

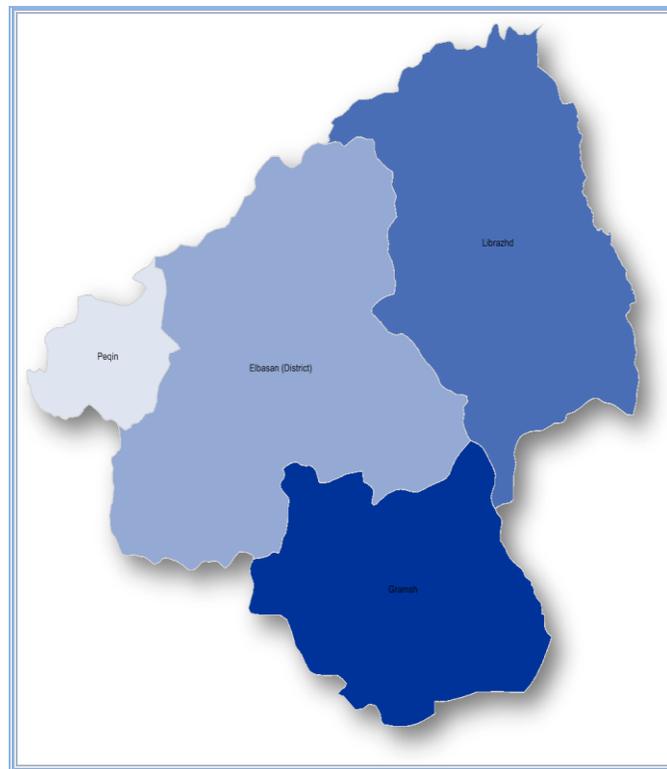


ALBANIAN CHILDREN ALLIANCE



OBSERVATORY FOR THE CHILDREN'S RIGHTS

**REGIONAL CARD REPORT –ELBASAN REGION
“The situation of children with special needs ” for 2011**



ELBASAN REGION

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LIST OF ACRONYMS

PWD	- People with Disabilities
DCM	- Decisions of the Council of Ministers
Observatory	- Observatory for children`s rights
ACA	- Albanian Children`s Alliance
CRU	- Child Rights Unit
RED	- Regional Educational Department
PHD	- Public Health Department
ROSSS	- Regional Office of State Social Service
UNICEF	- United Nations International Children`s Emergency Fund
ND	- Normative Disposition
UN	- United Nations Organisation
EA	- Economic Assistance
KMCAP	- Medical Commission of Working Ability
NGO	- Non Governmental Organisation

I- Foreward and Acknowledgments

“Observatory for Children’s rights” is an initiative undertaken by “Albanian Children’s Alliance”, supported by UNICEF. Albanian Children’s Alliance has set up the right mechanism for collecting information and studying the situation of children’s rights fulfillment on a local level.

This project has started to be implemented in March 2009. Recently ‘Observatory’ has established its offices nationwide, as well as in 12 districts of Albania. Observatory’s offices, write reports based on children’s rights fulfillment within the territory of Albania, depending on the analyses of 140 different indicators.

In the Elbasan District, Observatory practices its activity since May 2009. Except collecting data on Children’s rights indicators in different sectors such as: education, health, employment, economic help, the Observatory office in Elbasan has conducted a study on district level related to the situation of children with special needs, which will be included in this report.

The Observatory for Children’s Rights has built collaboration bridges with all the institutions, offices and local structures committed to children. Some of the institutions that the Observatory has signed an agreement with are: Regional Educational Department, Public Health Department, Regional Health Department, Police Department and Regional Office of State Social Service. Collaboration and intensive communication with local Units in the District of Elbasan are two elements of great utility and importance during Observatory’s work. Observatory in Elbasan has already signed collaboration agreements with 35 local units of the District (Municipalities and Communes). The Observatory remains open to collaboration with all the institutions whose main focus are children.

