to protect myself from risks.

2. Attitude

12/13 adolescents reported increased socialization with others and participation in social and community activities. There was also a positive evaluation of the role of CTRP in adolescents' lives, many commenting that they liked CTRP or that it enriched their lives with beautiful things and positivism. Girls mainly emphasised the importance of increased socialization in their lives, since for them opportunities to socialization compared to boys are fewer in small towns.

Leadership Program taught me how to manage different situations, work with others in a team and lead the group.

The trainings with topics on trafficking made me reflect more on the phenomenon: I know now that everyone, including me is risked and I am very careful to this.

3. Self Efficacy/Intention

12/13 adolescents reported an increased inclination to act against CTRP related topics (through engaging in communicative action) in their own lives.

From a very shy person, I turned into a girl who speaks freely and plays her role in a team, thanks to the Youth Center.

4. Interpersonal communication

10/13 adolescents reported communicating with friends, family and other community members on the various CTRP issues they are learning about. Especially, girls were more eager to share with other peers and family members what learned, while boys were a bit more selective in "choosing" the topics according to the peer /family member.

Analysis:

Data emerged from the exercise demonstrates that there are considerable improvements over time youth's behaviour thanks to project intervention. Changes in self perception showed positive change with a particular emphasis in the areas of new skills and habits, improved leadership based on responsibility, consistency during implementation, openness and tolerance towards others while thinking critically and differently, socially desirable aspirations such as creation of new friendships and organizing community events. It is of great importance to stress out that ALL 13 youth attending peer to peer sessions in youth centers, see creation of new friendships through the programme as the main way while relate to others. As for CTRP topics, a considerable leap was observed in youth in their knowledge on risks expressed in perceptions on creation of attitudes presenting low risk.

Perceived Notions of Self-Efficacy Results:

| | Options | Please mark with X | | | |
|---|---|--------------------|------------|----------------|--------------|
| | | Exactly true | Often true | Sometimes true | Exactly true |
| 1 | I am certain that I can accomplish my goals. | 10 | 3 | | |
| 2 | I am confident that I can handle unforeseen situations. | 4 | 7 | 2 | |
| 3 | If someone opposes me, I can find the ways and means to get what I want. | 7 | 5 | 1 | |
| 4 | I can always manage to solve difficult problems | 2 | 9 | 2 | |
| 5 | I can solve most problems if I invest the necessary effort. | 12 | 1 | | |
| 6 | I can remain calm when facing difficulties because I can rely on my coping abilities. | 7 | 5 | 1 | |
| 7 | When I am confronted with a problem, I can find several solutions. | 2 | 8 | 3 | |
| 8 | If I am in trouble, I can think of a good solution. | 4 | 7 | 2 | |

Analysis:

When analyzing the overall results from consultations with adolescents (9 girls/ 4 boys /none from minorities) in the sample, it emerges that adolescents attending peer to peer sessions in Youth Centers are generally very confident about their capability to perform positively when facing potentially risky situations and making decisions. In the majority of questions (1, 2, 3, 4, 5, 6, 8) the combined “Exactly true” and “Often true” statements account for at least 11 out of 13 of respondents. A comparatively high count in the statement “Sometimes true” which indicates a low medium of self-efficacy is registered in Q7, respectively focusing on the ability to identify several solutions when confronting with a problem. This (low) percentage brings out the real situation that these adolescents face when confronting with problems because in the deprived communities where the project is being implemented in fact there are “a few” and not “several” solutions to their problems; especially if we consider mainly communication problems among them and their parents and the level they feel comfortable in expressing their problems or being understood. As for the relevance of ethnicity with this instrument, that does not highlight any question-dependent variations since the polled sample is composed of 100% non Roma children. It is quite interesting to point out that All (9) respondents in question 4 were girls indicating their certainty in their potential to solve difficult problems. This is an important indicator revealing belief in their self and abilities to act with confidence while facing potentially difficult situations. Overall, the key findings gathered from endline data collection demonstrate that the self-efficacy level in polled children at the Youth Centers is very high based on beneficiary’s perceptions.

