

IMPACT REPORT

SAFE ON

EDUCATIONAL PACKAGE FOR THE **PREVENTION**
OF HUMAN TRAFFICKING, ABUSE, AND
ONLINE SEXUAL EXPLOITATION OF CHILDREN

2024-2025

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SafeON - A Commitment to Safety. An Educational Vision for the Future.

We started with a clear vision: to create a space where students are taught not just to navigate the digital world but to do so safely, consciously, and confidently.

This report is a testament to the concrete steps taken together with dedicated teachers, engaged students, and valuable partners. Here you will find stories, data, and perspectives that reflect not only what we accomplished during the 2024–2025 school year but more importantly what becomes possible when education is placed in the service of protection.

Because children’s safety is not just a project, it is a long-term mission.



Prevention Through Partnership: school, family, community

First launched in 2016, the educational program for preventing human trafficking developed by the eLiberare Association provides teachers with adapted resources that help them engage in open and effective discussions with students about the risks of human trafficking and the safety measures they can adopt.

For the 2024–2025 school year, the program focused exclusively on informing and raising awareness among students, placing particular emphasis on human trafficking, child trafficking for the purpose of sexual exploitation, and the current forms of online sexual abuse and exploitation. In December 2024, the Ministry of Education approved the content and nationwide distribution of this educational package in schools across the country.

The package includes essential content from previous editions (2021–2022 and 2022–2023) and builds on the topics introduced in the 2023–2024 edition, offering greater clarity and practical application regarding children's online safety.



The new feature of this year's edition is the introduction of the guide "Parents in the Digital Age: How to Talk to Children and Teenagers About Online Dangers?" — a resource dedicated to parents that addresses the most common forms of online abuse and exploitation encountered by children aged 7 to 11 as well as teenagers aged 12 to 17. The guide offers concrete suggestions for conversations with children and teenagers, recommendations on how to recognize the signs of a potential problem, steps parents can take if they suspect an issue, and ways to provide support and intervention in confirmed cases of online abuse or exploitation.

The goal of the program has been to provide students with the necessary tools to recognize risks, identify potential perpetrators, and promptly report dangerous situations to authorities or trusted adults.

How the Educational Package works: **From enrollment to impact**

The Educational Package for the Prevention of Human Trafficking, Abuse, and Online Sexual Exploitation of Children is delivered in a simple and accessible format, through **four main steps**:

- Completing the enrollment form available on the website:
<https://www.eliberare.com/pachet-educational-de-prevenire-a-traficului-de-persoane/>
- Signing the partnership agreement;
- Receiving the educational package;
- Completing the evaluation form.

Interested teachers voluntarily enroll through this online form and subsequently receive a partnership agreement that must be completed and sent back to us. After signing the agreement, teachers receive the educational package in digital format within 15 working days, providing them with the necessary support to organize a lesson on preventing human trafficking.

After implementing the activities in class, they are invited to complete the evaluation form, based on which they receive participation certificates. Although the initial number of enrollments is significant, some teachers do not complete the process by signing the partnership agreement, and of those who receive the educational package, only a portion ultimately report data regarding the lesson delivery and its impact.