An important achievement of this project on local level: Observatory of Elbasan has contributed in drafting the strategy on Children’s rights for Elbasan District, has collected data for *140 indicators*, has monitored and evaluated continuously the situation of Children in the district, has participated in the activities and initiatives focused on children, organized by various actors, such as organizations, schools, institutions, local units, etc.

In this study, the Observatory for Children’s rights, Elbasan, was mainly focused on children with special needs. In order to identify achievements and challenges that children with disabilities face in their everyday life, in the framework of this research, the observatory organised working groups in collaboration with institutions whose aim is to support this target group. The creation of these working groups aimed at providing the Observatory a clear reflection of the situation of the rights of children with special needs in the District of Elbasan.

In relation to the draft of this research report on children with special needs we would like to thank the Director of the school “Voices of Life”, Municipality of Elbasan Mrs. Rezarta Biçoku for her generous collaboration, as well as the Director of the Institution “MedPak” in Librazhd Mrs. Zela Koka. We would also like to thank the Expert Assistant Mrs. Sanije Fatkoja for her support in organizing the focus groups with children. We also thank the employee of Children’s Rights Unit in the District of Elbasan, Mrs. Najada Kokoneshi for the information provided.

A special thank is addressed to the directing staff of the Observatory Project on Children's Rights Mrs. Suzana Sakiqi (National Coordinator –ACA), Mrs. Elma Tërshana (Project Manager), Ms. Mina Mata (National Database Administrator), Mrs. Ermira Zace (Administrator and Finance Officer) for their understanding and the support provided during this research.

II- Introduction

Children with special needs or different disabilities constitute a group with specific needs compared with other groups within the age group "children". Despite their special abilities, these children have rights and needs that Society, State and Local Government must fulfill, within the National Standards¹. This is the only way to make them feel valued, equal and non-discriminated compared to other citizens.

The report aims at identifying the problems that children with special needs face in the District of Elbasan, trying to give a more exhaustive frame of the difficulties that these children face in their everyday life and provide proper recommendations for improving the situation of respect of their rights.

The realisation of this type of research report, helps improving the quality of life of children with special needs, erasing social, economic and infrastructure barriers that exist, making them part of the developmental processes in the country. Each individual in our society possesses and must be guaranteed the basic rights to education, social services and inclusion in society². The study aims at presenting the situation for the year 2011 in the District of Elbasan.

The writing of this report, aims at helping all Municipalities and Communes of the District of Elbasan in general, and in particular institutions for these children, with the intention of improving the living conditions and standards of children with special needs.

This report serves to agencies, Children's Rights Unit in the district, institutions, donors or interested persons who have the desire to do something positive in order to help children with special needs be fully included in social life.

The number of children with special needs registered in the District of Elbasan for 2011 is 2,376³. Compared with other cities of Albania, according to official data of State Social Service, this number is valued among the highest. This was the reason why this target group was selected to be in the spotlight of this study in the District of Elbasan. Along with the data on the number of children with special needs on a district level, field observations needed gathering information in two municipalities (respectively Municipality of Elbasan and Librazhd) and two communes (respectively Bradashesh and Labinot Fushe); this data and information are included in this study.

Respectively, in the Municipality of Elbasan the number of children with special needs registered is 551⁴. The total number of children with special needs in the Librazhd area is 483⁵; in the municipality of Librazhd are 51⁶. In the two communes where this research was realised for the

¹ Strategic Intervention for disability, Elbasan Municipality 2012-2017.

² Report "Implementation of children's rights in Albania 2008-2009" National Alliance for Children / National Observatory for Children's Rights, 2010

³ SSS, Tirane 2012

⁴ SSS, Tirane 2012

⁵ SSS, Tirane 2012

⁶ SSS, Tirane 2012

year 2011 are 53⁷ children with special needs (in the Commune of Bradashesh) and 69⁸ children with special needs (in the Commune of Labinot- Fushe).