THEME 4: Output 3.2

13 youth (9 girls/ 4 boys) aged 16-18 from Kucova and Cerrik youth centers attending peer to peer sessions were consulted.

| Based on the knowledge that you have gained so far, please <u>mention and briefly describe in your own words</u> : | | | | | |
|--|--|--|---|---|--|
| A | What are some of the risks of unsafe migration | <ul style="list-style-type: none"> - 13/13 mention the risk to be trafficked - 6/13 mention loss of personality /identity - 8/13 mention the risk to be violated physically - 9/13 mention the risk to be exploited for obliged work | | | |
| B | How would you describe or define Child trafficking - who are the victims and what are the effects? | <ul style="list-style-type: none"> - 7/13 mention trafficking as a very bad thing when a child is forced to do a work he doesn't want to - 4/13 mention it is a human rights violation - 6/13 mention victims of trafficking are children, women and boys - 9/13 mention victims of trafficking are children from very poor families - 7/13 mention victims are children without parents care - 9/13 mention consequences of trafficking are: maltreatment physically and psychologically - 4/13 loss of life itself as a trafficking consequence | | | |
| C | What are some of the consequences of sex at early age? | <ul style="list-style-type: none"> - 12/13 unwanted pregnancy - 9/13 body –health problems - 12/13 risks to receive STD-s - 13/13 risk to be infected with HIV/AIDS - 5/13 Psychological problems | | | |
| D | Please mention at least three ways of HIV/AIDS transition | <ul style="list-style-type: none"> - 9/13 through blood transfusion - 13/13 through unprotected sex - 7/13 from mother to the child | | | |
| After the trainings, my knowledge of the following subjects is: | | Exceptionally little, it did not advance | I have acquired a certain yet insufficient knowledge | I have gotten enough new notions but I need more | Much better – the training was useful |
| E | Ways of protecting myself against risks of unsafe migration | | | 8 | 5 |

| | | | | | |
|----------|--|--|---|---|----|
| F | Ways of protecting myself against risks of trafficking | | 1 | 6 | 6 |
| G | Causes why children/youth get trafficked | | | 8 | 5 |
| H | Consequences of sex at an early age | | | 3 | 10 |
| I | Knowledge on HIV/AIDS transmission | | | 1 | 12 |
| J | Care provision for HIV/AIDS | | 3 | 6 | 4 |
| K | Care provision for drugs | | 3 | 8 | 2 |

Analysis:

When analyzing the overall results from consultations with youth in the sample, it emerges that youth center peers are satisfactorily knowledgeable about safe migration, child trafficking and reproductive health issues. This observation is confirmed by the responses obtained for each of questions:

- QA, through which youth were asked to mention some of the risks of unsafe migration: ALL 13 youth seem to have relevant knowledge on the potential risk expressed in different manners. This accurate knowledge confirmed by youth answers shows a high validity of peer to peer sessions in youth centers where the above mentioned issues are predominantly discussed
- QB, through which youth were asked to describe effects and victims of child trafficking ; ALL youth perceives an increased awareness on the trafficking in general and remodeling of their attitudes around a careful behavior based on “not trusting traffickers”. This is exactly the project overall goal.
- QC, through which youth were asked to describe some of the consequences of sex at early age; and QD which asked for ways of HIV/AIDS transmissions highlights that ALL 13 youth in the sample correlates the main consequence of sex at early age / with the potential risk to be infected with HIV/AIDS.

If we jointly consider “I have gotten enough new notions but I need more” and “much better the training was useful” as answers that indicate a considerable level of knowledge and we isolate the results in which prior knowledge is superior to the one assessed during the follow-up evaluation, we can conclude that: Youth from youth centers have benefited from the capacity building sessions *with cumulative values of* “I have gotten enough new notions but I need more” and much better the training was useful” accordingly with the following themes:

- E. + G+ H + I : “I have gotten enough new notions but i need more” + “much better the training was useful” (AFTER): 13/13 ALL

In addition to that, further capacity building of youth is recommendable in the future so as to further expand their capacities to meet their needs, with a particular emphasis on the areas of:

- J Care Provision for HIV/AIDS and K Care provision for drugs - “I have gotten enough new notions but I need more” + “much better the training was useful” (AFTER): 10 /13 which have scored relatively low in terms of cumulative values of “I have gotten enough new notions but I need more” and “much better the training was useful”.

