



Save the Children



ASSESSMENT REPORT

NEED ASSESSMENT for the situation created in
Albanian communities as result of **COVID 19**
Save the Children and MEDPAK

May 2020

Report

SUMMARY

Title	RAPID NEED ASSESSMENT for the situation created in Albanian communities as result of COVID 19.
Date of report	4 May 2020
Type of report	Assessment Report
Overall objective	To better understand situation of Save the Children's Programs target groups, and beneficiaries at community level, through the rapid assessment of the situation as a result of COVID-19.

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LIST OF ACRONYMS

FGD	Focus Group Discussion
MHSW	Ministry of Health and Social Welfare
MEDPAK	Mbrojtja e të Drejtave të personave me Aftësi të Kufizuara
NE	Economic Assistance (Ndihma Ekonomike)
PPE	Personal Protection Equipment

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EXECUTIVE SUMMARY

The Rapid Need Assessment for the situation created in Albanian communities as result of COVID 19 is guided by the overarching objective of revealing information to better understand situation of Save the Children and its partner MEDPAK target groups, and beneficiaries at community level, given the lockdown situation caused by the spread of COVID-19. COVID-19 broke out in Albania on March 9, 2020. Since then, the government made immediately the decision of total closure to protect citizens from the infection. The imposed lockdown's impact on the most deprived and vulnerable categories is extreme and is disrupting the distribution of much needed services to children and their families, which in turn is critically and directly impacting their health, education, protection and access to food, hygiene and other basic needs. There is also grave concern that especially children and women will be exposed to domestic violence which continues to be widespread in families and communities throughout Albania.

Save the Children CO and its partner organisation MEDPAK is undertaking this Rapid Needs Assessment to provide a snapshot of situation and the needs of the most vulnerable children and their families and the impact of the COVID – 19 crises on their psychosocial wellbeing as well on their access to education, health and protection services. This will provide the necessary information to prepare and deliver the most appropriate response to those needs as well to foresee and adapt the future interventions to a changing context when the COVID-19 crisis will be over.

The assessment intends to provide a tool for comparative impact analysis adopting the key standards as follows:

- ✓ Utility- the information provided by this assessment will serve to several users, from government and non-government stakeholders, alike.
- ✓ Adaptability – the evidence ensured by the assessment will illustrate the real situation of the target assessment groups.
- ✓ Relevance – data will be collected from official and non-official sources, adopting ethical norms, of those involved in the assessment as well as affected by its results.
- ✓ Reliability - the findings generated by the assessment will be based on the data collected and elaborated in fully compliance with methodological and technical standards, therefore real and uncontested.

The assessment, strongly based on the collection of evidence in the field, uses several methods of data gathering to have the complete information for drawing credible qualitative findings vis-à-vis the objectives. However, while the utilization of instruments is posed by the lockdown, the methods used do not compromise the key assessment standards.

The assessment is based on the use of face to face interviews with key stakeholders, respectively:

1. Parents and caregivers
2. Teachers
3. Child Protection and Care Professionals at municipalities and community center for CWD
4. Roma children's parents and caregivers.

Respondents are selected randomly in the Save the Children Project sites, namely Tirana, Burrel, Gjirokastër, Berat, Dibër, Cërrik, Elbasan, Korçë, Fier (only Roma target), Shkodër, Sarandë, Kukës, Durrës, Vlorë, Bubq (Kruje). The rate of 10% to 100% of project stakeholders is applied to design the sample size, depending on the project stakeholders' weight and their role to alleviate the impact of crisis on the vulnerable groups. The first three groups were contacted online, while the fourth target group was interviewed through phone.

Focus group interviews with key direct Save the Children's beneficiaries, like Children and Youth involved in the Youth Empowerment Program, are also held, through online group discussions.

In addition, considering that “Children with disability” comprise an extremely vulnerable group, while their teaching and learning is of particular importance, a dedicated questionnaire utilizes the responses of 355 support teachers, who directly work with children with disabilities in the target areas. The simple and well-focused questionnaire, distributed on line, addressed the most concerned issues, caused by the lockdown, that deny the right of children with disabilities to education.

All data in the field were collected during second half of April, while analysis and elaboration took place during the first week of May, 2020.

The Assessment report is composed of five chapters and two annexes in addition to Executive Summary, namely Background, Methodology, Main findings, The most concerned issues that on target groups’ situation and Conclusions/Recommendations. Chapter 3, “Main findings”, which constitute the core chapter of the report is organized around 6 sections, which deal respectively with: Sample characteristics, Information, Health care, Food shortage, Child protection and care, and Education.

With the exception of “Sample Characteristics”, all sections of the chapter 3 provide data and evidence that address the most concerned issues, while the Chapter 4, “The most concerned issues that impact on the target groups’ situation” re-shape the key findings, emphasizing the most critical issues that hamper target groups’ opportunities to utilize basic services. Here, the remarks are organized around three key social groups, namely (i) Communities, with a special focus on children and youth, involved in economic empowerment program; (ii) Roma community and (iii) Children with disabilities. As a specific sub-chapter, some critical COVID-19 outcomes on institutions, that impede them to fully exercise their competences, are also tackled.

Chapter 5, “Conclusions/Recommendations” advances arguments that provides stakeholders inputs to revise and/or re-adjust short and medium term strategies to better respond to citizens’ needs, especially under the emergency situations, like the one that Albania is experiencing.

The integrated analysis of data and evidence provided here, guide us in the formulation of key findings with respect to key target groups, as follows:

A. Impact of lockdown on communities: Household’s capacities to ensure a nurturing environment for their children, in spite of lockdown are diminished due to:

1. Lack of income: Despite the wide access to information, communities can’t effectively utilize it due to high price of PPE (70% of responders confirm) and market shortage (35% of Respondents acknowledge). Only 27% of respondents confirm they fully implement the adopted prevention and protection measures, although they know about them. “Lack of income” (43% of responders) and “Need to work” (42% of responders) are the crucial factors that impede people to respect the measures. Only ¼ of respondents think that people can fulfill the basic needs for food. ¾ of respondents identify “**Insufficient income**” as the main reason for food shortage. “**Unemployed people**”, “**Elderly leaving alone**” and “**People with no income**” are at the highest risk of food shortage. Despite the functioning of the economic protection program(NE), it is not clear the groups that the programs can reach during lockdown and most importantly, the impact these programs have on people.

2. Limited access to health and social protection services: “Elderly”(56% of respondents confirm) and “Disabled” (35% of respondents confirm) find difficult to access Health care services due to lockdown (40% of respondents) and the lack of access to public transportation (24%).

3. Limited access to quality education: About 50% of respondents consider the interruption of school as the most critical lockdown outcome on children. Teachers are faced with “Weak quality of internet” (68% of respondents), “Children’s difficulties to use technology” (41% of respondents) and “Maintaining children’s concentration” (34% of respondents).

On the other side, “Economic and infrastructural problems” impede children to attend lessons online (80% of respondents), while schools as well lack capacities to support online learning (26% of respondents). Children’ performance is negatively influenced since they lack didactic and recreational materials (62% of teachers confirm).

A. 1. Impact of lockdown specifically on children: The Health Emergency has triggered increased risks on children, respectively on:

1. *Children's Nutrition and Psychosocial wellbeing:* 75% of children who participated in FGDs think that situation caused by the spread of COVID-19 has negatively influenced their nutrition, unfortunately not only of poor families, but of all families.

More than 50% of respondents acknowledge the persistence of negative behaviours like: "Less patient parents with children" or "parents get bored and nervous quickly". Domestic violence cases are also present, while children experience anxiety and stress.

2. *Increased risks of maltreatment, abuse, and exploitation of children:* Although according to CPU professionals, there is a very minor proportion of families, who have transferred children in other places, causing family separation; there are some children forced to work to help their parents; and there are children who beg to support their families due to lockdown.

A.2. Impact of lockdown on Young people, beneficiaries of Youth Empowerment Program:

Young people, beneficiaries of Youth Empowerment Program, recognize that they are faced with:

1. *Limited opportunities to work:* Only 50% of them continue to work, while the rest does not work, due to the closure of activities because of the risk of infection. They have benefited from the cash support provided by the government due to the COVID-19 crisis, the so called "the salary of war".

2. *Limited perspective for the future:* Young people are concerned by a gloomy future due to the lack of a profession, anxiety and stress, insecurity with regard to the continuation of the self-employment program they used to attend, insecurity regarding future as well as the desperation of not being able to support their families..

B. Impact of lockdown on Roma community: Roma community are the most deprived, manifested through:

1. *Access to information:* More than 35% of Roma Parents/Caregivers confirm they do not have any information neither on COVID-19 nor on the routes to prevent the spread of infection. Very often, their information is not correct due to the confidence on informal channels of communication (more than 45%) rather than on formal and public communication means.

2. *Lack of income:* About 1/2 of Roma Parents/caregivers cannot access PPE, mainly due to the high price (90% of respondents). **3/4 of respondents identify "Insufficient income" as the main reason for food shortage, followed by "Increased prices", confirmed by almost 70% of respondents.** Roma Parents/Caregivers are concerned by the fear of children's infection (84% of respondents) as well as by the difficulties to "Fulfill children's needs for food" (75%).

3. *Limited access to school attendance:* Roma children are more deprived compared to their peers. **Only 23% of Roma Parents and Caregivers can access either electricity or internet.** Except for TV, **Roma children use as twice less devices as their peers,** according to the opinions of Parents/Caregivers, hindering children's access to education.

Roma Parents/Caregivers would strongly consider the continuation of online learning if access to internet (95%) or mobile phones would be secured (78%).

More than 80% of teachers confirm that Roma children either do not attend lessons at all or attend them irregularly.

4. *Increased risk of discrimination:* There is strong likelihood that lockdown has triggered discrimination, mainly in Shkoder, Komsi, Berat, Kukes, Rukaj and Vlorë, according to about 30% of professionals' opinions. Roma community is mentioned as the most discriminated group by 67% of professionals.

C. Impact of lockdown on Children with disabilities: Among all challenges faced by children with disabilities, limited access to learning is a very serious constraint. 55% of teachers acknowledge that CWD attend school irregularly, due to “Limited opportunities to use pertinent learning methodology”.

Support teachers for CWD confirm that less than half of children with disabilities have access to didactic materials, whereas more than ¾ of children do not access online learning due to the lack of a personal mobile at least. 54% of teachers do not consider effective online learning, since 78% of communication is realized through whatsapp. Teachers lack professional training and qualification to face this new learning practice as well as the lack of parents knowledge to be involved and support their children in this critical situation.

D. Institutional constraints during lockdown are concentrated on:

1. CPU functioning during lockdown: Almost 80% of respondents, confirm that CPUs, continue to exercise their crucial task of Case management and referral, by telephone in distance.

2. CPU capacities to identify and manage cases of children in need of protection during lockdown: Almost half of CPU Professionals reveal that they lack information on family separation, child labour and child exploitation. Although MHSW has provided new guidelines that regard case management and referral during pandemic situation of COVID-19, half of professionals are fully aware, 35% of them know the guidelines only partially.

3. Teachers' opportunities to provide quality lessons during lockdown: 49% of teachers acknowledge that the use of online platforms limits teachers' capacities to closely monitor and evaluate children's performance.

MAJOR FINDINGS AND RECOMMENDATIONS

Cluster I: Access to information and services to ensure the protection from infection and the provision of basic economic means, targeting all assessment#s vulnerable groups .

- ✓ Evidence provided here confirms that the information is widespread thanks to multi actors efforts, which have contributed to raise the awareness of the society as a whole on the COVID-19, a critical health risk, although vulnerable groups do not share the same level of information neither on the risks nor on the prevention modes.
- ✓ The spread of information is not associated with the insurance of the access to PPEs.
- ✓ Vulnerable groups are experiencing a multidimensional exclusion due to the limited capacities to access health care, to ensure the basic needs for food as well as limited access to public assistance and care programs.
- ✓ Children are at risk of multiple deprivation and perhaps, of exploitation, due to the limited access to social protection structures as well as the increased economic pressure on the families.
- ✓ Although Child Protection structures continue to exercise their crucial task of Case Management and Referral, by telephone in distance, they lack either information on children in need of protection or capacities to identify critical cases under the lockdown situation.
- ✓ Despite the adoption of the guidelines by the MHSW with respect to Case Referral and Management during pandemic situation of COVID-19, it seems they have not reached their purpose.

Recommendations for Cluster I:

- ✓ The preparation of a short term Information Strategy, based on the evidence generated by this assessment, may be of help to support “Save the Children” target groups to adjust their needs during the second phase of coexistence with COVID-19, in which Albania is gradually embarking on.
- ✓ Capacity building of civil society stakeholders and volunteer groups/associations to work in the field with vulnerable groups and directly support them to alleviate shocks of the crisis and try to reintegrate.
- ✓ Address the needs to donor community and the government to ensure the cross sectoral coordination of institutions.

- ✓ Extend relationships and network with local government to promote them exercise their competences and utilize resources for the best of their communities.
- ✓ Capacity building of CPUs and other social care professionals to better respond to citizens' needs, especially during emergencies.
- ✓ Extend the MHSW guidance to a Specific Child Protection Protocol during emergencies.

Cluster 2: Access to opportunities to learn, develop and integrate, despite the emergency situation.

- ✓ Despite positive changes of parents' behaviours and attitudes versus children, negative changes as well, are happening, namely parents are less patient with children, they get bored and nervous quickly, while in some cases domestic violence also is present. Not rarely, children experience anxiety and stress.
- ✓ Despite teachers' motivation, they are faced with several challenges to provide lessons during lockdown, starting with infrastructure and technology concerns, and ending with the lack of didactic and recreational materials.
- ✓ Vulnerable children face difficulties to access online lessons.
- ✓ Despite the overall agreement that online lessons are the best way to ensure children's learning in the given conditions, the use of online platforms limits teachers' capacities to closely monitor and evaluate children's performance.
- ✓ Despite stakeholders' contribution regarding the most appropriate modes to continue lessons until the end of the schooling year, an agreement across groups seem difficult to be reached due to economic, infrastructural, and social disparities.

Recommendations for Cluster 2:

- ✓ Intensify cooperation with education structures at local level to support effective online lessons, at least until the end of the school year.
- ✓ Build capacities of parents' associations to fully involve them in the new process of learning.
- ✓ Provide direct support to teachers and assist them to better perform their duty, especially vis-à-vis vulnerable children.
- ✓ Contribute to the preparation of a short and mid - term strategy on the realization of the right to Education and Protection under emergency situation.

Concluding observations, the Assessment Report serves a triple function, as it was meant, namely:

Function 1: At programatic level, it brings to "Save the Children" agenda, an instrument that address the impact that pandemic is having on the deterioration of the socio/economic situation of the most vulnerable groups, hitherto attracting the donors attention to revise their strategies and focus more to the impact of situation.

Function 2: At local governance level, if used properly, the assessment contributes to raise the awareness on the necessity to harmonize efforts and realize children's basic rights even during emergencies.

Function 3: At institutional level, the assessment attracts the attention on capacity building, coordination and harmonization to provide social care services to the most vulnerable groups, highly affected by the COVID-19 pandemic.

I.BACKGROUND

Save the Children in Albania is a long-term development programme and has established a high profile and sound reputation in child rights issues, particularly in the three thematic priority areas: Education, Child Protection and Child Rights Governance. *Save the Children* focuses its work on capacity building and strengthening of services for children and the creation of a policy and legislative environment which responds to key child rights issues in the country. To achieve our tasks, we primarily work with and through partners like non-governmental organizations (local and international), UN and the Government. This ensures that the rights of the greatest number of children are met in the best possible way. We constantly monitor and evaluate all projects to ensure quality in our work.

COVID-19 broke out in Albania on March 9, 2020 and continues to spread across the country infecting people of all ages. The imposed lockdown's impact on the most deprived and vulnerable categories is extreme and is disrupting the distribution of much needed services to children and their families, which in turn is critically and directly impacting their health, education, protection and access to food, hygiene and other basic needs. There is also grave concern that especially children and women will be exposed to domestic violence which continues to be widespread in families and communities throughout Albania.

2.METHODOLOGY

This section deals with the methodology of the assessment, its instruments and their utilization. In fully alignment with the TORs, the relevant methodological approach firmly based on data gathering from face to face interviews and focus group discussions, was utilized.

2.1. Scope, objectives and assessment criteria

The assessment intends to provide a tool for comparative impact analysis adopting the key standards as follows:

Utility- the information provided by this assessment will serve to several users, from government and non-government stakeholders, alike.

Adaptability – the evidence ensured by the assessment will illustrate the real situation of the target assessment groups.

Relevance – data collected from official and non-official sources, adopting ethical norms, of those involved in the assessment as well as affected by its results.

Reliability - the findings generated by the assessment are based on the data collected and elaborated in fully compliance with methodological and technical standards, therefore real and uncontested.

2.2. Methodology, key instruments and sample size

The assessment, strongly based on the collection of evidence in the field, uses several methods of data gathering to have the complete information for drawing credible qualitative findings vis-à-vis the objectives. However, while the utilization of instruments is posed by the lockdown, the methods used do not compromise the key assessment standards.

The assessment is based on the use of face to face interviews with key stakeholders, respectively:

- ✓ Parents and caregivers
- ✓ Teachers
- ✓ Child Protection and Care Professionals at municipalities
- ✓ Roma children's parents and caregivers

Respondents are selected randomly in the Save the Children Project sites, namely Tirana, Burrel, Gjirokastrë, Berat, Dibër, Cërrik, Elbasan, Korçë, Fier (only Roma target), Shkodër, Sarandë, Kukës, Durrës, Vlorë, Bubq (Kruje). The rate of 10% to 100% of project stakeholders is applied to design the sample size, depending on the project stakeholders' weight and their role to alleviate the impact of crisis on the vulnerable groups.

Focus group interviews with key direct Save the Children's beneficiaries, like Children and Youth, involved in the Youth Empowerment Program, are also held, through online group discussions.

In addition, considering that "Children with disability" comprise an extremely vulnerable group, while their teaching and learning is of particular importance, 355 support teachers who directly work with children with disabilities were included as respondents. The simple and well-focused questionnaire, distributed on line, addressed the most concerned issues, caused by the lockdown, that deny the right of children with disabilities to education.

All data in the field were collected during second half of April, while analysis and elaboration took place during the first week of May, 2020.

Table I provides information on interviewers, respectively as per project sites and their connection to the project.

Four different questionnaires were developed to guide face to face interviews, respectively Questionnaire 1 to collect evidence from Parents/caregivers; Questionnaire 2 to collect information from Child Protection and Care Professionals; Questionnaire 3 to collect information from Teachers and Questionnaire 4 to collect information from Roma Parents and Caregivers. Face to face interviews were utilized by Google drive-doc instruments for the three first groups, while for the fourth group, namely “Roma beneficiaries”, they were utilized by phone.

Table I: Number of faces to face interviews per each project site.

	Parents/Caregivers		Teachers		Professionals		Roma parents	
	Stakeholders	Interviews	Stakeholders	Interviews	Stakeholders	Interviews	Stakeholders	Interviews
Tirana	100	20			3	3		
Burrel	302	61	90	36	2	2		
Gjirokastër	333	67	114	46	3	3		
Berat	20	4			1	1		
Dibër								
Cërrik	116	23	21	8				
Elbasan	245	50	82	36			420	42
Korçë							42	5
Fier							270	27
Shkodër	180	36	24	9	1	1		
Sarandë	100	20			1	1		
Kukës	41	8			7	7		
Durrës	41	8			7	7		
Vlorë	41	8			7	7		
Bubq	40	8						
Total	1.559	312	331	135	32	32	736	74
% selected	20%		40%		100%		10%	

Source: Save the Children data

In addition, two other questionnaires were developed to guide direct beneficiaries FGDs, respectively for Children and Youth. FGDs were utilized by online group discussion using skype. Children engaged in children’s governments and Child Led Groups comprised the first FGD, while young people, beneficiaries of the Youth Employment project comprised the second FGD.

Table 2: Distribution of FGDs

FGD	Number-Regions
Children	4; Elbasan, Gjirokaster, Berat, Peshkopi
Youth	2; Cerrik, Shkoder

Source: Save the Children data, 2020

2.3. Audience, intended users and assessment limitations

The assessment report provides data and opinions that mirror the critical social and economic situation faced by Albanian citizens during COVID-19 pandemic. As such, the evidence is of utmost importance first for Save the Children and its partners, to adjust its interventions based on the new emergencies fueled by lockdown. But it provides inputs for the whole donor community, to revise the short- and medium-term strategies to provide effective health and social care services for Albanian citizens, mainly for children and especially for those at the highest risk of exclusion.

Most importantly, although COVID-19 situation in the country seem improved and the government is planning to overcome to Phase 2, the path versus normality is going to be long. Rapid assessment provides evidence which would be of help to reshape the exiting interventions to better address the needs of

children and their families, especially of the most vulnerable groups and ensure that they realize their rights, no matter of the situation.

However, despite its importance, the assessment report has some limitations, namely:

Due to lockdown, time constraint and especially, the necessity to make evidence based decision that effectively respond to the situation, the sample size is limited either within the Save the Children projects' target groups or boundaries of Save the Children areas of intervention.

Since this is a qualitative assessment, data provided here can not be generalized across regions or social groups. However, this does not diminish the value of findings. They address critical questions, which if taken into consideration, would certainly contribute to evidence based public policy making.

3. MAIN FINDINGS

Section 1: Sample characteristics

This section deals with sample features, mainly number of respondents, disaggregated by gender and location as per each of the responder's groups. Separately, the rate of response is also presented.