Participation and Impact: Quantitative and Qualitative Data



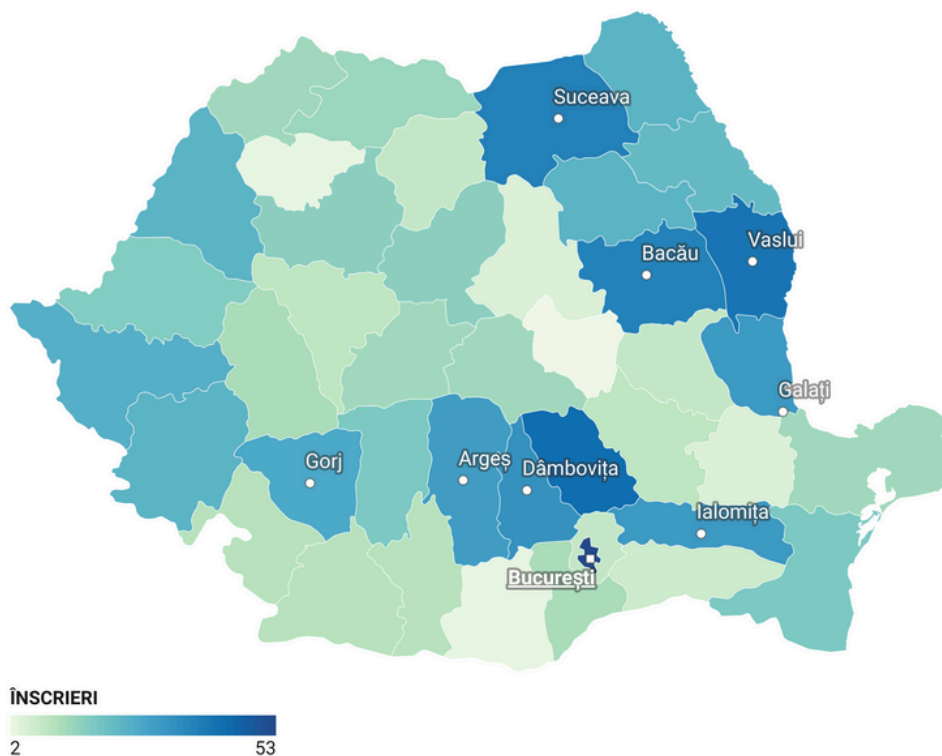
This chapter presents quantitative and qualitative data regarding the implementation of the educational program during the 2024–2025 school year. The analysis includes the number of initially enrolled educational institutions, those that signed the partnership agreement and received materials, as well as the number of teachers who reported classroom activities. It also highlights the total number of students informed, along with qualitative observations related to the program’s implementation and evaluation.

Receptiveness and Interest in the Initial Enrollment Phase

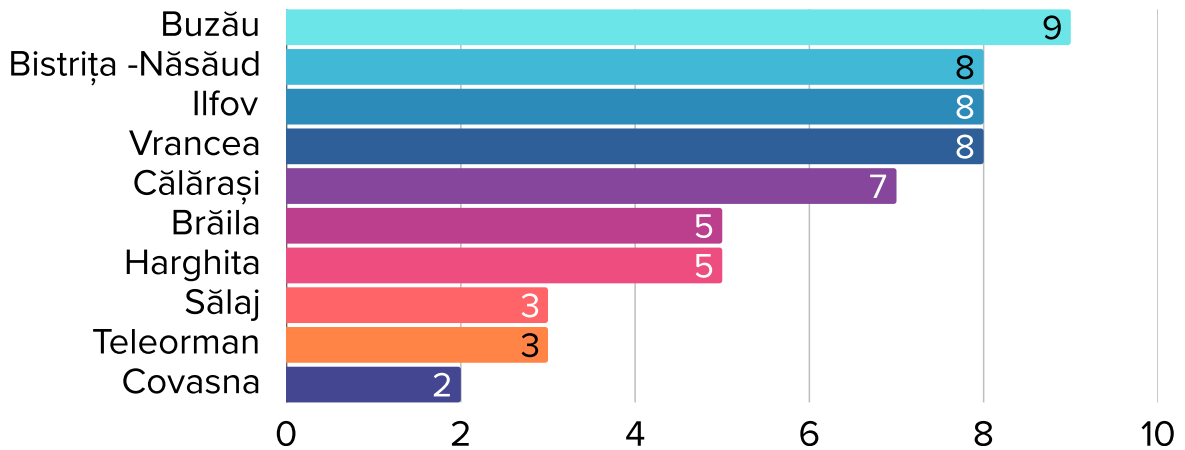
In the 2024–2025 school year, **782 educational institutions** from across the country enrolled in the educational program for preventing human trafficking by completing the dedicated form on the website.



Participation covered all counties, with the top 10 counties by number of enrollments being: **București – 53, Prahova – 43, Vaslui – 41, Suceava – 38, Bacău – 37, Dâmbovița – 33, Galați și Ialomița – câte 31, Argeș – 30, Gorj – 27.**