1. Methodology

The methodology used for writing this report is based in two main components, the gathering of statistical and qualitative data through meetings with the community. The gathering of statistical data was made in collaboration with regional institutions such as: RED; Regional Office of State Social Service. The quantitative data that were selected by the institutions were the indicators appointed in the list of indicators to be monitored by the National Observatory in Tirana. However, the intention was to collect every type of statistical data that would help the expert of the Elbasan Observatory describe the real situation regarding the respect of the rights of children with special needs in the district, to measure the access these children have to services or opportunities in families and community. The analysis of quantitative data in general was made by considering the rights of children with special needs as part of children's rights but with specific characteristics of this target group⁹.

Along the quantitative data as it was previously mentioned, qualitative data were collected as well.

The qualitative information was gathered from meetings with focus groups and from the monitoring visits in institutions for children with special needs in the territory of the Elbasan district.

Before starting work with focus groups, the topics to be discussed were prepared, and community groups that would be involved in the interviewing/collaboration process were formed.

Some of the main issues that were treated were:

- The adaptation of children with special needs in the community
- What services are offered for children with special needs?
- What policies should we apply for the inclusion of children with special need in activities?
- What difficulties do children with special needs face in their social life?
- Are there special structures for children with special needs?
- Do children with special needs attend school and institutions regularly and do they have the appropriate conditions to make this possible (including transportation and information regarding remote areas)?
- Are these children regular participants in different activities?
- Do teachers and educators organize activities for their intellectual and talent development?
- Is teacher's collaboration with psychologists positive in solving problems?
- What more can be done regarding social inclusion of children with special needs?

⁷ SSS, Tirane 2012

⁸ SSS, Tirane 2012

⁹ Annual reports prepared by the Observatory Elbasan 2008,2009,2010

Based on these issues, relevant questionnaires were developed (see Annex 1). In total, 4 questionnaires were developed for 4 different focus groups, and concretely:

- 1 - Questionnaire for the directors of the institutions.
- 2 - Questionnaire for educators and teachers.
- 3 - Questionnaire for parents and families.
- 4 - Questionnaire for children with special needs.

After the preparatory work that is described above, field visits were conducted. For gathering the information, there were organized 8 focus group meetings with representatives of institutions who work with children with special needs, professionals of public institutions and also parents and family members of the District of Elbasan.

Focus groups with children with special needs were conducted in 4 local government units: Municipality of Elbasan, Municipality of Librazhd, and the Communes of Bradashesh and Labinot, which have the highest concentration of children with special needs in the district¹⁰. Focus Groups were conducted with the participation of teachers, parents, and children with special needs. Despite our request for the participation of psychologists and doctors, it did not occur and their absence was evident. Focus groups were held with groups of 6-8 persons. During meetings with focus groups the above questionnaires were used and distributed to 60 persons, each questionnaire had about 20 questions.

After collecting the information described above, the work for preparing this report began in the office with the comprehension and consultation of important regional and national documents (Desk Review) that provided an analysis and information on children's rights in general and especially on children with special needs. These documents are listed in the bibliography.

This report provides an overview of the situation and realization of children with special needs rights in the District of Elbasan. The data obtained from state institutions, regional institutions, or from focus groups with members of the concerned institutions and different professionals offer the possibility of presenting the situation of children with special needs for 2011.

However the report cannot provide a complete frame of the problematic of children of this target group as a result of factors that limit the full presentation of these problems.

Limitations of the report are dictated by the following factors:

- Limited number of visits and meetings with directors of the institutions.
- There is no accurate data on the number of children with special needs.
- Lack of data on the allocation of budgets that go directly to this category.
- Lack of information on material support from the government and municipalities that go directly to this category of children.
- Limited opportunities for participation in meetings of children with physical impairments.

Despite limitations of this report, it can help local, regional and national actors to develop and implement policies regarding this category of children who need immediate intervention.

¹⁰ SHSSH, Tirana 2012.

