



European Semester 2021-2022 country fiche on disability equality

Spain

March 2022

EUROPEAN COMMISSION

Directorate-General for Employment, Social Affairs and Inclusion

Directorate D — Social Rights and Inclusion

Unit D3 — Disability & Inclusion

European Commission

B-1049 Brussels

European Semester 2021-2022 country fiche on disability equality

With comparative data Annex provided by EDE

Spain

Cristina Jenaro
Miguel Angel Verdugo

European Disability Expertise (EDE) provides independent scientific support to the Commission's policy Unit responsible for disability issues. It aims to mainstream disability equality in EU policy processes, including implementation of the United Nations Convention on the Rights of Persons with Disabilities.

This country report has been prepared as input for the European Semester in 2022.¹

¹ For an introduction to the Semester process, see <https://www.consilium.europa.eu/en/policies/european-semester/how-european-semester-works/>.

LEGAL NOTICE

Manuscript completed in March 2022

The European Commission is not liable for any consequence stemming from the reuse of this publication.

Luxembourg: Publications Office of the European Union, 2022

© European Union, 2022



The reuse policy of European Commission documents is implemented based on Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39). Except otherwise noted, the reuse of this document is authorised under a Creative Commons Attribution 4.0 International (CC-BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed provided appropriate credit is given and any changes are indicated.

Table of contents

1	Executive summary and recommendations	4
1.1	Key points and main challenges for Spain in 2022.....	4
1.2	Recommendations for Spain	5
2	Mainstreaming disability equality in the Semester documents.....	7
2.1	Recovery and Resilience Plan for Spain (RRP)	7
2.2	Semester links to CRPD and national disability action plans.....	10
3	Disability and the labour market - analysis of the situation and the effectiveness of policies.....	11
3.1	Summary of the labour market situation of persons with disabilities	11
3.2	Analysis of labour market policies relevant to the Semester	12
4	Disability, social policies and healthcare – analysis of the situation and the effectiveness of policies.....	15
4.1	Summary of the social situation of persons with disabilities	16
4.2	Analysis of social policies relevant to the Semester	16
5	Disability, education and skills – analysis of the situation and the effectiveness of policies.....	20
5.1	Summary of the educational situation of persons with disabilities	20
5.2	Analysis of education policies relevant to the Semester.....	21
6	Investment priorities in relation to disability.....	25
6.1	Updates on use of existing EU funds (up to 2021)	25
6.2	Priorities for future investment (after 2021)	30
7	Annex: disability data relevant to the Semester	31
7.1	Data relevant to disability and the labour market.....	32
7.1.1	Unemployment.....	32
7.1.2	Economic activity	34
7.1.3	Alternative sources of labour market data in Spain.....	35
7.2	EU data relevant to disability, social policies and healthcare (2019)	36
7.2.1	Alternative sources of poverty or health care data in Spain.....	37
7.3	EU data relevant to disability and education.....	38
7.3.1	Alternative sources of education data in Spain	39

1 Executive summary and recommendations

1.1 Key points and main challenges for Spain in 2022

Disability and the labour market

The employment rate for persons with disabilities in Spain continues to indicate a disadvantageous situation. It is necessary to continue encouraging measures for the promotion of employment of this group, through the obligation to comply with the quota of job reservations and the promotion of employment alternatives (protected, supported, ordinary, self-employment) aligned with the RRP and international agendas, related to digitalisation (e.g. Digital Europe Programme, Digital Skills and Jobs, European skills agenda) and the green economy (e.g. Green Deal).

Disability, social policies and healthcare

For people in a situation of dependency and more extensive support needs, further efforts should be carried out in order to promote the National Strategy for Deinstitutionalization and the Long-term Care and Support Plan, which prioritizes a person-centred care model. Good examples must be made visible, and **large residences should receive financial and technical assistance** only to transform into services in the community that are client-centred, inclusive and respectful of the rights of people with disabilities or in situations of dependency in line with the UNCRPD. According to the UNCRPD Committee, not funding should be used to perpetuate institutions.

Disability, education and skills

Education data consistently indicate disability equality gaps. Youth with disabilities tend to leave school significantly more than non-disabled peers of the same age groups. Persons with disabilities are less likely to complete tertiary education. The pandemic has revealed the vulnerable situation of students with special needs. More investment and monitoring the plans is required to provide more services and better supports in mainstream schools. In addition to human resources, education must be designed for all students. In this regard, the implementation of universal design for learning (UDL) in mainstream schools is an opportunity to make the inclusion a reality. Performance indicators with a disability perspective should be included in the reports, plans, operations, web pages and statistics on education and training throughout the lifespan.

Investment priorities for inclusion and accessibility

There is a need to increase accessibility of entrance exams for professional training and university, as well as to exams for access to public employment. Access to digitization must be guaranteed. The Plan of Spain as an Accessible country should include improvement indicators that take disability into account in all areas.

1.2 Recommendations for Spain

These recommendations are based on the evidence and analysis presented in the following chapters of our report. Some of the recommendations from our 2020 report remain the same.

Recommendation: Promote sustainable, inclusive employment initiatives focused on the green and circular economy for people with disabilities.

Rationale: The European drive for a green, sustainable and circular economy should be used to launch employment initiatives (entrepreneurship, recruitment, special employment centres) for and towards workers with disabilities.

Recommendation: Ensure and monitor quality of healthcare, place of residence, and social services for dependent and disabled population. These services must emphasize the principles of inclusion, person-centred-planning and quality of life.

Rationale: deinstitutionalization is aligned with Article 19 of the UNCRPD, and it has been recommended by the Committee. Ensuring decent quality of life and living independently is acknowledged in the EU Strategy for the Rights of Persons with Disabilities 2021-2030 (p. 11) states that: 'Persons with disabilities, old and young, have an equal right to live independently and be included in the community, with choices equal to those of others about their place of residence and with whom and how they live'.

Recommendation: Ensure investment and monitoring of plans to provide more services and supports in mainstream schools and other levels of education system and disseminate the principles and practices of universal design for learning (UDL).

Rationale: In addition to increased human resources, education must be designed for all students to be really inclusive. The inclusion is a transversal axe in the RRP. Equal Access and non-discrimination are set forth in the EU Strategy for the Rights of Persons with Disabilities 2021-2030.

Recommendation: Promote digitalisation and digital skills for people with disabilities throughout the life cycle and in all key dimensions of life (health, leisure, work, training, interpersonal relationships, legal aspects, use of the community, transportation and mobility).

Rationale: As stated in the EU Strategy for the Rights of Persons with Disabilities 2021-2030 (page 12): 'Having the right skills and qualifications is a prerequisite for accessing and succeeding in the labour market. As set in the European Skills Agenda, this requires national skills strategies that should also cover the specific needs of persons with disabilities. Equal access to education and the labour-market oriented training at all levels has to be ensured. Member States are responsible to adapt education and training policies to the needs of persons with disabilities in a manner consistent with the UNCRPD.'

Recommendation: Promote, support and monitor vocational training programmes, especially those aimed at 'sources of employment' (e.g., green and circular economy) for students with disabilities.

Rationale: Vocational training offers opportunities for inclusive education, reducing early school leaving, and for improving employability, which are aligned with the principles of the EU Strategy for the Rights of Persons with Disabilities 2021-2030.

2 Mainstreaming disability equality in the Semester documents

Country Reports and Country Specific Recommendation of direct relevance to disability policy were not published in this exceptional policy cycle. For a commentary on the last published documents please see our country fiche for the previous Semester 2020-21.

2.1 Recovery and Resilience Plan for Spain (RRP)²

The following key points highlight where the situation of persons with disabilities or disability policies were considered in these plans. We address the most relevant of these and other issues arising from the RRP/NRP in the next chapters.

The Recovery, Transformation and Resilience Plan for Spain (RRP) is structured around four transversal axes (green, digital, without gender gaps, and cohesive and inclusive Spain). It contemplates 10 structural reforms (SR) or guiding principles that include 30 strategic projects (SP), components, or lines of action.³

- In relation to the **labour market**, disability is addressed in the SP20, Strategic Plan for Vocational Training. This SP mentions the National Strategy for the Prevention and Fight against Poverty and Social Exclusion,⁴ which includes measures to encourage the hiring of people with disabilities.
- In the SP22 the Emergency Plan for the care economy and the strengthening of gender equality and social inclusion policies, the Accessible country Spain Plan (no published yet) is mentioned, which includes, among its measures, the adaptation of workplaces for people with disabilities.
- The SP23, on New public policies for a dynamic, resilient and inclusive labour market, includes the financing of job placement projects at the local level for the territorial rebalancing and equity of groups, such as people with disabilities. In this SP, The Decree-Law approved by the Council of Ministers on 18/02/2020⁵ repealing Article 52.d. of the Workers' Statute, which covered dismissal for justified medical leave, is mentioned. This SP proposes the need to redesign incentives for hiring workers with disabilities, especially those in sheltered employment. It also proposes the implementation of a comprehensive plan to promote the Social Economy. Another envisaged measure is the linking of social inclusion policies to the minimum vital income, one of the beneficiary groups being people with disabilities. To this end, it is intended to promote the

² Available at: https://ec.europa.eu/info/business-economy-euro/recovery-coronavirus/recovery-and-resilience-facility_en#national-recovery-and-resilience-plans.

³ See English summary: https://www.lamoncloa.gob.es/lang/en/presidente/news/Documents/2020/20201007_RecoveryPlan.pdf. Spanish versión is available at: https://www.lamoncloa.gob.es/temas/fondos-recuperacion/Documents/160621-Plan_Recuperacion_Transformacion_Resiliencia.pdf. Compressed file with the 30 strategic plans is available at: https://ec.europa.eu/info/sites/default/files/spain_recovery_and_resilience_plan_es.zip.

⁴ Spanish versión available at: https://www.eapn.es/ARCHIVO/documentos/noticias/1553262965_estrategia_prev_y_lucha_pobreza_2019-23.pdf English version available at: https://www.mdsocialesa2030.gob.es/derechos-sociales/inclusion/contenido-actual-web/estrategia_en.pdf.

⁵ See: <https://www.boe.es/boe/dias/2020/02/19/pdfs/BOE-A-2020-2381.pdf>.

implementation of different inclusion itineraries in the public and private sectors and in third sector companies.

- Concerning **social policies and healthcare**, disability is addressed in several SP. For example, the SP2 on Housing refurbishment and urban renewal plan, mentions financial aids for people with disabilities. It also mentions aid to this group to combat energy poverty. The document refers to the State Housing Plan PEV 18-21,⁶ which includes aid to improve the energy efficiency of buildings, aid to rehabilitate housing and to promote housing for the elderly and the disabled. In all cases, the aid that can be received is higher when people with disabilities are involved.
- SP8, on the new care economy and employment policies, mentions the Royal Decree-Law 1/2021 of 19 January,⁷ which is considered a new framework to protect vulnerable groups such as people with functional, intellectual, cognitive or sensory disabilities who have difficulties due to the lack of accessibility of information.
- In the SP11, on Modernisation of public administrations, the III Plan for Gender Equality in the General State Administration and in Public Bodies linked to or dependent on it (III PIGAGE) is mentioned. This plan was approved in December 2020⁸ and it addresses the needs of public employees of the General State Administration (GSA) in terms of gender equality and preventing discrimination due to disability. This eleventh SP also indicates that the adaptation of public buildings for their energy transition must take into account the needs of people with disabilities.
- SP18, renewal and widening of the capabilities of the national health system, mentions the new Law on Measures for Equity, Universality and Cohesion of the National Health System, which is expected to be approved in the first four months of 2022. This law includes measures such as reducing co-payments, extending common health services to the whole territory, such as oral health care, with special attention to groups such as people with disabilities.
- Regarding **education and skills**, SP21 on Modernisation and digitalisation of the education system, including a strong push for early childhood education (0-3 years), echoes the initiatives of the implementation of early education that benefits early detection of disability. It also echoes the problems of women who take care of sick or persons with disabilities and therefore do not seek employment. Mention is made of the need to employ inclusive teaching methods with qualified professionals. In this line, it alludes to Organic Law 3/2020 of 29 December,⁹ which incorporates more measures to guarantee the inclusion of students with disabilities. Disability is a variable that prioritizes admission to an educational centre.
- The SP22, Emergency Plan for the care economy and the strengthening of gender equality and social inclusion policies, foresees the linking of social inclusion policies to the minimum living income, of which one of the beneficiary groups is people with disabilities. To this end, it is intended to promote the implementation of different labour inclusion itineraries in the public and private sectors, as well as in third sector companies.

⁶ Available at: <https://www.boe.es/boe/dias/2018/03/10/pdfs/BOE-A-2018-3358.pdf>.

⁷ Available at: <https://www.boe.es/boe/dias/2021/01/20/pdfs/BOE-A-2021-793.pdf>.

⁸ Downloadable at: <https://www.boe.es/boe/dias/2021/01/01/pdfs/BOE-A-2021-2.pdf>.

⁹ Available at: <https://www.boe.es/boe/dias/2020/12/30/pdfs/BOE-A-2020-17264.pdf>.