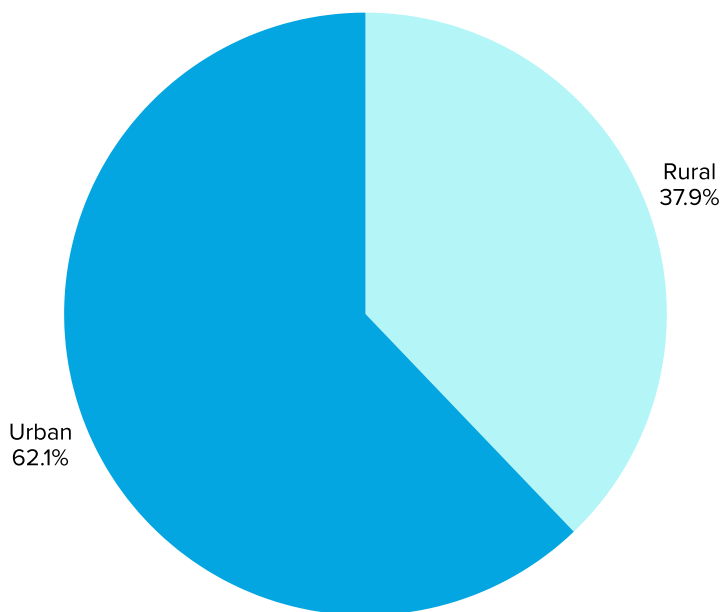


Also, in counties such as **Covasna (2)**, **Teleorman (3)**, **Sălaj (3)** or **Brăila (5)**, a low number of enrollments were recorded, highlighting potential areas for increased engagement in the coming years.



This year, there were 3 enrollments from the Republic of Moldova, indicating interest in expanding the program beyond the borders.

Regarding the demand for educational materials, most requests were made in **Romanian (764)**. Requests were also recorded in **Hungarian (11)** and **English (7)**. There were no requests for materials in Ukrainian.



The geographical distribution shows a good balance, with a notable presence in **urban areas — 486 institutions**, as well as a significant percentage in **rural areas — 296 institutions**, demonstrating a diverse national coverage.

In terms of **types of educational institutions**, the enrolled teachers and students come from:



- 413 primary schools
- 215 high schools
- 118 national colleges
- 17 schools through CJRAE/CMBRAE (County/Judicial Centers for Resources and Educational Assistance)
- 8 theological seminaries
- 11 other institutions (inclusive education centers, children’s palaces, centers of excellence, etc.)

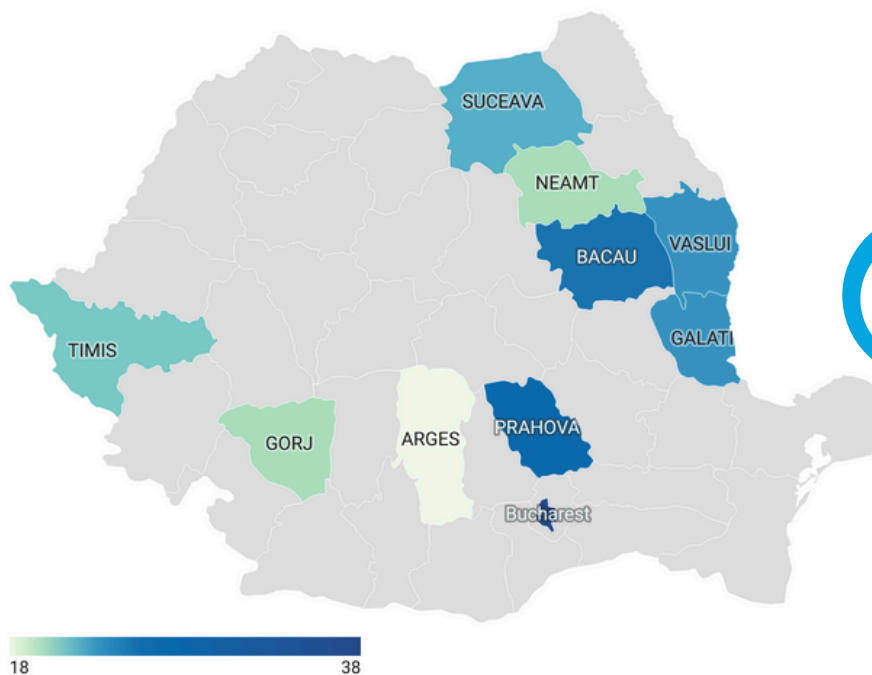


A total of **5,560 teachers initially enrolled** in the program and indicated that they would conduct educational activities for **an estimated 101,632 students**.