III- Analysis of the situation of the rights of children with special needs

In the Elbasan District, children (0-18 years old) constitute 30% or 128.387 children¹¹ (year 2011). In the Elbasan District for 2012 there are 2,376 children aged 0-18 years old with special needs, or 2.0% of children in a District level. From the four Localities of the District of Elbasan, Gramsh and Librazhdi Localities have the highest value and respectively 2.2% or 248¹² children with special needs and 2% or 483¹³ children with special needs.

Children with special needs are among the most vulnerable groups in the City of Elbasan and beyond, regarding low economic standards, poor educational opportunities, limited movement opportunities, generally limited human rights and the presence of a non inclusive social reality and mentality. The rights and freedom of people with special needs are sanctioned in numerous international acts and conventions also in the Constitution of Albania¹⁴.

Description of disability and other elements

For the purposes of this report we should clearly understand two concepts: impairment and disability. These two terms are often used as the same, but the difference between them is vital for understanding the issue itself. "Impairment" is personal, medical and neutral, but it may or may not result in "disability." "Disability" is the impairment that does not allow a person to interact with the social, cultural and physical environment¹⁵.

Disability is the impairment that does not allow a person to interact with the social, cultural and physical environment. Children with disabilities may be excluded from society based on behavior as a result of fear, ignorance or low expectations that other people have.

People with disabilities face barriers of inclusion

Despite the fact that people with disabilities are not a homogeneous group, common experiences facing full social inclusion, are what unifies this group.

The issue of exclusion is essential in defining disability.

Three types of exceptions can be identified:

1. Attitudinal,
 2. Environmental and
 3. Institutional.
-
1. Attitudinal: People with disabilities may be excluded from society based on behavior as a result of fear, ignorance and low expectations that other people have in relation to different issues.
 2. Environmental discrimination refers to a constructed and produced environment (including especially transportation), which is not designed to accommodate people with disabilities. It also includes information and communication barriers, especially for those with sensory impairments.

¹¹INSTAT, Tirana 2012

¹² SHSSH, Tirana 2012

¹³ SHSSH, Tirana 2012

¹⁴ Strategic Intervention for Disability Persons Elbasan Municipality, 2012-2017

¹⁵ Convent of Children's right

3. Institutional discrimination occurs when people with disabilities are not respected or enjoy the rights provided by the law as the rest of society, such as the right to vote in their country, go to school, get married and have children.

In terms of education and health services for children with mental and physical disabilities, Article 23 paragraph 2 and 3 states that recognizing the special needs of a disabled child, whenever possible they must receive free assistance, taking into account financial resources of their parents or others taking care of them. The objective of this action is to give children with disabilities effective access to education, qualification, health care, rehabilitation services, preparation for employment and recreation opportunities, in order to assure them full social inclusion and individual development, including his or her cultural and spiritual development¹⁶.

In the Universal Declaration of Human Rights, it is proclaimed that all human beings are born free and equal in dignity and rights and that everyone should enjoy these rights. Poverty, living in seclusion, distance from administrative centers and the lack of support, or even unfair division of economic and financial resources, are significant factors that can not be neglected¹⁷. Although there is a lack of statistical information on how many people with disabilities do not live according to standards, access to basic elements for the function and the reduction of barriers is visible everywhere in daily life¹⁸.

Having the opportunity (access)

The goal of this approach is to eliminate and reduce barriers that inhibit the rights of people with disabilities. The issue does not only deal with physical access to buildings, but also access to information, technologies such as Internet, communication, social and economic life. Ramps, wide hallways and doors positioned properly, the availability of written materials in Braille or other formats in order to facilitate the understanding of sign language for people with disabilities at the workplace, entertainment places, in the voting booths, courtrooms, and hospitals¹⁹. Without access of information and the ability to move freely, the rights of people with disabilities are limited.

Specifically, these problems are deeper in the rural areas of the District of Elbasan, which makes it more difficult for these children to adapt in their social life, but what is obvious is their exclusion, either by limitations and poverty or by lack of commitment from the surrounding society in order to include these children in social and cultural life²⁰.