Table 3 provides information on the sample characteristics, as per below:

Table 3: Sample characteristics

	Parents/Caregivers		Teachers		Professionals		Roma parents	
	Male	Female	Male	Female	Male	Female	Male	Female
Tirana	8	13	2	14	1	2		
Burrel	15	45	2	12		2		
Gjirokastrë	10	58	1	18		3		
Berat	1	3	3	8	2			
Dibër								
Cërrik	6	18	0	4				
Elbasan	14	34	4	23			24	24
Korçë								
Fier			1	10			13	13
Shkodër	10	27		13		2		
Sarandë	5	15				1		
Kukës	4	6				7		
Durrës	6	18				7		
Vlorë	6	18				7		
Bubq	2	7						
Total	87	262	13	102	3	31	37	37
Total	349		115		34		74	

Table 4: The rate of response according to target groups

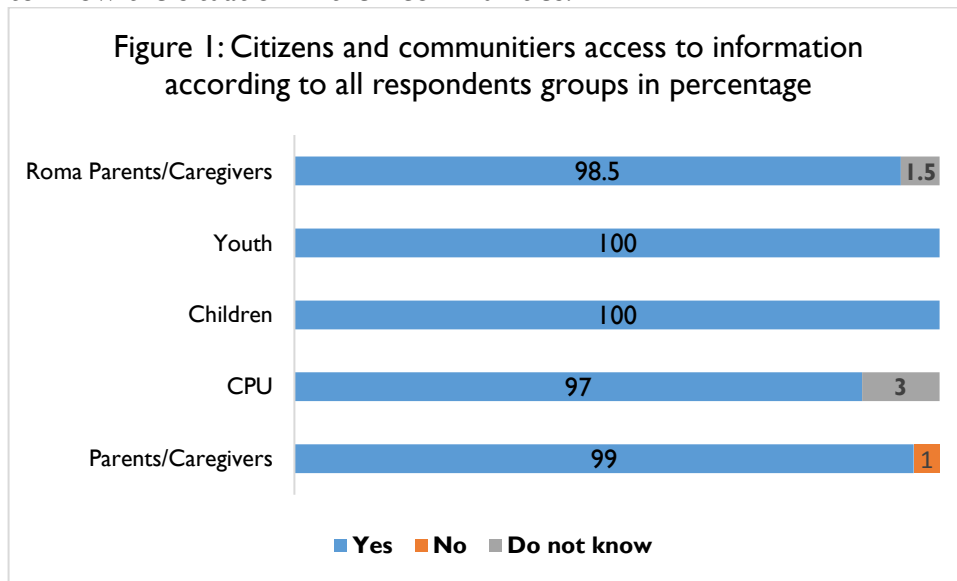
Groups	Interviewes		
	Planed	Realized	In percentage
Parents/Caregivers	312	349	110
Teachers	115	135	110
Professionals	32	34	101
Roma parents	74	74	100

Section 2: Information regarding COVID-19.

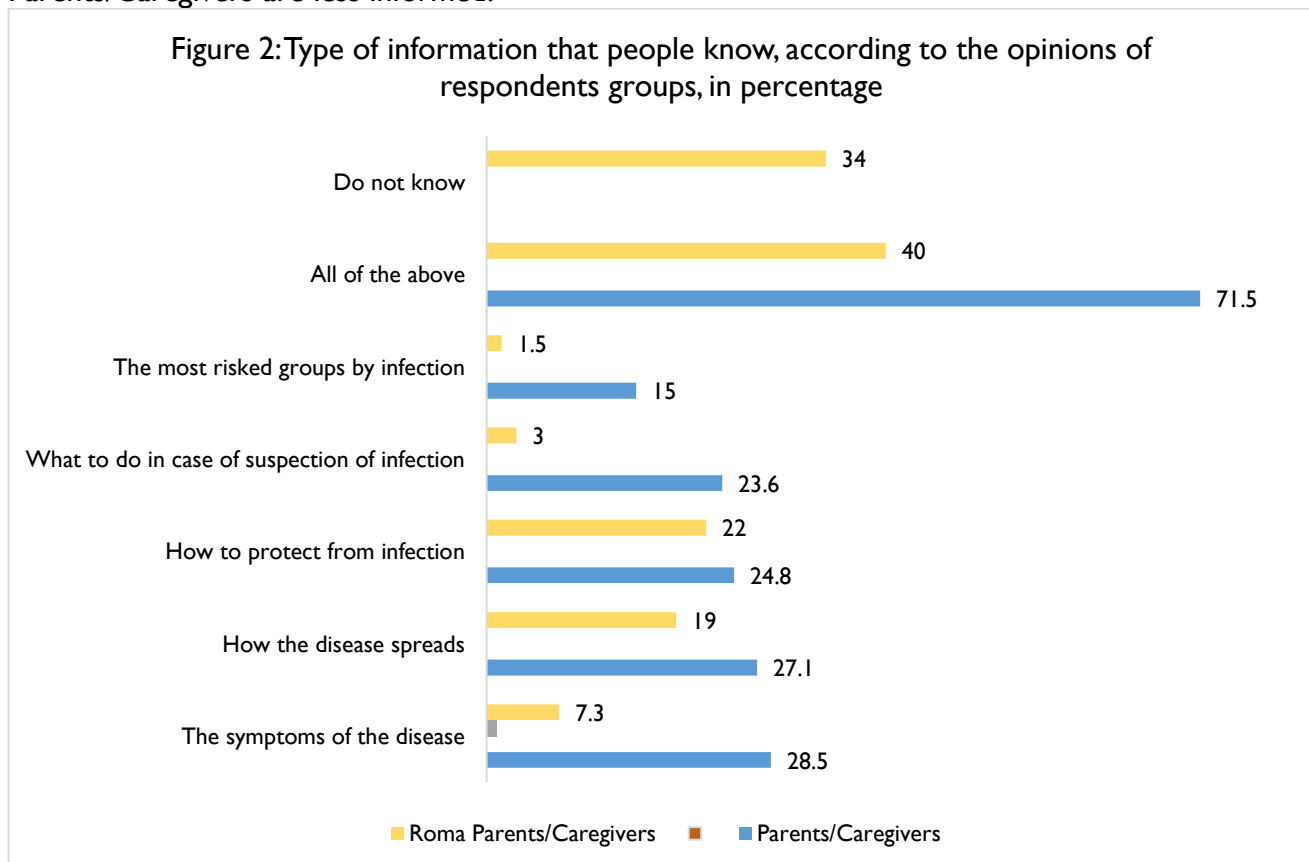
This section deals with opinions of Parents/Caregivers, Roma Parents/Caregivers, Child Protection Professionals confirmed in face to face interviews regarding their information and knowledge about COVID-19, the ways of its spreading and the protection and prevention measures. Based on the harmonized cross evidence, the concerned issues are argued, while findings are presented in the figures from 1 to 12.

The analysis of data clearly reveals the finding that all respondents, no matter of age or group are well aware of the key information that regard COVID-19 (Figure 1). Respondents are also of the same opinion that at least 97% of the citizens and communities have access to information. It is of particular importance the fact that either children or vulnerable youth can fully access to the information.

As we observe in figure 1, it looks like CPU professionals are less informed than citizens, which is not true. While citizens are asked about their access to information, professionals are asked to judge about the community access to information. Given the lockdown situation, professionals lack pertinent instruments to know the situation in their communities.

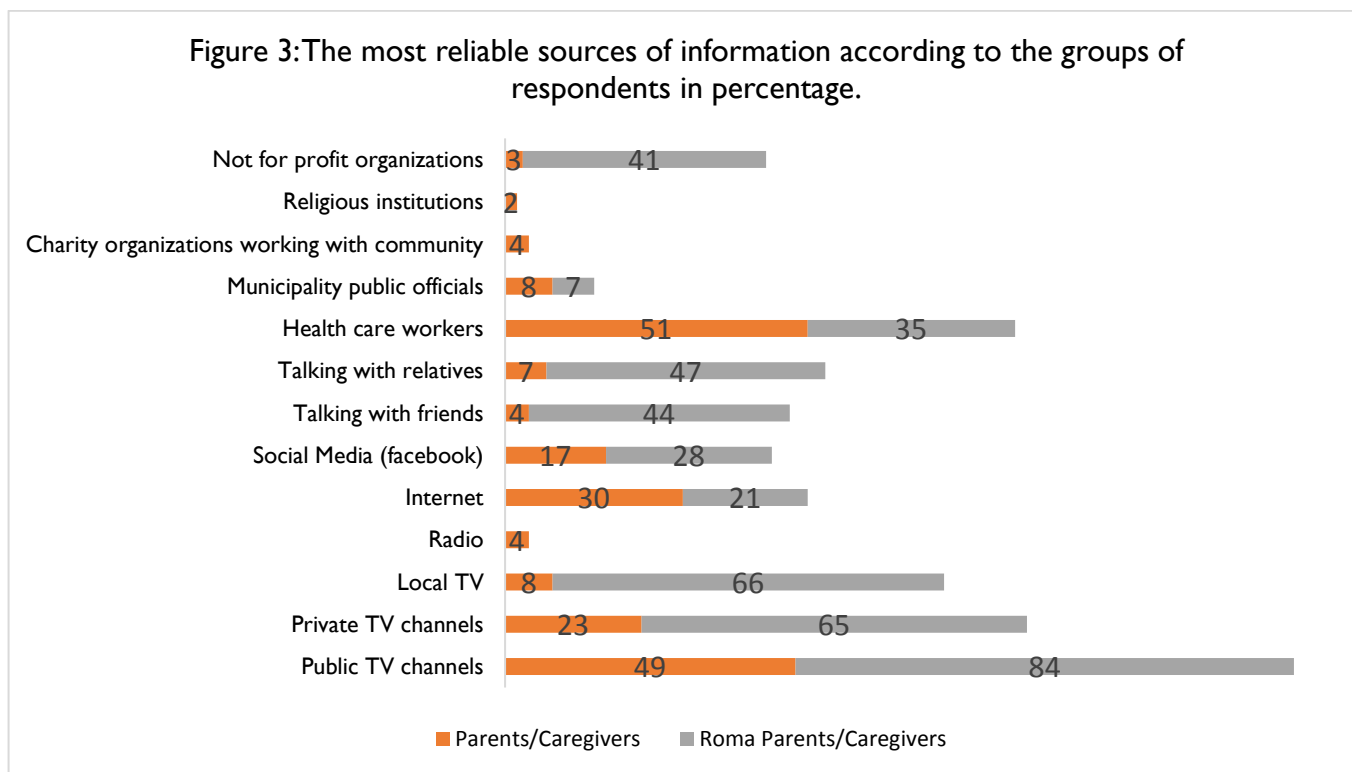


Data provided by Figure 2, re-emphasize the general evidence illustrated in the figure 1. It is observed that respondents from the two groups, namely Parents/Caregivers and Roma parents/Caregivers have a wide information on the illness, respectively: 71.5% of Parents /Caregivers and 40% of Roma Parents/Caregivers have all necessary information regarding the infection and its related issues, although Roma Parents/Caregivers are less informed.



The most reliable sources of information issue are addressed with two key data informants, notably with Parents/caregivers and Roma Parents/caregivers (figure 3). The majority of Roma Parents/caregivers rely on Public TV (84%) as well as on other TV channels respectively 65% on Private TV and 66% on Local TV

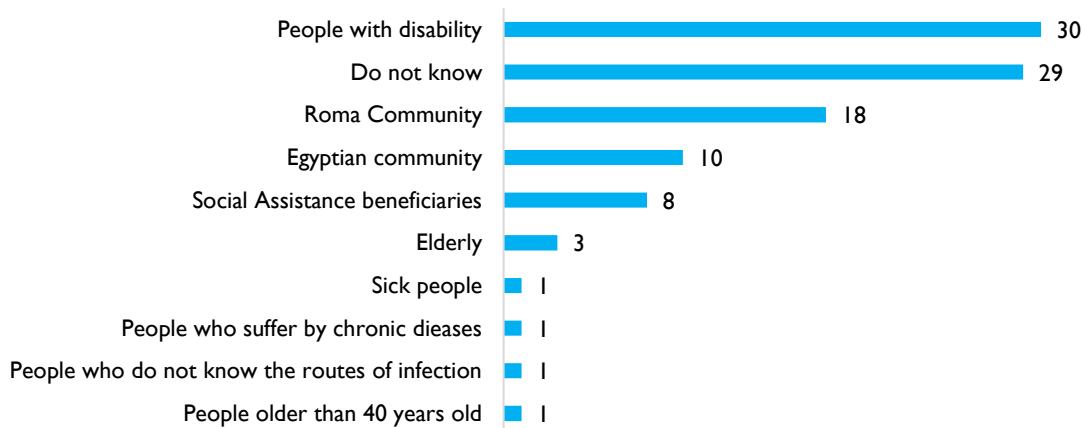
channels. By contrast, other Parents/caregivers rely on different types of information like Internet or Social media. Two important findings come out from the evidence provided in figure 3: First, Municipality public officials are almost non-visible in the new health emergency situation, only less than 10% of respondents consider them as a reliable source of information; Second, Health care workers, despite the situation, are able to maintain a reliable line of communication with communities (30 to 50% of respondents identify them), and third, Roma Parents/Caregivers strongly rely on informal channels of communication.



According to FG discussions with vulnerable youth it results that TV, either public or private is the most reliable source of information, while they doubt on the reliability of radio, internet or social media. The rest of sources is totally insignificant for them (Annex 2, Summary Table of evidence from Youth FGD).

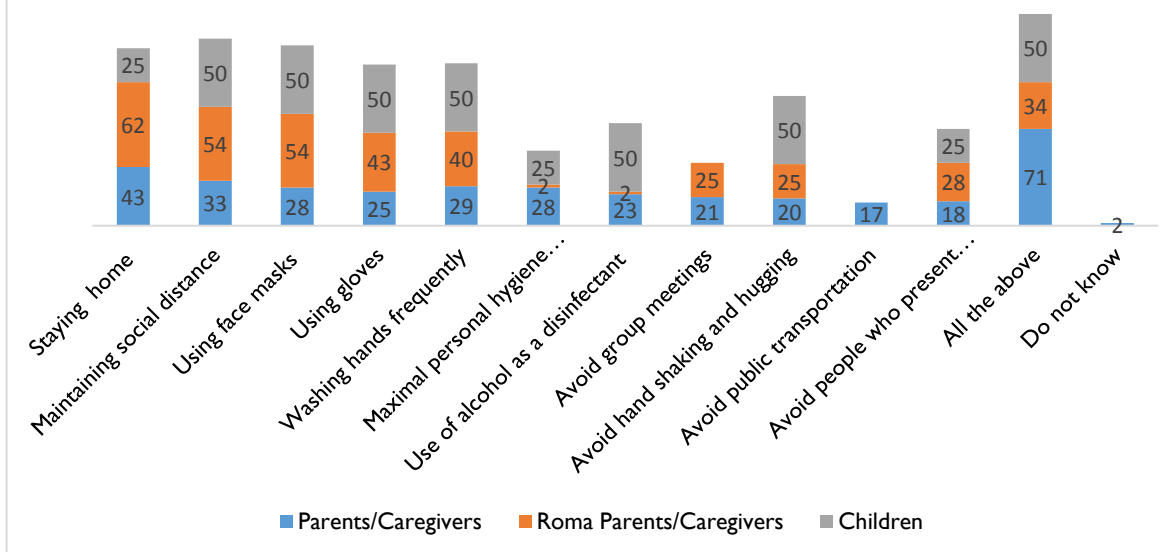
Figure 4 illustrates the knowledge of Parents/Caregivers regarding the groups at the highest risk of COVID-19. Their information is not based on key health evidence. 30% of them point out “People with disabilities” as the most risked group, while almost the same proportion of respondents confirm that they lack information. Only 7% of respondents identify correctly the groups who are risked the most.

Figure 4: Parents/Caregivers' opinions regarding the groups at the highest risk of COVID-19, in percentage.



Despite the unclarities regarding the groups at the highest risk of COVID-19, respondents generally are strongly informed about the routes to prevent the spread of infection as well as to protect themselves (figure 5). The proportion of those who do not know is insignificant, no matter of the group of respondents.

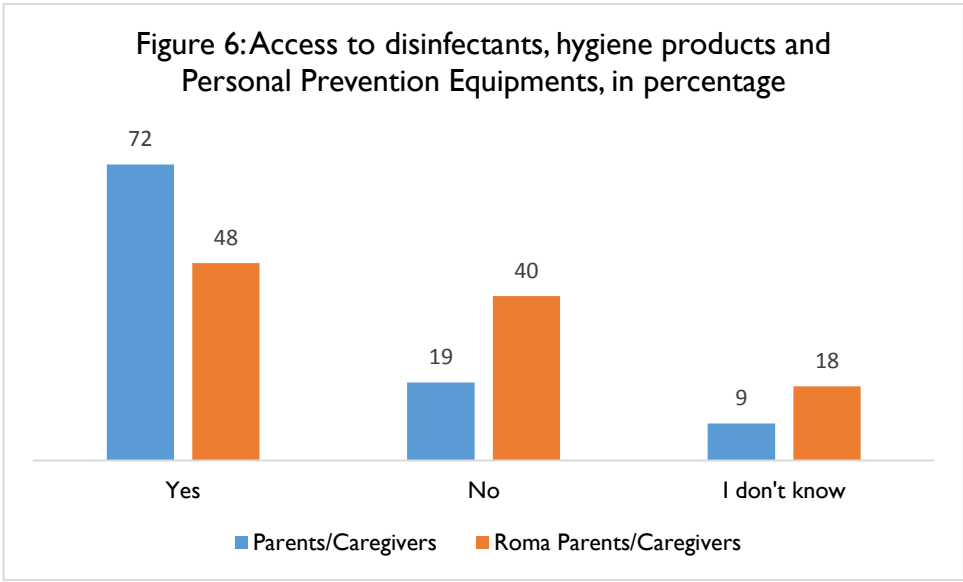
Figure 5: Responders' information regarding the routes to prevent the spread of infection, in percentage



Data from Vulnerable Youth FGD confirm that they know all the routes to prevent the spread of infection (Annex 2).

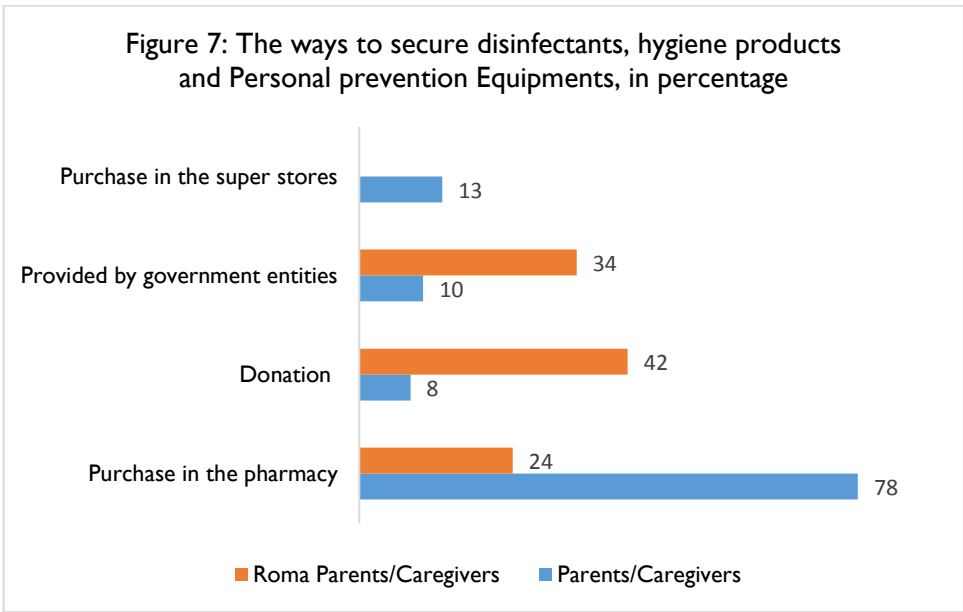
Figures 6 to 11 provide evidence to argue on the real chances people have to protect themselves, despite the measures taken by the government as well as the provision of information. Of particular importance is the assessment of access to disinfectants, hygiene products and PPE (Figure 6). It is demonstrated that 72% of Parents/caregivers can access these protection items, while only 48% of Roma Parents/caregivers can access them. Of attention is the data that 40% of Roma Parents/Caregivers can't access them.

Figure 6: Access to disinfectants, hygiene products and Personal Prevention Equipments, in percentage



According to data from figure 7, the majority of Roma Parents/Caregivers are furnished with protective items by different donations (42%) and by government entities (34%) since only 24% of them can purchase the items in the pharmacy. By contrast, almost 80% of Parents/Caregivers have purchased the items in the pharmacy.

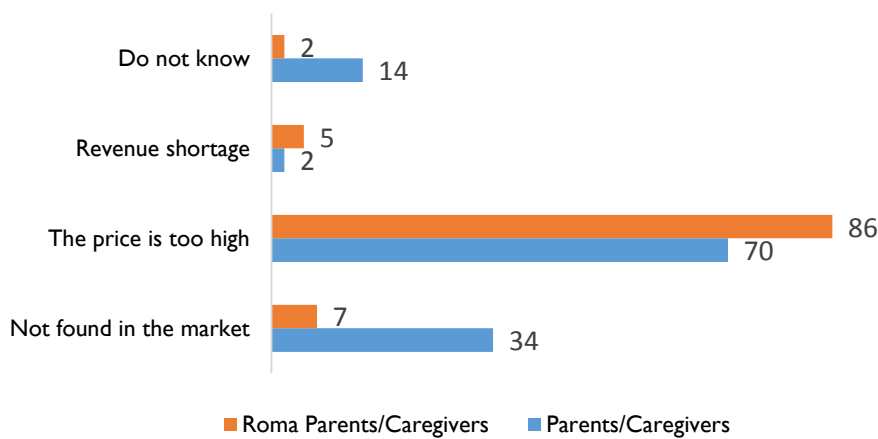
Figure 7: The ways to secure disinfectants, hygiene products and Personal prevention Equipments, in percentage



“Purchasing in the pharmacy” is also mentioned by Vulnerable Youth, as the main source of securing PPE, as it is confirmed by discussions with them (Annex 2).