Concrete commitment to prevention: from intention to action

Out of the 782 educational institutions initially enrolled in the program, **509 submitted signed partnership agreements**. This represents a **conversion rate of approximately 65% from intention to formal commitment**. This statistic is useful for identifying counties with significant drops between enrollment and agreement signing, which can help inform future strategies for mobilization and post-enrollment follow-up.

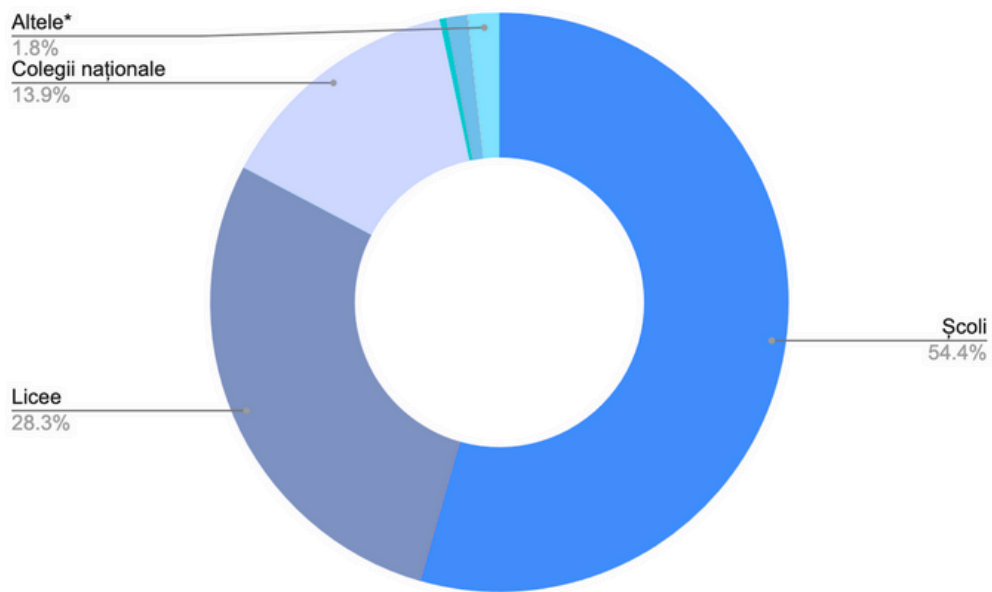


The top counties with the highest number of signed agreements reflect strong mobilization in areas where the program already has tradition and consistent local support. The top 10 counties are:: **București - 38, Prahova - 27, Bacău - 25, Galați și Vaslui - câte 23, Suceava - 22, Timiș - 21, Gorj și Neamț - câte 20, Argeș - 18.**

At the same time, some counties recorded a lower number of signed partnerships, such as: **Vrancea și Bistrița-Năsăud (6), Mehedinți și Buzău (5), Harghita (4), Călărași și Sălaj (3), Brăila, Covasna și Teleorman (câte 2)**. These differences may be influenced by local factors such as the school calendar, the level of involvement of local school inspectorates, or the resources available within schools.



In terms of the **type of educational institution**, the highest number of signed agreements came from:

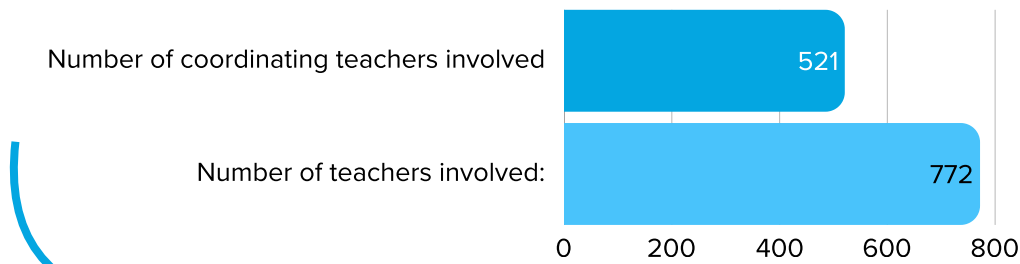


Implementation with impact reporting and evaluation

At the end of the activities carried out in schools, **1,293 teachers** out of 3,988 completed the evaluation form, confirming and reporting the actual implementation of the educational sessions within the program. This number also corresponds to the total number of reported activities — **1,293 sessions organized** — during which students were informed about the risks of human trafficking and online abuse, as well as the safety measures they can take.