It is noted that, between the age group 0-18 years (children) Elbasan District has a total of 2376 children with special needs. Among these, 1492²¹ children with special needs live in Communes and 883²² children with special needs live in the Municipality.

¹⁶ The report on poverty and ombudsman, April 2012

¹⁷ The annual report prepared by the Observatory of Elbasan 2008, 2009, 2010

¹⁸ Report of Social Inclusion Policies and Funding for Children in Albania

¹⁹ Report of social Inclusion and Funding for children in Albania

²⁰ Regional Progress Report on the situation of the Rights of the Child on the district level, 2010.

²¹ SHSSH, Tirana December 2012

²² SHSSH, Tirana 2012

From the visits that we realized in the field we highlighted that the Municipality of Elbasan remains one of the most problematic Municipalities in Elbasan District in terms of the number of children with special needs but also because of the low standard of living of these children.

Brilant is the youngest son of Dushku family. At first glance he is an intellectual and very educated child but he has been diagnosed with mild mental retardation. Brilant likes drawing and music, but also sports activities. The inclusion of this child with mild mental retardation needs the environment and conditions in order to allow Brilant, with some specialized help, to be fully integrated in normal schools, but also a highly qualified staff with appropriate trainings. There is not a gym for carrying out sport activities and work with him becomes more difficult.

Brilant is treated together with other children with more severe mental retardation.

It is a matter of surviving and not making a didactic work in order to help special cases like Brilant have a positive result be integrated into normal schools in the future.

Why can't he continue university and be a worthy candidate for a job position in the future.

What will happen in the future with Brilant?

Special School “Voices of Life” Elbasan

Currently the number of pupils in the special school is 77.²³ A problematic factor is the lack of appropriate facilities for this category of children, including all types of diagnoses. For this reason in the special school "Voices of Life" can not be accepted tetraplegic children, firstly because there is no ramp, there is no elevator to get to the second floor, there are no cabinets, there is no doctor, physiotherapist, speech therapist or psychologist.

This year at the school "Voices of Life" the nursing service was offered once a week. But the main deficiency is the lack of a part-time doctor at this school because health problems affecting this target group are numerous. Some children suffer from epilepsy with various virosis and diseases. Hygienic conditions in this institution must be at their highest level of perfection, which is not the case. Free transportation is provided only for the Municipality of Elbasan.

Another aspect is the staff that takes care of children with special needs. The training that school staff receives is insufficient for proper treatment of these children in accordance with modern standards of living. Staff needs to be motivated, because the state has removed the difficulty payment for half of the staff according to a government decision. Arrangements for various school and extracurricular activities are limited because the number of donors and funds is small.

In the Municipality of Librazhd the number of children with special needs is high, but the living conditions and standards for this target group are judged more positively.

It's worth mentioning and thanking Mrs. Zela Koka, head of MEDPAK Institution, as a devoted mother she has managed to create the highest conditions and standards regarding the treatment of children with special needs in the District of Elbasan.

²³ Directory of Special School “Voice Life”, November 2012

The Daily Center “MedPak” Librazhd

Currently the number of children with special needs in the daily center (age 3-18 years old) is 9 children²⁴, who are pupils of the Municipality of Librazhd. The environments of this center have favorable conditions for carrying out the necessary activities for children with special needs. The Daily center is equipped with ramps and rack in the bathroom, which makes normal the everyday life of these children. The center is equipped with the necessary facilities for the development of necessary activities for the children. Although, some problems of this center should be mentioned: the center does not provide specialized services such as speech therapy, physiotherapy, and occupational therapy.

This center has insufficiency of basic didactic material, there is no multidisciplinary team and there is no evidence of IEP-s (Individual Educational Plans). Free transportation is not provided for the children. Another aspect is the staff that takes care of these children. The training that the school staff receives is insufficient to help children with special needs improve their performance. The only funds of the center come from the Municipality of Librazhd, which makes the work more difficult.

In Bradashesh and Labinot-Fushe Communes, where the number of children with special needs is not very high, they attend normal schools.