- SP26 refers to the Promotion of the sports sector. This plan mentions the need to promote sports for people with disabilities, facilitate access to sports and promote athletes with disabilities. For all this, a series of new laws are proposed.
- SP29 refers to improving the effectiveness of public spending. This plan proposes an increase in scholarships for university studies for students with disabilities.
- Regarding **accessibility**, the Action plan to ensure sustainable, safe and connected mobility in urban and metropolitan areas (SP1), mentions additional aid for the acquisition of electric vehicles for people with disabilities. Also foreseen are actions to improve accessibility to public transport for these people, as well as digitalisation projects that facilitate access to transport for people with disabilities.
- The SP2, on Housing refurbishment and urban renewal plan, mentions the need to improve the accessibility of housing.
- The SP6 on Sustainable, safe and connected mobility states that public transport is not sufficiently accessible for people with disabilities or reduced mobility or for those with low computer literacy. The plan includes an action on universal accessibility of transport.
- The SP11, on Modernisation of public administrations, proposes the implementation of a system of aids for the preparation of exams for access to work in the public administration for people with disabilities. In addition, this SP mentions the new criminal prosecution law¹⁰ (last updated on 2 July 2021), which takes into account a series of considerations on persons with disabilities regarding their protection, the provision of support to ensure access to information and the ability to provide such information by this group.
- SP21 on Modernisation and digitalisation of the education system includes a strong push for early childhood education (0-3 years) and stresses that training must be accessible. For example, it points out that the entrance exams to professional training and university should be accessible, as well as any other evaluation test that is carried out.
- In the SP22 on Emergency Plan for the care economy and the strengthening of gender equality and social inclusion policies, it states that the Plan: 'Spain Accessible country' will promote universal access across all fields and states. Reference is also made to the General Law on the Rights of Persons with Disabilities and their Social Inclusion.¹¹
- The situation of persons with disabilities or disability policies is not mentioned in SPs 4, 5, 6, 10, 12, 13, 14, 15, 16, 17, 19, 24, 27, 28, and 30. Although some SR are not closely connected to this population, it is significant that SR number 5 (and their corresponding SP numbers 12 to 15), on Modernisation and digitization of the industrial fabric and SMEs, recovery of the tourism sector and promotion of Spain as an entrepreneurial nation, does not include any reference to people with disabilities. Similarly, SP 16 on the National Strategy for Artificial intelligence and SP 19 on National Plan for Digital Skills, do not mention this population. Likewise, Strategic Projects number 27, 28 and 30, which are included in the SR 10 on Modernisation of the tax system for

¹⁰ Available at: <https://www.boe.es/buscar/pdf/1882/BOE-A-1882-6036-consolidado.pdf>.

¹¹ Available at: <https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12632-consolidado.pdf>.

inclusive and sustainable growth, do not mention people with disabilities. At least SP 28 on Adaptation of the tax system to the reality of the 21st century, and SP 30 on Sustainability of the public pension system under the Toledo Pact, should include some reference to the situation of people with disabilities.

2.2 Semester links to CRPD and national disability action plans

Relevant recommendations and issues arising from participation in the United Nations Convention on the Rights of Persons with Disabilities (CRPD) are highlighted in each chapter.

It is also important that Semester plans align with national disability strategy too. In Spain, this refers to the Spanish Disability Strategy 2012-2020 (in Spanish).¹² In 2019, the UN Committee recommended Spain's 'adoption of the Action Plan of the Spanish Strategy on Disability 2014–2020'¹³ at the national level and other related plans developed by the different autonomous communities'.

The period for that strategy is now ended and a new strategy, for the period 2021-2030, is being developed. In September 2021, the public consultation phase of the Spanish Strategy on Disability 2021-2030 was completed. A consensual strategy is expected to be approved soon. Its approval will, in turn, allow the implementation of different action plans on disability. It is expected that the Spanish strategy is aligned to the EU Strategy for the Rights of Persons with Disabilities 2021-2030.¹⁴

¹² Available at: https://www.mscbs.gob.es/ssi/discapacidad/docs/estrategia_espanola_discapacidad_2012_2020.pdf.

¹³ Available at: https://www.mscbs.gob.es/ssi/discapacidad/docs/plan_accion_EED.pdf.

¹⁴ Available at: <https://ec.europa.eu/social/BlobServlet?docId=23707&langId=en>.

3 Disability and the labour market - analysis of the situation and the effectiveness of policies

In 2019, the UN CRPD Committee made the following recommendations to Spain:

[Article 27 UN CRPD](#) addresses Work and Employment.

'51. The Committee recommends that the State party, in line with target 8.5 of the Sustainable Development Goals: (a) Analyse and modify legislation, regulations and policies to promote the employment of persons with disabilities in the public and private sectors, with particular emphasis on women with disabilities and persons with disabilities living in rural areas; (b) Ensure that reasonable accommodation is available and accessible for persons with disabilities with administrative safeguards, especially in cases of accidents that have led to disabilities in the workplace; (c) Adopt concrete measures to fully implement the legal quota established in the revised text of Act No. 9/2017 on public sector contracts.'

3.1 Summary of the labour market situation of persons with disabilities

Data from EU-SILC indicate an employment rate for persons with disabilities in Spain of 39.0 % in 2019, compared to 69.8 % for general population against a national employment target of 74 %; approximately -12.3 points below the EU27 average. This results in an estimated disability employment gap of approximately 31 percentage points (EU27 average gap 24.2, see Tables 2-4) or an employment chances ratio of 0.6. The employment gap appears to widen before the COVID crisis (Table 4)

The same data indicate unemployment rates of 30.0 % and 17.0 %, respectively, in 2019 (see Tables 5-7) and the economic activity rate for persons with disabilities in Spain was 55.7 %, compared to 84.2 % for other persons (see Tables 8-10). These indications are broken down by gender and age in the respective tables in annex. The pattern is as expected but unemployment is a greater challenge in Spain (Table 5). The gap widens among those over 40 (Table 6), and it seems to widen in recent years before the COVID crisis (Table 7).

National data on employment of persons with disabilities for 2019 (published in December 2020)¹⁵ showed a lower activity rate of 34.0 % for registered people with disabilities (a more restrictive definition of disability), and 0.5 points lower than in 2018. This activity rate was 43.7 points lower than that of the population without disabilities. The unemployment rate for this group was 23.9 %, down 1.3 points compared to 2018. This rate was 10 points higher than that of the population without disability. The activity rate seems to widen in recent years before the COVID crisis (Table 10).

The employment rate for people with disabilities was 25.9 % (66.9 % for those persons without disabilities), up 0.1 points from 2018. Some 89.5 % of those employed were salaried employees and, of these, 73.1 % had an indefinite contract. In the active population with disabilities, there is a higher percentage of men, with a higher weight for the 45-64 age group. Similar results are obtained for the employed,

¹⁵ See: https://ine.es/prensa/epd_2019.pdf.

as well as for the unemployed population with disabilities. There are not more updated information concerning employment and disability.¹⁶

3.2 Analysis of labour market policies relevant to the Semester

For reference, see also the 2021 Recovery and Resilience Plan for Spain¹⁷ and the Spanish Disability Strategy 2012-2020, as well as the National Reform Programme 2021.

In 2019 the UNCRPD recommended to implement: (a) legislative changes concerning employment (b) reasonable accommodation and accessibility; (c) fully implement the legal quota on public sector contracts. Here, several Strategic projects (SP) from the RRP are related to these issues.

For example, in SP11, on Modernisation of public administrations, the III Plan for Gender Equality in the General State Administration and in the Public Bodies is linked to or dependent on it (III PIGAGE). This plan was approved in December 2020.¹⁸ This plan addresses the needs of public employees of the General State Administration (GSA) in terms of gender equality and, for the first time, includes all types of discrimination due to disability. Also, the National Strategy for the Prevention and Fight against Poverty and Social Exclusion¹⁹ is mentioned under SP 20 (p. 327), as it includes measures to encourage the hiring of people with disabilities. However, in the specific report on SP20, it is not mentioned nor are persons with disabilities mentioned.

The Strategic Plan for Vocational Training (SP20)²⁰ should include a gender and disability perspective in the expected impact indicators, so that data can be disaggregated. The plan speaks in general of the number of beneficiaries, without including variables such as gender, disability or other situations of inequality. It is one of the most important SPs in this area, yet it lacks the gender and disability perspective of other documents.

More efforts should be made to ensure digitalisation of population with disabilities. Access to digitisation is not only a right that must be claimed, but it is also important for the disabled population for several reasons. Firstly, because it is a way to access learning. Secondly, because it is a way for social inclusion. Thirdly, because it helps to reduce health inequalities. Fourthly, because it offers a way to access employment. It is therefore important that digitalisation takes disability into account from a cross-cutting perspective. Specifically, strategic plans such as those related

¹⁶ See. https://www.mites.gob.es/ficheros/ministerio/sec_trabajo/analisis_mercado_trabajo/pnr/observatorio/2020/septiembre/Texto.pdf.

¹⁷ Available at: https://ec.europa.eu/info/business-economy-euro/recovery-coronavirus/recovery-and-resilience-facility_en#national-recovery-and-resilience-plans.

¹⁸ Available at: <https://www.boe.es/boe/dias/2021/01/01/pdfs/BOE-A-2021-2.pdf>.

¹⁹ Spanish versión available at: https://www.eapn.es/ARCHIVO/documentos/noticias/1553262965_estrategia_prev_y_lucha_pobreza_2019-23.pdf English version available at: https://www.mdsocialesa2030.gob.es/derechos-sociales/inclusion/contenido-actual-web/estrategia_en.pdf.

²⁰ See component 20th, available at: https://ec.europa.eu/info/sites/default/files/spain_recovery_and_resilience_plan_es.zip.

to Artificial intelligence, or Digital Skills, should be mentioned and include specific actions with this population: People with functional, physical, intellectual, cognitive or sensory disabilities who have difficulties due to the lack of accessibility of information. Also, the Strategic Plan related to Modernisation and digitisation of the industrial fabric and SMEs, should include references to people with disabilities.

In the area of vocational training, the 2020 report of the Ombudsman,²¹ informs of a significant increase in the number of complaints about insufficient number of places in public centres and the difficulties in accessing these courses outside the autonomous community of residence.

Employment alternatives (protected, supported, ordinary, self-employment) aligned with the RRP and international agendas, related to digitalisation (e.g. Digital Europe Programme,²² Digital Skills and Jobs,²³ European skills agenda²⁴) and the green economy (e.g. Green Deal²⁵) should be promoted. The quota system in vocational training, higher education, and employment, above all in these areas where there is a higher potential for employment, must be enforced.

Also, concerning employment, SP23 on New public policies for a dynamic, resilient and inclusive labour market includes the financing of job placement projects at the local level for the equity of groups such as people with disabilities. In this SP, the Decree-Law approved on 18/02/2020²⁶ repealing Article 52.d. of the Workers' Statute, which covered dismissal for justified medical leave, is mentioned. This SP proposes the need to redesign incentives for hiring workers with disabilities, especially those in sheltered employment. It also proposes the implementation of a comprehensive plan to promote the Social Economy, since it is estimated that 128 000 people with disabilities or at risk of exclusion work in the social economy. Another of the measures envisaged is the linking of social inclusion policies to the minimum vital income, with people with disabilities as one of the beneficiary groups. To this end, it is intended to promote the implementation of different inclusion itineraries in the public and private sectors and in third sector companies. Also, the European drive for a green, sustainable and circular economy should be used to launch employment initiatives (entrepreneurship, recruitment, special employment centres) for and towards workers with disabilities.

Concerning accessibility, The Emergency Plan for the care economy and the strengthening of gender equality and social inclusion policies (SP 22) mentions the Spain Plan for an Accessible country (not published yet), which includes among its measures the adaptation of workplaces for people with disabilities. However, the Plan of Spain as an Accessible country should include improvement indicators that take disability into account in all areas, not only in the workplace. Also, Strategic Plans included in the RRP, such as the one related to the Modernisation and digitization of the industrial fabric and SMEs, and the recovery of the tourism sector

²¹ Downloadable at: <https://www.defensordelpueblo.es/wp-content/uploads/2021/08/Las-personas-con-discapacidad-en-el-IA-2020.pdf>.

²² See: <https://digital-strategy.ec.europa.eu/en/activities/digital-programme>.

²³ See: <https://digital-strategy.ec.europa.eu/en/policies/digital-skills-and-jobs>.

²⁴ See: https://ec.europa.eu/commission/presscorner/detail/en/IP_20_1196.

²⁵ See: https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en.

²⁶ See: <https://www.boe.es/boe/dias/2020/02/19/pdfs/BOE-A-2020-2381.pdf>.

and promotion of Spain as an entrepreneurial nation, should include information on people with disabilities. Likewise, the need to guarantee universal access to accessible sexual and reproductive health-care services for persons with disabilities should be included in the RRP.

