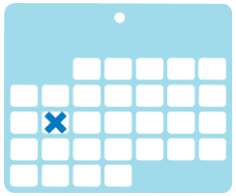
needs assessment & outreach workshop

Plan International Moldova

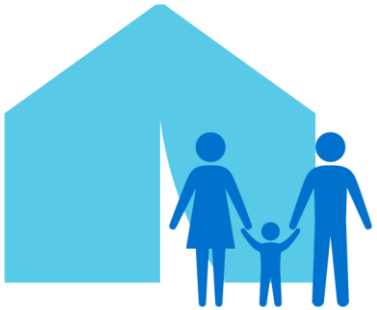
10th May 2023

METHODOLOGY



January 2023

BORDER CROSSING/TRANSIT POINTS/URBAN



MOST VULNERABLE REFUGEES

CHILD PROTECTION/GBV

EDUCATION

FOOD SECURITY/BASIC NEEDS WINTERISATION

MHPSS

METHODOLOGY

- Six Focus Group Discussions (FGDs)
  - Adolescents
  - Caregivers living in homes
  - Adolescents from the Roma community and
  - FGD for their caregivers living in a RAC

- Eleven Key informant interviews (KIIs)
  - UN Agencies: UNHCR, UNICEF
  - NGOs: Moldova Project, Ave Copiii, CCF and CNPAC
  - Department of Family Protection and Children's Rights of Chisinau Municipality

- Fifty-six Interviews on Education (Amici de Bambini)
  - 23 children between the ages of 11-15
  - 18 parents and caregivers
  - 12 teachers in Chisinau municipality and rural and other city RACs in 4 different location

Listen to refugees' voices - CHILDREN

in Ukraine I had sports i.e., swimming And had English classes – now I study English online. When I was in Ukraine I had not time to sit and play games. Since being I have more time to

I tried to go swimming but boys that speak Romanian are saying bad words to me. this is why I don't go to courses in Romanian and I only go to courses in Russian. There are a lot of activities but I feel the difference. in Ukraine I was already very busy – here I have less things to do, a lot of sitting in front of the PC and I look like a potato.

not comfortable to move - very rare trolleybuses.

not always safe in public transport

Sometimes people shout go away, go home – there was a girl my age who shouted this – I was shocked at this.

often bad attitude from children and adults – it affected me feeling comfortable while walking outside.

Listen to refugees' voices - CHILDREN

My routine changed a lot – in Ukraine I went to college now I go to WORK. I had more time to spend with my friends and I was more energetic. I do have friends here but it is not the same

In general feel safe, but IT IS really the wheel of fortune! I was in one situation where I wanted to go a cafe BUT I noticed a man wearing a hoodie with symbols of Russia and the Russian flag. this was unpleasant and I didn't understand why we would dress in that

2 or 3 times I witness this with my friends – we had sticks to play with – the other guys from the Romanian school took our sticks and then called us bad words.

During the college lessons some people call for Glory to Russia – I do not understand why they shout these slogans.

children and adults might express bad attitude, but it did not affect me. In some cases, bad attitudes are addressed at children directly, sometimes generally. Coming from both adults and children. Kids feel uncomfortable when this happens.

KEY FINDINGS – Social activities and well-being

- Boys and girls who attend centres from where they follow the online classes, have established new friendships. However, it is not the same.
- Most of them are not involved in any other extracurricular activity and when the centre closes, they return home
- The change in daily routine has had more of an impact on older boys and girls who had hobbies and friends they used to go out with.
- Since being in Moldova, they have tried to continue the activities they had back at home, but this has not been possible for all of them.

KEY FINDINGS – bullying and harassment

- Adolescent girls and boys have witnessed or personally experienced being verbally harassed, but never physically assaulted or threatened.
- Caregivers and older adolescents said that most of verbal abuse comes from pro-Russian Moldovans or Russians living in Moldova, and Roma reported racist behaviour in the services and market.
- They also mentioned that it happens often that they hear strong statements against Ukraine or pro-Russian which makes them feel uncomfortable and very unsafe in Moldova.
- Caregivers reported that fear of bullying from teachers or students that are pro-Russian or of Russian nationality affected their decision to enrol their children in local schools.

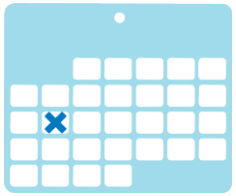
KEY FINDINGS – social and gender norms

- As described by the FGD participants, strong gender roles are present in the lives of the Ukrainian refugees, especially among those from Roma communities
- Mothers and Grandmothers, Girls and Boys from the Roma Community stated that they recognise the special social gender norms against women and girls their culture traditionally has, and they fear losing the progress they have made due to displacement
- Participants brought up the notion that the father, as the head of the household, needs to work and educate himself, but this has changed due to the current situation and in most of the cases boys feel the need to act as the heads of the family and to seek work.

KEY FINDINGS – access to services

- Only a small minority of refugees from Ukraine sought shelter in RACs. RAC management and social workers were not mandated to coordinate services and organisations providing such services. This led to an overlap of services
- The national social care system to identify vulnerable individuals including children at risk, relies on self reporting by caregivers or reporting by third parties
- Only a small number of children attend public schools, and most organizations providing humanitarian assistance primarily works in RACs and rely on the support of community social worker to inform refugee families living in host community of the availability of such services.
- Actors mandated for the identification protection and assistance of refugee children at risk and survivors of violence, are burdened with new duty and responsibilities who do not know how to manage because of lack of knowledge, skills and capacities.

Outreach workshop



MAY 2023

50 PARTICIPANTS

1. Sharing learnings from previous experiences and from a year of the response in Moldova
2. Identify successful strategies to reach out and involve refugees from Ukraine in project activities
3. Develop a contextualised outreach strategy
4. Agree on next steps

Key findings - Outreach workshop

PARTICIPATION & integration

Bias about the refugee status

Work with parents and caregivers to promote integration

Encourage school enrolment to promote socialisation and integration

Provide services and humanitarian aid to everyone, without discrimination

PSS services for refugees encourage local community to seek support

Low registration for Temporary Protection due to challenges

KEY FINDINGS – OUTREACH WORKSHOP

SOCIAL NETWORKS

Communication style

COMMUNITY mobilisers

hiring refugees

Children participation

feedback

visibility

accessibility

Listen to refugees' voices - CHILDREN

"Neutral spaces to spend time, and with games – where not always talking about the

"just meet with people would be good. create situations for people to meet and PLAY. People Should be able to come to the centre – with tea and cookies, feel comfortable and safe – and can talk to people. Just talk to people as people

"I know that there is a Zoo – this would be very interesting to organise a trip to the zoo to look at the animals there – i.e., bears and white tigers. Organised together with the parents. It can be interesting for the parents too

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