

2015-04-15

Fråga-svar

Montenegro. Barn med funktionsnedsättningar

Fråga

Hur är livssituationen för barn med funktionsnedsättningar i Montenegro?

Svar

Nedan följer en sammanställning med information från olika källor. Notera att flera av källorna talar om "children with disabilities" utan att specificera närmare vad det innefattar.

US Department of State (2014):

Institutionalized Children: Inadequate treatment of children with mental disabilities at the Komanski Most Institution for Persons with Mental Disabilities remained problematic, but the institution made improvements in its facility (see section 6, Persons with Disabilities). Observers criticized authorities for inadequate efforts to deinstitutionalize children with mental disabilities. With support from UNICEF and the EU, the government focused on developing a foster care system for children instead of sending them to public institutions. (s. 42)

Education for children with mental and physical disabilities remained inadequate. There were no precise statistics on the number of children with disabilities in the country. A common belief prevailed that children with disabilities were ill and needed to be separated from other children and institutionalized. Children with disabilities attended primary and, to a lesser degree, secondary schools. There were three schools specially designed for children with disabilities (two in Podgorica and one in Kotor). The number of children with disabilities who attend regular schools has risen during the previous four years. As of October 1,075 children with lesser physical and mental disabilities attended school together with other children countrywide. The government started a project on inclusive education and trained 120 teachers. Many schools had neither proper access nor adequate infrastructure for students with physical

disabilities. Those students who went to university generally were limited in which faculties they could enroll, since only two were accessible to students with disabilities. Many parents turned to the ombudsman because their children had problems integrating into schools. The ombudsman generally recommended that schools provide assistants to children with special needs. During the year the government funded training for 176 such assistants and assigned 171 assistants to the schools. The government continued to implement its plan to construct daycare centers for younger children with disabilities as an alternative form of care in all 21 municipalities. By year's end seven centers were in operation, with five additional centers nearing completion, according to the government. (s. 43-44)

Mental health care for persons with mental disabilities remained inadequate. Persons were often institutionalized as wards of the state and lived in isolation in outdated and underfunded facilities. Institutionalization perpetuated stigmatization. Monitoring conducted by a group of NGOs revealed that conditions improved at the Komanski Most institution for persons with mental disabilities and at the Center for Children and Youth ("Ljubovic") correctional facility. NGOs noted that authorities continued to ignore some recommendations of the CPT and local NGOs. For example, authorities housed abused and mistreated children together with juvenile delinquents in the Center for Children and Youth correctional facility. Furthermore, the managers of the center did not remove either of two staff members accused of having intercourse with institutionalized adolescents. The Komanski Most institution lacked qualified staff and clear regulations governing admissions. (s. 45)

European Commission (2014):

As regards de-institutionalisation, the number of day-care centres for children with disabilities has increased to eight. Concerning people with disabilities, the government adopted an action plan for the strategy for integration of people with disabilities 2014–2015 in March. Overall access to buildings for people with disabilities, including those in the areas of education and medical facilities, remains limited. None of the thirteen priority buildings in public use have so far been adapted. The law prohibiting discrimination against people with disabilities still has shortcomings. (s. 32)

European Commission (2013):

Training continued in the field of education and care for vulnerable children (the RAE population and children with disabilities). Guidelines were adopted for their inclusion into the mainstream education system. The number of day-care centres for children with disabilities increased. As regards people with disabilities, amendments to the law on spatial development, adopted in July 2013, foresee some measures to improve accessibility. Yet, overall

access to buildings, including education and medical facilities, remains a concern. The law on prohibition of discrimination against people with disabilities continues to present shortcomings. Preparations in this area have started. (s. 32)

UD (2012):

Den sociala integrationen av personer med funktionsnedsättning är otillfredsställande och många lever antingen isolerade i sina hemmiljöer eller på institutioner. Personer med psykisk funktionsnedsättning, inklusive barn, är den mest utsatta och diskriminerade gruppen, också vad gäller tillgången till lämplig hälsovård. Institutionaliseringsen av denna grupp har blivit kritiserad bland annat av EU-kommissionen, men ansträngningarna för att råda bot på denna situation går långsamt framåt. Värst är situationen på institutionen Komanski Most utanför staden Podgorica. Undermåliga faciliteter, en blandning av olika åldrar och dåligt utbildad personal är några av problemen.