From the total number of teachers who reported activities:

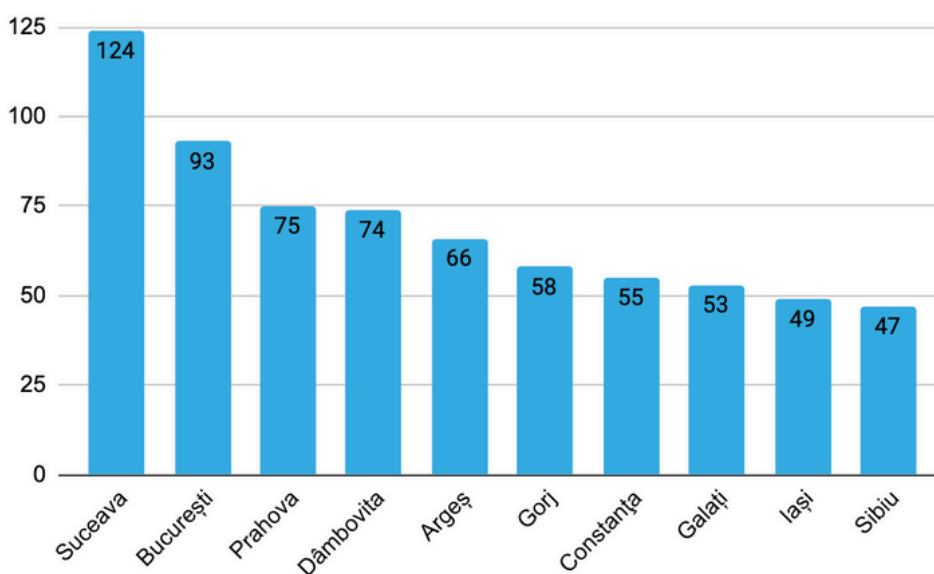


This distribution highlights a collective effort among teaching staff, where both formal leaders and classroom teachers worked together to ensure that the program’s message reached as many students as possible.

According to the data collected through the evaluation forms completed by teachers, **activities were reported with a total of 52,217 students**. This figure reflects a reporting rate of approximately 70% of the total number estimated within the signed partnerships.

The reasons why some teachers did not submit their activity reports are still under review, but among them are the heavy workload at the end of the school year, the time required to complete the evaluation report (15–20 minutes), which may be considered too long by some educators, and the fact that teachers who complete the evaluation form receive only a certificate, with no additional incentives.

At the county level, involvement was significant in several regions. The top counties that reported the highest number of activities include:



These figures reflect both the consistent presence of the program in the mentioned counties and the growing interest of teachers in these areas in topics related to child safety and trafficking prevention.

On the other hand, the counties with low participation in the final reports include: **Teleorman și Olt** (1), **Covasna** (3), **Sălaj** (4), **Ilfov și Mehedinți** (8). We mention that the program was promoted nationwide, including in minority languages—the Hungarian version being available for teachers in counties with a predominantly Hungarian population.

The reporting came from a diverse range of educational institutions, reflecting both the adaptability of the materials provided and the openness of the teaching staff. The data below includes only the institutions that submitted the evaluation form and confirmed the implementation of activities:



475 middle schools

468 high schools

247 colleges

15 CJRAE/CMBRAE

4 theological seminaries

72 other institutions (inclusive education centers, Children's Palaces, centers of excellence)

**This diversity shows that the program's message is relevant to all categories of students, regardless of their educational context.*

The evaluation of the program components by teachers highlighted a high level of satisfaction.

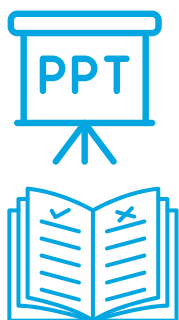
The online registration system was rated as "Excellent" by 89% of respondents, and the delivery of electronic materials received the same rating from 91% of the teaching staff.

Regarding **student receptivity, 75% of teachers considered it excellent,** while 23% rated it good, confirming the positive impact of the delivered content.

Support provided by the eLiberare team was rated excellent by 90% of participants and good by 8%, reflecting trust and effective collaboration between the organization and teachers. Responses rating these components as "Poor" or "Very Poor" were minimal (between 0% and 1% per category), indicating a well-structured and efficient implementation.

These figures demonstrate that beyond the content, teachers appreciated the simplicity of the registration process, the prompt delivery of materials, and the quality of the relationship with the coordinating team.