No mention is made in the RRP of specific measures to fully implement the legal **quota** established in the revised text of Act No. 9/2017 on public sector contracts. This is important, given that the 2020 report of the Ombudsman,²⁷ informs of the failure to comply with the reservation of jobs for workers with disabilities in the public employment offers of the general State administration, as well as in the offers of different Autonomous Communities, is highlighted. It is also reported the non-compliance of the quota in public employment exchanges. In this line, it is reported the non-compliance of this quota in positions and contracts in the field of teaching and research in public universities. It is also reported the existence of training requirements for access to certain positions that significantly limit the possibilities of people with intellectual disabilities.

Concerning potential areas for future investment, In the field of employment, initiatives related to Green Spain and digital Spain could be promoted in different contexts, such as:

- In the training offered in occupational centres for persons with disabilities, promoting their orientation towards labour alternatives such as special employment centres or supported employment.
- Special Employment Centres should be supported in their reorientation towards such initiatives. A first step is the conversion of these centres into more sustainable and energy-efficient facilities. A second step is the provision of equipment for the training of workers with disabilities in topics related to the principles of the RRP (Green, Sustainable Spain) and the conversion of social economy enterprises into more sustainable initiatives from all points of view. Good practices in this regard should be rewarded.
- Aid to small and medium-sized enterprises, to the social economy and to the self-employed should be promoted when there are conditions of disability. Good practices in this regard should be encouraged. Assistance should be offered to third-sector companies for their conversion towards circular economy alternatives. Additional financial support should be provided to special employment centres and entrepreneurship initiatives developed by persons with disabilities related to the green and circular economy.

²⁷ Downloadable at: <https://www.defensordelpueblo.es/wp-content/uploads/2021/08/Las-personas-con-discapacidad-en-el-IA-2020.pdf>.

4 Disability, social policies and healthcare – analysis of the situation and the effectiveness of policies

In 2019, the UNCRPD Committee made the following recommendations to Spain:

[Article 28 UN CRPD](#) addresses Adequate standard of living and social protection.

'53. The Committee recommends that the State party:
(a) Ensure that the national strategy for reducing poverty incorporates a disability perspective, including specific measures and an allocated budget;
(b) Repeal the co-payments system for all services necessary for living independently in the community and ensure that persons with disabilities have full access to those services.'

[Article 19 UN CRPD](#) addresses Living independently in the community.

'38. With reference to the Committee's general comment No. 5 (2017) on living independently and being included in the community, the Committee recommends that the State party, in consultation with organizations of persons with disabilities:
(a) Recognize the right to personal assistance in law, ensuring that all persons with disabilities are entitled to personal assistance, with individualized criteria for their independent living in the community and with access to a wide range of person-directed or user-led support and the self-management of service delivery;
(b) Discontinue the use of public funds to build residential institutions for persons with disabilities and invest in independent living arrangements in the community and in all general services to make those arrangements inclusive, guaranteeing their accessibility and availability for all persons with disabilities, to enable their inclusion and participation in all spheres of life;
(c) Design, adopt and implement a comprehensive deinstitutionalization strategy and implement safeguards to ensure the right to live independently and be included in the community across all regions, by redirecting resources from institutions to community-based services and increasing budgetary support for persons with disabilities to enhance their equal access to services, including personal assistance.'

[Article 25 UN CRPD](#) addresses Health.

'49. The Committee recommends that the State party:
(a) Ensure the accessibility and availability of health-care services for all persons with disabilities, particularly in rural areas;
(b) Ensure that persons with disabilities have accessible information and that health-care services are provided with alternative means of communication, such as sign language interpretation, Braille, Easy Read and all required augmentative means for that purpose;
(c) Guarantee universal access to accessible sexual and reproductive health-care services, including family planning, and information and education, particularly for women and girls with disabilities, and integrate the right to reproductive health into national strategies and programmes, as set out in target 3.7 of the Sustainable Development Goals.'

In 2020, the Country Specific Recommendation for Spain included the following direct references to disability issues:

19. Persons with disabilities and the elderly in residential care have been particularly exposed during the crisis. Their continued access to medical and social care, including emergency and intensive care services, needs to be ensured.

19. In the medium-term, healthcare delivery could better respond to the challenges of ageing, growing chronic conditions and disability.

4.1 Summary of the social situation of persons with disabilities

Data from EU-SILC 2019 indicate the poverty risk rate for working age persons with disabilities in Spain was 29.1 % in 2019, compared to 19.8 % for other persons of similar age; an estimated disability poverty gap of approximately 9 percentage points (see Table 14). For people aged over 65, the disability poverty gap was 6.8 points (18.4 % for older persons with disabilities and 11.6 % for other persons of similar age). The tables in the annex also indicate the respective rates of risk of poverty or social exclusion and break these down by gender as well age. As can be noted in Table 11, the poverty risks seem to be strongly connected with low work intensity. Low quality of employment could explain why for men with disabilities, the poverty risk is higher than for women with disabilities (Tables .12-13)

For persons with disabilities of working age in Spain (age 16-64) the risk of poverty before social transfers was 57.2 % and 29.1 % after transfers. The in-work poverty rate for persons with disabilities aged under 60 was 16.1 %. The disability poverty gap seems to have widened among people of working age in recent years (probably connected to low employment) but the gap also seems to widen among older people, probably due to fact that Spanish families are suffering a great loss of purchasing power in recent years,²⁸ especially affecting the most vulnerable. This situation cannot be compensated with social transfers. This may explain the growing gap in the disability group over 65 years of age (Table 14).

Of interest to health policy are the data on self-reported unmet needs for medical examination (too expensive or too far to travel or waiting list). Disability equality gaps are evident here too and, on this basis, the rate for disabled persons in Spain was 0.4 %, compared to 0.1 % for other persons, which is below the EU27 average of 4.0 % (Table 15). Potential explanations could be related to the fact that Spain has a strong public health system. Alternative explanations could be related to individual variables/bias such as expectations.

The Observatory for the Monitoring of Employment Indicators of the Europe 2020 Strategy, in its September 2021 report,²⁹ is based on data from 2020 or previous years. In its analysis of various social, educational and employment indicators, it generally uses the variables age and gender. The disability variable is only used in the analysis of the employment gap, unemployment and disadvantage.

4.2 Analysis of social policies relevant to the Semester

²⁸ See: <https://www.ine.es/daco/daco42/daco421/ipcia1021.pdf>.

²⁹ Available at:

https://www.mites.gob.es/ficheros/ministerio/sec_trabajo/analisis_mercado_trabajo/pnr/observatorio/2021/septiembre/OBSERVATORIO_Septiembre_2021.pdf.

For reference, see also the 2021 Recovery and Resilience Plan for Spain³⁰ and the Spanish Disability Strategy 2012-2020, as well as the National Reform Programme 2021.

Several SP of the RRP include relevant measures in response to the UN CRPD Committee recommendations. For example, the second SP on Housing refurbishment and urban renewal plan, contains financial aids for persons with disabilities, among other vulnerable groups. It also mentions aid to this group to combat energy poverty. The document refers to the State Housing Plan PEV 18-21,³¹ which includes aid to improve the energy efficiency of buildings, aid to rehabilitate housing and to promote housing for the elderly and the disabled. In all cases, the amounts that can be received are higher when persons with disabilities are involved. Accessible information on aids (social bonus, prohibition of supply interruptions) to vulnerable groups must be guaranteed, as price of electricity is experiencing a significant increase.

Likewise, in SP8, the new care economy and employment policies, mentions the Royal Decree-Law 1/2021,³² on the protection of consumers and users in situations of social and economic vulnerability. This framework protects vulnerable groups, such as persons with functional, intellectual, cognitive or sensory disabilities who have difficulties due to the lack of accessibility of information.

SP11, on Modernisation of public administrations, indicates that the adaptation of public buildings for their energy transition must take into account the needs of persons with disabilities, which includes a line of action focused on overcoming discrimination in the public administration related to disability and functional diversity, with a gender perspective. In this regard, the III PIAGE that is mentioned in SP11 proposes measures, such as the treatment of disability/reduced mobility as a situation of special protection with a gender perspective.

Continuing with the RRP, SP 18, Renewal and widening of the capabilities of the national health system, recognizes the progress and shortcomings observed in the SCR of 2019 and 2020. The next new Law on Measures for Equity, Universality and Cohesion of the National Health System, which is expected to be approved in the first four months of 2022, intends to improve aspects such as reducing co-payments, extending common health services to the whole territory, such as oral health care, with special attention to groups such as persons with disabilities.

The SP22 Emergency Plan for the care economy and the strengthening of gender equality and social inclusion policies includes among its objectives, strengthening dependency care policies by promoting the change in the long-term care model towards a more person-centred care, and promoting deinstitutionalisation. To this end, it is proposed to prepare and implement the National Strategy for Deinstitutionalisation and to develop the Long-term Care and Support Plan, which prioritizes a person-centred care model. Another measure included in the SP22 is

³⁰ Available at: https://ec.europa.eu/info/sites/default/files/2021-european-semester-national-reform-programme-spain_es.pdf.

³¹ Available at: <https://www.boe.es/boe/dias/2018/03/10/pdfs/BOE-A-2018-3358.pdf>.

³² Available at: <https://www.boe.es/boe/dias/2021/01/20/pdfs/BOE-A-2021-793.pdf>.

the Dependency Emergency Plan 2021-2023, approved in January 2021,³³ which contemplates actions such as increasing the financing of the System for Autonomy and Dependency Care (SAAD). The aim is to contribute to improving the quality of services and their management. It also includes the commitment that during 2021 the role of the Personal Assistant will be regulated and the possible modification of the economic benefit for care in the family environment will be addressed. Co-payments will also be reviewed to ensure that no one is excluded from the system because they cannot afford it.

In addition, this Plan refers to the RRP and indicates that within this a program will be designed to improve the qualification of the personnel of long-term care services and social services. This programme will be developed between 2021 and 2023 and will include actions for the training of personnel in the person-centred care model and technological training. SP 22 also mentions the milestone consisting of the publication of Royal Decree-Law 1/2021 of 19 January, on the protection of consumers and users in situations of social and economic vulnerability.³⁴ Here, it is stated that: The figure of the vulnerable consumer is, from now on, a regulatory framework that allows public administrations to correct situations of defencelessness, which have been aggravated by social isolation and restrictions on mobility due to COVID-19. This new framework protects vulnerable groups such as persons with functional, intellectual, cognitive or sensory disabilities and, in general, those who have difficulties due to the lack of accessibility of information. The RRP lacks a reference, in SP22 or in any other of its SP, to the Commission's recommendation regarding the need to guarantee universal access to accessible sexual and reproductive health-care services for persons with disabilities.

SP26 refers to Development of the sport sector. It mentions the need to promote sport for persons with disabilities, facilitate access to it and promoting athletes with disabilities. For all this, new laws are proposed (of sport, of sport professionals, of the promotion of sport, of its digitalisation, of the ecological transition of the facilities...).

As can be seen, there are numerous laws, plans and initiatives related to social policies that can have a significant impact on people with disabilities. For this reason, and in the first place, the information on the aid provided for in the different initiatives must be accessible. Data should be disaggregated by subtypes of beneficiaries or recipients of the different actions, so that disability is specifically considered and evaluated, as well as in interaction with other variables such as gender, instead of considering the so-called vulnerable population as a whole.

The data show that people with disabilities continue to live in a situation of social exclusion and poverty. The poverty risk rate for working age persons with disabilities in Spain was 29.1 % in 2019, compared to 19.8 % for other persons of similar age - an estimated disability poverty gap of approximately 9 percentage points. For people aged over 65, the disability poverty gap was 6.8 points. For persons with disabilities of working age, the risk of poverty before social transfers was 57.2 % and 29.1 % after transfers. The in-work poverty rate for persons with disabilities aged under 60

³³ See: <https://www.mayoresudp.org/wp-content/uploads/2021/01/plan-dependencia.pdf>.

³⁴ Available at: <https://www.boe.es/boe/dias/2021/01/20/pdfs/BOE-A-2021-793.pdf>.

was 16.1 %. Therefore, extraordinary support measures must be put in place to ensure that the disabled population is not left behind.

Data on self-reported unmet needs for medical examination (too expensive or too far to travel or waiting list) reveal disability equality gaps, as the rate for disabled persons in Spain was 0.5 %, compared to 0.1 % for other persons, which is below the EU27 average of 1.7 %. The implementation of measures to combat poverty must take this population group into account. Subsidies and assistance should be combined with efforts to promote active and effective employability and employment policies. The inclusion of indicators that consider disability as a cross-cutting variable is of paramount importance for monitoring and evaluating the measures adopted.

For people in a situation of dependency and more extensive support needs, further efforts should be carried out in order to promote the National Strategy for Deinstitutionalization and the Long-term Care and Support Plan, which prioritizes a person-centred care model. Good examples must be made visible, and large residences should receive financial and technical assistance only to transform into services in the community that are client-centred, inclusive and respectful of the rights of people with disabilities or in situations of dependency in line with the UNCRPD. According to the UNCRPD Committee, not funding should be used to perpetuate institutions. Actions related to the Dependency Emergency Plan 2021-2023,³⁵ should be prioritised and monitored to assess their impact in quantitative (people benefited, actions) and qualitative (improvements in quality of life, alignment with priorities of the 2030 Agenda, the Social Pillar, the UN CRDP, The EU Strategy for the Rights of Persons with Disabilities)³⁶ terms.