Based on the Article 57 of the NP (for Pre-University Education) the integration of disabled students with normal school students is a necessary contemporary process, based in the practice of special schools and is valued as an important process in the development of children²⁵. This process is mutual and in special cases, full integration can be achieved.

Departments of special schools create opportunities for students with disabilities, to be able to attend some school lessons together with other normal school students in order to set a cooperation relationship with them. Students, during this time, are accompanied and assisted by the educational teaching staff of this special school.

Students with disabilities, who attend normal public schools, are evaluated, in final tests, based on the particular program applied to them. Final exams for this category of students are created by schools themselves and approved by the RED.

In Bradashesh Commune, currently the number of children with special needs (aged 6-15 years old) is 5.²⁶ The school environment provides favorable conditions for carrying out necessary activities for children with special needs. The school is equipped with the necessary facilities for the development of activities for these children. But, according to the Report of Social Inclusion Policy for Children and their Financing in Albania, inclusion has a low rate. This is the result of the lack of organized activities for children and especially activities for children with special needs.

²⁴ Directory of Daily Center “Medpak”, December 2012

²⁵ Article 57, Normative provisions for pre-university education

²⁶ Directory of Secondary School, November 2012

In Labinot-Fushe Commune, the selected institution selected for the realization of this study was the Secondary School of Labinot-Fushe. Currently the number of children with special needs (aged 7-15 years old) is 4²⁷, who are children of Labinot-Fushe Commune. The school environment does not have favorable conditions for carrying out the necessary activities for children with disabilities.

The school entrance is not properly equipped for the free movement of children with special needs. A problem which is observed in both Secondary schools is the lack of a doctor and psychologist for these children. Also, some families do not accept the fact that they children have special needs and they do not treat them in such way, making their lives even more difficult. In these schools they are currently working with an Educational Plan for children with disabilities, but there is not an assistant teacher for these children in normal classes, which is really necessary.

In summary, the available number of employees for these children in this group is given in the table below²⁸.

Table no. 1: Daily centers for disabled children 0-18 years old.

Source: Standards of residential institutions for children with special needs in Albania.

Number of children	Number of staff and profession	Municipality of Elbasan	Municipality of Librazhd	Municipality of Bradashesh	Municipality of Labinot-Fushe
1-20	1 Social worker	1	1	1	1
1-20	1 clinical psychologist / psychiatrist for children	-	-	-	-
1-10	1 Physiotherapists	-	1	-	-
1-10	1 speech therapist	-	-	-	-
1-20	1neurologist /neuropsychiatrist	-	-	-	-
1-5	1 Special educator	1	1	-	-
1-5	1 occupational therapist	-	-	-	-
1-5	1 Tutor	1	1	1	1

From Table 1 it is clear that there is lack of Human Resources to support children with special needs in the district of Elbasan.

Material support for Families and Children with special needs

Another difficulty of the right to social protection is observed in the Legislation in vigor for people with disabilities (PWD), children born with disabilities or who became so, benefit:

²⁷ Directory of secondary School, November 2012

²⁸ Reprot of social Inclusion and Fnding for children in Albania

Monetary support for disability, in order to help the family fulfill the special needs of children with disabilities, is as follows:

1. Children with disabilities receive 200% of the disability payment, when they attend their high-school and 300% of the payment while they attend university.
In the Elbasan District there is just a case of a boy with special needs who continued high-school and has completed his studies in the University of Elbasan²⁹.
2. Payment for the person who takes care for a child with special needs, who can not take care for himself, according to the KMCAAP