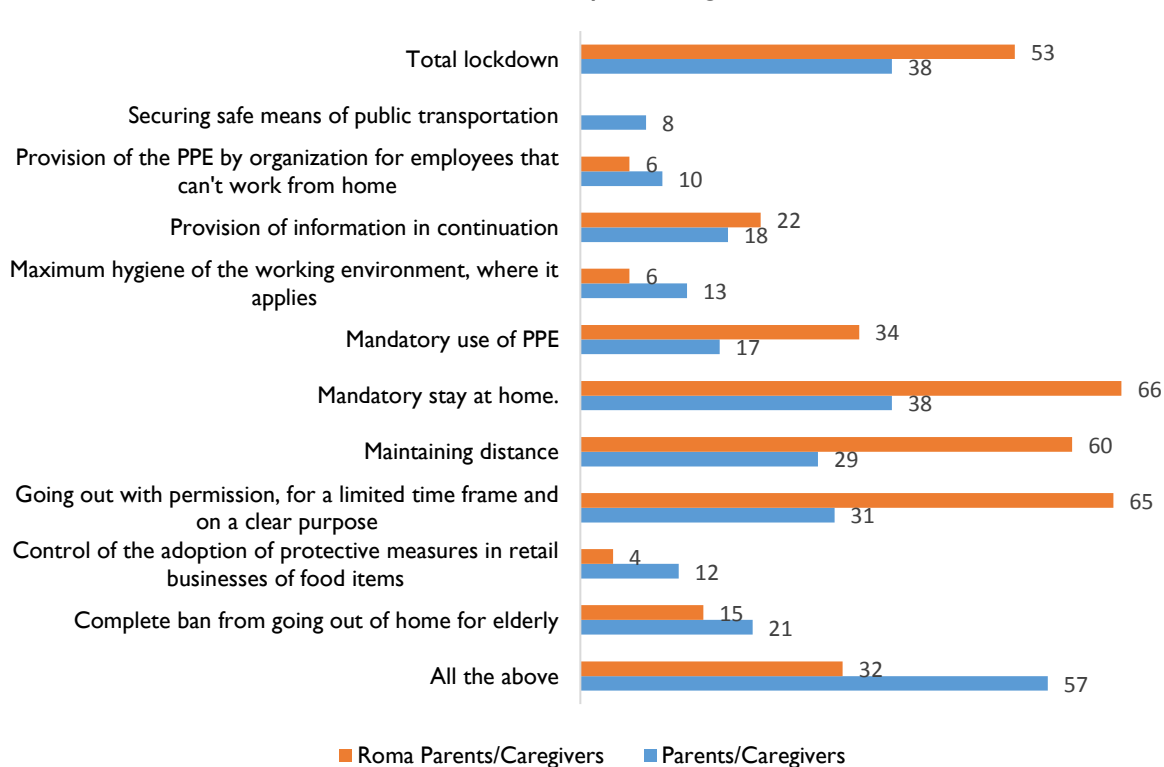
However, for the two key groups of informants, to secure hygiene products/disinfectants and PPE, is really challenging (figure 8) due to the high price(86% of Roma Parents and 70% of Parents confirm) or the market shortage (confirmation of 34% of Parents/Caregivers).

Figure 8: Challenges to secure hygiene products, in percentage



The government reaction vis-à-vis the risk of infection has been immediate and strong, by ordering the total lockdown. Figure 9 confirms that citizens across groups are aware about the measures to prevent the spread of infection at community level.

Figure 9: Measures to prevent the spread of infection at community level, in percentage



However, citizens' attitudes vis-à-vis measures adopted to prevent the spread of infection differ across groups (figure 10). Less than 30% of them fully respect the adopted measures, while 60% to 70% respect them partially. Roma Parents/Caregivers confirm that almost 10% seem not to respect the measures.

Figure 10: Citizens'support vis-à-vis measures adopted to prevent the spread of infection.

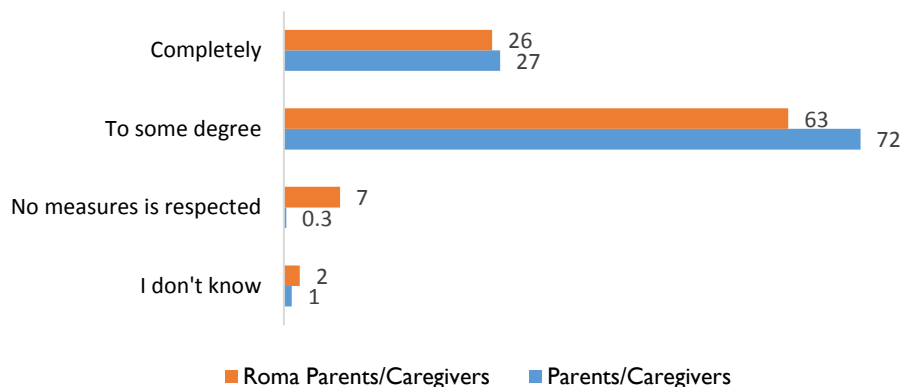


Figure 11 demonstrates a long list of reasons why people are reluctant regarding the adoption of measures. “Lack of income” (43%) and “Need to work” (42%) are among the most significance. Nevertheless, it is of concern the fact that about 30% of respondents do not consider the risk of COVID-19, while almost ¼ of them can't respect due to very specific reasonable family reasons.

Figure 11: Reasons for not respenting the measures, according to parents/caregivers opinions, in percentage

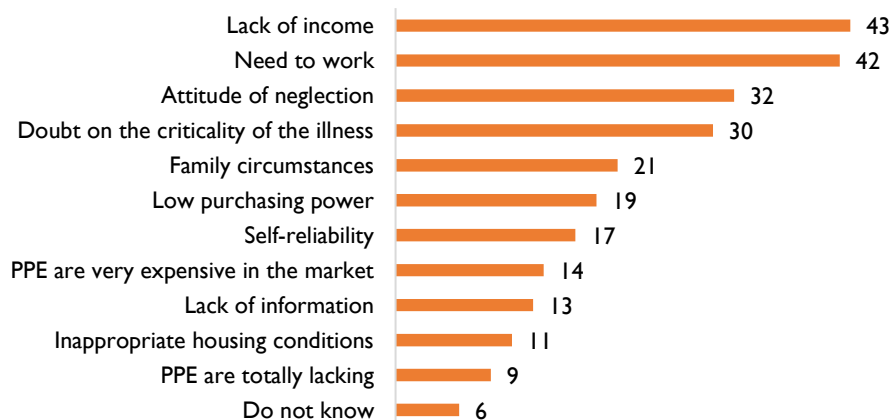
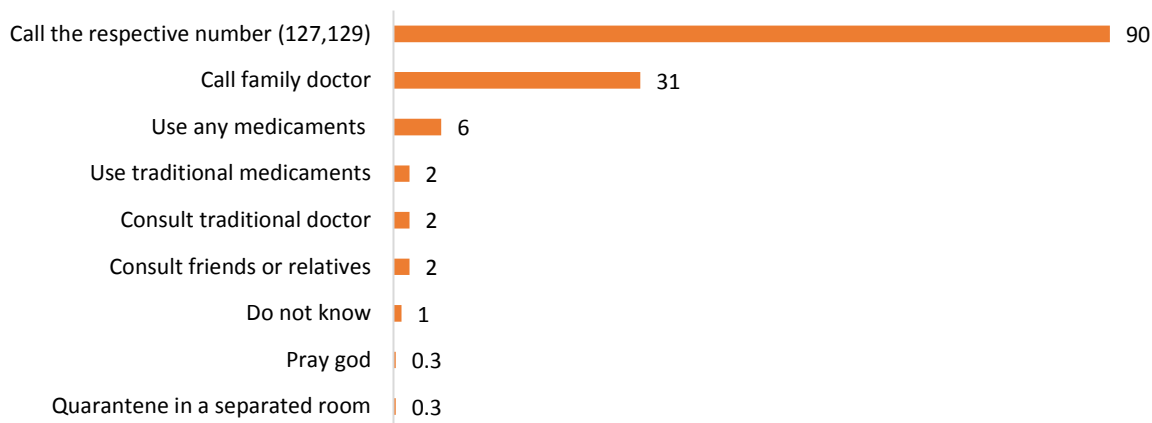


Figure 12 tackles the level of information on the modes of reaction when someone suspects of COVID-19 case in the family. The majority of Parents/Caregivers (90%) are aware of the right actions that have to be undertaken. Very insignificant proportions, less than 2% consider not effective or wrong actions to face with the suspicion.

Figure 12: Parents/caregivers information on the modes of reaction when suspecting of COVID-19 case in the family



Section 3: Health care

This section deals with the access to health care for other health problems rather than COVID-19 as well as the reasons which deny the right of people to benefit health care services, no matter of situation or other associated circumstances. The information is provided only from one group of respondents, namely Parents/caregivers.

Figure 13: People who can't access health care services according to the opinions of parents/caregivers, in percentage

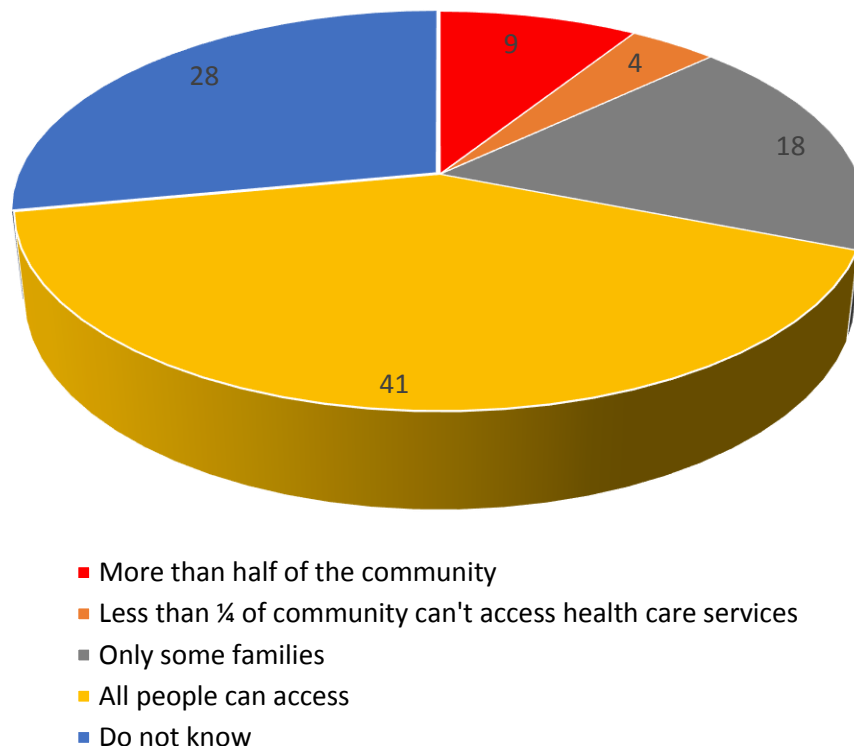
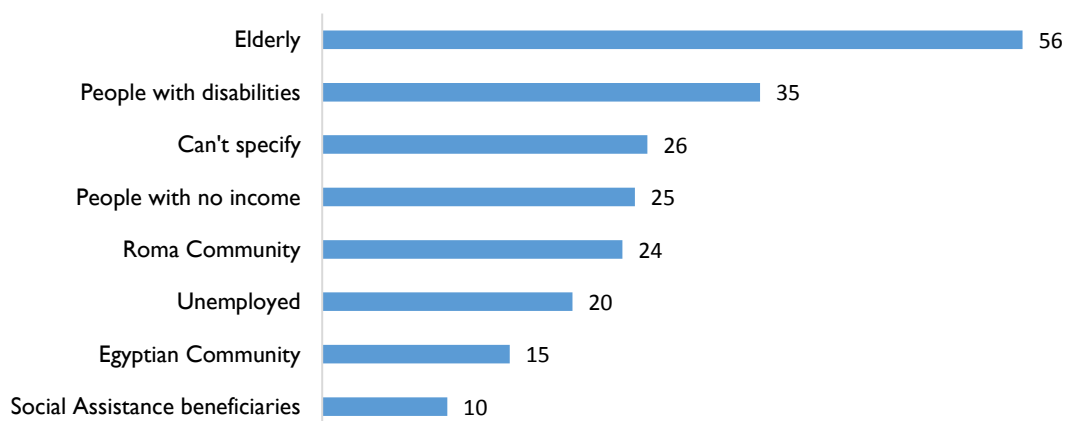


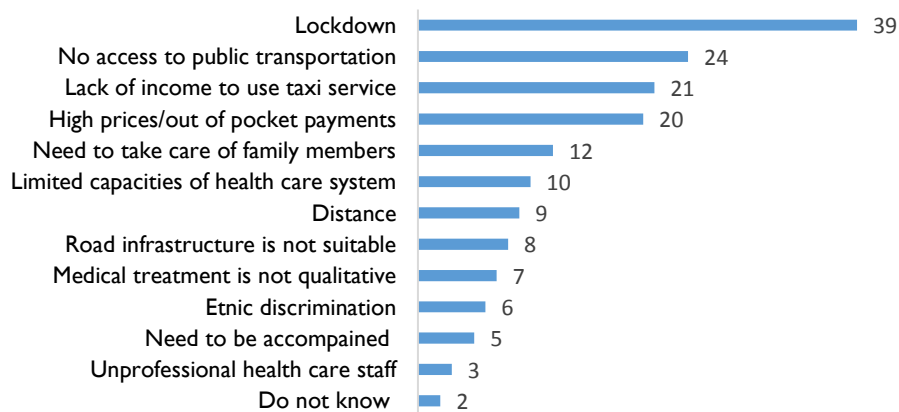
Figure 13 demonstrates that 41% of respondents confirm the overall access to health care for other health problems besides COVID-19, although 28% of respondents confirm they miss the information. However, it is generally accepted that there are some groups who face difficulties to access health care (figure 14), like “Elderly” (56% of respondents confirm) or “Disabled” (35% of respondents confirm).

Figure 14: Groups who face difficulties to access health care services for any problems rather than COVID-19



As figure 15 shows, lockdown is the main reason which impede people to access health care services , confirmed by almost 40% of respondents, followed by the lack of access to public transportation (24%) and lack of income to use taxi service (21%).

Figure 15: Reasons for not accessing health care services, in percentage

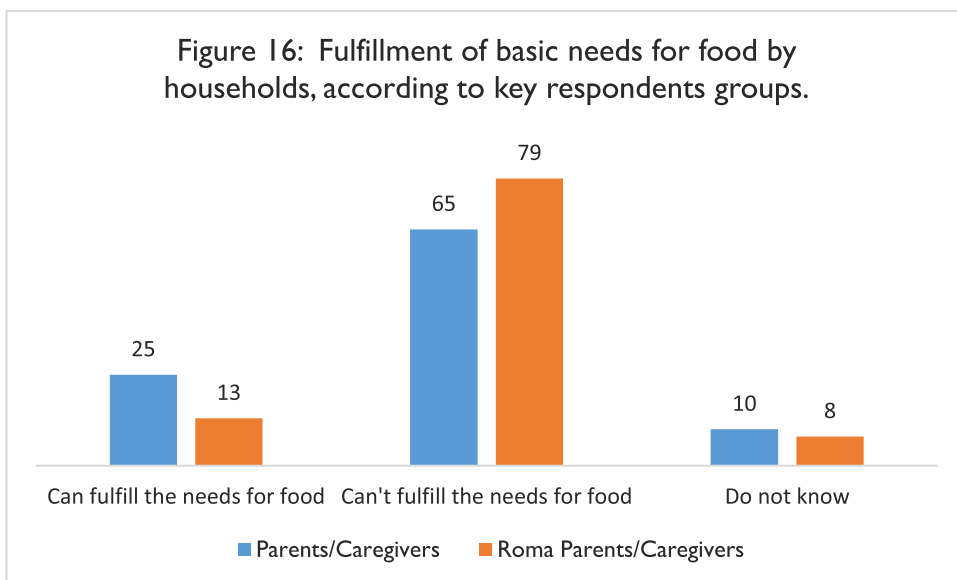


Section 4: Food shortage/Children Nutrition.

This section targets all respondents groups in effort to identify the most critical issues that hamper the fulfillment of basic needs for food, influencing modes of nutrition, especially of children as well as the programs that try to alleviate the economic shock of the health crisis.

Figure 16 demonstrates the proportions of respondents from the two key groups regarding the opportunities of households to fulfill the basic needs for food during lockdown. While 25% of Parents/Caregivers agree that they can fulfill the basic needs for food, only 13% of Roma parents/Caregivers share the same opinion. Majority of respondents confirm that they cannot fulfill the need for food.

Figure 16: Fulfillment of basic needs for food by households, according to key respondents groups.



In figure 17, the information from Parents/Caregivers is further disaggregated by groups at the highest risk of food shortage. About half of respondents identify “Unemployed people”, “elderly leaving alone” and “People with no income” at the highest risk of food shortage.

Figure 17: Groups at the highest risk of food shortage according to parents/caregivers'opinion, in percentage

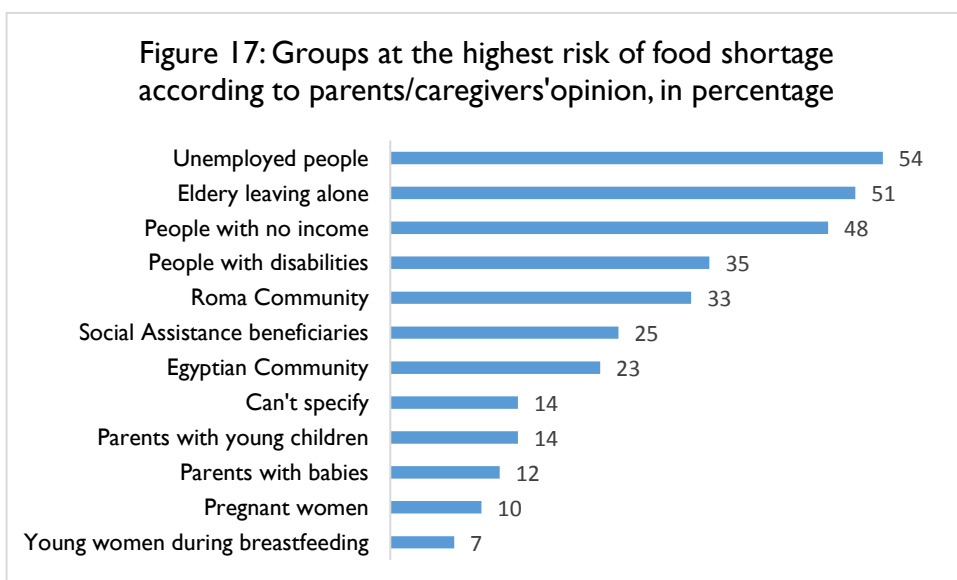


Figure 18 reinforces the above described evidence, by emphasizing “Insufficient income” as the main reason for food shortage, in which almost ¾ of respondents from both groups agree (74%). “Lockdown” and “Increased prices” are also often mentioned by Roma parents/caregivers, while for other Parents/Caregivers these two factors are considered of less importance.

Figure 18: Reasons for food shortage, in percentage

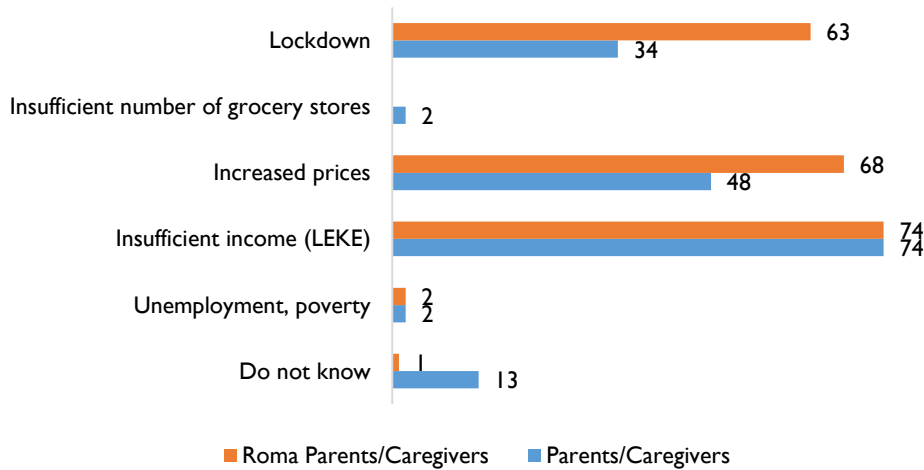
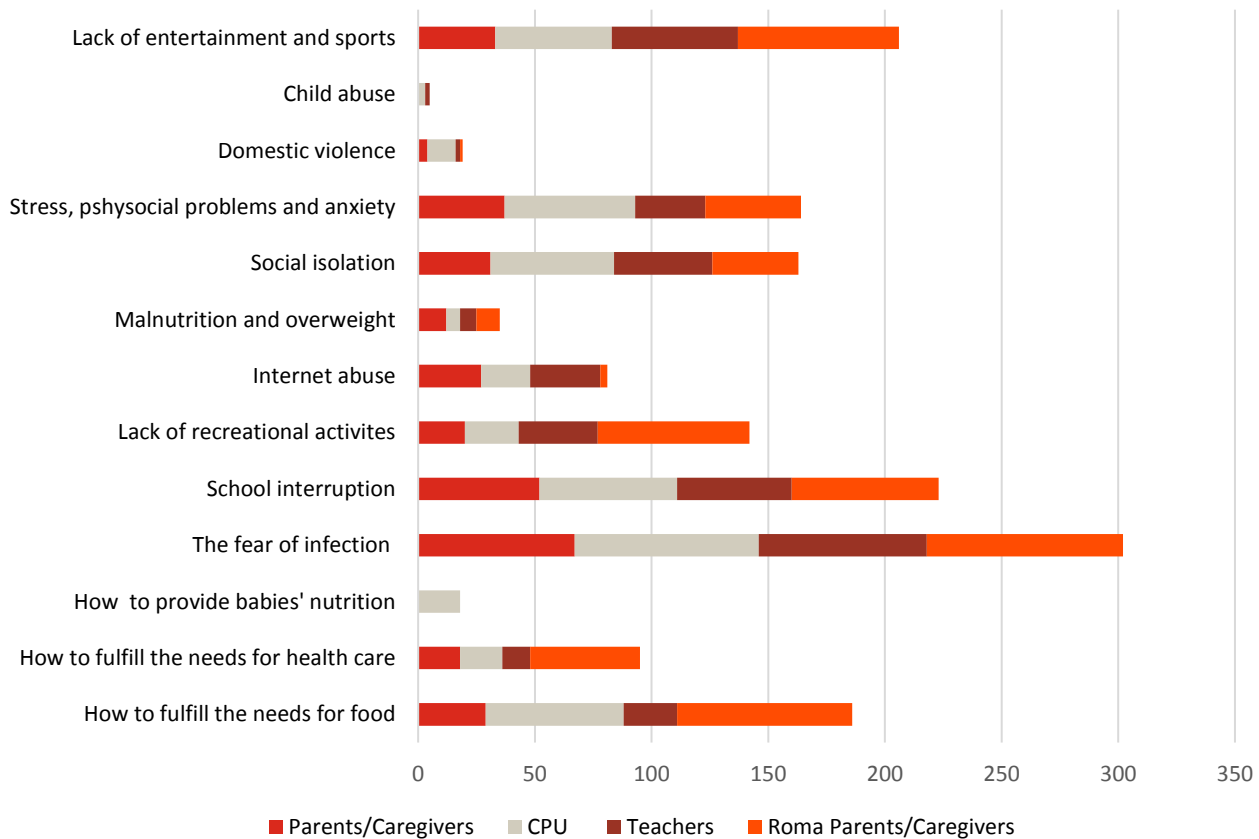


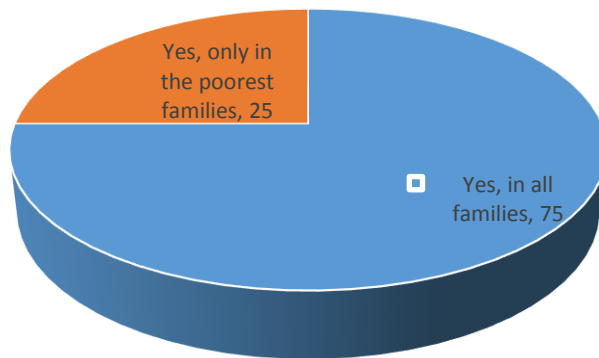
Figure 19 addresses an extremely critical concern, namely the impact of lockdown on children based on the opinions of all respondents' groups. As it can be observed, despite the differences in their concerns, the fear of infection (more than 60% of respondents), school interruption (about 50% of respondents) and lack of entertainment and sport (more than 50% of respondents, with exception of Parents/caregivers), prevail among other lockdown outcomes on children among all groups.