Strategic projects included in the RRP, such as the one that refers to the Adaptation of the tax system to the reality of the 21st century, and the one on Sustainability of the public pension system under the Toledo Pact, should include the disability perspective.

Concerning priorities for future social policies, some suggestions are:

- Further efforts should be made in order to promote the National Strategy for Deinstitutionalization and the Long-term Care and Support Plan, which prioritizes a person-centred care model. Good examples should be promoted, and large residences should receive financial and technical assistance to ensure that their services are client-centred, inclusive and respectful of the rights of persons with disabilities or in situations of dependency.
- Actions related to the Dependency Emergency Plan 2021-2023,³⁷ should be prioritized and monitored to assess their impact in quantitative (persons benefited, actions) and qualitative terms (improvements in quality of life, alignment with priorities of the 2030 Agenda, the Social Pillar, the UNCRPD, etc.).

³⁵ See: <https://www.mayoresudp.org/wp-content/uploads/2021/01/plan-dependencia.pdf>.

³⁶ Available at: <https://ec.europa.eu/social/BlobServlet?docId=23707&langId=en>.

³⁷ See: <https://www.mayoresudp.org/wp-content/uploads/2021/01/plan-dependencia.pdf>.

5 Disability, education and skills – analysis of the situation and the effectiveness of policies

In 2019, the UN CRPD Committee made the following recommendations to Spain:

[Article 24 UN CRPD](#) addresses Education.

‘46. Recalling its general comment No. 4 (2016) on the right to inclusive education and targets 4.5 and 4.A of the Sustainable Development Goals, the Committee reiterates the recommendations provided in its report on the inquiry concerning Spain under article 6 of the Optional Protocol to the Convention (CRPD/C/20/3), urging the State party to expedite legislative reform in line with the Convention, in order to clearly define inclusion and its specific objectives at each educational level. The Committee recommends that the State party take measures to view inclusive education as a right, and grant all students with disabilities, regardless of their personal characteristics, the right to access inclusive learning opportunities in the mainstream education system, with access to support services as required. The Committee also recommends that the State party implement all other recommendations contained in the report on the inquiry.

47. The Committee recommends that the State party formulate a comprehensive inclusive education policy with strategies for promoting a culture of inclusion in mainstream education, including individualized human-rights based assessments of educational requirements and necessary accommodation, support for teachers, respect for diversity in ensuring the rights to equality and non-discrimination, and the full and effective participation of persons with disabilities in society.’

5.1 Summary of the educational situation of persons with disabilities

EU-SILC 2019 estimates concerning educational attainment should be treated with additional caution due to relatively wide confidence intervals, but they consistently indicate disability equality gaps (an average of 2-3 years provides a more stable indication). Table 16 indicates early school leaving rates disaggregated by disability status in Spain. Youth with disabilities (aged 18-24) tend to leave school significantly more than non-disabled peers of the same age groups (and this is reinforced by widening the sample size to age 18-29). Table 17 shows completion rate of tertiary education disaggregated by disability and age group. Persons with disabilities (age 30-34) are less likely to complete tertiary education than their peers (and this is reinforced in the wider age range 30-39).

A press article summarizes the situation in Catalonia, which can be generalized to what has happened in Spain during the pandemic.³⁸ The article claims that despite different Laws claim for guaranteeing inclusive schools, families and professionals do not see the effects of these laws on a day-to-day basis, and less during the school courses marked by the pandemic. Some of the problems relate to the little investment that impacts especially negatively on students with disabilities. Many students leave ordinary centres in high school and go to special education centres because it is very difficult for them to keep up with their peers, without the required supports, and it is expensive. Pedagogues and family members propose solutions such as reducing the ratios teacher-students, increase the staff that helps these

³⁸ See: <https://www.publico.es/sociedad/alumnos-necesidades-especiales-limite-coronavirus.html>.

children and adolescents, make the groups multilevel and adapt the curriculum so that students with special needs feel included in the learning activities.

With the arrival of COVID-19 in schools, two of the options were possible: reduce the ratios and mix groups. But, when stable groups of 20 students were made, it implied that the English, physical education, music and special education specialists who were in primary school appointed them tutors and, therefore, they could not go to other groups. This has happened in several schools, which has caused a neglect of the most vulnerable students. 'With COVID-19 we have gone back 10 or 15 years. Without support, without anything in the classrooms, children are lost, no matter how much there are. If there is no person to help them relate, an autistic person will not know do it, 'Even so, it has recognised that the solution of intensive support units within schools is not the best practice to achieve an inclusive school, since education would have to be designed for all students. In this regard, experts defend the implementation of universal design for learning (UDL) in mainstream schools. 'It uses the maximum of mechanisms to involve students in their learning, to diversify as much as possible the way in which teachers give information to students and to offer possibilities so that they can demonstrate what they have learned in different ways'.

In sum, as for measures to support diversity in the educational context, there is still a long way to go. In successive annual reports over the last decade, the Ombudsman has been expressing its concern about the large number of complaints related to the lack of resources, especially personnel, to provide educational care.

related to the lack of the necessary resources, especially personnel, to provide educational attention. Also included are complaints related to the lack of access to school canteens, to sign language interpreters, to educational platforms not accessible to people with disabilities, to the lack of permanence of specialist teachers (Therapeutic Pedagogy and Hearing and Language) in the same schools for several school years, in order to give continuity to the learning process of students with educational needs. Complaints have also been received about the lack of accessibility and equal opportunities in the baccalaureate evaluation tests for university entrance.³⁹

5.2 Analysis of education policies relevant to the Semester

For reference, see also the 2021 [Recovery and Resilience Plan](#) for Spain and the Spanish Disability Strategy 2012-2020, as well as the National Reform Programme 2021.

Regarding education and skills, SR7, on Education and knowledge, lifelong learning and capacity building includes three SP (numbers 19 to 21) related to this topic. However, SP19, called the National Digital Skills Plan, does not specifically mention or include the group of persons with disabilities. Given the clear disadvantage of this group in terms of digital literacy, it is necessary to include the disability perspective instead of just mentioning the digital gender gap.

³⁹ See: <https://www.defensordelpueblo.es/wp-content/uploads/2021/08/Las-personas-con-discapacidad-en-el-IA-2020.pdf>.

Similarly, the Strategic Plan for Vocational Training (SP20), does not specifically mention the situation of persons with disabilities and only the gender gap is mentioned. Likewise, SP25 on Spain Audiovisual Hub strategy does not include specific measures for persons with disabilities. The disability perspective should be present, since it include measures such as improving cooperation between the education and business sectors to ensure that professional qualifications are demanded by the labour environment. However, the approval of the general law (now in draft form) on audiovisual communication,⁴⁰ which contemplates several actions to guarantee non-discrimination, access to contents, etc. for persons with disabilities, is mentioned. There is a need to increase accessibility of entrance exams for professional training and university, as well as to exams for access to public employment. These efforts are in line with the Spanish General Law on the Rights of Persons with Disabilities and their Social Inclusion.⁴¹ They are also consistent with the Ombudsman's recommendations in the 2020 report

In contrast, the SP21 on Modernisation and digitalisation of the education system, including a strong push for early childhood education (0-3 years), echoes the initiatives of the implementation of early education that benefits early detection of disability. It also echoes the problems of women who take care of sick or disabled persons and therefore do not seek employment. Mention is made of the need to employ inclusive teaching methods with qualified professionals. In this line, it refers to Organic Law 3/2020 of 29 December,⁴² a law that is committed to inclusive education and that incorporates more measures to guarantee the inclusion of students with disabilities. For example, this law states that in secondary education, special attention should be paid to the educational and vocational guidance of disabled students. It also states that in vocational training, places must be reserved for students with disabilities. It also notes that exams must be accessible. In addition, disability is a variable that prioritises admission to an educational centre. It is also indicated that teachers in special education centres must act as reference centres. Finally, it notes that the evaluations carried out on students must guarantee the existence of support and accessibility.

SP22, Emergency Plan for the care economy and the strengthening of gender equality and social inclusion policies, foresees the linking of social inclusion policies to the minimum living income, of which one of the beneficiary groups is persons with disabilities. To this end, it is intended to promote the implementation of labour inclusion itineraries in the public and private sectors, as well as in third sector companies.

SP26 refers to the Promotion of the sports sector. This plan mentions the need to promote sport for persons with disabilities, facilitate access to sport and promote athletes with disabilities. For all this, a series of new laws are proposed (of sport, of sport professionals, of the promotion of sport, of its digitalisation, of the ecological transition of the facilities...).

⁴⁰ Available at:

https://avancedigital.gob.es/_layouts/15/HttpHandlerParticipacionPublicaAnexos.ashx?k=17868.

⁴¹ See: <https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12632-consolidado.pdf>.

⁴² Available at: <https://www.boe.es/boe/dias/2020/12/30/pdfs/BOE-A-2020-17264.pdf>.

SP29, refers to improving the effectiveness of public spending. This plan proposes an increase in scholarships for university studies for students with disabilities. However, in general, the disability and gender perspective are missing.

Education data consistently indicate disability equality gaps. Youth with disabilities tend to leave school significantly more than non-disabled peers of the same age groups. Persons with disabilities are less likely to complete tertiary education. The pandemic has revealed the vulnerable situation of students with special needs. More investment and monitoring the plans is required to provide more services and better supports in mainstream schools. In addition to human resources, education must be designed for all students. In this regard, the implementation of universal design for learning (UDL) in mainstream schools is an opportunity to make the inclusion a reality. Performance indicators with a disability perspective should be included in the reports, plans, operations, web pages and statistics on education and training throughout the lifespan.

In the field of education, future efforts must be made at various levels:

- In compulsory education, inclusive education should be enhanced. The implementation of universal design for learning (UDL) in mainstream schools must be promoted. Performance indicators should be included in the different reports, plans, operations, web pages and statistics. The weight given to the financing of projects for the transformation of educational centres into inclusive centres should be increased. Good examples of transformation of special education centres into centres of reference for ordinary centres should be identified and promoted.
- In ordinary vocational training, quotas for reserving places for students with disabilities should be enforced. It is necessary to invest on their inclusion, especially in modules related to Green Spain, Digital Spain. It is necessary to have statistics on access, training and graduation with the inclusion of the disability variable. Vocational training programmes (Basic Vocational Training Cycles,⁴³ Middle Grade Training Cycles,⁴⁴ Higher Degree Training Cycles,⁴⁵ and Specialisation courses)⁴⁶ closely related to the green and circular economy (e.g. agriculture, building and civil works, installation and maintenance) should be promoted and supported among students with disabilities. It is an opportunity for the Renewed Catalogues of Regulated Vocational Training, in which cycles related to the green and circular economy are being incorporated, to take into account measures to guarantee the inclusion of disabled and disadvantaged students in these courses. In the proposals for intermediate and higher-level training cycles and Vocational Training for Employment that allows obtaining Certificates of Professionalism related to the Green and Circular Economy, measures must be specified to support and eliminate barriers for students with disabilities.

⁴³ See: <https://www.todofp.es/que-como-y-donde-estudiar/que-estudiar/ciclos/fp-basica.html>.

⁴⁴ See: <https://www.todofp.es/que-como-y-donde-estudiar/que-estudiar/ciclos/grado-medio.html>.

⁴⁵ See: <https://www.todofp.es/que-como-y-donde-estudiar/que-estudiar/ciclos/grado-superior.html>.

⁴⁶ See: <https://www.todofp.es/que-como-y-donde-estudiar/que-estudiar/ciclos/curso-especializacion.html>.

- In vocational training for adults, emphasis should be placed on the opportunity that the new employment opportunities related to digitalisation, sustainable and renewable energies can provide for persons with disabilities. The training itineraries, the training activities dependent on the employment services and other training centres not dependent on the Ministry of Education, should focus on offers more in line with these areas. Again, the disability perspective must be considered in statistics and reports.

6 Investment priorities in relation to disability

6.1 Updates on use of existing EU funds (up to 2021)

The Administrative Unit of the European Social Fund (ESF), on its website, offers access to the evaluation reports of the multiregional and regional operational programs for the period 2014-2020, in its mid-term evaluation of 2019.⁴⁷ In each OP the different operations are included.⁴⁸ It should be noted that it would be necessary to unify the formats of presentation of the information because, whereas the OPs of regions such as Aragon,⁴⁹ Baleares,⁵⁰ Castilla y Leon,⁵¹ Catalonia⁵² and Madrid⁵³ are sufficiently detailed (in the case of Catalonia the document is written in Catalan), in other regions this is not the case. In Aragon, for example, the operations related to disability refer to subsidies to finance adapted social transportation projects, or to provide support to persons with deafness with supports such as sign language interpreters. In the Balearic Islands, the operations are related to support for the social and socio-labour integration of persons with disabilities and the provision of mental health support to improve their socio-labour integration. In Castilla y León, several operations are related to the hiring of workers with disabilities, the implementation of personalized itineraries for labour integration, personal assistance actions and the implementation of housing and support for independent living. Similarly, the actions in Catalonia are related to guidance and support for labour market insertion. Madrid, for its part, has a large number of operations targeting this group. Some are related to the strengthening of the insertion areas of the occupational centres, with the implementation of support classrooms for social and labour integration, with the organization of job fairs for persons with disabilities, and with the implementation of different support services for labour insertion in different areas of this region.