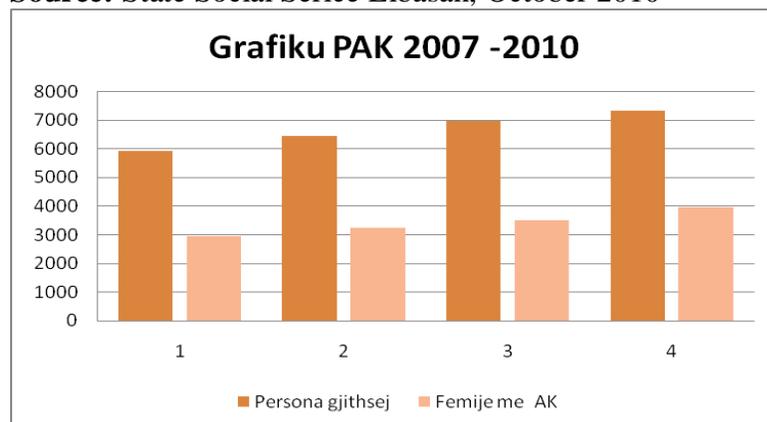
Their legal fee has increased by 28%, from 6,800 ALL in 2006 to 8,700 ALL in 2009, in other words to 1,900 ALL per month.

The number of children with disabilities has increased and this can be seen from the graphic nr. 1, where children occupy approximately 50% of the total number of people with disabilities.

The reasons of this increase are disturbing because they are associated with many factors from babies health problems, pregnant mothers, lack of correct information regarding a healthy pregnancy, severe environmental problems in Elbasan although environmental pollution reported values are usually not disturbing³⁰, lack of healthy nutrition and abuse of harmful substances that family members mention.

Graphic nr.1: Graphic of children with special needs in relation with PWD

Source: State Social Service Elbasan, October 2010



As shown in the information on material support, a disabled child should have the support of the family in order to have the minimum conditions of life possible, not to mention cases when Disability Payments are used as family income even though such action is not permitted by law.

Meanwhile, regarding the beneficiaries of Financial Assistance, this payment has decreased. Values of the beneficiaries are decreasing but in reality it is not known if these values indicate the improvement of the socio-economic conditions of the families who have left the scheme.

Direct and indirect budget for children with special needs

From the meeting with focus groups, it results that the institutions mentioned above operate only with the funds from their Municipalities and Regional Education Department, which makes the realization of the Rights of Children with special needs more difficult, and does not give the

²⁹ DAR, Elbasan 2010

³⁰ DRSH, Elbasan 2011

opportunity to create contemporary standards. Funding the daily centers mentioned above, for 2011, according to our observations, is presented in Table 2.

Table 2: Budget for institutions for children with special needs for 2011

Source: Meetings and questionnaires with institutions for children with special needs in the district of Elbasan (November-December 2012)

Institutions	State budget funds (in ALL)	Funds from the budget of Municipalities	Donors
MedPak	-	25,000,000	Have no info
School "Voices of Life"	-	-	Kurum-Gifts World Vision-Gifts
Secondary school 9-years Bradashesh	-	-	-
Secondary school 9-years Labinot Fushë	-	-	-

Table 2 highlights the apparent lack of financial resources for the fulfillment of the needs of children with special needs in the Elbasan District.

Impact of Disability in the whole family

Another factor is that families who have a child with special needs, have a high sensitivity to the problems that children with special needs face every day in Albanian institutions. It usually happens that families with a child with special needs are not able to afford school expenses for the other children; while family members take care for the child with special needs they often lose employment opportunities³¹. Thus, the number of people affected by disability is much higher than the number of children with special needs.

The number of NGOs operating locally, focusing on the rights and child welfare

Referring to the Local Strategy for People with Disabilities, 7 organizations provide service to disadvantaged children. While to these organizations are added even partner in Elbasan "Alliance for Children in Albania", World Vision projects focused on children's network, the strengthening of community services for children's rights and the system of monitoring and reporting child rights in Elbasan District.

The impact of NGO projects in the city is positive and supportive of groups in need with their participation, but the projects are mainly not stable.

³¹ Report on poverty and Ombudsman activity, April 2012.