All components of the educational package were positively received by respondents. Notably, the **PowerPoint presentation**, the **Teacher's Guide**, and the **Case Studies** stood out, receiving the highest number of "Excellent" ratings. Almost all respondents mentioned that the materials are easy to use, appropriate for the students' level, and valuable for initiating authentic classroom discussions.

In the 2024–2025 edition, the program introduced for the first time the guide **“Parents in the Digital Age: How to Talk to Children and Teenagers About the Dangers of the Internet”** – a resource designed to extend conversations into the family space, beyond the classroom.

- **1,055 teachers indicated that they used this guide for parents in their activities;**
- **237 teachers have not used it yet, but a significant number of them shared it with parents through communication groups or mentioned that they plan to use it in the future.**



“It’s a high-quality tool, well-researched, accessible, and useful for any parent who wants to communicate openly with their child about online risks.”

“Excellent structure, the materials are very well synthesized and explained.”

“The guide provides well-structured, relevant, and useful information for preventing human trafficking and other online dangers. It is a valuable resource, based on studies and the practical experience of professionals in the social, legal, and anti-trafficking fields.”



Following the completion of the evaluation form, **approximately 30% of teachers reported concrete situations reflecting the topics addressed in the program — ranging from grooming and sextortion, to emotional manipulation, non-consensual content sharing, or recruitment attempts.** These accounts highlight the urgent need for preventive education and systemic support within schools.

“I identified two situations—teenage girls who were approached online and ended up falling in love with people from other towns, whom they had never met in real life. In one of the cases, it escalated to emotional blackmail: the boy said that if the girl didn’t come to him, he would commit suicide and it would be her fault. I talked to the students about traps, manipulation tactics, and what a healthy relationship really means.”



“A female student was harassed using the loverboy method on a social media platform. At one point, the perpetrator even began pressuring the girl’s followers. I spoke with her classmates and friends, and we brought everyone to the counseling office together with the school principal. That’s how we uncovered the full story. The case was taken over by the police, the parents were informed, and the girl is now safe.”



“A student was contacted by a stranger through an online game. The person gained the child’s trust through repeated conversations and then began asking for personal photos. Fortunately, the child had the instinct to seek help from an adult. I provided emotional support, informed the parents, and reported the incident to the authorities. In the future, it would be helpful to have access to interactive materials and training sessions for teachers.”



The testimonies of teachers highlight, beyond the statistics, the reality faced by some students in the online environment. **The reported cases confirm that human trafficking, grooming, sextortion, and emotional manipulation are not abstract phenomena, but real dangers occurring within school communities in Romania.**



Effective interventions—whether through collaboration with parents, school leadership, or authorities — **demonstrate the essential role teachers play in identifying and managing risk situations.** At the same time, these experiences emphasize the urgent need for ongoing teacher training, clear action protocols, and access to age-appropriate interactive materials.



In the future, it is essential to have accessible **support systems for teachers and students, educational resources relevant to current digital realities, and sustained awareness campaigns that involve not only the school but also the family.** Prevention starts with education, but it becomes effective only through collaboration, trust, and rapid response.

Regarding the motivation for involvement in the program, the teachers participating in the educational program on preventing human trafficking, abuse, and online sexual exploitation of children have consistently highlighted a deep and personal motivation for engagement.

For some, the impetus came from direct experiences with students at risk; for others, from the need to support adolescents during a vulnerable stage of their development. Teachers have recognized that education is not limited to teaching subjects, but also includes character building, fostering responsibility, and protecting the dignity of children.



Many teachers come from rural communities or work in special education, and they emphasized the increased vulnerability of their students to human trafficking—especially in the context of intensive and unsupervised use of social media.

Their motivation is closely tied to the desire to prevent tragedies, to "open the eyes" of young people to real risks, and to teach them how to protect themselves in an increasingly complex and dangerous digital world.

Other teachers shared how certain encounters changed their perspective—stories of children who said they “don’t matter to anyone,” or of girls who exposed themselves online without realizing the risks.

These experiences motivated them to become active agents of prevention and to turn school into a safe space—one of trust and real support.

„I got involved in this program because I believe education and awareness are essential in preventing human trafficking. As a teacher, I have the responsibility to guide and protect my students by providing them with the necessary information to recognize risks and make informed decisions. Through my participation, I wanted to contribute to creating a safe environment for young people and support initiatives that help them understand the real dangers in society.”