In other cases, such as in the OPs of the Basque Country,⁵⁴ Canary Islands,⁵⁵ Cantabria,⁵⁶ Castilla La Mancha,⁵⁷ Ceuta,⁵⁸ Extremadura,⁵⁹ Galicia,⁶⁰ and Murcia,⁶¹

⁴⁷ See: <https://www.mites.gob.es/uafse/es/evaluaciones/informes/index.htm>.

⁴⁸ Available at: <https://www.mites.gob.es/uafse/es/listado-operaciones/index.htm>.

⁴⁹ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_aragon.xlsx.

⁵⁰ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_baleares.xlsx.

⁵¹ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_castilla-leon.xlsx.

⁵² Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_catalunya.xlsx.

⁵³ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_cmadrid.xlsx.

⁵⁴ Available at:

http://www.lanbide.euskadi.eus/contenidos/informacion/fondo_social_europeo_documenta/eu_def_adjuntos/Llista%20beneficiarios%20PO%20FSE%20PV,%202014-2020%20.pdf.

⁵⁵ Available at:

http://www.gobiernodecanarias.org/hacienda/dgplani/fondos_europeos/galeria/reglamentos/reglamentos/LISTADO-10_02_2021.xlsx.

⁵⁶ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_cantabria.xlsx.

⁵⁷ Available at:

<https://fondosestructurales.castillalamancha.es/sites/fondosestructurales.castillalamancha.es/files/Listaopspocm.xlsx>.

⁵⁸ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_ceuta.xlsx.

⁵⁹ Available at:

http://www.juntaex.es/filescms/ddgg002/uploaded_files/fondos_europeos/FondosEuropeos2014_2020/FSE/20191231_Lista_Operaciones_FSE_Extremadura.xlsx.

⁶⁰ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_galicia.xlsx.

the actions are not sufficiently detailed to be able to identify whether they contemplate disabled population. In other regions, such as Asturias,⁶² Melilla,⁶³ La Rioja,⁶⁴ Valencia⁶⁵ or Navarra,⁶⁶ no mention is made of groups with disabilities, although, for example, the Navarra region includes an operation aimed at special employment centres and, therefore, it must be understood that is related to persons with disabilities. In any case, the lack of specification of the operations and the lack of uniformity in presentation (formats, contents) makes it difficult if not impossible to compare results.

The General Secretariat of European Funds includes a link on its website to good practices related to the ESF.⁶⁷ These good practices are organized by year and by type of regions. In 2020, and in terms of transition regions and projects related to disability, the following are mentioned:

- A combined action of energy efficiency and renewable energies in the association for people with intellectual disabilities, 'vale' developed in the province of Granada.⁶⁸
- New 'flor de azahar' educational center, developed in the province of Malaga,⁶⁹ with spaces adapted for students with special educational needs.
- Andalucía Alzheimer's space,⁷⁰ a website aimed at citizens and family members that seeks to inform, advise, disseminate, and raise awareness about Alzheimer's disease, as well as to accompany the patients from the beginning to the final stage of the disease, while highlighting the role of family associations in a special way.
- Rehabilitation of housing and commercial premises in the historic centre of Cadiz,⁷¹ with improvements in its accessibility.
- AARLENS Digital Application for People with Autism Spectrum Disorders.⁷² The app is a Digital planner where teachers or tutors can quickly and dynamically organize the routine activities of their students on the spectrum.
- Technological services and equipment for the new public transport tariff and management system in Mallorca.⁷³ The Plan sets as its main objectives, among

⁶¹ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_murcia.xls.

⁶² Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/pdf/operaciones_asturias.pdf.

⁶³ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_melilla.xlsx.

⁶⁴ Available at: <https://www.larioja.org/larioja-client/cm/empleo-formacion/images?idMmedia=1061214>.

⁶⁵ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_cvalenciana.xlsx.

⁶⁶ Available at: https://www.mites.gob.es/uafse/ficheros/listado-op/xls/listado_op_navarra.XLSX.

⁶⁷ See: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/Paginas/inicio.aspx>.

⁶⁸ Downloadable at: https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/2020/Documents/BPAC2020AN_I_6.pdf.

⁶⁹ Downloadable at: https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/2020/Documents/BPAC2020AN_I_3.pdf.

⁷⁰ Available at: https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/2020/Documents/BPAC2020AN_I_7.pdf.

⁷¹ Available at: https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/2020/Documents/BPAC2020AN_I_15.pdf.

⁷² Available at: https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/2020/Documents/BPAC2020MU_I_1.pdf.

⁷³ Available at: https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/2020/Documents/BPAC2020BB_I_3.pdf.

others, ensuring accessibility to transport for all citizens and throughout the territory and transforming modal distribution in favour of public transport, as well as improving and making public transport conditions more flexible.

- Subsidies to the retail commercial distribution sector in Cantabria.⁷⁴ One of these initiatives provides improved service thanks to grants for people with hearing problems.
- Acquisition of computer and communication devices to deal with the COVID-19 pandemic,⁷⁵ to ensure the continuity of services to citizens effectively. The software allows to automate communication with users, offering immediate help to solve frequent doubts and referring only the most specific questions to a human operator, but also through virtual assistants.

With regard to ERDF funds and their use in the 2014-2020 period, according to the information that has been updated as of 21 September 2021,⁷⁶ it is possible to identify several operations or projects in the operational programmes of the Autonomous Communities, related to the group with disabilities. Most of the actions are related to the improvement of the urban accessibility of public spaces, followed by the architectural accessibility of public buildings for use by the general public. Also included are actions to improve accessibility in centres for the elderly and in residential centres for the elderly. A smaller number of actions are related to improving accessibility to educational centres and centres for persons with disabilities. In some cases, the initiatives are related to the implementation of energy improvements or the use of renewable energies and improvement of energy efficiency in these centres. Six regions (Aragon,⁷⁷ Cantabria,⁷⁸ Ceuta,⁷⁹ Castilla and Leon,⁸⁰ Madrid,⁸¹ and Melilla⁸²) do not mention the term 'disability' in any of their operations. The reports submitted by the different regions vary greatly in terms of the specification of the actions carried out, so greater uniformity is suggested to allow comparability of the actions.

Regarding the regions that mention the term disability:

⁷⁴ Available at: https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/2020/Documents/BPAC2020CN_I_1.pdf.

⁷⁵ Available at: https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/c/bp/2020/Documents/BPAC2020MD_I_1.pdf.

⁷⁶ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Paginas/FicheroPdf.aspx>.

⁷⁷ See: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-AR.pdf>.

⁷⁸ See: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-CN.pdf>.

⁷⁹ See: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-CE.pdf>.

⁸⁰ See: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-CI.pdf>.

⁸¹ See: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-MD.pdf>.

⁸² See: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-ME.pdf>.

- Andalusia's operational programme (OP)⁸³ focuses on improving energy management and the use of renewable resources in public and private buildings and on the modernisation of infrastructure and improving the use of public spaces, where accessibility is taken into account.
- The Asturias OP⁸⁴ includes two operations aimed specifically at persons with disabilities. One of them focuses on the design of accessible e-learning training actions, and the other focuses on the implementation of a visual therapy project adapted to patients with functional diversity.
- The Balearic OP⁸⁵ includes an operation on Domotics for accessible tourism.
- The Canary Islands OP⁸⁶ includes an operation on Computer equipment for teachers, students and students with specific educational support needs.
- The Castilla la Mancha OP⁸⁷ includes an operation for the rehabilitation of a centre of attention to persons with disabilities.
- The Cataluña OP⁸⁸ includes operations focused mainly on basic and experimental research and on projects focused on persons with mental disorders, chronic, degenerative and autoimmune diseases and disabilities. A large number of projects focus on the development of better treatments. It also includes some operations related to digitalisation, such as creation and implementation of a digital platform for the detection, communication and intervention in the adolescent population and young adults who suffer or are at risk of suffering psychotic disorders. Another operation is related to the creation of a service that guarantees qualified healthcare free of mechanical and chemical restraints in the services of a Catalan locality.
- The Extremadura OP⁸⁹ includes an operation on investment in infrastructure and equipment in social health centres, residential centres and day centres in which centres for persons with disabilities are mentioned.
- The Galicia OP⁹⁰ focuses mainly on architectural and urban accessibility improvements. It also focuses on the use of renewable energies in various types of buildings. Other projects are aimed at support for new entrepreneurs' projects. To this is added an operation focused on construction of a care centre for persons with disabilities in Ourense with capacity for 110 persons for the care of people with different degrees and types of disability for the provision of comprehensive social assistance services, aiming to support them in achieving a greater degree of autonomy and well-being, with the promotion of their social

⁸³ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-AN.pdf>.

⁸⁴ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-AS.pdf>.

⁸⁵ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-BB.pdf>.

⁸⁶ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-IC.pdf>.

⁸⁷ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-CM.pdf>.

⁸⁸ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-CT.pdf>.

⁸⁹ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-EX.pdf>.

⁹⁰ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-GA.pdf>.

inclusion in mind. This is the only operation of all those included in the different OP that contemplates the construction of a large residence.

- The La Rioja⁹¹ OP includes research focused on the study of epigenetic mechanisms that explain the variability of the Rubinstein-Taybi Syndrome phenotype in order to find possible therapeutic targets. A second operation focuses on hiring a computer application for the clinical management of the Rioja Health Rehabilitation Service. This contract is intended to integrate all interventions to patients related to disabling processes derived from different diseases.
- The Murcia⁹² OP includes an operation aimed at developing signalling and guiding system for visual disabled persons in interiors.
- The OP of Navarra⁹³ includes three operations aimed at disabled population. One relates to develop furniture adapted for children with severe physical and motor disabilities. A second operation is focused on developing a fully adaptable station for the integration of people with disabilities in different jobs related to electromechanical assembly processes, based on a new mechanical structure and an intelligent 4.0 ICT solution. The third operation focuses on providing a new technology for automatic drying of feet in a highly efficient, safe and economical way that allows people with disabilities and older people to dry themselves.
- The Basque Country⁹⁴ OP includes several operations related to Integral support platform for people with physical, mental and developmental disabilities for daily management in the culinary environment and promotion of social integration. Another operation focuses on developing adaptive middleware for the rehabilitation of people with physical disabilities through leisure and bio-feedback. Another operation deals with reproduction of sculptures by means of advanced additive manufacturing for tactile experience for visually impaired people. It should be noted that the OP of this region does not include a summary of the different operations that would allow us to know their objectives.
- The Valencian Community⁹⁵ OP contemplates a large number of technology-based projects. For example, one operation focuses on developing bionic type interfaces (Mobility based on electromyography EMG). Another focuses on the analysis of usability intercoms for hearing impaired, visual and reduced mobility. A third operation focuses on making improvements in software development platform for deployment in new markets and increased web accessibility. Finally, another project is focused on the implementation of a boiler regulation system and installation of 118 thermostatic valves in terminal elements (radiators) throughout a residence for people with disabilities.

⁹¹ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-LR.pdf>.

⁹² Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-MU.pdf>.

⁹³ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-NA.pdf>.

⁹⁴ Downloadable at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-EU.pdf>.

⁹⁵ Available at: <https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/loFEDER1420/porFEDER/Documents/LO-CV.pdf>.