IV – Presentation of the main findings

- **Environmental Discrimination** refers to the built and produced environment (including transportation) which is not designed to accommodate children with disabilities. It also includes lack of information and obstacles, especially for those with sensory impairments.
- **Medical Access:** access to schools and medical centers for children with special needs remains a significant problematic. It is important not to underestimate the importance of medical intervention, as the social model does. Medical aspects of disability should be treated as part of a children's rights approach to remove barriers. Eye diseases, poliomyelitis, obstetric fistula, and epilepsy are all examples of injuries which can be prevented, cured or relieved convincingly through medical assistance, which in most cases is missing in institutions which have children with special needs.
- **Advocacy** must comply with the provision of services that should treat all children with special needs.
- **Psychological Access:** Rehabilitation within an all-inclusive social framework is in relation with the removal of barriers that children with special needs have. The social model aims to create a better understanding of the Rights of Children with Disabilities in society and overcome the psychological problems of every child characterized by different personalities. And for this, it would be a crucial idea the role of a psychologist in any institution with Children with special needs and near children at any time, regardless of social position or suitability of the environment.
- **Budget insufficiency:** Budget and funds insufficiency from the Municipality and the State, which go indirectly and directly to children with special needs, which makes it difficult to create modern conditions
- **Lack of Institution:** Lack of a suitable institution in Elbasan District, for children with special needs, the necessity of building ramps in every public institution, and other facilities for their mobility, in various public places.
- To establish appropriate cabinets for the development of talents and creativity of children with special needs, and a gym for the organization of entertaining activities.

V - Recommendations

- We recommend that this study with its relevant findings, must serve as a starting point for writing a New Strategy and Action Plan on a Regional level for children with disabilities, according to relevant fields of the Rights of Children with Disabilities.
- This new Action Plan should have well defined tasks for a responsible authority, accompanied by the relevant budget plans and monitored regularly.
- Also it should have clear obligations and deadlines for state agencies that deal with children's rights, for example: Regional Educational Department, Social Services, Public Health, NGO etc.
- An important role in this regard should be given to local government units especially the City Council and the District Council, which have the ability and legal obligation to establish appropriate structures for the realization of children's rights and providing services to them.
- To define concrete measures and corresponding budgets for capacity building of the above-mentioned institutions, and all the institutions that work with children with special needs.
- Improving health infrastructure on a Commune level.
- The Integration of children with special needs in integrated schools and kindergardens.
- Community Services for children with special needs accessible on a Commune level.
- The creation of centers for independent living is considered a necessity, because we should think about the future of these children. Also the creation of employment opportunities for children with special needs in order to create future opportunities for their full inclusion.

Annex 1

Questionnaires used as research instruments. Period November-December 2012.

Questionnaire used with the directors of institutions.

1. Adaption of children with special needs in the community.
2. What are the services for children with special needs?
3. What policies do you follow for the inclusion of children with special needs in activities?
4. What are the difficulties that children with special needs face in society?
5. Are there special facilities for children with special needs?
6. Do children with special needs regularly attend school and institutions and are there conditions that enable this (including transport and information to remote areas)?

Questionnaire used with educators and teachers.

1. Are children with special needs regular participants in different activities?
2. Do educators organize activities to develop their intellect and their talents?
3. Is it positive the cooperation between teachers- psychologists to solve the problems that these children face?
4. What more can be done about social inclusion of children with special needs?
5. Are parents of children with special needs collaborative about their intellectual development?

Questionnaire to parents and families

1. What are the health problems that affect more children with special needs?
2. Do health centers offer special services for these children?
3. Are health centers hygienically controlled (service that must be the same for all)?
4. Do children with special needs feel equal in public and health centers?
5. What is the intellectual and educational development of children with special needs?
6. What are some of their talents for which we should invest more?
7. Are educators and teachers prepared professionally?
8. Do teachers and parents cooperate about the progress of children in terms of education?

Questionnaire addressed to children with disabilities.

1. Do you feel equal in public places?
2. What are the difficulties you encounter daily?
3. Are there special structures to facilitate your daily activities?
4. Do you participate in the voting process (18 years old children)?
5. Is teacher's cooperation with you positive?
6. Are there arrangements for you to participate in artistic and cultural extracurricular activities?

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