Concluding, we may argue that thanks to project intervention targeted beneficiaries demonstrate a very satisfactory knowledge on trafficking, migration and reproductive health, with an accurate and comprehensive understanding of context-relevant risks deriving from these phenomena’s.

THEME 5: Output 3.3

8 peer leaders (5 girls / 3 boys) aged 16 -18 years were consulted in both youth centers.

| | | | | | | | | | | | | | |
|------------|--|---|--|-------------------------------------|---|---|---|---|---|--|--|---|---|
| 1. | How long have you been serving as a peer leader? | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> </tr> </table> years all (8) | | 2 | 3 | | | | | | | | |
| 2 | 3 | | | | | | | | | | | | |
| 2. | Have you ever received any training as a peer leader? | Yes ----- | 8 | | | | | | | | | | |
| | | No ----- | | | | | | | | | | | |
| 3. | What training have you received as a peer leader? When did you receive this training? How long was the training for? | What training? Child Trafficking and Safe migration 8/8 received this training | When received? March 2011 | Duration of training 2 full days | | | | | | | | | |
| | Training 1 | Activity planning and Monitoring 5/8 received this training | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> </tr> </table> Months | 1 | 2 | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> </tr> </table> Years | 2 | 0 | 1 | 0 | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> Days | 1 | 5 |
| | 1 | 2 | | | | | | | | | | | |
| | 2 | 0 | 1 | 0 | | | | | | | | | |
| 1 | 5 | | | | | | | | | | | | |
| Training 2 | Training of Trainers (on how to be a trainer) 8/8 received this training | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> </table> Months | 0 | 4 | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> </tr> </table> Years | 2 | 0 | 1 | 1 | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> </tr> </table> Days | 2 | 0 | |
| 0 | 4 | | | | | | | | | | | | |
| 2 | 0 | 1 | 1 | | | | | | | | | | |
| 2 | 0 | | | | | | | | | | | | |
| Training 3 | HIV/AIDS and drug abuse among teenagers 7/8 received this training | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">6</td> </tr> </table> Months | 0 | 6 | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> </tr> </table> Years | 2 | 0 | 1 | 0 | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> </tr> </table> Days | 2 | 0 | |
| 0 | 6 | | | | | | | | | | | | |
| 2 | 0 | 1 | 0 | | | | | | | | | | |
| 2 | 0 | | | | | | | | | | | | |

4. What were the reasons do you think for your being selected as a peer leader?
 Volunteered 6/8
 Good in studies -----
 Other parents do not allow -----
 Others (Specify) i have good communication and leadership skills 2/8

| | | | | |
|----|---|--|------------------|----|
| 5. | What kind of direct support and outreach assistance have you organised or taken part in your community? | Topics | Organized | |
| | | | Yes | No |
| | | a. Weekly peer to peer sessions with adolescent peers | 8 | |
| | | b. Awareness raising activities for adolescents boys and girls | 8 | |
| | | c. Meetings with local decision makers | 8 | |
| | | d. Impart knowledge on reproductive health, such as family planning, HIV/AIDS, STIs, etc | 8 | |
| | | i. Prevention of trafficking | 8 | |
| | | k. Prevention domestic violence | 8 | |
| | | m. Prevention of drug abuse | | |
| | | f. Cultural events to raise social awareness | 6 | 2 |
| | | n. Other | | |

| | Options | Response | |
|----|--|---|---|
| 6. | Which ones of the duties listed above, would you say are the main 3 duties of a peer leader? | <p>Rank 1: 7/8 prevention and awareness raising on child trafficking</p> <p>Rank 2: 8/8 awareness raising campaigns in schools for different issues</p> <p>Rank 3: 8/8 engage community in issues important for us</p> | |
| 7. | What are the main rewards of being a peer leader? (if more than 3, circle top 3) | Leadership Honor Chance to gathering experience Chance to learn social issues Chance to share feeling with friends Others (specify) | 8 4 8 7 7 Team work 3 |
| 8. | What are the main challenges you face as a peer leader? (if more than 3, circle top 3) | Maintain responsibility Do work perfectly Maintain all activities properly Proper coordination with community influentials Lack of support from parents Hampered own studies Others (specify) | 8 6 3 5 - - |