“Everything started from a casual conversation with a teenager who, despite an apparent self-confidence, told me: ‘I feel like I don’t matter to anyone.’ That made me realize that there are many young people around us who need more than just information — they need support, a space where they are heard and valued. I decided to get involved precisely because this program offers that ‘safe space’ where teenagers can reflect on their identity, their personal worth, and their potential.”

“What motivated me to get involved in this program was a deeply personal experience that left a lasting impact on me. A former student of mine—a young man full of life and potential—was on the verge of becoming a victim of human trafficking. I remember clearly the day I found out he was being encouraged by some much older ‘friends’ to go to Germany to pick oranges. He had been promised a better life, good money, and a fresh start. What seemed like an incredible opportunity was, in fact, hiding a dangerous trap. Fortunately, we managed to intervene in time, inform him about the risks he was facing, and help him understand that he was not alone. Through this experience, I realized how vulnerable our young people are and how important it is to provide them with the right information and support. I believe each of us has the responsibility to protect youth and help give them a safe future.”

„As the head teacher of a high school class with 26 girls, I believe this topic is not only about prevention but also about education and deep awareness of the dangers present both online and offline. Young people need to learn to say NO, to ask WHY, and to know WHEN to seek help. And we, as teachers, have the duty to provide them with these tools.”





This chapter provides an overview of the progress made during the 2024–2025 school year and highlights key directions for the sustainable development of the educational prevention program. In addition to key achievements, it outlines lessons learned and strategic recommendations for improving implementation in the coming year, with a focus on timing, digital communication, institutional partnerships, and parental involvement.

What did we observe? What did we understand? What comes next?



We conclude the 2024–2025 school year with a realistic and valuable overview of the directions in which the educational program for the prevention of human trafficking can evolve sustainably. Although the launch schedule was later than in previous years, we have managed to strengthen key pillars for the strategic development of the program in the upcoming period.

Lessons learned and improvement proposals/recommendations for the 2025-2026 school year:

- Launching the program in September-October at the latest. Time is an essential ally. Registrations must start in the first month of school to be integrated into the annual planning of teachers.
- Sustained online promotion throughout the year. The absence of an online promotion strategy made the program almost invisible in the digital space. It is essential to allocate resources for social media campaigns, newsletters dedicated to teachers, sustained posts on the association’s platforms, and attractive visual materials adapted to the networks used by teachers.
- Automation of communication and reporting. To ease teachers’ work and increase the completion rate of final reports, an automated system is necessary that sends personalized reminders to those enrolled, simplifies report completion, and provides instant access to digital resources.

Continuous Learning. Strategic Adaptation. Directions for Strengthening the Program

- Official collaboration with County School Inspectorates (ISJs) and proactive institutional support. Using the database already built and the best practices from this year, it is essential to further formalize partnerships with the School Inspectorates, through official agreements or recommendations issued by the Ministry to the ISJs.
- Preparing a team of multipliers – a group of actively involved teachers who have already implemented the program can support other schools by organizing short training sessions, either online or in person, at the regional level.
- Clarity in role assignment: coordinator vs. facilitator. This model implemented in 2024–2025 has worked and should be maintained, but it can be improved with a clear best-practice guide, sent out once the partnership is confirmed.
- Parent-focused campaign. In parallel with school-based interventions, parents must be included in a format adapted to their needs: a short guide, an explanatory video, or even a downloadable PDF brochure. Their support can reinforce the messages discussed in the classroom.

This program remains one of the most essential educational initiatives in Romania today. Its real impact depends on maintaining institutional partnerships, on the involvement of schools and teachers, and on improving the program functionally — including through the automation of some processes.

Continuous Learning. Strategic Adaptation. Directions for Strengthening the Program

Gratitude, collaboration and open paths toward partnership

We sincerely thank all the partners, teachers, and students who chose to actively engage in this program. Every activity carried out, every reflection shared, every question asked has shown us that there is genuine interest in an educational process rooted in reality, empathy, and safety. Your collaboration both inspires and holds us accountable.

We firmly believe that through initiatives like this, small steps can lead to big changes. We move forward with gratitude, courage, and the conviction that the future of education lies in the hands of those who choose to be part of the solution.

The eLiberare Team



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