6.2 Priorities for future investment (after 2021)

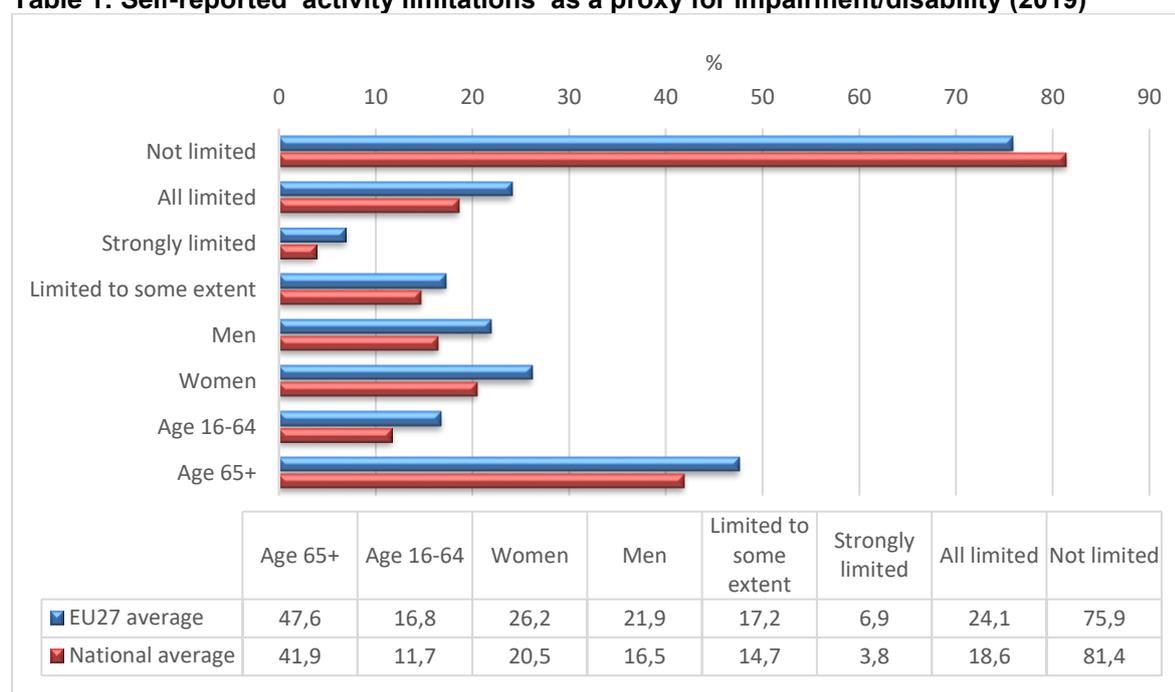
Regarding the monitoring of the objectives of the 2030 Agenda, the UNCRPD, Social Pillar, Sustainable Development Goals (SDGs), other regulations related to reasonable accommodation and Directive 2000/78, Accessibility Act, Spain must include in its reports the disability perspective with specific indicators that allow to evaluate the degree to which the different international initiatives are having an impact on the disabled. Similarly, all national plans that translate these international regulations and recommendations should include not only the gender perspective but also the disability perspective.

7 Annex: disability data relevant to the Semester

See also disability data published in the Eurostat database⁹⁶ and statistical reports.⁹⁷

Unless specified, the summary statistics are drawn from the most recent EU-SILC data available to researchers from Eurostat. The EU-SILC sample includes people living in private households and does not include people living in institutions (congregative households). The sampling methods vary somewhat in each country. The proxy used to identify people with disabilities (impairments) is whether ‘for at least the past 6 months’ the respondent reports that they have been ‘limited because of a health problem in activities people usually do’.⁹⁸

Table 1: Self-reported ‘activity limitations’ as a proxy for impairment/disability (2019)



Source: EU-SILC 2019 Release 2021 version 1.

In subsequent tables, these data are used to indicate ‘disability’ equality gaps and trends relevant to the analytical chapters – for the labour market, social policies and healthcare, and education – by comparing outcomes for persons who report and do not report ‘activity limitations’.⁹⁹ National estimates for Spain are compared with EU27 mean averages for the most recent year.¹⁰⁰ Fewer people reported limitations in Spain than the EU average.

⁹⁶ Eurostat health Database, <https://ec.europa.eu/eurostat/web/health/data/database>.

⁹⁷ Eurostat (2019) *Disability Statistics* https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Disability_statistics.

⁹⁸ The SILC survey questions are contained in the Minimum European Health Module (MEHM) [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Special:WhatLinksHere/Glossary:Minimum_European_Health_Module_\(MEHM\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Special:WhatLinksHere/Glossary:Minimum_European_Health_Module_(MEHM)).

⁹⁹ This methodology was developed in the annual statistical reports of ANED, available at <http://www.disability-europe.net/theme/statistical-indicators>.

¹⁰⁰ The exit of the United Kingdom from the EU changes the EU average. Averages were also affected in 2015 by a discontinuity in the German disability data due to a definitional change.

7.1 Data relevant to disability and the labour market

Table 2: EU and Spain employment rates, by disability and gender (aged 20-64) (2019)

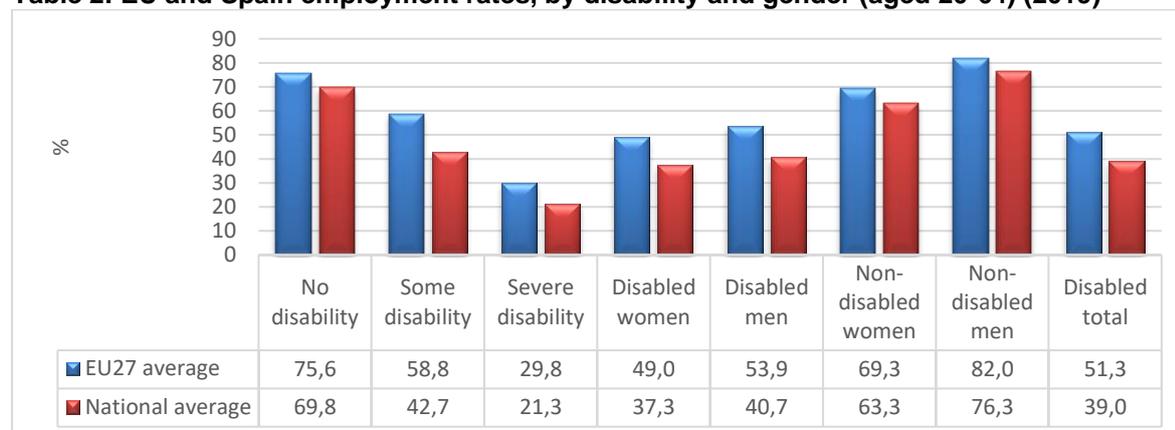


Table 3: Employment rates in Spain, by disability and age group (2019)

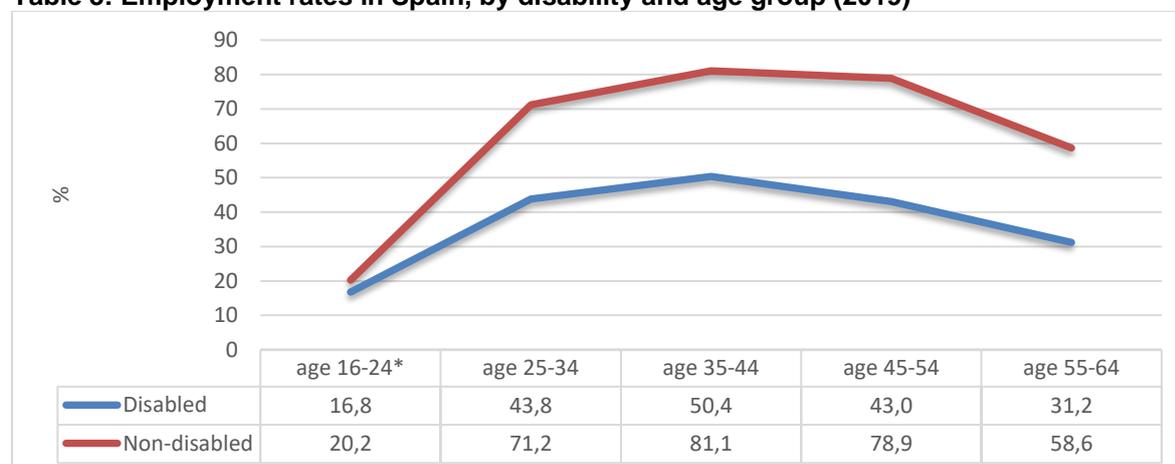
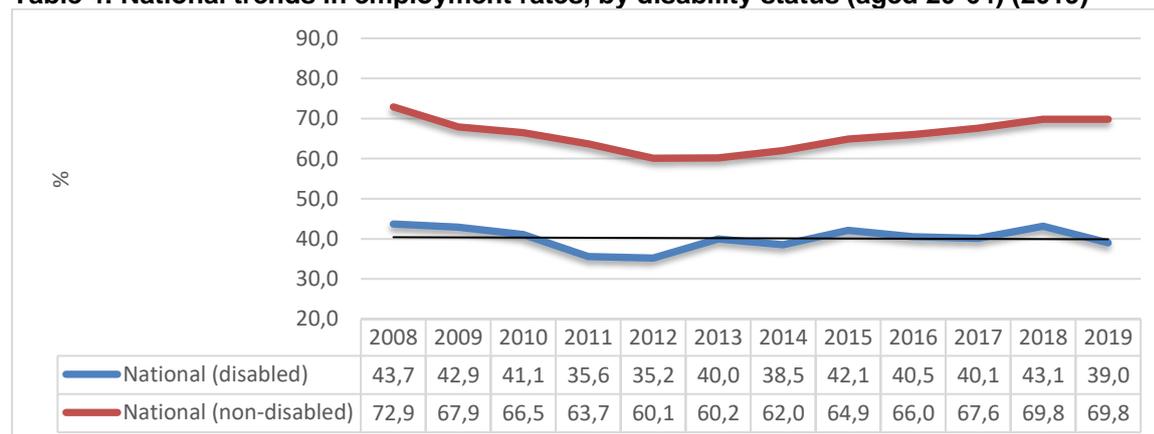
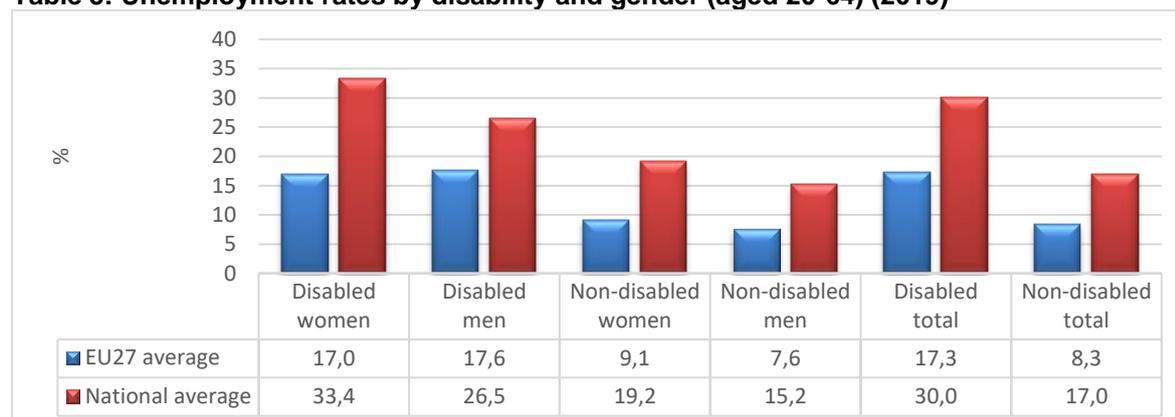
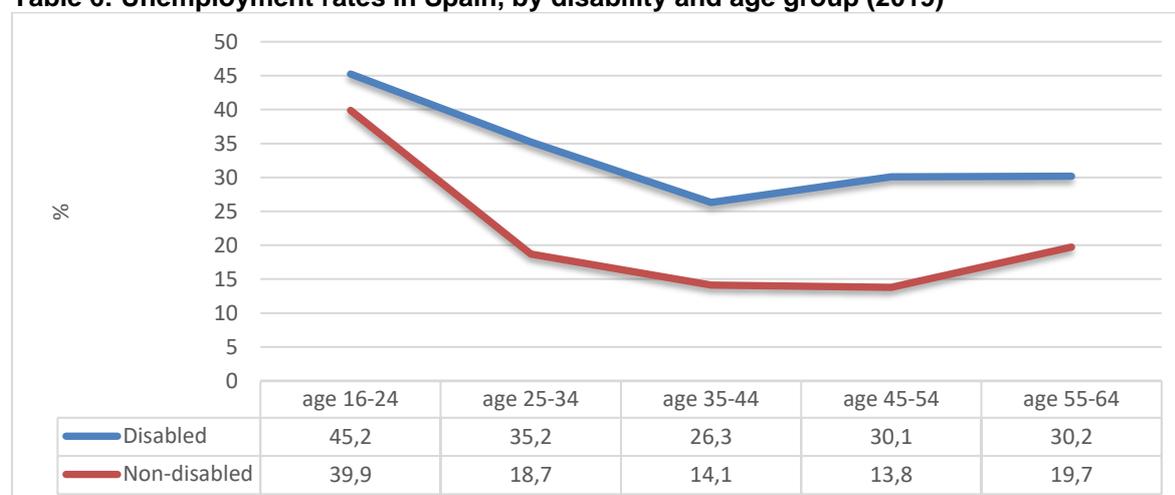
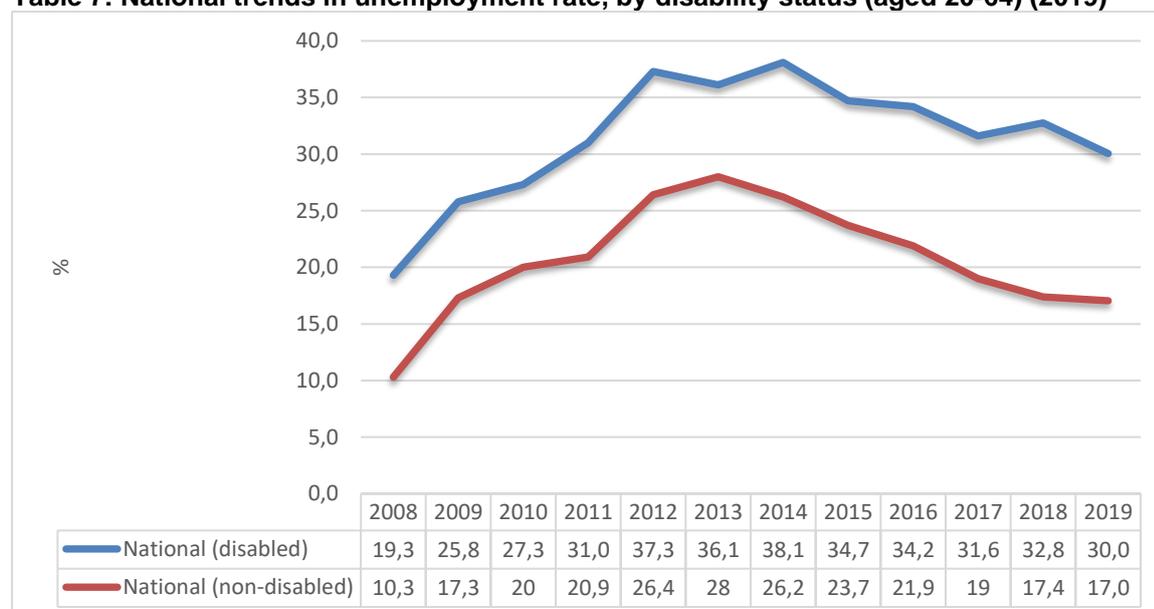


Table 4: National trends in employment rates, by disability status (aged 20-64) (2019)



Source: EU-SILC 2019 Release 2021 version 1 (and preceding UDBs).