Figure 19: The most critical concerns regarding the impact of lockdown on children by Parents/Caregivers and Professionals' opinions, in percentage



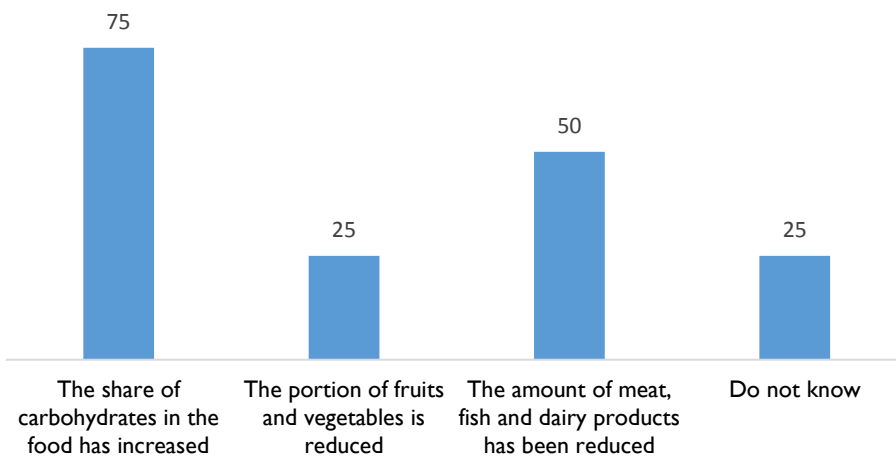
To complete the picture, the impact of COVID-19 on children's nutrition is also analyzed (figure 20). The majority of children think that situation caused by the spread of COVID-19 has negatively influenced their nutrition, unfortunately not only of poor families, but of all families. 75% of children who participated in FGD are of opinion that children's nutrition in any families is negatively affected by situation.

Figure 20: The impact of COVID-19 on children's nutrition, according to children's opinions



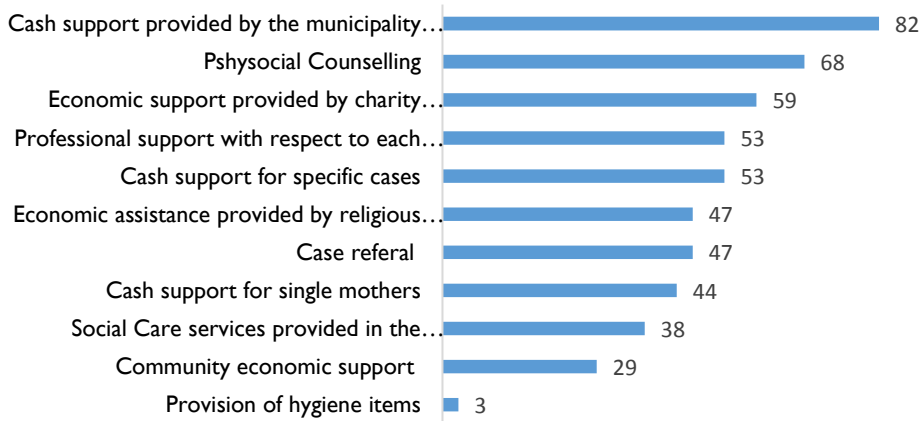
75% of children think that the share of carbohydrates in their food has increased, while 50 % of them accept that the amount of meat, fish and dairy products has been reduced as well (figure 21).

Figure 21: Children's views regarding the changes in their nutrition



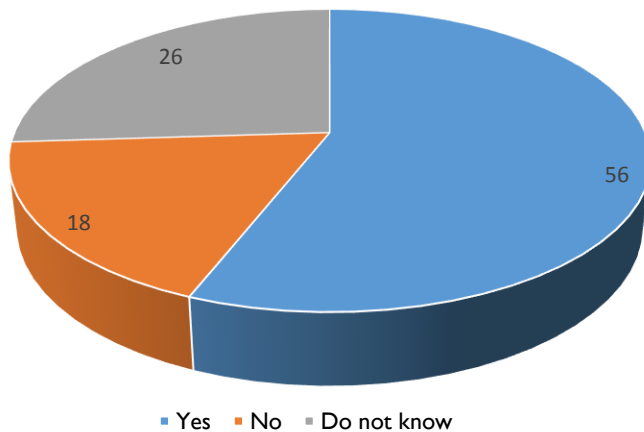
The issue of food shortage is confronted with the evidence on the provision of Economic Support through any programs during lockdown. All CPU professionals agree that economic support programs are functioning, despite the lockdown (figure 22). As it is observed, 82% of CPU Professionals reveal that Cash support provided by the municipality is the most well-known program of poverty alleviation, even during lockdown. In addition, a wide range of other programs is functioning, although it is not clear the groups that these programs can reach and most importantly, the impact these programs have on people.

Figure 22: Access to economic support programs according to CPU professionals, in percentage



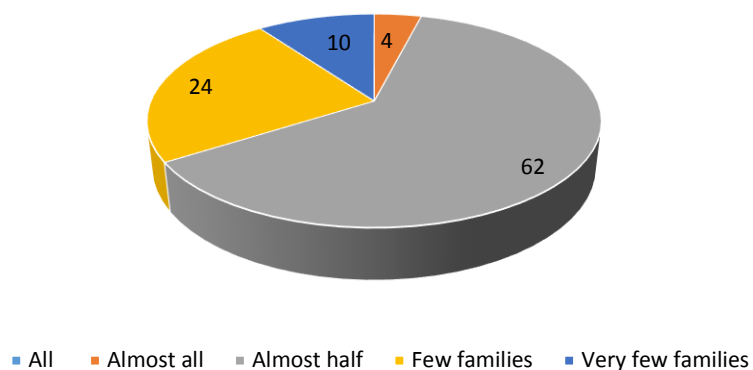
Despite lockdown, 56% of CPU professionals confirm that economic activities continue (figure 23).

Figure 23: Economic activities continue, despite the lockdown



According to the majority of them (62%), almost half of people are working (figure 24).

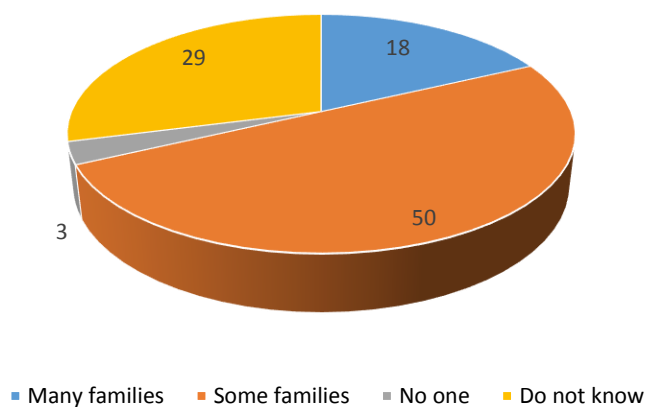
Figure 24: CPU professionals' opinions regarding the number of people who are working, despite the lockdown.



This evidence is confirmed also by the opinions of young vulnerable people, who declare that only 50% of them continue to work, the rest of them does not work. Nevertheless, they all have benefited from the cash support provided by the government due to the COVID-19 crisis, the so called “the salary of war”, as they confirmed through FGD.

Some families rely on remittances (figure 25), although it seems difficult to formulate a finding based on this evidence, because the percentage of families who used to rely on remittances prior to the crisis, is unknown.

Figure 25: Families who rely on remittances according to CPU opinions

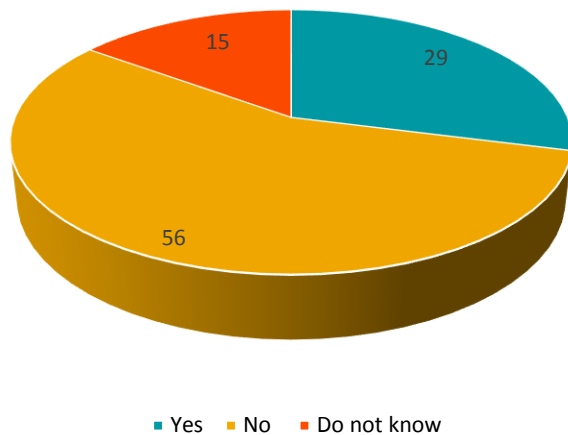


Section 5: Child Protection and care.

This section is focused to Child Protection and Care in particular, based on the evidence collected by Teachers and Child Protection Professionals through face to face interviews, with some illustrations from Children themselves thanks to FGDs.

Discrimination vis-à-vis vulnerable groups, fueled by lockdown is one of the concerned issues, not analyzed in depth so far (figure 26).

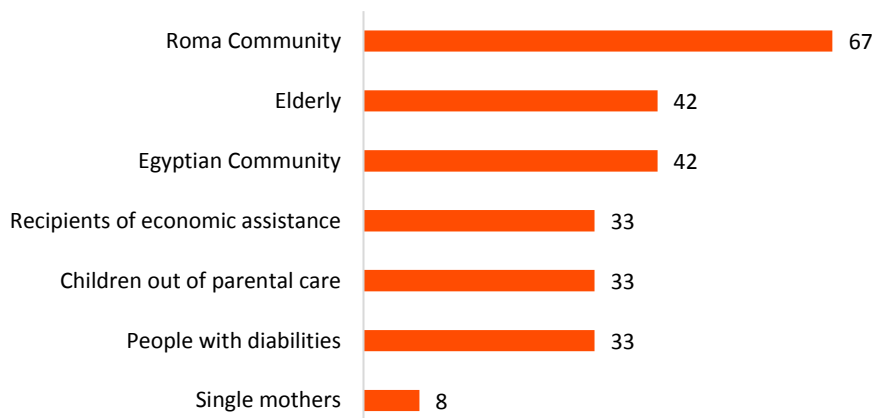
Figure 26: Discrimination fueled by COVID-19



As it can be observed by data in figure 26, only 29% of professionals confirm that situation has fueled discrimination against the most vulnerable groups. Looking in depth at the data base of responses it results that the discrimination is more visible in Shkoder, Komsj, Berat, Kukes, Rukaj and Vlorë.

Roma community is mentioned (figure 27) as the most discriminated group by 67% of respondents, followed by Elderly (42% of respondents). Other groups are also mentioned as the most discriminated or at the highest risk of discrimination.

Figure 27: The most discriminated groups or at the higher risk of discrimination



Of critical concern is the recognition of parents' behaviors and attitudes versus children during lockdown. In order to clearly distinguish parents' attitudes, two different questions are addressed in each of the questionnaires, respectively to CPU Professionals, Teachers and Children (figure 28). The questions aim to identify the most widespread positive and negative parents' attitudes.

The majority of respondents (71% of CPU, 31% of Teachers) recognize the dominance of positive changes versus the negative ones, while children themselves confirm that during lockdown they see only positive changes to their parents and caregivers.

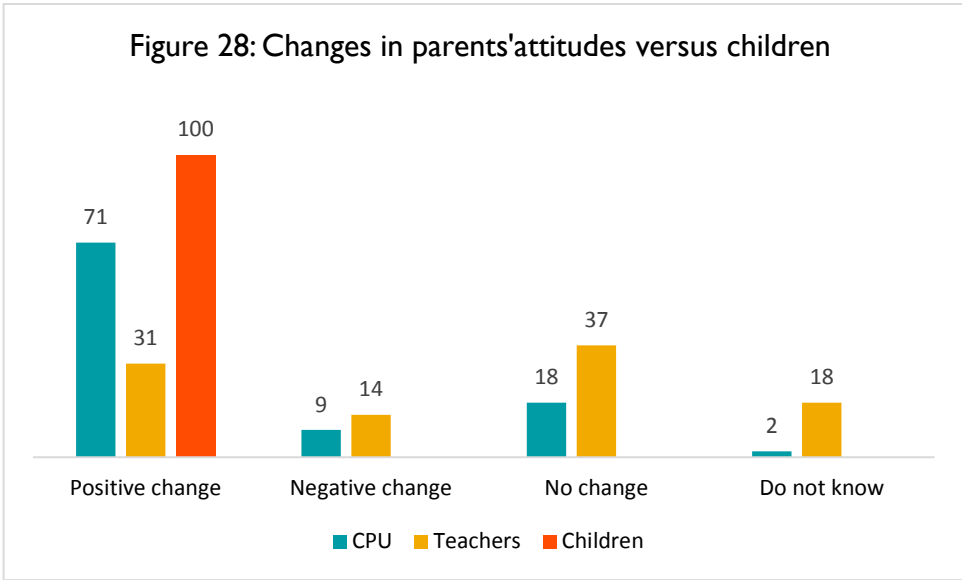
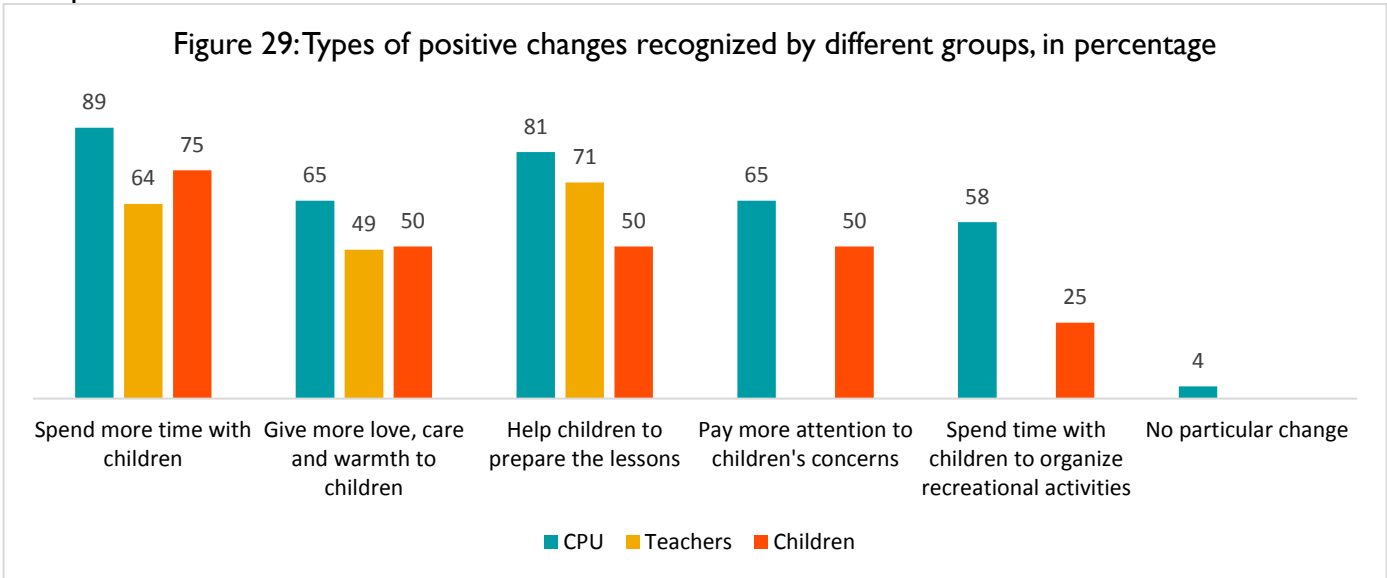
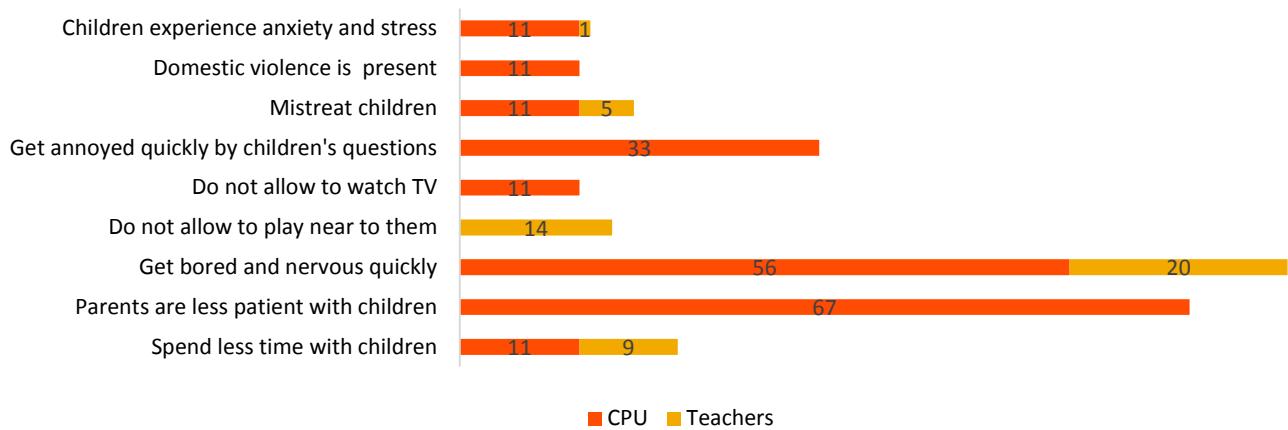


Figure 29 identifies all types of positive changes recognized by different groups of responders. The majority of respondents (about ¾) recognize that parents spend more time with children and they help them to prepare the lessons. More than half of respondents confirm that parents give more love, care and warmth and spend more time with children.



However, there are also confirmations that negative changes as well, are happening due to lockdown (figure 30), based on the opinions of CPU professionals and teachers, while children totally deny the negative changes on their parents' attitudes. According to CPU professionals, parents are less patient with children, they get bored and nervous quickly, confirmed by more than 50% of respondents. While the majority of teachers recognize that parents get bored and nervous quickly. CPU professionals accept that domestic violence cases are present, while children experience anxiety and stress.

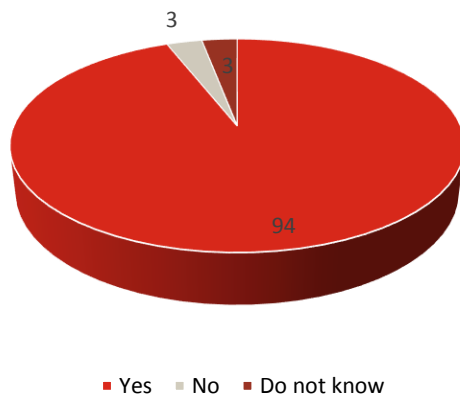
Figure 30: Types of negative changes recognized by Teachers and CPU Professionals, in percentage



Evidence from CPU Professionals help to construct figures from 31 to 39, which look in depth at the increased risks of maltreatment, abuse and exploitation of children, which provide valuable inputs to advance arguments on the need to adopt specific child’s protection measures during emergencies.

Of positive remark is the evidence that Social Care Services for children in need of protection are functioning, despite the lockdown (figure 31), confirmed by almost all professionals.