Specialskolor och klasser som kan ta emot ungdomar med funktionsnedsättning är otillräckliga till antalet och ojämnt fördelade geografiskt. (s. 20)

UN Human Rights Council (HRC) (2012a):

Physical accessibility to facilities and public transport, accessibility to social services and civic participation was still limited. The Government had begun to address significant stigma and cultural obstacles to inclusion in partnership with the United Nations Children's Fund (UNICEF). While noting that the situation in the institution "Komanski Most" had been addressed to a certain degree through efforts to provide services for children in separate buildings, CRC was concerned that children with disabilities were still placed in the institution for adults and recommended that Montenegro develop a comprehensive national policy on disability; establish a monitoring system for residential care institutions; and include children with disabilities in the general school system. (s. 11)

HRC (2012b):

Amendments to the regulatory framework improved conditions for the exercise and protection of rights of persons with disabilities in accordance with provisions of ICRPD. The new or amended laws were adopted in ... education of children with special learning needs. The Council for the Care of Persons with Disabilities, set up in March 2012, monitors the implementation of new legislative framework and improvement of institutional set-up. The Council is tasked with the following: protection and advancement of the rights of persons with disabilities in the fields of social and health care, education, in-service training and employment; initiating adoption of regulations for development and advancement of their rights; proposal of measures for improving the quality of life; informing the

public about rights, opportunities and needs for the purpose of eliminating prejudice and barriers faced by these persons, as well as the exercise of any other rights that are relevant for their status. (s. 5)

Children with disabilities – Even though legislative framework is mainly harmonised with international standards, it is necessary to invest further efforts to ensure full implementation of the ICRPD, particularly in terms of equal access of children with disabilities to all health care, education and social services. Social distance from and stigma towards children with disabilities remain despite positive results achieved in the campaign It's About Ability which aims at raising awareness and change attitudes and behaviour towards children with disabilities. Placement in institutions for an extended period of time still exists. Removal from institutions is crucial and the Government is committed to development of the services for vulnerable children that will meet their individual needs. Despite an increasing number of day care centres, services at local level still have not been sufficiently developed to be able to provide adequate support to children and families and to prevent further placement in institutions. Significant steps have been taken in the field of inclusive education and the tendency is to mainstream these children in educational system. Special institutions are transformed into resource centres for children with disabilities; new programmes for different types of disabilities are prepared; activities are undertaken to move these children from special classes and integrate them in regular classes. The following challenges have been identified: inter-sectorial, horizontal and vertical flow of information; staff and space limitations; education of school staff, engagement of teaching assistants and provision of funding for them. Improvement of the position of children with disabilities will be possible and more visible due to the new mechanisms in the Law on Social and Child Care and response of the GoM to the key challenges with regard to: creating the database and records of the children with disabilities at local and national levels; networking health care, social care and education sectors with the view to introducing mechanisms and services for early detection, rehabilitation and care, monitoring the exercise of rights of these children; increasing financial benefits for advanced home care, disability allowance and child allowance; adjustments to the infrastructure of facilities, and staff capacity building and continuous education. (s. 11)

HRC (2012c):

UNCT [United Nations Country Team] reported that 63 per cent of children abandoned in residential institutions were children with disabilities. Local-level services that should support children with disabilities and their families (such as day care centres) were insufficiently developed and suffered from poor and unpredictable funding. (s. 9)

CRC [Committee on the Rights of the Child] expressed concern ... at the insufficient and sporadic support provided especially to families

in a crisis situation due to poverty, caring for children with disabilities and single-parent households. (s. 10)

CRC made recommendations to address its concerns at the overall insufficient quality of health services; the limited and inequitable access to health-care services outside the capital, especially affecting Roma, refugee children and children with disabilities... (s. 10)

CRC was concerned at the low quality of education; barriers to accessing education for ... children with disabilities... (s. 10)

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Källförteckning

(alla källor hämtade 2015-04-14)

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