7.1.1 Unemployment

Table 5: Unemployment rates by disability and gender (aged 20-64) (2019)

Table 6: Unemployment rates in Spain, by disability and age group (2019)

Table 7: National trends in unemployment rate, by disability status (aged 20-64) (2019)


Source: EU-SILC 2019 Release 2021 version 1 (and preceding UDBs).

7.1.2 Economic activity

Table 8: Activity rates in Spain, by disability and gender (aged 20-64) (2019)

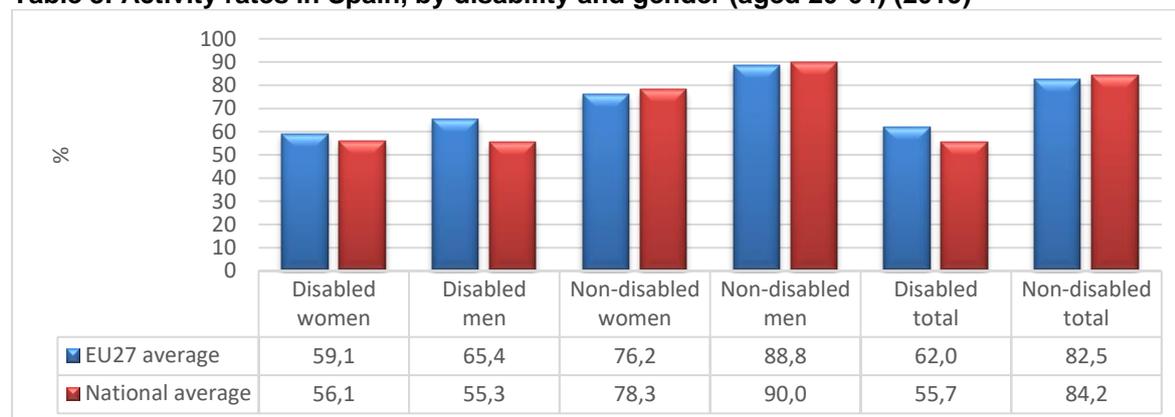


Table 9: Activity rates in Spain, by age group (2019)

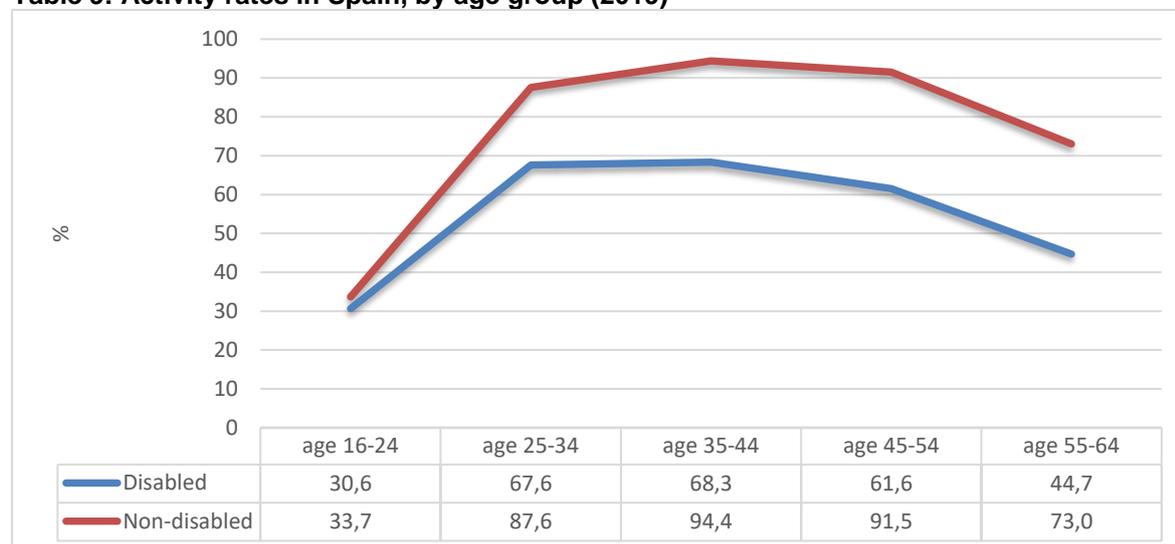
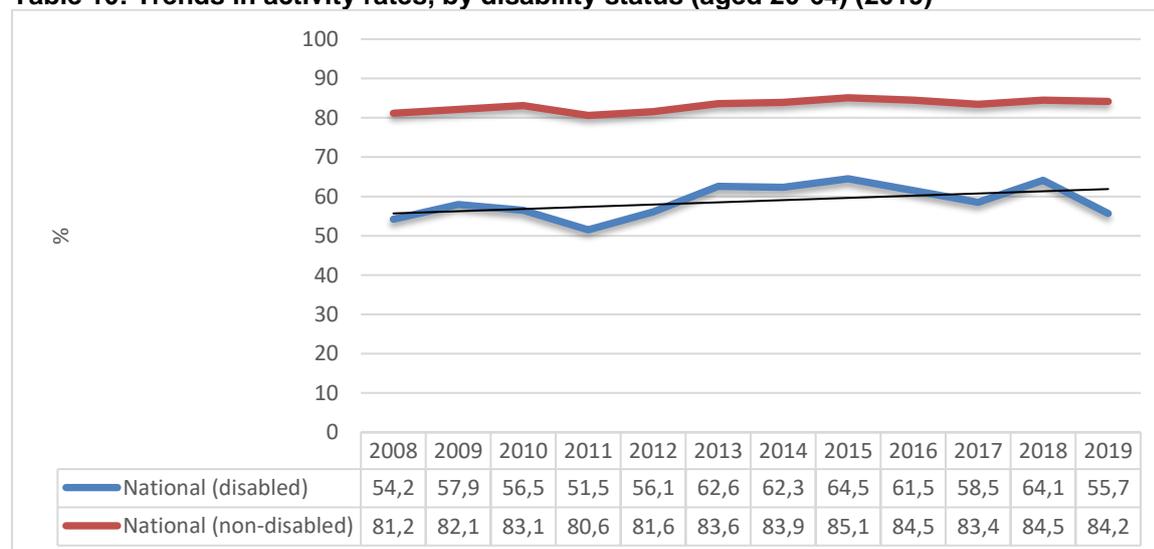


Table 10: Trends in activity rates, by disability status (aged 20-64) (2019)



Source: EU-SILC 2019 Release 2021 version 1 (and preceding UDBs).

7.1.3 Alternative sources of labour market data in Spain

Disability data is not yet available from the core European Labour Force Survey but labour market indicators for Spain were disaggregated from ad modules conducted in 2001 and 2011. These can be found in the Eurostat disability database.¹⁰¹

Concerning national data,¹⁰² the Employment of people with disabilities is an annual operation that aims to obtain data on the workforce (employed, unemployed) and the population outside the labour market (inactive) within the group of people aged between 16 and 64 years old and with an officially recognized disability.

The operation is the result of a collaboration agreement between INE, IMSERSO, the General Directorate for the Coordination of Sector Policies on Disability, the Spanish Committee of Representatives of People with Disabilities (CERMI) and the ONCE Foundation. In its realization, the information from the integration of data from the Labour Force Survey (EPA) with administrative data registered in the State Database of Persons with Disabilities (BEPD) is used. It also incorporates data from the General Treasury of Social Security (TGSS), the Registry of Public Social Benefits of the National Institute of Social Security (INSS) and the System for Autonomy and Attention to Dependency (SAAD).

¹⁰¹ Eurostat Health Database: <https://ec.europa.eu/eurostat/web/health/data/database>.

¹⁰² Available at: https://www.ine.es/dyns/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736055502&menu=ultiDatos&idp=1254735976595.

7.2 EU data relevant to disability, social policies and healthcare (2019)

Table 11: People at risk of poverty or social exclusion, by disability and risk (aged 16-59)

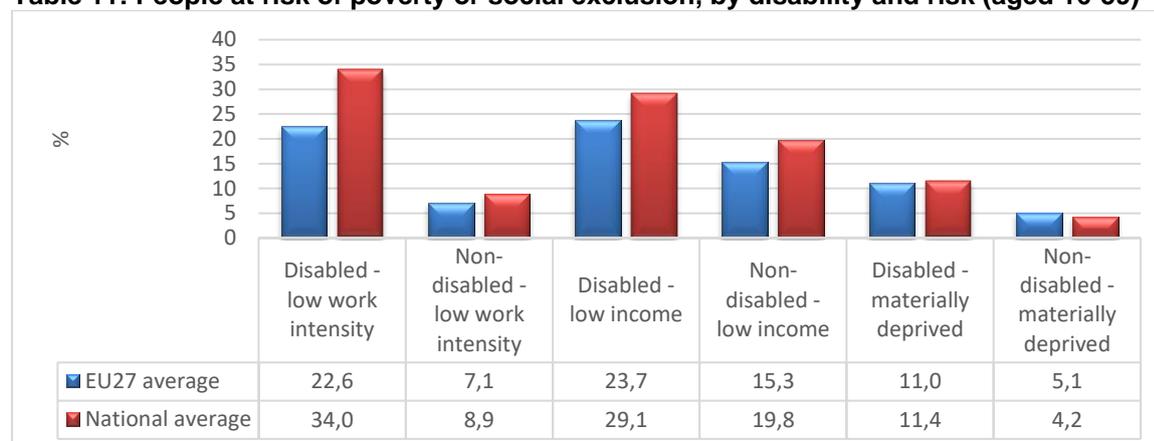


Table 12: People at risk of poverty or social exclusion, by disability and gender (aged 16+)