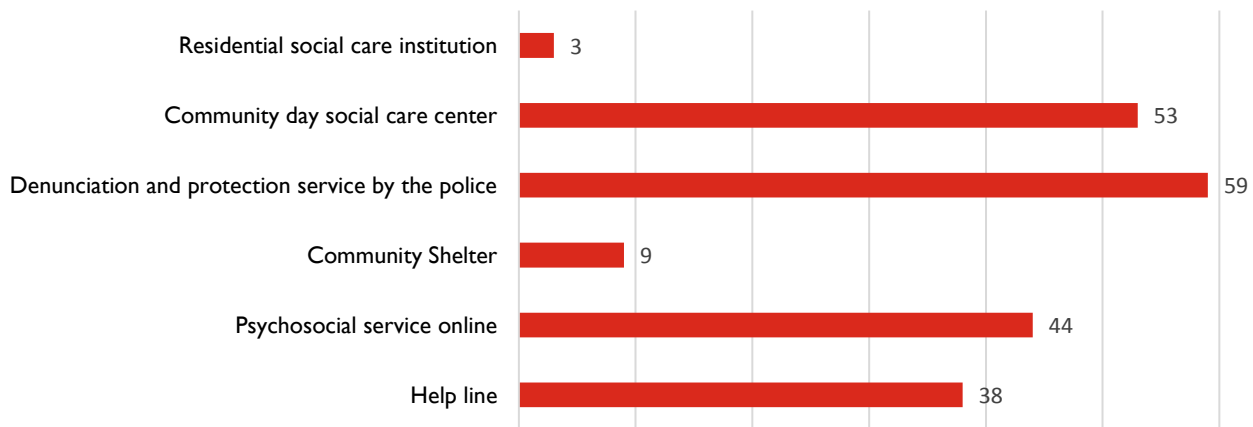
Figure 31: CPU professionals confirmation on the functioning of child protection services at community level, in percentage



These services are not functioning in Rajoni 3, while the information is missing about Rajoni 5.

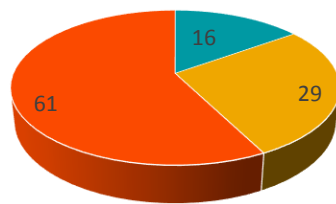
There is a wide range of services available to children in need of protection (figure 32). About 60% of professionals confirm that “Denunciation and protection services provided by State Police” are the most widespread services, followed by Community Day care services (53% of professionals). Of particular importance is the functioning of “Psychosocial service online” and “Help line” confirmed by 44 % and 38% of professionals.

Figure 32: Types of services available to children in need of protection, confirmed by CPU professionals, in percentage



Nevertheless, access to social care services during lockdown does not seem to be ensured for all children in need of protection (figure 33). Less than 20% of professionals are of opinion that all children in need can access services, while about 60% of professionals think that “no one” can access services.

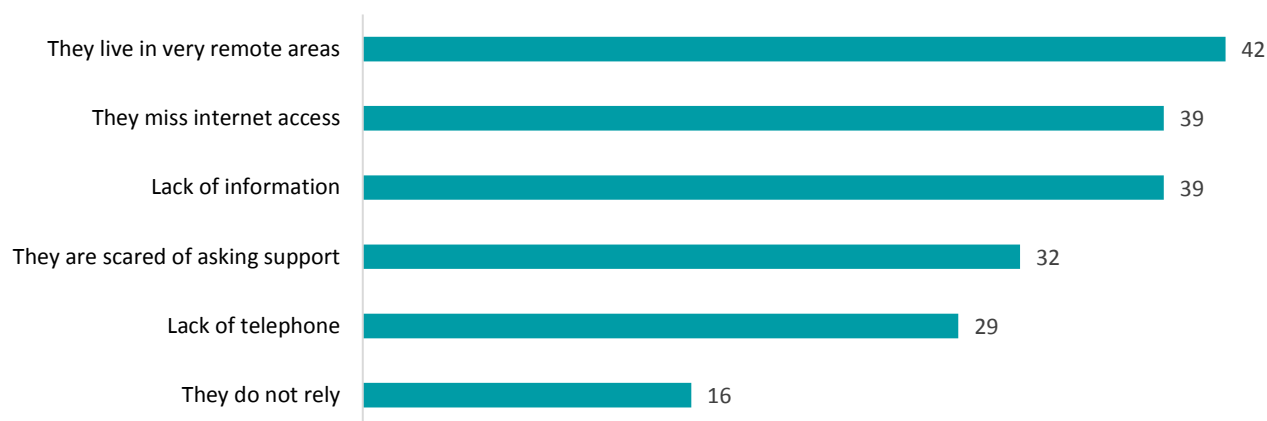
Figure 33: Access to services by children in need of protection according to CPU Professionals opinions, in percentage



- All children in need of protection can access them
- The majority of children in need of protection can access them
- Not anyone

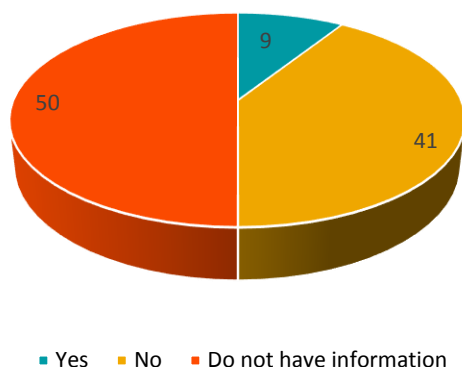
Figure 34 further explains the reasons why children can't access services. Of particular concern is the confirmation of 42% of respondents that children who live in very remote areas, can't access services. In addition, almost 40% of respondents confirm that children miss internet access and also lack information, which stand among the crucial reasons that impede them by accessing pertinent services.

Figure 34: Reasons for not accessing the social protection services, in percentage



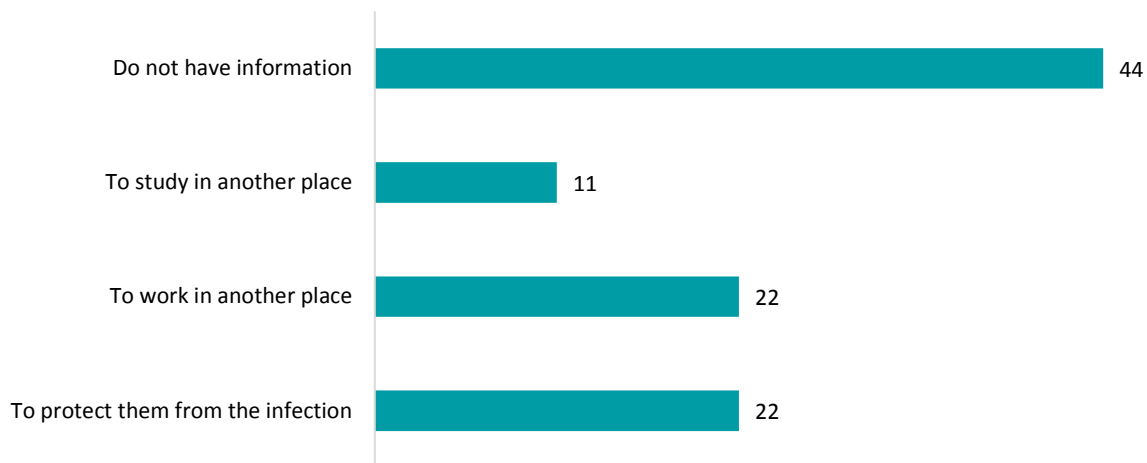
According to CPU professionals (figure 35) there is a very minor proportion of families, only 9%, who have transferred children in other places, causing family separation. However, the fact that 50% of CPU Professionals lack information, is of concern, which should be further analyzed to know whether children are risked by abandonment, exploitation or abuse.

Figure 35: Children separated from the family, parents and caregivers due to COVID-19, in percentage



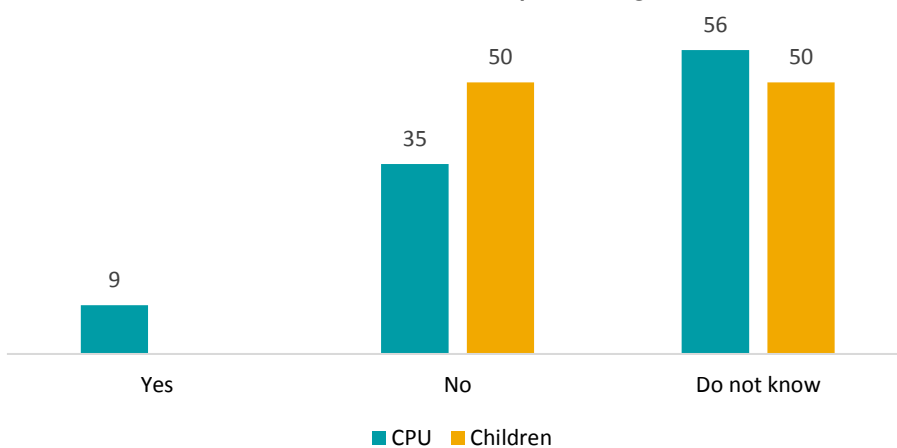
Despite the insignificant proportion, three key reasons for separation are identified, namely “to protect from infection”, “to work in another place” and “to study” (figure 36). Nevertheless, this evidence should serve as a starting point to further analyses the children’s situation to identify quantitatively the phenomenon and the associated risks of the family separation.

Figure 36: Reasons for separation from the family, in percentage



The evidence of this section also tackles the issue of “Child labor” from two angles of analysis: as an initiative to support families during the health emergency crisis and as a form of child exploitation.

Figure 37: Children who work to support their families due to COVID-19, in percentage

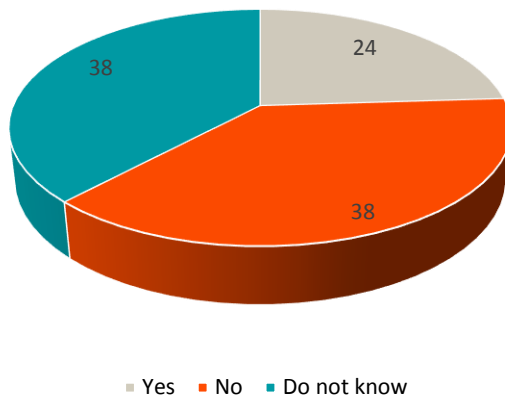


Less than 10% of CPU Professionals declare (figure 37) that there are children who work to support their families due to lockdown. Despite the insignificant data, first, it is likely to believe that lockdown may have triggered child labor phenomenon, since 56% of CPU Professionals do not know whether children are working, therefore child protection structures should react, by ensuring the law enforcement as well as by finding the ways to support parents. Second comment addresses CPUs’ capacities to identify and manage cases of child labor, especially during emergencies, like the one that the country is experiencing.

By contrast, children themselves are not aware about their friends who may work to help families.

Regarding the second angle of analysis, namely child exploitation, the assessment looks at children who beg to support their families due to the health emergency situation.

Figure 38: Children who beg to support their families due to COVID-19, in percentage.



24% of CPU professionals (figure 38) confirm that there are children who beg to support their families due to COVID-19. Although it is not possible to compare the data in time, it is of critical concern the fact that children are begging to help their families. Like in the case of “Child Labor”, we still address the need for more information on behalf of CPUs as well as the provision of harmonized and integrated economic and social support to families.

Figures 39,40,41,42 and 43 provide evidence that deals with the challenges of CPUs’ functioning during lockdown caused by health emergency.

As it can be observed by the figure 39, in most cases (77%), CPUs, continue to exercise their crucial task of Case management and referral, by telephone in distance. Only in Administrative Unit Nr.9, the case management is suspended, while 15% confirm that nothing has changed in the way they used to perform their tasks.

Figure 39: Case management during Health Emergency caused by COVID-19, in percentage

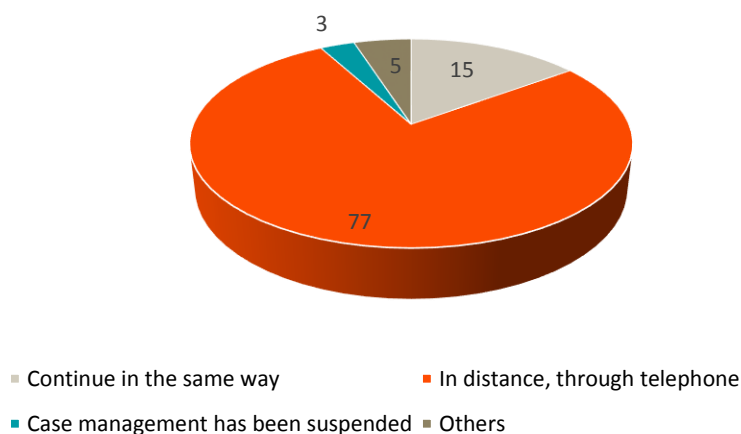


Figure 40 brings in the issue of effective cooperation and coordination, which lays the foundation for the successful management of cases of children in special need for protection, even during normal times. Due to the emergency, cooperation is more critical than ever. As it can be observed, 50% of professionals are satisfied with the cross sectoral cooperation, 35% of them are not fully satisfied, while 6% of professionals in Berat and Rukaj are not satisfied at all. Professionals in Vlora and Durres do not have a specific opinion regarding cooperation.

Figure 40: CPUs' Professionals level of cross- sectorial satisfaction with regard to case management of children in need of protection, in percentage

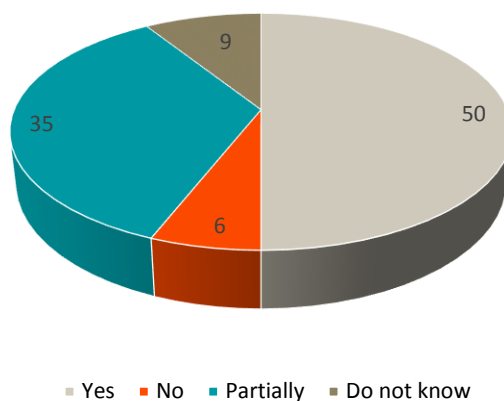


Figure 41: The departments with which CPU cooperates the most during lockdown, in percentage

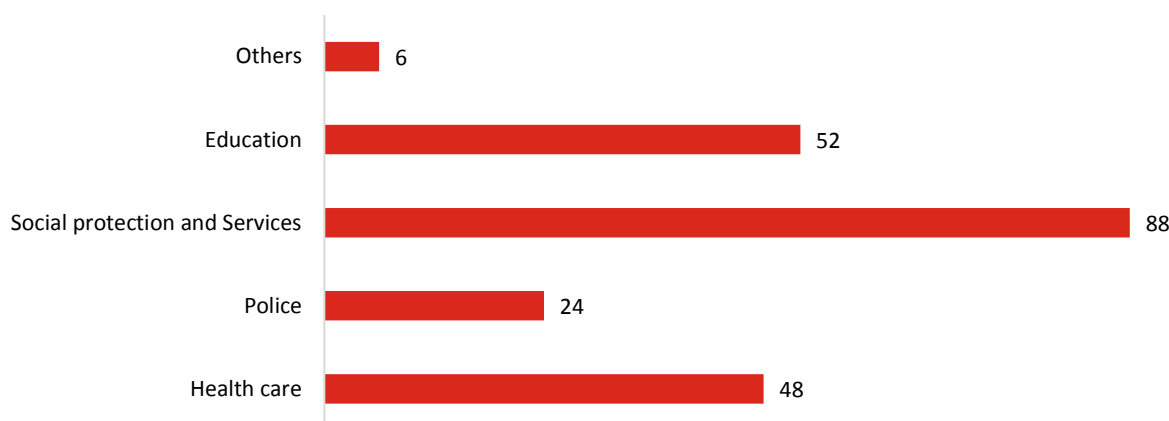
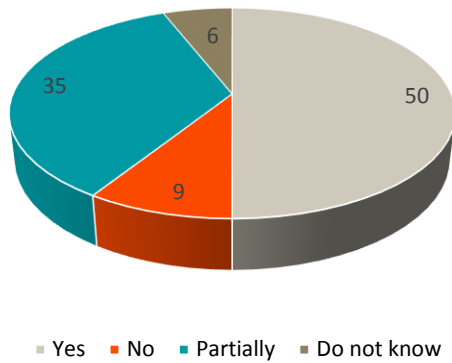


Figure 41 reveals the fact that Social Protection and Services department (88% of professionals confirm) is the closest cooperator of CPU, followed by Education and Health Care departments, while Police Department seem less willing to cooperate than the others (24% of professional mention Police Department). 2 professionals respectively in Shkodra and Saranda mention also “other departments”, without specifying which one.

Figure 42 illustrates the level of knowledge of CPU professionals regarding the new guidelines provided by the MHSW about the case management and referral during pandemic situation of COVID-19. As data shows, 50% of professionals are aware, 35% of them know the guidelines only partially, while 9 % do not know them at all, respectively in Shkoder, Rukaj and Rajoni Nr.3. It is unclear the meaning of “Do not know”, since further explanations are not provided to the response. Professionals have not responded either, to the question of effectiveness of the guidelines with respect to the case management and referral during pandemic situation of COVID-19.

Figure 42: Awareness regarding MHSW guidelines regarding case referral and management during pandemic situation, in percentage.



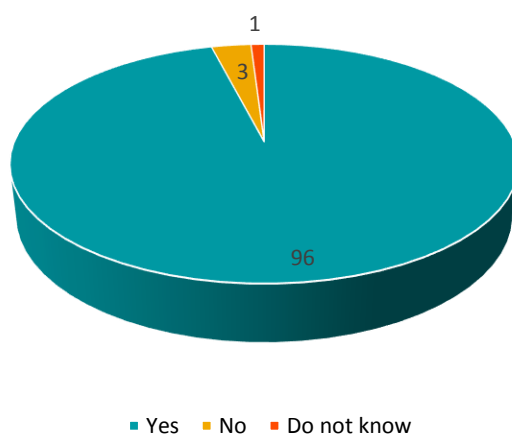
Information regarding CPU challenges during lockdown is missing.

Section 6: Education and school attendance during lockdown

This section addresses children’s education during lockdown, based on the opinions of Teachers and Parents/Caregivers. Children also have provided some comments, pertinent to specific questions. The section is organized around three components, respectively: Supply of lessons, Access to lessons and Quality of learning.

Supply component is analysed through the motivation and involvement of teachers to support children’s lessons. Figure 43 illustrates the high willingness of teachers to support children’s learning during lockdown (96%). Only few of them (4%) either disagree or are not sure about the provision of support.

Figure 43: Teachers willingness to support children's learning during lockdown.

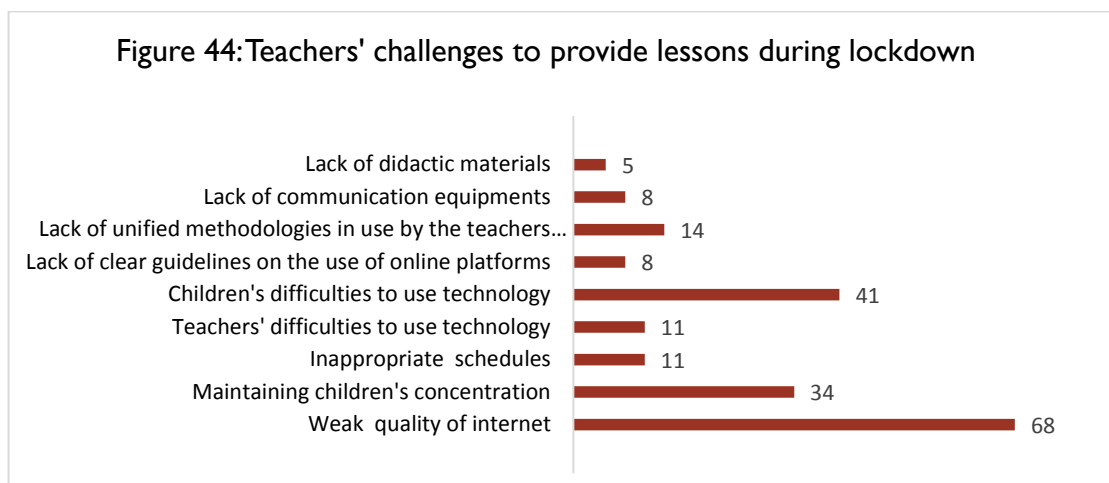


However, one of the first decisions made since the emergency started was the closure of the schools and all educational institutions. Rights after, the Ministry of Education started the preparations to support children’s learning during the lockdown, an extremely challenging experience.

As figure 44 demonstrates, teachers are faced with several challenges to provide lessons during lockdown. “Weak quality of internet” is considered the most critical concern (68%), followed by “Children’s difficulties to use technology” (41%) and “Maintaining children’s concentration” (34%). Lack of unified

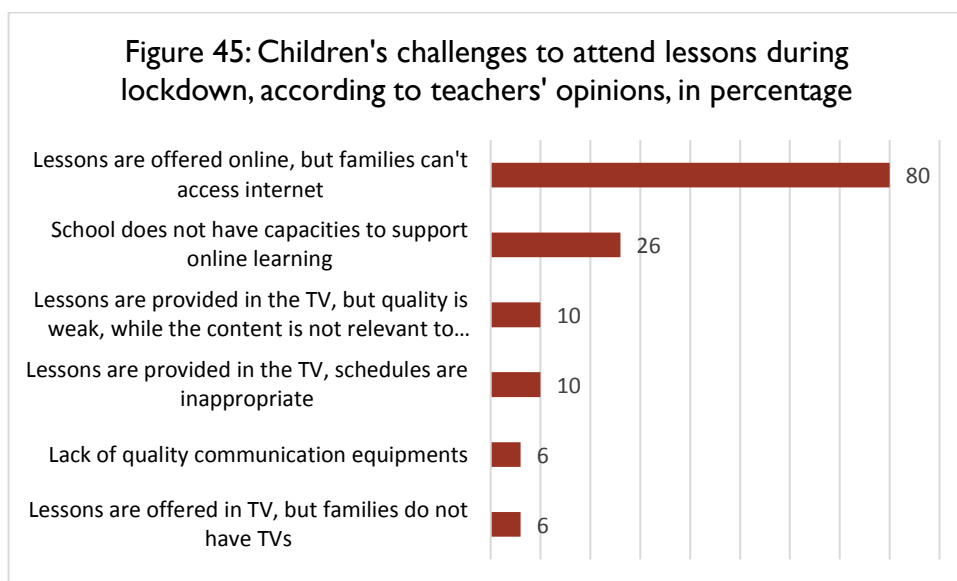
methodologies by teachers of the same subject is another critical challenge, which can be addressed by institutions to improve the quality of learning.

Figure 44: Teachers' challenges to provide lessons during lockdown



There are many dimensions that can serve to analyze the access to lessons. The learning process during lockdown is challenging for children as well. According to teachers, it seems that economic and infrastructural problems impede children to attend lessons online, as figure 45 illustrates (80%), while schools as well lack capacities to support online learning (26%), in addition, to other factors that harm children's right to education during emergency.