Analysis

8 peer leaders (5 girls /3 boys) aged 16 -18 were consulted for the endline. Most of PL have been serving/ acting as such in the Programme from 2-3 years. The reason is that these PL change over time, passing from high school to university and conducting their activity only for the period they live in project areas. All 8 PL had received trainings during the whole project period. It is very interesting to point out that in the midst of reasons being chosen why serving as a PL, 6/8 of them mention “volunteering”. This is explicitly a prove of program impact since gradually these PL have moved from being participants in peer to peer sessions in youth centers, into conducting these sessions (ALL of the targeted respondents have organized sessions with others peers) as result of creation of an open debate space and promotion of initiative taking (as overall program rationale). ALL PL lists “prevention and awareness raise activities” at the top duty expected to be performed by them. This shows a good coherence between the CTRP program and the work being done in the ground to address issues raised by the program. Another dimension of program impact is found in the relatively high percentage of youth ALL see the “chance to gathering experience” as the most meaningful reward of being a PL, clearly an opportunity offered by the program. It terms of gender analysis, it is impressive to notice that girl peer leaders feel empowered and portrays the main reward of being a PL through leadership. . Concluding we may argue that PL in youth centers are very well inserted into the program content, addressing the topics with responsibility and honesty with a high level of dedication in issues concerning their peers and community needs, and perceptions that they are playing a role, even serving as role models for other peers and their communities.

4. Case Stories

My name is G.B I am 17 years old and I frequent Kucova Youth Center for the last three years. I came to the Youth Center when I was relatively weak, with a weak character too much depended on other people and I was not able to act or take my decisions. All activities that I have participated or that I have led in the Center have influenced me for better especially in expressing my opinions or speak in front of other peers. In the beginning I have been shy; I didn't believe in myself, I was not integrated into society. Then, through participation in the Center activities and especially "Leadership Programme" discovered in me new potential and abilities. I didn't know before that I was a person who likes the company of peers. I also didn't know that I am able to lead an activity, be responsible and actually to make others believe in me. Additionally, the information I have got through peer sessions in the Youth Center in reproductive health or other issues related risks in our lives, made me aware on these potential risks and a person who dares to speak with others on these sensitive issues. In the future I want to be a Politician, to work for my country and improve the life of my community.

5. Key Documentation

Documentary on Kucova Youth Center is finalized. A follow up plan on broadcasting, promotion and exposing this product in and outside Albania will be prepared ready to be implemented in September and onwards. Kucova Municipality is also expected to use this documentary as a model to increase its visibility and prove past experience while rising and growing this institution.

Peer Leader Manual is being drafted, ready to be published in late September in Albania.

Initial workshops to draft the **strategies (2012 – 2015) for Kucova and Cerrik Youth Centers** were conducted. TOR-s were prepared, consultant recruited and the final strategies are expected to be ready by end October 2011.

A **publication on CPU** will be prepared by CP team in the frame of CTRP publications.

6. Overall conclusions and programmatic recommendations, including for the 2011 endline

- The capacity building sessions held with CPWG members showed an increase in their knowledge on the subject discussed and relevant changes in their attitudes. Despite, in their feedback the CPWG members also mentioned that they need to know more in many topics related child protection in general.
- So far, children/youth participating in Youth Centers activities demonstrated an increase in both their knowledge and self-confidence. Compared to the baseline results more children show increased information towards "at risk" phenomena in general, and claim their willingness adapt their behavior according to this information. Endline results state a considerable increase in the level of self confidence as result of the Programme.
- The group of peer leaders was extremely active and took part in many activities from the beginning of 2009. Highly motivating for peer leaders were the joint activities with their peers from other centers outside Kucova and Cerrik. They often mention the exchange visits in Montenegro, the PL workshop in Bullgaria, the joint activities with the Child Led Groups, visits in Police Commissariats, trainings organized in Tirana etc. All these activities helped the peer leaders extend the scope of their work in the larger community.