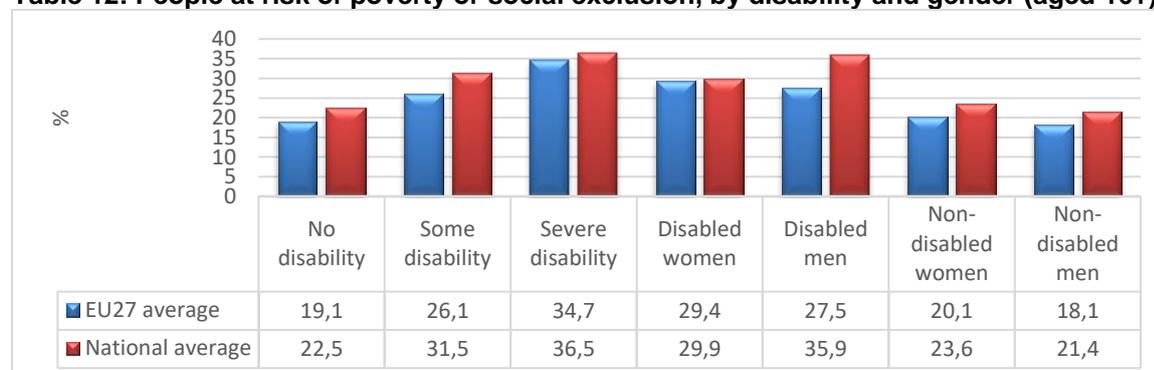
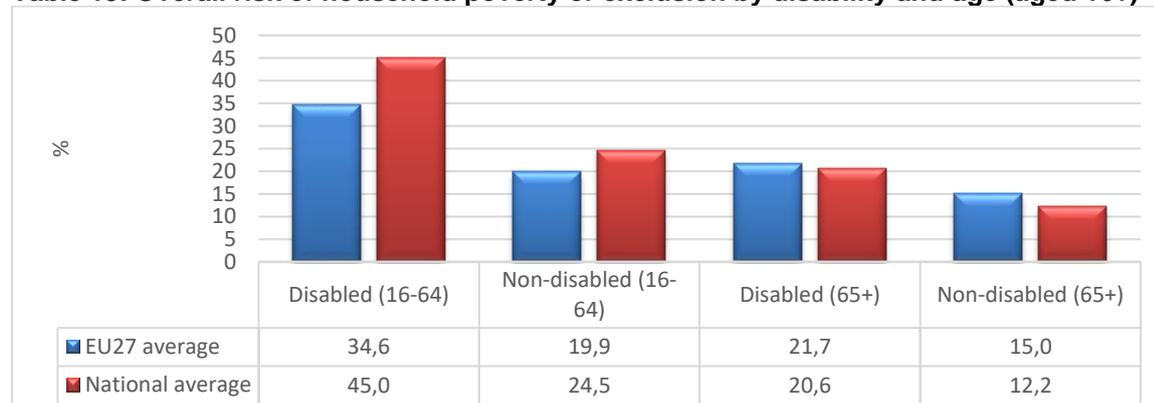
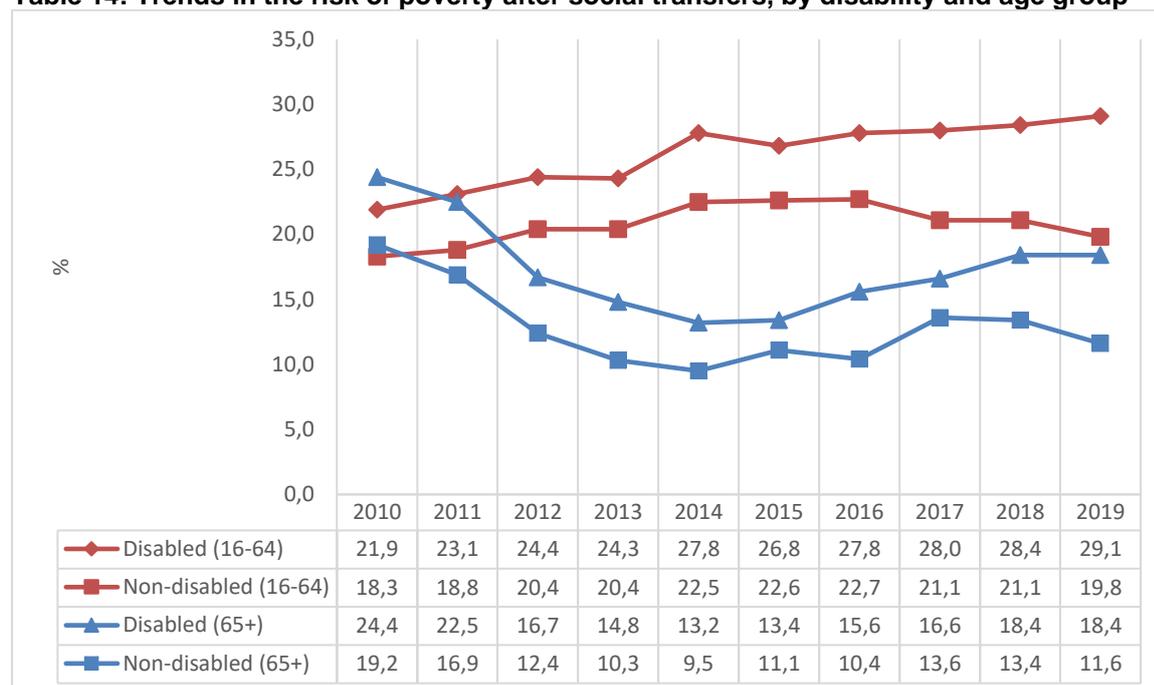


Table 13: Overall risk of household poverty or exclusion by disability and age (aged 16+)

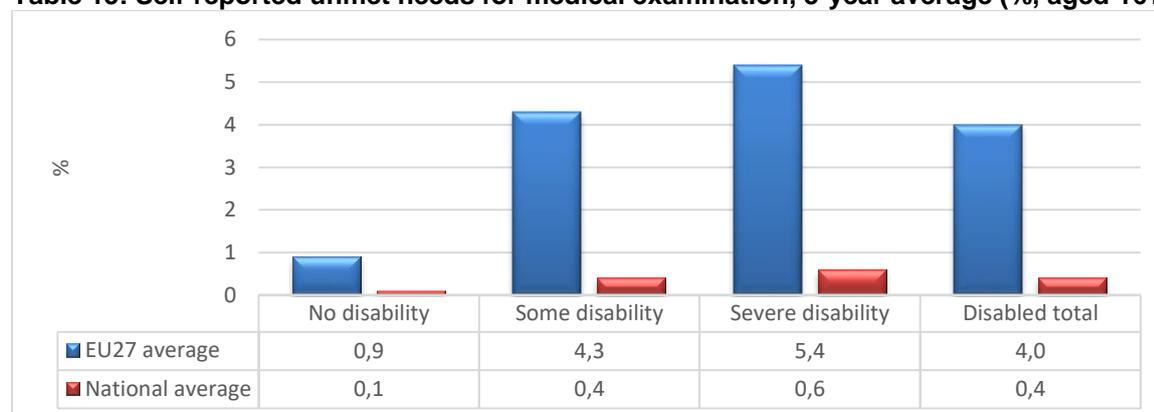


Source: EU-SILC 2019 Release 2021 version 1 (and previous UDB).

Table 14: Trends in the risk of poverty after social transfers, by disability and age group

Source: Eurostat Health Database [hlth_dpe020] - People at risk of poverty.

Note: this table shows national trends in financial poverty risk, rather than the general AROPE indicator (which is not as comparable between age groups due to the effect of paid employment); the survey does not distinguish 'activity limitation' for children under 16.

Table 15: Self-reported unmet needs for medical examination, 3-year average (% , aged 16+)

Source: Eurostat Health Database [hlth_dh030] – 'Too expensive or too far to travel or waiting list'.

Note: due to large variations an average of three years is indicated. EU mean averages are also skewed by high values in a minority of countries within disability groups but median averages for the total disability and no disability groups in 2019 are consistent with the 3-year mean values.

7.2.1 Alternative sources of poverty or health care data in Spain

The EU-SILC data provides a comprehensive and reliable source concerning poverty or social exclusion rates. In addition to the summary tables presented so far, the Eurostat disability database also contains breakdowns concerning disability and poverty before and after social transfers, as well as in-work-poverty.¹⁰³

¹⁰³ Eurostat Health Database, <https://ec.europa.eu/eurostat/web/health/data/database>.

At national level, the Living Conditions Survey (LCA) has been carried out since 2004 and the latest report is from 2020¹⁰⁴. It is based on harmonized criteria for all the countries of the European Union, its main objective is to have a reference source on comparative statistics on income distribution and social exclusion in the European level. Carrying out the LCA makes it possible to put at the disposal of the European Commission a first-rate statistical instrument for the study of poverty and inequality, the monitoring of social cohesion in the territory of its scope, the study of the needs of the population and the impact of social and economic policies on households and individuals, as well as for the design of new policies.

The survey should include the disability variable as a key sociodemographic characteristic, in order to be able to carry out comparative studies.¹⁰⁵

7.3 EU data relevant to disability and education

Table 24: Early school leaving rates, by disability status (aged 18-24 and 18-29)¹⁰⁶

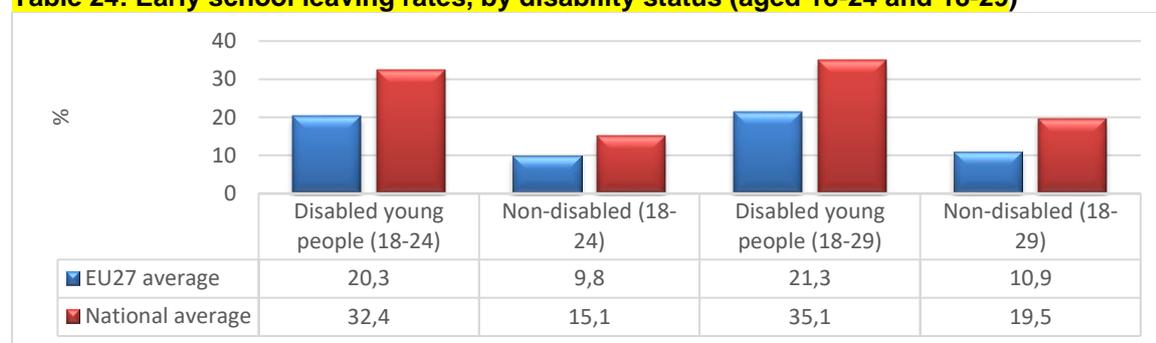
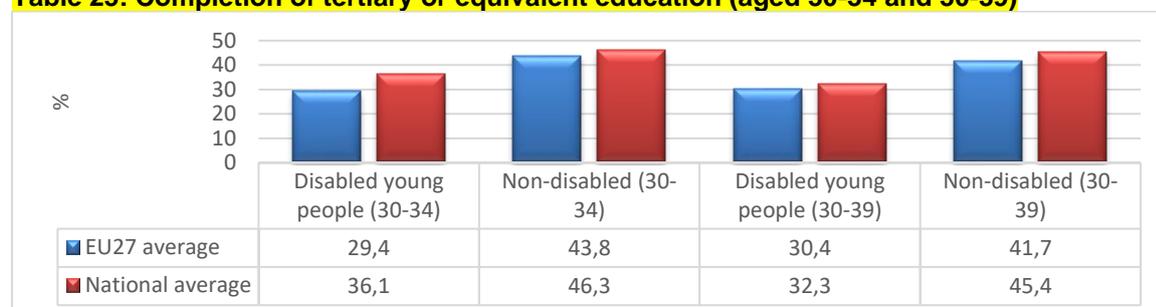


Table 25: Completion of tertiary or equivalent education (aged 30-34 and 30-39)



Source: EU-SILC 2019 Release 2021 version 1 (and preceding UDBs).

Note: Confidence intervals for the disability group are large and reliability low (due to the small sample size in the target age group). An average of several years may be needed to establish trends or to compare breakdowns by gender.

¹⁰⁴ See:

https://www.ine.es/dyns/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736176807&menu=ultiDatos&idp=1254735976608.

¹⁰⁵ See methodology: https://www.ine.es/daco/daco42/condivi/ecv_metodo.pdf.

¹⁰⁶ There was a change from ISCED 1997 to ISCED 2011 qualification definitions in 2014 although some Member States continued to use the older definition after this time.

7.3.1 Alternative sources of education data in Spain

The National Institute on Statistics publishes the Survey of educational-training transition and labour insertion (last update, year 2019).¹⁰⁷ As is mentioned in the webpage, The objective of the Survey on educational-training transition and labour insertion is to provide information on the subsequent educational trajectory of people who have completed secondary education and vocational training, as well as the various aspects of their labour insertion process, that is, the transition from education and training to the labour market. Five independent groups are investigated that in the 2013-14 academic year graduated from ESO, graduated from Baccalaureate, completed Middle Grade Training Cycles and Higher-Grade Training Cycles and those who dropped out of ESO in the 2013-14 academic year.

This is the second edition of this survey that the INE has carried out (the first was carried out in 2005). The sample was approximately 6 000 ESO graduates, 5 000 high school graduates, 6 000 CFGM graduates, 8 000 CFGS graduates and 2 000 who dropped out of ESO. The data have been weighted to be representative, according to the group, at the national level by educational variables (baccalaureate modality / training cycle) and at the regional level by type of centre.

Tables of the main investigated variables are disseminated (educational trajectory carried out; activity, employment and unemployment rates; professional situation, occupation, adaptation of the knowledge acquired in their training to the performance of their first job and their current job; other training carried out, and national and international mobility) classified by sociodemographic characteristics (sex and age group), educational variables (type of high school, training cycle or professional family and type of centre) and autonomous community of study.

It would be advisable to collect data from the different educational levels and taking into account the disability variable. The National Institute of Statistics should provide annual information in this regard. At present, given the transfer of competencies in education, health and social services, it is very difficult to find global statistics in a single space or a single institution.

¹⁰⁷ See:

https://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736056996&menu=ultiDatos&idp=1254735573113.

GETTING IN TOUCH WITH THE EU

In person

All over the European Union there are hundreds of Europe Direct information centres. You can find the address of the centre nearest you at: https://europa.eu/european-union/contact_en.

On the phone or by email

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696, or
- by email via: https://europa.eu/european-union/contact_en.

FINDING INFORMATION ABOUT THE EU

Online

Information about the European Union in all the official languages of the [EU is available on the Europa website at: https://europa.eu/european-union/index_en](https://europa.eu/european-union/index_en).

EU publications

You can download or order free and priced EU publications from: <https://publications.europa.eu/en/publications>. Multiple copies of free publications may be obtained by contacting Europe Direct or your local information centre (see https://europa.eu/european-union/contact_en).

EU law and related documents

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex at: <http://eur-lex.europa.eu>.

Open data from the EU

The EU Open Data Portal (<http://data.europa.eu/euodp/en>) provides access to datasets from the EU. Data can be downloaded and reused for free, for both commercial and non-commercial purposes.