Figure 45: Children's challenges to attend lessons during lockdown, according to teachers' opinions, in percentage



To identify the modes children have to attend lessons, both access to internet and electricity, are assessed. Data show that Roma children are more deprived compared to their peers. As figure 46 clearly demonstrates, 68% of parents/caregivers mention that they can access internet, while the supply of electricity is constant. Unfortunately, only 23% of Roma Parents and Caregivers can access both of them. The majority of Roma (74%) can enjoy only constant supply of electricity.

Figure 46: Infrastructures challenges to support online lessons according to target groups'opinions, in percentage

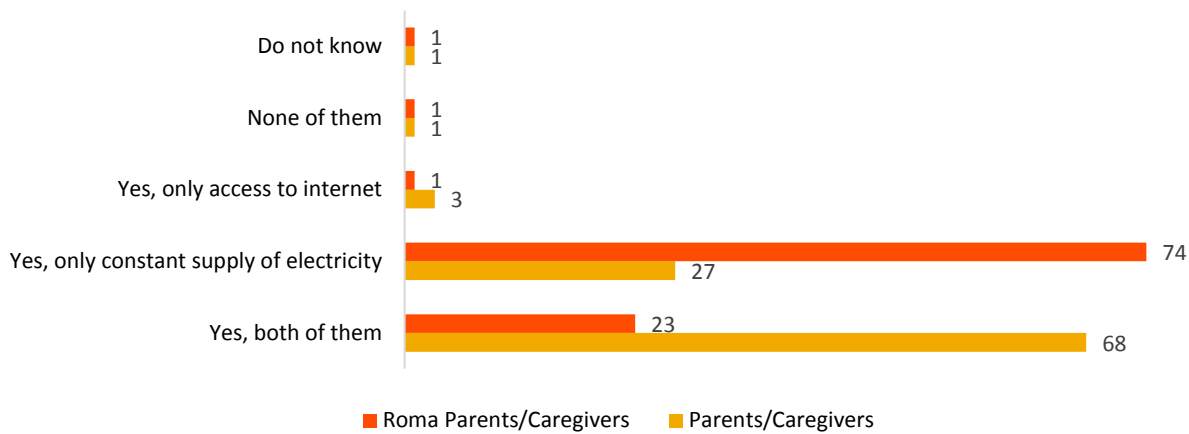


Figure 47 reconfirms disparities that exist among Roma children and others. With the exception of TV, Roma children use as twice less devices than their peers, according to the opinions of respective Parents/Caregivers, hindering children’s access to education.

Figure 47: Electronic devices in use by families during lockdown according to target groups' opinions, in percentage

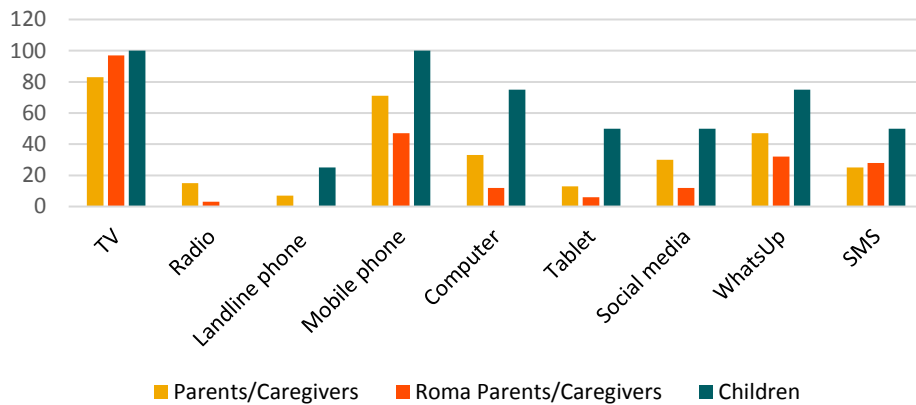
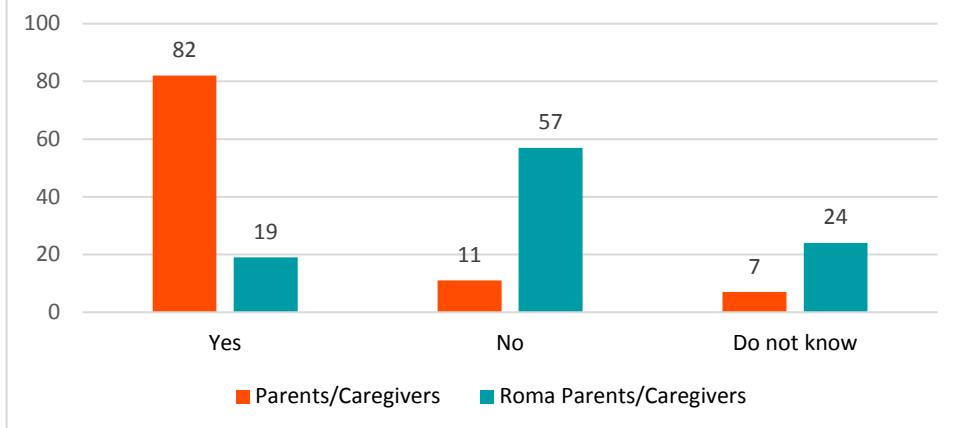


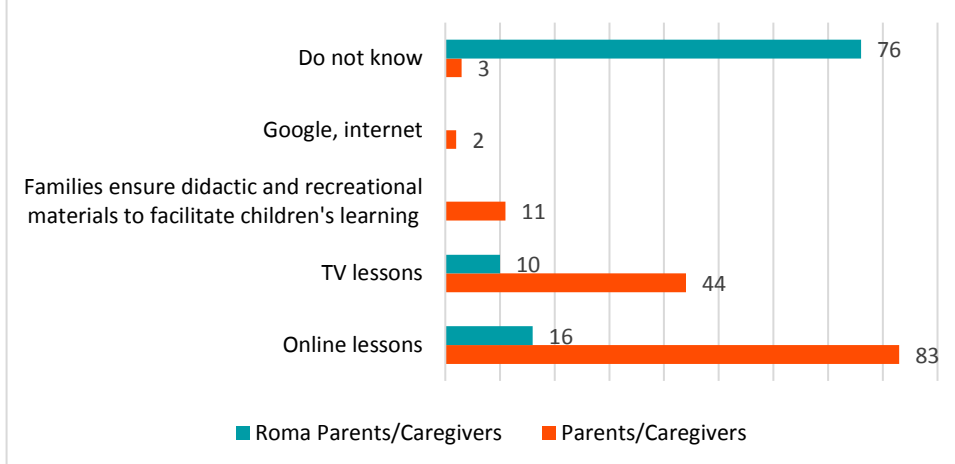
Figure 48 reveals one more time that not all the children can attend lessons. However, while 82% of Parents/Caregivers acknowledge that their children can attend lessons, Roma children’s lessons attendance is extremely limited. Only 19% of Roma Parents/Caregivers confirm that their children can attend lessons during lockdown.

Figure 48: Children's access to information and lessons attendance during lockdown according to respondents, in percentage



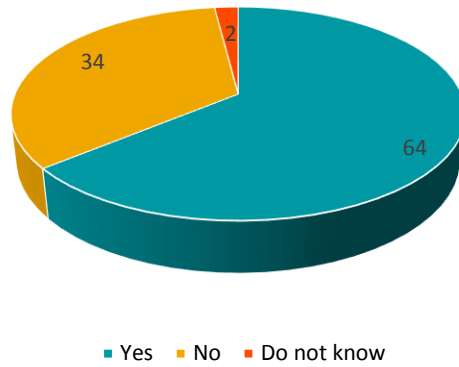
¾ of Roma Parents/caregivers find difficult to identify at least one mode to facilitate their children's access to lessons, because they lack the appropriate communication means, as figure 49 demonstrates. Only 16% of Roma children can access online lessons, 10% can access TV lessons, while for the rest, it seems difficult to identify. Among other parents and caregivers, the picture is more optimistic, due to the 83% of children who can access online lessons.

Figure 49: Modes of lessons attendance during lockdown, according to parents' opinions, in percentage



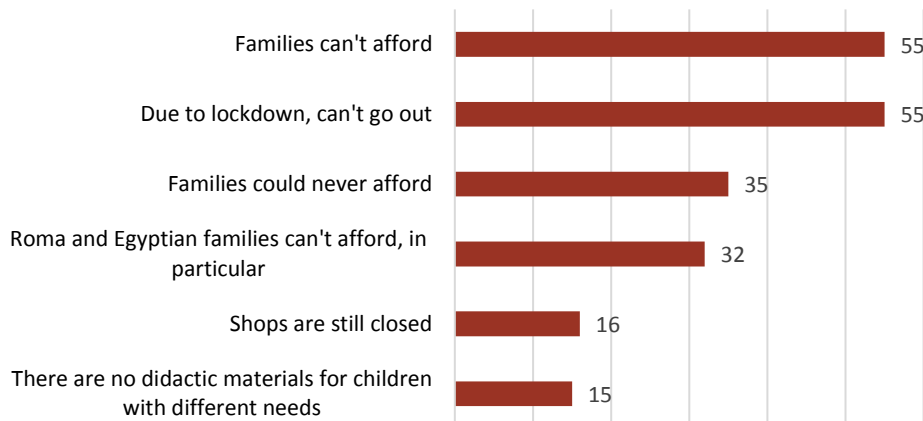
Children's access to didactic materials is important to improve learning quality. Figure 50 shows teachers' opinions regarding the role that didactic materials play on children's performance. They generally agree (62%) that children can't perform well since they lack didactic and recreational materials, in the situation of isolation.

Figure 50: Children can't perform well due to the lack of didactic and recreational materials, according to teachers' opinions, in percentage

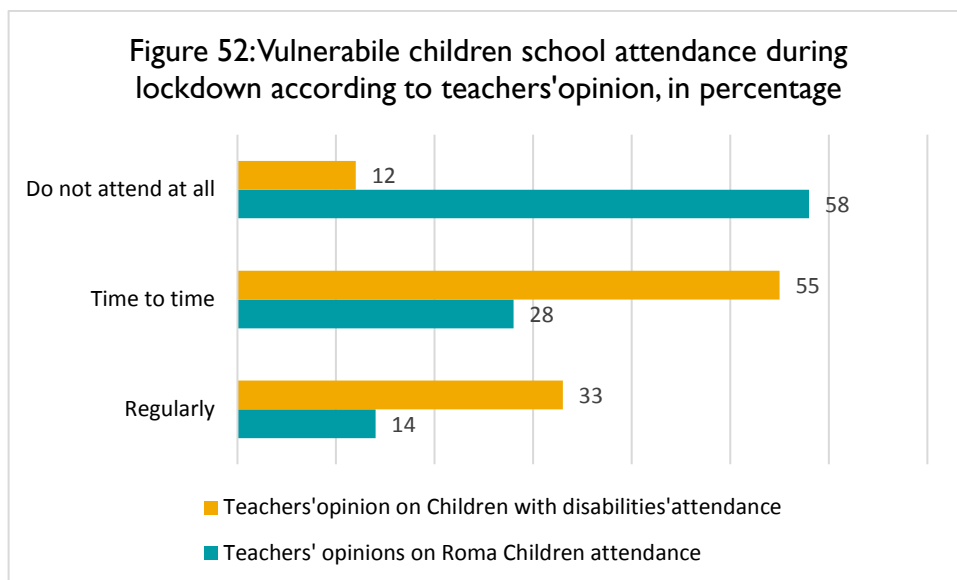


In that respect, parents can't be of help, too, because they find difficult to provide didactic and recreational materials to support the learning attainments of children. Figure 51 lists reasons why families can't provide didactic materials, where "lack of financial means" is crucial (55% of respondents) together with the "limitations to move out of home".

Figure 51: Reasons why families can't provide didactic materials to support children's learning



Teachers' responses regarding the impact of lockdown on vulnerable children, are analyzed to assess their school attendance. Figure 52 shows that more than 80% of teachers confirm that Roma children either do not attend lessons at all or attend them irregularly. By contrast, lessons attendance by Children with disabilities seem higher. 33% of teachers confirm that they attend lessons regularly.



However, the issue of equipment and infrastructure is still valid when discussing Roma children access to lessons. Figure 53 demonstrates modes of assessing lessons by Roma children, in which online platforms through mobile is the most used mode (56%). However, it has to be reminded that this data describes only those children who attend lessons.

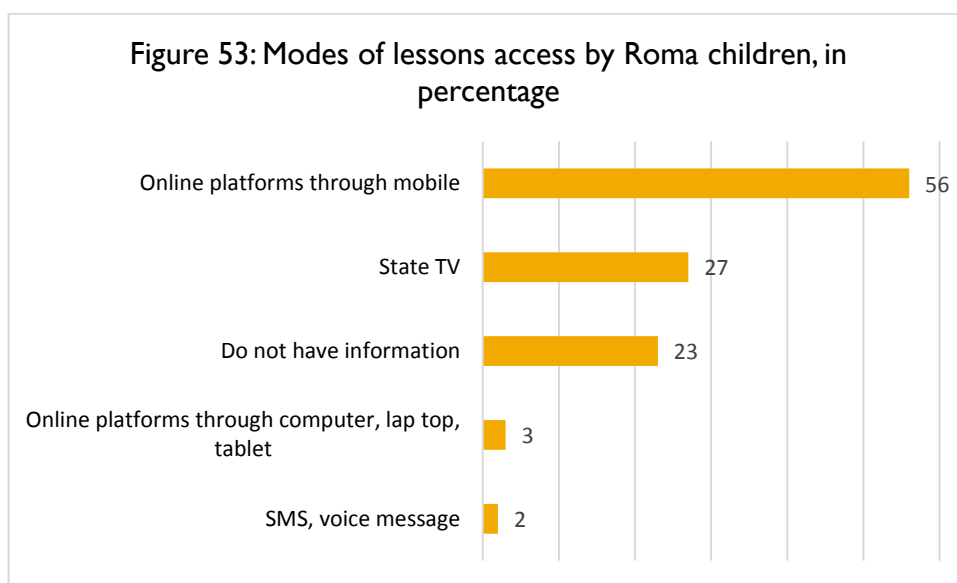


Figure 54 looks at Roma children who do not attend lessons. Based on the evidence, it is observed that the impossibility of parents to cooperate and help their children, stands out as the crucial factor, which impacts on the low rate of school attendance by Roma Children (75% of teachers confirm), followed by the lack of financial means to provide online access (68% of teachers confirm).

Figure 54: Reasons of Roma children for not attending lessons regularly according to teachers' opinion, in percentage

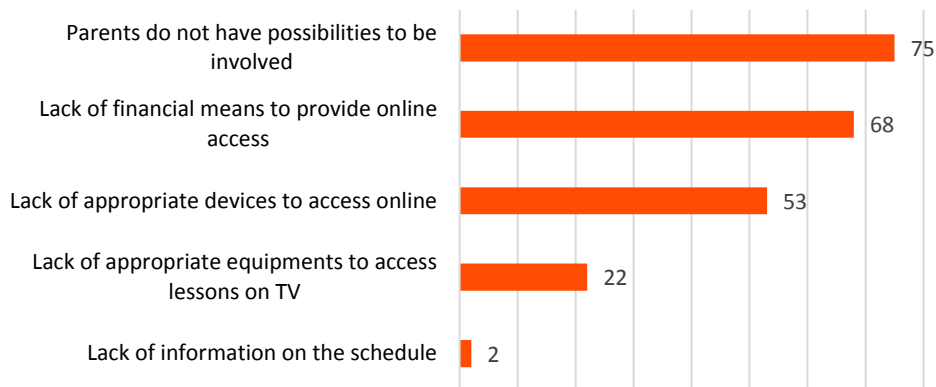
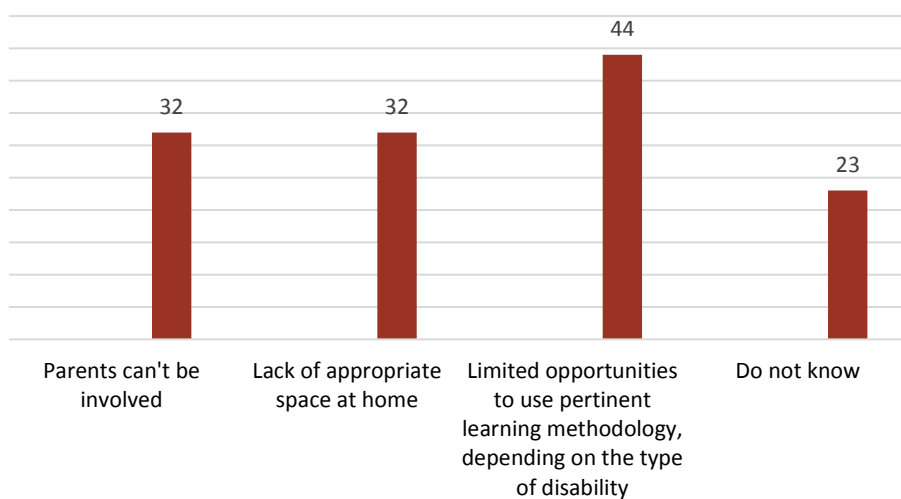


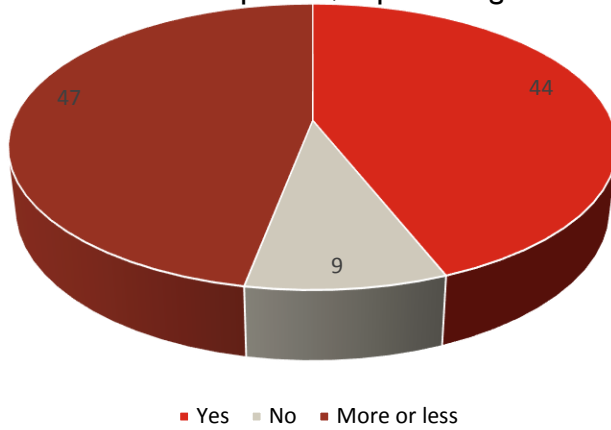
Figure 55 looks at the reasons that impede Children with disabilities to attend regularly lessons, out of which “Limited opportunities to use pertinent learning methodology” is mentioned by 44% of the teachers.

Figure 55: Reasons of Disabled children for not attending lessons regularly according to teachers'opinions, in percentage



In accordance with the explanations provided to the Methodology, to better illustrate the impact of COVID-19 crisis on children with disabilities, some findings from MEDPAK Assessment are used. According to MEDPAK findings, 44% of children with disabilities have access to didactic materials, which are used to support their learning during lockdown, 47% of them have partial access, while only 9% do not have access (figure 56).

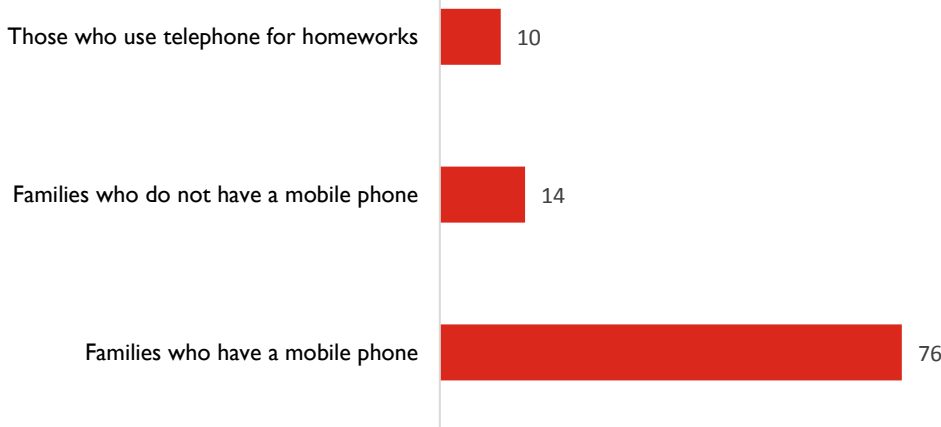
Figure 56: Access to didactic materials according to teachers' opinions, in percentage



Source: MEDPAK Assessment, 2020

Since access to online learning is an area of concern for any child, the assessment looks at children with disabilities access to mobile telephones (figure 57). Data shows that while 76% of families of children with disabilities own a telephone, only 10% of them use it for the preparation of children's homeworks. Taking into account that 14% of children with disabilities do not have a telephone in their family, it results that more than $\frac{3}{4}$ of children do not access online learning. This concerning data is also confirmed by the teachers' opinions, whose only 54% of them consider online learning as effective practice (figure 59).

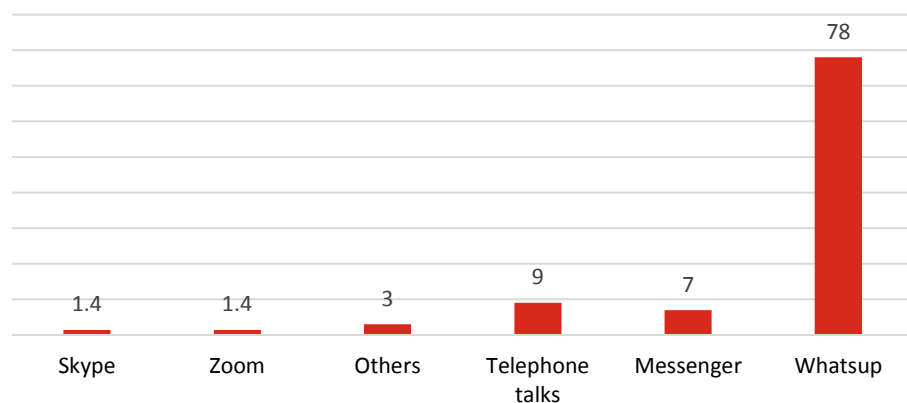
Figure 57: Children with disabilities' access to family mobiles according to their teachers opinions, in percentage.



Source: MEDPAK Assessment, 2020

Figure 58 provides clarity on the type of programs utilized by teachers to provide online lessons to children with disabilities. As it is confirmed by the data, 78% of communication is realized through WhatsApp, which is not sufficient to guarantee the quality of learning.

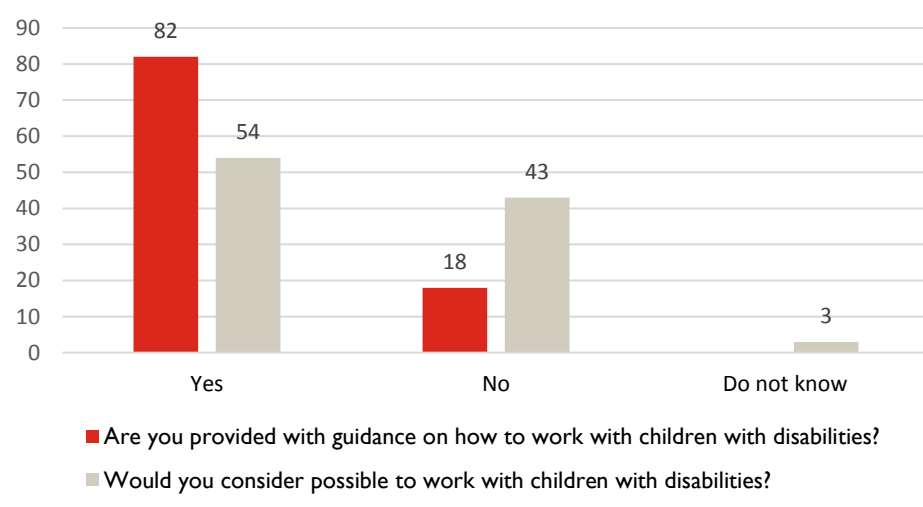
Figure 58: Programs used to provide online learning for children with disabilities according to teachers' opinions, in percentage.



Source of information: MEDPAK Assessment, 2020

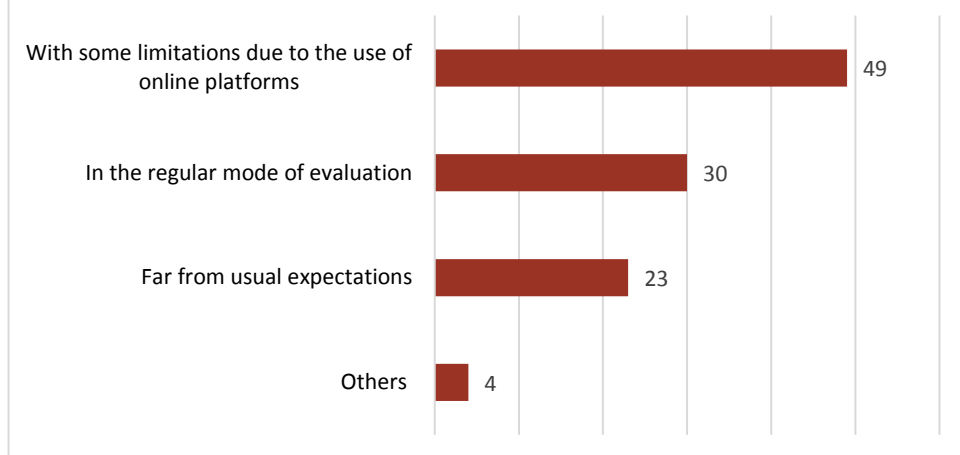
Taking into account the challenges of online learning, especially for children with disabilities, teachers were consulted on two critical issues, first, on whether they were provided guidance, and second, whether they would consider effective to work online with children with disabilities. Figure 59 shows that while 82% of teachers confirm the provision of guidance on how to work with children with disabilities, only 54% of them agree on the effectiveness of online learning. Teachers are challenged by limited access to internet, lack of communication equipments like tablet, SMART telephone which can be used only by children, lack of knowledge to use these equipments, lack of professional training and qualification to face this new learning practice as well as the lack of parents knowledge to be involved and support their children in this critical situation.

Figure 59: Teachers' opinions, in percentage



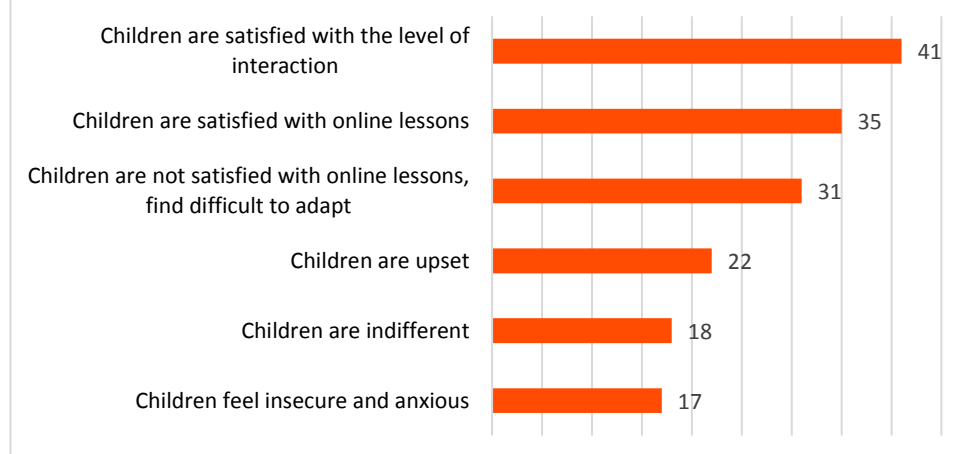
Learning quality, the third component of the section, is analysed thanks to teachers' opinions with respect to challenges to evaluate children's learning performance during lockdown. Figure 60 demonstrates that 49% of teachers acknowledge that the use of online platforms limits teachers' capacities to closely monitor and evaluate children's performance, while for 30% of teachers, the usual mode of evaluation still works.

Figure 60: Evaluation of children's learning performance during lockdown, in percentage



Despite all access issues, children themselves enjoy online lessons. 41% of teachers confirm that children are satisfied with online learning process provided to them (figure 61), due to the level of interaction which they value the most.

Figure 61: Children's attitudes versus online lessons during lockdown

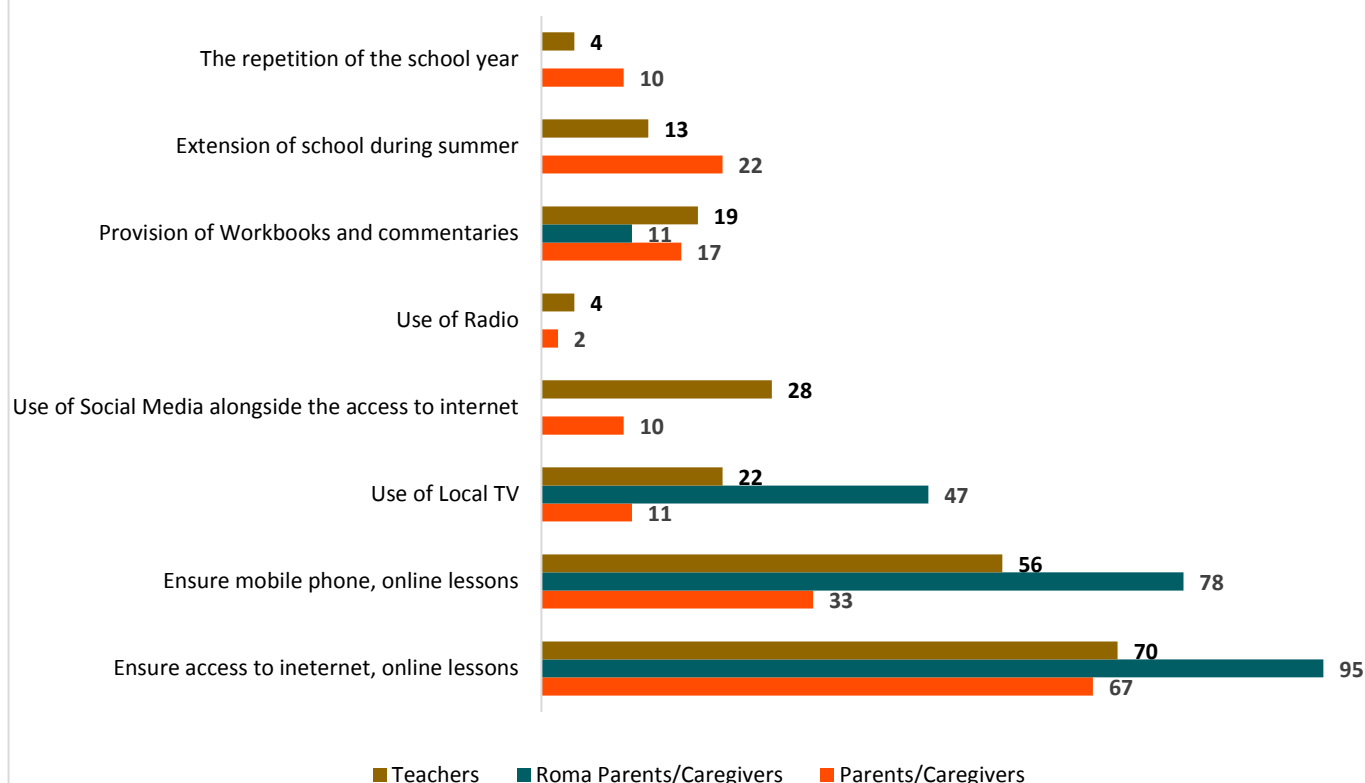


However, there are some who are not satisfied (31% of teachers confirm), are upset(22% of teachers), are indifferent(18% of teachers)or even worse, there are children who feel insecure and anxious (17% of teachers).

To complete the picture of quality, stakeholders' attitudes regarding the modes to ensure the continuation of learning process during lockdown, are also taken into consideration. Figure 62 describes the opinions of stakeholders, who do not share the same judgement.

Parent/Caregivers see many options, starting from the assurance of access to internet (67%) ending to the repetition of the school year (10%). Roma Parents/Caregivers strongly consider online lessons if access to internet is secured (95%) or mobile phones are ensured (78%). Like Parents/Caregivers, although less enthusiastic about online lessons than them, teachers seem willing to appreciate any mode, which help children to effectively learn.

Figure 62: Stakeholders' considerations regarding the most appropriate modes to support children's learning during lockdown



4. THE MOST CONCERNED ISSUES THAT IMPACT ON TARGET GROUPS' SITUATION

Based on the detailed findings of Chapter 3, this chapter summarizes concluding remarks, addressing the most critical issues that hamper target groups' opportunities to utilize basic services. As such, the remarks are organized around three key social groups, namely (i) Communities, with a special focus on children and youth, involved in economic empowerment program; (ii) Roma community and (iii) Children with disabilities. As a specific sub-chapter, some critical COVID-19 outcomes on institutions, that impede them to fully exercise their competences, are also tackled.

4.1. Impact of lockdown on communities

The Health Emergency situation caused by the spread of COVID-19 has influenced the life of people in many dimensions, first and foremost, due to lockdown. Household's capacities to ensure a nurturing environment for their children, in spite of lockdown are diminished due to:

I. Lack of income:

Despite the wide access to information (70% of parents/caregivers interviewed) regarding COVID-19 and the routes to prevent the spread of infection as well as to protect themselves, communities can't effectively utilize it due to high price of PPE (70% of responders confirm) and market shortage (35% of Respondents acknowledge).

Only 27% of respondents confirm they fully implement the adopted prevention and protection measures, although they know about them. “Lack of income” (43% of responders) and “Need to work” (42% of responders) are the crucial factors that impede people to respect the measures.

Only ¼ of respondents think that people can fulfill the basic needs for food, among whose “Unemployed people”, “Elderly leaving alone” and “People with no income” are at the highest risk of food shortage as per the opinions of about 50% of respondents. ¾ of respondents identify “Insufficient income” as the main reason for food shortage.

Lack of income hamper parents to provide didactic and recreational materials to support the learning attainments of their children (55% of respondents) during lockdown.

Despite the functioning of the economic protection programs, (82% of CPU Professionals reveal that Cash support provided by the municipality is the most well-known program of poverty alleviation, even during lockdown), it is not clear the groups that the programs can reach and most importantly, the impact these programs have on people.

2. Limited access to health and social protection services

According to 41% of respondents, there are no problems in general to access health care services for other health problems, besides COVID-19, although about 30% of respondents confirm they miss the information. However, it is generally accepted that there are some groups who face difficulties to access health care, like “Elderly”(56% of respondents confirm) or “Disabled” (35% of respondents confirm) due to lockdown (40% of respondents) and the lack of access to public transportation (24%).

3. Limited access to quality education

Although Parents/Caregivers and Professionals are concerned by the fear of children’s infection (more than 60% of respondents), they consider the interruption of school (about 50% of respondents) as the most critical lockdown outcome on children. More than 80% of them acknowledge that their children can attend online lessons.

Despite teachers’ motivation to support children’s learning during lockdown (96% of teachers confirm), they are faced with several challenges to provide lessons. According to teachers’ opinions, “Weak quality of internet” is considered the most critical concern (68%), followed by “Children’s difficulties to use technology” (41%) and “Maintaining children’s concentration” (34%).

The learning process during lockdown is challenging for children as well. According to teachers’ responses, “Economic and infrastructural problems” impede children to attend lessons online (80%), while schools as well lack capacities to support online learning (26%).

Teachers acknowledge that children’s access to didactic materials is important to improve learning quality. According to their opinions (62%), children cannot perform well since they lack didactic and recreational materials, in the situation of isolation. Despite all access issues, children themselves enjoy online lessons. 41% of teachers confirm that children are satisfied with online learning process provided to them, due to the level of interaction which they value the most. However, there are some children who are not satisfied with online learning (31% of teachers confirm), are upset(22% of teachers), are indifferent(18% of teachers)or even worse, there are children who feel insecure and anxious (17% of teachers).

Regarding the online school attendance until the end of the school year, most Parent/Caregivers agree (67%), if the access to internet would be ensured. Few parents (10%) consider also the repetition of the school year.

4.1.1. Impact of lockdown specifically on children

The Health Emergency that the country is experiencing has triggered increased risks on children, respectively on:

1. Children's Nutrition and Psychosocial wellbeing

Many children from FGDs think that situation caused by the spread of COVID-19 has negatively influenced their nutrition, unfortunately not only of poor families, but of all families (75% of children who participated in FGD).

During lockdown, children experience changes of their parents' behaviors and attitudes. Most of professionals (71% of CPU, 31% of Teachers) recognize the dominance of positive changes versus the negative ones, while children themselves confirm that during lockdown they see only positive changes to their parents and caregivers. "Parents spending more time with children" to help them to prepare the lessons, is the most widespread positive change according to the opinion of about $\frac{3}{4}$ of professionals.

Among negative changes, "Less patient parents with children" is a dominant behaviour according to CPU professionals (more than 50% of respondents), whereas the vast majority of teachers recognize that parents get bored and nervous quickly. CPU professionals accept that domestic violence cases are present, while children experience anxiety and stress.

2. Increased risks of maltreatment, abuse, and exploitation of children

According to CPU professionals, there is a very minor proportion of families, who have transferred children in other places, causing family separation. However, the fact that 50% of CPU Professionals lack information, is of concern, which should be further analyzed to know whether children are risked by abandonment, exploitation, or abuse.

The same source of information (9% of CPU Professionals) reveals that some children are working to help their parents, who can't work during lockdown. Despite the insignificant declared numbers in absolute terms, it is likely to believe that lockdown may have triggered child labor phenomenon, since 56% of CPU Professionals do not know whether children are working.

According to 24% of CPU professionals, there are children who beg to support their families due to lockdown.

3. Diminished access to child protection services

Despite the lockdown, Child Protection services are functioning, except for "Rajoni 3", while the information about "Rajoni 5" is missing, according to the confirmation of almost all CPU professionals.

Children in need of protection may access "Psychosocial service online" and "Help line", which are functioning despite the lockdown, as it is confirmed by at least of 40 % of professionals. However, access to social care services during lockdown does not seem to be ensured for all children in need of protection. Less than 20% of professionals are of opinion that all children in need can access services, while about 60% of professionals think that "no one" can access services, especially children who live in very remote areas (42% of respondents). Almost 40% of respondents confirm that children lack internet access and access to information, which stand among the crucial reasons that impede them by accessing pertinent services.

4.1.2. Impact of lockdown on Young people, beneficiaries of Youth Empowerment Program

Young people, beneficiaries of Youth Empowerment Program, selected to assess the impact of COVID-19 on their situation, provided evidence on their most concerned issues due to the lockdown, as follows:



1. Limited opportunities to work: Only 50% of them continue to work, while the rest does not work, due to the closure of activities because of the risk of infection. They have benefited from the cash support provided by the government due to the COVID-19 crisis, the so called “the salary of war”, as they confirmed through FGD.

2. Limited access to learning: Although not all young people who participated in the FGD used to attend school, they were part of a specific learning program, supported by Save the Children, aimed at the promotion of entrepreneurship or self-employment, which is interrupted due to the crisis.

Vulnerable Youth regard online lessons as a suitable mode to learn, although they find it difficult to access due to the lack of internet.

3. Limited perspective for the future: In addition to the interruption of the job, they are concerned by a gloomy future due to the lack of a profession, anxiety and stress, insecurity with regard to the continuation of the self-employment program they used to attend, insecurity regarding future as well as the desperation of not being able to support their families.

Prospects for vulnerable youth after COVID-19 are framed under the job opportunities, which seem conditioned by the level of education. That is why, their ideas are concentrated on the finalization of high school and of vocational and professional program, already enrolled, to obtain a profession and pave the way for the employment or self-employment.

4.2. Impact of lockdown on Roma community

Unlike other groups, Roma community are the most deprived. Their exclusion and deprivation have worsened due to the COVID-19 crisis, manifested through:

1. Access to information: More than 35% of Roma Parents/Caregivers confirm they do not have any information neither on COVID-19 nor on the routes to prevent the spread of infection. Very often, their information is not correct due to the confidence on informal channels of communication (more than 45%) rather than on formal and public communication means.

2. Lack of income: About 1/2 of Roma Parents/caregivers cannot access PPE, mainly due to the high price (90% of respondents). Less than 25% of Roma Parents/caregivers can purchase the PPE in the pharmacy.

Only 13% of Roma parents/Caregivers can fulfill their basic needs for food. 3/4 of respondents identify “Insufficient income” as the main reason for food shortage, followed by “Increased prices”, confirmed by almost 70% of respondents. Roma Parents/Caregivers are concerned by the fear of children’s infection (84% of respondents) as well as by the difficulties to “Fulfill children’s needs for food” (75%).

3. Limited access to school attendance: Although Roma Parents/Caregivers are worried by “School interruption”, data show that Roma children are more deprived compared to their peers. Only 23% of Roma Parents and Caregivers can access either electricity or internet. The majority of Roma (74%) can enjoy only constant supply of electricity. Except for TV, Roma children use as twice less devices as their peers, according to the opinions of Parents/Caregivers, hindering children’s access to education.

Only 19% of Roma Parents/Caregivers confirm that their children can attend lessons during lockdown, whilst 3/4 of Roma Parents/caregivers find difficult to identify at least one mode to facilitate their children’s access to lessons, because they lack the appropriate communication means. Only 16% of Roma children can access online lessons, while 10% can access TV lessons, meanwhile the rest of children seem difficult to identify at least one communication mode. Roma Parents/Caregivers would strongly consider the continuation of online learning if access to internet (95%) or mobile phones would be secured (78%).

To complete the arguments on school attendance of Roma children, teachers' responses are analyzed, as well. More than 80% of teachers confirm that Roma children either do not attend lessons at all or attend them irregularly. Based on the evidence, it is observed that the impossibility of parents to cooperate and help their children, stands out as the crucial factor, which impacts on the low rate of school attendance by Roma Children (75% of teachers confirm), followed by the lack of financial means to provide online access (68% of teachers).

4. Increased risk of discrimination: There is strong likelihood that lockdown has triggered discrimination, mainly in Shkoder, Komsj, Berat, Kukes, Rukaj and Vlorë, according to about 30% of professionals' opinions. Roma community is mentioned as the most discriminated group by 67% of professionals.

4.3. Impact of lockdown on Children with disabilities

Children with disabilities are faced with many challenges in general. But, in the lockdown situation, limited access to learning is a very serious constraint.

Teachers' responses regarding the impact of lockdown on children with disabilities, are analyzed to assess their school attendance. 33% of teachers confirm that they attend lessons regularly, while 55% of them acknowledge that they attend school irregularly, due to "Limited opportunities to use pertinent learning methodology" (confirmed by 44% of the teachers).

Findings from MEDPAK Assessment confirm that less than half of children with disabilities have access to didactic materials, whereas more than ¾ of children do not access online learning due to the lack of a personal mobile at least. 54% of teachers do not consider effective online learning, since 78% of communication is realized through whatsapp. Like other teachers, they are challenged by many infrastructural constraints, but first and foremost, by lack of professional training and qualification to face this new learning practice as well as the lack of parents knowledge to be involved and support their children in this critical situation.

4.4. Institutional constraints

1. CPU functioning during lockdown:

As it is confirmed by almost 80% of respondents, CPUs, continue to exercise their crucial task of Case management and referral, by telephone in distance. Only in Administrative Unit Nr.9, the case management is suspended, while 15% confirm that nothing has changed in the way they used to perform their tasks.

Half of professionals are satisfied with the cross sectoral cooperation, especially with Social Protection and Services department, which is the closest co-operator of CPU, followed by Education and Health Care departments.

2. CPU capacities to identify and manage cases of children in need of protection during lockdown:

Due to lockdown, almost half of CPU Professionals reveal that they lack information on family separation, child labor and child exploitation. Although MHSW has provided new guidelines that regard case management and referral during pandemic situation of COVID-19, half of professionals are fully aware, 35% of them know the guidelines only partially, while 9 % do not know them at all, namely in Shkoder, Rukaj and Rajoni Nr.3. However, it is not clear whether these guidelines add values with respect to the case management and referral during pandemic situation of COVID-19, due to the lack of professionals' opinions on that matter.

3. Teachers' opportunities to provide quality lessons during lockdown:

49% of teachers acknowledge that the use of online platforms limits teachers' capacities to closely monitor and evaluate children's performance, while for 30% of teachers, the usual mode of evaluation still works.

4. Other issues

Health care workers, despite the situation, are able to maintain a reliable line of communication with communities, helping them to better understand the situation (30 to 50% of respondents identify them), while local government institutions are almost non-existent.

5. CONCLUSIONS AND RECOMMENDATIONS

The integrated analysis of findings let us conclude that COVID-19 has a multidimensional impact on the society, especially on the most vulnerable groups. To avoid repetition with what was described and analysed in every section, conclusions are clustered in two groups, respectively:

Cluster 1: Access to information and services to ensure the protection from infection and the provision of basic economic means.

- ✓ Evidence provided here confirms that the information is widespread thanks to multi actors efforts, which have contributed to raise the awareness of the society as a whole on the COVID-19, a critical health risk, although vulnerable groups do not share the same level of information neither on the risks not on the prevention modes.
- ✓ The spread of information is not associated with the insurance of the access to PPEs.
- ✓ Vulnerable groups are experiencing a multidimensional exclusion due to the limited capacities to access health care, to ensure the basic needs for food as well as access public assistance programs.
- ✓ Children are at risk of multiple deprivation and possibly, exploitation, due to the limited access to social protection structures as well as the increased economic pressure on the families.
- ✓ Although Child Protection structures continue to exercise their crucial task of Case Management and Referral, by telephone in distance, they lack either information on children in need of protection or capacities to identify critical cases under the lockdown situation.
- ✓ Despite the adoption of the guidelines by the MHSW with respect to Case Referral and Management during pandemic situation of COVID-19, it seems they have not reached their purpose.

Recommendations for Cluster 1:

- ✓ The preparation of a short term Information Strategy, based on the evidence generated by this assessment, may be of help to support “save the Children” target groups to adjust their needs during the second phase of coexistence with COVID-19, in which Albania is gradually embarking on.
- ✓ Capacity building of civil society stakeholders and volunteer groups/associations to work in the field with vulnerable groups and directly support them to alleviate shocks of the crisis and try to reintegrate.
- ✓ Address the needs to donor community and the government to ensure the cross sectoral coordination of institutions.
- ✓ Extend relationships and network with local government to promote them exercise their competences and utilize resources for the best of their communities.
- ✓ Capacity building of CPUs and other social care professionals to better respond to citizens 'needs during emergencies.
- ✓ Extend the MHSW guidance to a Specific Child Protection Protocol during emergencies.

Cluster 2: Access to opportunities to learn, develop and integrate, despite the emergency situation.

- ✓ Despite positive changes of parents' behaviours and attitudes versus children, negative changes as well, are happening, namely parents are less patient with children, they get bored and nervous quickly, while in some cases domestic violence also is present. Not rarely, children experience anxiety and stress.

- ✓ Despite teachers' motivation, they are faced with several challenges to provide lessons during lockdown, starting with infrastructure and technology concerns, and ending with the lack of didactic and recreational materials.
- ✓ Vulnerable children face difficulties to access online lessons.
- ✓ Despite the overall agreement that online lessons are the best way to ensure children's learning in the given conditions, the use of online platforms limits teachers' capacities to closely monitor and evaluate children's performance.
- ✓ Despite stakeholders' contribution regarding the most appropriate modes to continue lessons until the end of the schooling year, an agreement across groups seem difficult to be reached due to economic, infrastructural, and social disparities.

Recommendations for Cluster 2:

- ✓ Intensify cooperation with education structures at local level to support effective online lessons, at least until the end of the school year.
- ✓ Build capacities of parents' associations to fully involve them in the new process of learning.
- ✓ Provide direct support to teachers and assist them to better perform their duty, especially vis-à-vis vulnerable children.
- ✓ Contribute to the preparation of a mid- term strategy on the realization of the right to Education and Protection under emergency situation.

Concluding observations, the Assessment Report serves a triple function, as it was meant, namely:

Function 1: At programatic level, it brings to "Save the Children" agenda, an instrument that address the impact that pandemic is having on the deterioration of the socio/economic situation of the most vulnerable groups, hitherto attracting the donors attention to revise their strategies and focus more to the impact of situation.

Function 2: At local governance level, if used properly, the assessment contributes to raise the awareness on the necessity to harmonize efforts and realize children's basic rights even during emergencies.

Function 3: At institutional level, the assessment attracts the attention on capacity building, coordination and harmonization to provide social care services to the most vulnerable groups, highly affected by the COVID-19 pandemic.

ANNEX I: SUMMARY OF DATA FROM FGD WITH CHILDREN

FGD Pyetsori FGD 1 FGD 2 FGD 3 FGD 4

Code of response

Pyetje hyrëse: A jeni i informuar rreth COVID-19 dhe rreziqeve të tij?

Po 1 1 1 1 1

Jo 2

Pyetja 1: A njihni ju dhe shokët tuaj mënyrat e pengimit të përhapjes së infeksionit COVID-19? Nëse po, cilat prej tyre?

Qëndrimin në shtëpi sa më shumë të jetë e mundur	1	1		
Distancimit social, në rastet e daljes nga shtëpia	2	2		
Përdorimit të maskës pranë gojës dhe hundës	3	3	3	
Përdorimit të dorezave	4	4		
Larjes të shpeshtë të duarve	5	5	5	
Kujdesit maksimal për higijenën personale dhe të ambientit të jetesës/punës	6	6		
Përdorimit të alkolit si dizifektant efektiv	7	7	7	
Evitimit të takimeve në grup	8			
Evitimit të shtrëngimit të duarve dhe përqaftimeve	9	9	9	
Evitimit të mjeteve të transportit publik	10			
Evitimit të individëve që shfaqin shenja gripi, kolle, rrufe, etj.	11			11
Të gjitha të mësipërmet	12	12		
Të tjera (specifiko)	0			

Pyetja 2: A ka ndryshuar mënyra e ushqyerjes, në familjen tuaj për shkak të COVID-19?

Po, në të gjitha familjet	1	1	1	1
Po, në pjesën më të madhe të familjeve	2			
Po, në shumë familje	3			
Po, vetëm tek familjet më të varfëra	4			4
Jo, nuk ka ndryshuar	5			
Nuk e di	0			

Pyetja 3: Nëse po, në ç'mënyrë ka ndryshuar

Eshtë reduktuar numri i vakteve	1			
Eshtë reduktuar sasia e ushqimit për një vakt	2			
Eshtë rritur sasia e brumrave në ushqim	3	3	3	3
Eshtë reduktuar sasia e frutave dhe perimeve?	4			4
Eshtë reduktuar sasia e mishit, peshkut dhe bulmetrave?	5	5		5
Tjetër (specifiko)	0	0		

Pyetja 4: A keni mundësi të përdorni pajisje dhe mjete elektronike për informim dhe komunikim në familjen tuaj?

TV	1	1	1	1	1
Radio	2				
Telefon fiks	3				3
Telefon celular	4	4	4	4	4
Kompjuter	5	5		5	5
Tablet	6		6	6	
Media Sociale	7			7	7
WhatsUp	8	8		8	8
Mesazhe sms	9			9	9
Të tjera (specifiko)	0	0		0	0

Pyetja 5: A konstatooni ndryshim pozitiv në sjelljen e prindërve tuaj ndaj jush të shkaktuar nga detyrimi për të ndenjur në izolim për të shmangur rrezikun e COVID-19?

Po	1	1	1	1	1
Jo	2				
Nuk e di	0				

Pyetja 6: Nëse po, cilat janë këto ndryshime?

Shpenzojnë më shumë kohë me ju	1	1		1	1
Ju japin më shumë dashuri dhe ngrohtësi	2			2	2
Ju ndihmojnë të përgatisni mësimet	3		3	3	
Ju kushtojnë më shumë vëmendje për problemet tuaja	4			4	4
Ju ndihmojnë në organizimin e aktiviteteve argtuese dhe zhvilluese, pavarësisht rrethanave	5				5
Tjetër(specifiko)	0	0	0		

Pyetja 7: A konstatooni ndryshim negativ në sjelljen e prindërve tuaj ndaj jush të shkaktuar nga detyrimi për të ndenjur në izolim për të shmangur rrezikun e COVID-19?

Po	1				
Jo	2	2	2	2	2
Nuk e di	0				

Pyetja 8: Nëse po, cilat janë këto ndryshime?

Shpenzojnë më pak kohë me ju	1				
Prindërit janë shumë më pak të durueshëm me ju	2				
Mërziten dhe nevrikosen shpejt	3				
Janë bërë të dhunshëm	4				
Nuk ju lejojnë të luani atje ku janë edhe ata	5				
Nuk ju lejojnë të shihni TV	6				
Bezdisen shpesh nga pyetjet tuaja	7				
Ju keqtrajtojnë	8				
Ju stresojnë	9				
Ju shkaktojnë ankth	10				
Tjetër(specifiko)	0			0	

Pyetja 9: A dini raste të fëmijëve të cilat janë detyruar nga prindërit që të punojnë gjatë muajit të fundit, për të ndihmuar ekonomikisht familjen për shkak të COVID-19?

Po, shumë fëmijë punojnë 1
Po, pak fëmijë punojnë 2
Jo, asnjë fëmijë nuk punon 3 3 3
Nuk e di asnjë rast të fëmijëve që punojnë 4 4 4

Pyetja 10: A janë mësuesit të gatshëm që të mbështesin mësimin tuaj tani që shkolla është mbyllur?

Po 1 1 1 1 1
Jo 2
Nuk e di 0

Pyetja 11: Nëse po, në ç'mënyrë?

Mësim dhe informim i organizuar online 1 1 1 1 1
Mësim nëpërmjet TV 2 2
Tjetër(specifiko) 0

Pyetja 12: Nëse jo, cilat janë arsyet?

Nuk ofrohet mësim online 1
Nuk ofrohet mësim në TV 2
Ofrohet mësim në TV, por në orare të papërshtatshme 3
Ofrohet mësim në TV, por nuk është cilësor, ndërsa përmbajtja nuk përputhet me kurrikulën e shkollës 4
Ofrohet mësim online, por familja nuk ka akses në internet 5
Ofrohet në TV, por familja nuk ka TV 6
Të tjera (specifiko) 0 0

Pyetja 13: A ka mundësi familja që të sigurojë materiale didaktike si psh libra leximi për fëmijë, materiale vizatimore, tekste shkollore, bojra e mjete të tjera picture, lodra, për të nxitur aftësitë krijuese dhe zhvilluese të fëmijëve gjatë izolimit për shkak të COVID-19?

Po 1 1 1
Jo 2 2 2
Nuk e di 0

Pyetja 14: Cilat do të ishin mënyrat më të mira për të siguruar vazhdimësinë e mësimin gjatë periudhës së izolimit për shkak të COVID-19?

Sigurimi i aksesit në internet dhe mësimi online 1 1 1 1 1
Sigurimi i përdorimit të telefonit celular dhe mësimi online 2 2 2
Përdorimi i TV Lokal 3
Përdorimi i medias sociale nëpërmjet sigurimit të aksesit në internet 4
Përdorimi i Radios 5
Shpërndarja e materialeve të shkruara shpjeguese dhe ushtrimore 6 6 6
Zgjatja e shkollës edhe gjatë periudhës së verës 7
Përsëritja e vitit shkollor 8

ANNEX 2: SUMMARY OF DATA FROM FGD WITH YOUNG PEOPLE

Questions FGD 1 FGD 2

Code of response

Pyetja 1. A jeni i informuar rreth COVID-19 dhe rreziqeve të tij?

Po 1 1 1

Jo 2

Nuk e di 0

Pyetja 2. Çfarë lloj informacioni keni?

Njoh simptomat e sëmundjes 1

Njoh mënyrat e përhapjes së sëmundjes 2

Njoh mënyrat e mbrojtjes nga infektimi 3

E di se çfarë duhet të bëj në rast se dyshoj se jam prekur nga virusi. 4

Njoh grupet më të rrezikuara 5

Të gjitha të mësipërmet 6 6 6

Nuk e di 0

Pyetja 3. Cili është burimi më i besueshëm i informacionit për ju, në lidhje me situatën?

TV, stacioni shtetëror 1 1 1

TV, stacione private 2 2 2

TV Lokal 3 3 3

Radio 4 1

Internet 5 5

Media sociale 6 6

Biseda me miq 7

Biseda familjare 8

Punonjësit e shëndetsisë 9

Punonjësit e bashkisë 10

Organizata bamirëse që punojnë në komunitetin tuaj 11

Institucione fetare 12

Shoqata jo qeveritare që ofrojnë shërbime 13

Tjetër (specifiko) 0 0 0

Pyetja 4. A jeni i informuar mbi mënyrat e pengimit të përhapjes së infeksionit? A mund të përmendni disa prej tyre?

Qëndrimet në shtëpi sa më shumë të jetë e mundur 1

Distancimit social, në rastet e daljes nga shtëpia 2

Përdorimit të maskës pranë gojës dhe hundës 3

Përdorimit të dorezave 4

Larjes të shpeshtë të duarve 5

Kujdesit maksimal për higjenën personale dhe të ambientit të jetesës/punës

- Përdorimit të alkolit si dizifektant efektiv 7
- Evitimit të takimeve në grup 8
- Evitimit të shtrëngimit të duarve dhe përqafileve 9
- Evitimit të mjeteve të transportit publik 10
- Evitimit të individëve që shfaqin shenja gripi, kolle, rrufe, etj. 11
- Të gjitha të mësipërmet 12 12 12
- Të tjera (specifiko) 0
- Pyetja 5. A keni mundësi ju në familjet tuaja të siguronit artikuj higjienikë dhe pajisje mbrojtëse personale? Në ç'mënyrë?
- Po, nëpërmjet blerjes në dyqan 1 1 1
- Po, më kanë dhuruar organizata jo qeveritare/bamirëse 2
- Po, bashkia më ka dhuruar 3
- Nuk kam mundësi të siguroj artikuj higjienikë 4
- Nuk kam mundësi të siguroj pajisje mbrojtëse personale 5
- Nuk më nevojiten pajisje mbrojtëse personale 6
- Pyetja 6. A keni ndjekur mësimin gjatë kësaj periudhe?
- Po 1 1
- Jo 2 2
- Pyetja 7. Nëse jo, a mund të specifikoni arsyet?
- Nuk e kam frekuentuar shkollën edhe përpara kësaj situatë 1 1
- Nuk sigurohet mësim online 2
- Ofrohet mësim online, por nuk kam mundësi të siguroj internet 3 3
- Kam frekuentuar më parë një program formimi profesional, por tani nuk ofrohet më për shkak të situatës 4
- Mësimi sigurohet në TV, por unë nuk kam TV 5
- Kam frekuentuar një program nxitje vetëpunësimi, por tani nuk ofrohet më për shkak të situatës. 6
- Tjetër (specifiko) 0
- Pyetja 8: Cilat do të ishin mënyrat më të mira për të siguruar vazhdimësinë e mësimin gjatë periudhës së izolimit për shkak të COVID-19?
- Sigurimi i aksesit në internet dhe mësimi online 1 1 1
- Sigurimi i përdorimit të telefonit celular dhe mësimi online 2 2 2
- Përdorimi i TV Lokal 3 3
- Përdorimi i medias sociale nëpërmjet sigurimit të mundësitë në internet 4
- Përdorimi i Radios 5
- Shpërndarja e materialeve të shkruara shpjeguese dhe ushtrimore 6
- Zgjatja e shkollës edhe gjatë periudhës së verës 7 7
- Përsëritja e vitit shkollor 8 8
- Tjetër (specifikoje) 0

Pyetja 9: A keni mundësi të punoni gjatë kësaj periudhe të vështirë të shkaktuar nga COVID-19 si edhe masave mbrojtëse dhe izoluese të marra nga qeveria për të mbrojtur popullatën?

Po, punoj ku kam punuar edhe më parë 1 1
 Po, punoj, në punë të rastësishme 2
 Po, punoj, në tregun informal të punës 3
 Jo, nuk punoj sepse nuk kam punuar edhe më parë 4
 Jo, nuk punoj se aktiviteti është mbyllur për shkak të situatës 5 5
 Tjetër (specifikoje) 0

Pyetja 10: A përfitoni ndihmë në vlerë monetare (Lekë) nga ndonjë program?

Po, nga bashkia, ndihmë ekonomike 1
 Po, nga bashkia, paga e luftës 2 2
 Jo, kam aplikuar por nuk përfitoj 3
 Jo, nuk kam aplikuar 4 4 4
 Jo, nuk kam dijeni për ndonjë program 5
 Tjetër(specifiko) 0

Pyetja 11: Cilat janë problemet tuaja më kritike, shqetësimet tuaja më kritike, gjatë kësaj periudhe?

Mungesa e shpresës për të ardhmen 1
 Mungesa e një profesioni 2 2
 Pamundësia për të krijuar një sipërmarrje për tu vetëpunësuar 3
 Frika nga sëmundja 4
 Përjetoj stress dhe ankth 5 5
 Pasiguria nëse do të mund të vazhdoj programin e formimit profesional që frekuentoja 6
 Pasiguria nëse do të mund të vazhdoj programin e nxitjes së vetëpunësimit që frekuentoja 7 7
 Pasiguria nëse do të mund të krijoj një aktivitet vetëpunësimi 8
 Pasiguria nëse do të mund të punësohem 9 9 9
 Pamundësia për të ndihmuar familjen time 10 10
 Tjetër (specifiko) 0 0

Pyetja 12: Çfarë do të bëni pasi të përfundojë emergjenca shëndetsore dhe gjithshka t'i kthehet normalitetit?

Të përfundoj shkollën 9 vjeçare 1
 Të përfundoj shkollën e mesme 2 2
 Të përfundoj programin e formimit profesional dhe të fitoj një profesion 3
 Të punësohem 4 4 4
 Të përfundoj programin e nxitjes së vetëpunësimit nëpërmjet sipërmarrjes dhe të krijoj një aktivitet timin 5 5 5
 Tjetër (specifiko) 0 0

FGD Pyetsori Fëmijët /Pyetjet	Code of responses	FGD 1	FGD 2	FGD 3	FGD 4
Pyetje hyrëse: A jeni i informuar rreth COVID-19 dhe rreziqeve të tij?		Elbasan	Gjirokaster	Burrel	Peshkopi
Po	1	1	1	1	1
Jo	2				
Pyetja 1: A njihni ju dhe shokët tuaj mënyrat e pengimit të përhapjes së infeksionit COVID-19? Nëse po, cilat prej tyre?					
Qëndrimin në shtëpi sa më shumë të jetë e mundur	1	1			
Distancimit social, në rastet e daljes nga shtëpia	2	2	2		
Përdorimit të maskës pranë gojës dhe hundës	3	3	3		
Përdorimit të dorezave	4	4	4		
Larjes të shpeshtë të duarve	5	5	5		
Kujdesit maksimal për higjienën personale dhe të ambientit të jetesës/punës	6	6			
Përdorimit të alkolit si dizifektant efektiv	7	7	7		
Evitimit të takimeve në grup	8				
Evitimit të shtrëngimit të duarve dhe përqafileve	9	9	9		
Evitimit të mjeteve të transportit publik	10				
Evitimit të individëve që shfaqin shenja gripi, kolle, rrufe, etj.	11		11		
Të gjitha të mësipërmet	12			12	12
Të tjera (specifiko)	0				
Pyetja 2: A ka ndryshuar mënyra e ushqyerjes, në familjen tuaj për shkak të COVID-19?					
Po, në të gjitha familjet	1	1	1	1	
Po, në pjesën më të madhe të familjeve	2				
Po, në shumë familje	3				
Po, vetëm tek familjet më të varfëra	4				4
Jo, nuk ka ndryshuar	5				
Nuk e di	0				
Pyetja 3: Nëse po, në ç'mënyrë ka ndryshuar					
Eshtë reduktuar numri i vakteve	1				
Eshtë reduktuar sasia e ushqimit për një vakt	2				
Eshtë rritur sasia e brumrave në ushqim	3	3		3	3
Eshtë reduktuar sasia e frutave dhe perimeve?	4			4	
Eshtë reduktuar sasia e mishit, peshkut dhe bulmetrave?	5	5		5	
Tjetër (specifiko)	0	0			
Pyetja 4: A keni mundësi të përdorni paisje dhe mjete elektronike për informim dhe komunikim në familjen tuaj?(
TV	1	1	1	1	1
Radio	2				
Telefon fiks	3				3
Telefon celular	4	4	4	4	4
Kompjuter	5	5		5	5
Tablet	6			6	6
Media Sociale	7			7	7
WhatsUp	8	8		8	8
Mesazhe sms	9			9	9
Të tjera (specifiko)	0	0		0	0
Pyetja 5: A konstaton ndryshim pozitiv në sjelljen e prindërve tuaj ndaj jush të shkaktuar nga detyrimi për të ndenjur në izolim për të shmangur rrezikun e COVID-19?					
Po	1	1	1	1	1
Jo	2				
Nuk e di	0				
Pyetja 6: Nëse po, cilat janë këto ndryshime?					
Shpenzojnë më shumë kohë me ju	1	1		1	1
Ju japin më shumë dashuri dhe ngrohtësi	2			2	2
Ju ndihmojnë të përgatisni mësimet	3		3	3	
Ju kushtojnë më shumë vëmendje për problemet tuaja	4			4	4
Ju ndihmojnë në organizimin e aktiviteteve argltuese dhe zhvilluese, pavarësisht r	5				5
Tjetër(specifiko)	0	0	0		
Pyetja 7: A konstaton ndryshim negativ në sjelljen e prindërve tuaj ndaj jush të shkaktuar nga detyrimi për të ndenjur në izolim për të shmangur rrezikun e COVID-19?					
Po	1				
Jo	2	2	2	2	2
Nuk e di	0				
Pyetja 8: Nëse po, cilat janë këto ndryshime?					
Shpenzojnë më pak kohë me ju	1				
Prindërit janë shumë më pak të durueshëm me ju	2				
Mërziten dhe nevrikosen shpejt	3				



