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Slovakia

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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.

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

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1 Executive summary and recommendations

1.1 Key points and main challenges for the European Semester in 2021

In 2020, there have been several important developments impacting on disability-related policies in Slovakia. First, after the parliamentary elections, Slovakia has a new government. A number of commitments concerning people with disabilities are made in its Manifesto for 2020-2024. Second, Slovakia is about to submit its combined second and third periodic report to the UN Committee on the Rights of Persons with Disabilities, which was preceded in response to the list of issues raised by the UN Committee in October 2019. This process went in line with the preparation of the Final Report on the national disability program 2014-2020 (for the period 2018-2019). Third, COVID-19 crisis has been an unprecedented experience, with consequences for people with disabilities, although some are still hard to predict.

Based on available EU-SILC and other national data, Slovakia has been performing well in nearly all the main indicators, compared to the EU average: the employment and unemployment rate, tertiary education participation, or at risk of poverty rate of people with disabilities, especially after social transfers. The overall situation has even been improving, and the gaps between the disabled and non-disabled populations slightly narrow. However, these positive trends hide disadvantages, especially for people with severe disabilities.

- In terms of labour market participation, these are mainly regional disparities and a lack of supported employment services.
- In the area of education, pupils with intellectual disabilities are the most disadvantaged, in their share at special schools, limited opportunities to attend online learning, or indirect restrictions to gain qualification at secondary schools if they have been educated in so called Variant A.
- In the area of social policies, residential services still dominate over out-patient and outreach services, the guardianship reform has not been adopted, there is a lack of accessible public housing for people with physical disabilities. Moreover, people living in institutions are not included in household surveys such as the EU-SILC.

Policy responses to most of these challenges seem long-lasting and insufficient: employment incentives rather than individualised services are still Slovakia's dominant active labour market policy tool; little action plan to promote inclusive education has been adopted yet; competencies of state, regional and local municipalities in the area of social services remain fragmented, and the act on the long-term care has not been adopted.

According to their Manifesto, the new government intends to address most of these issues but this is at an early stage. It will be important to ensure their proper communication and consultations with organisations of people with disabilities.

1.2 Recommendations for Slovakia

These recommendations are based on the evidence and analysis presented in the following chapters of our report.

Recommendation: Introduce additional measures to promote individualised counselling, job coaching, supported employment for persons with disabilities, in line with the recommendation of the UN CRPD

Rationale: to ensure better access of persons with disabilities to the open labour market. In this effort, take into an account regional disparity in the labour market that have more profound impact on people with disabilities compared to non-disabled jobseekers. Non-public employment services are underdeveloped in Slovakia, and people with disabilities have very limited opportunities to be guided before and after finding a job.

Besides that, the highest share of spending on disability specific ALMPs (81.2 %) was used to maintain existing sheltered workshops / workplaces, rather than improve access of economically inactive people with disabilities to the open labour market.

Recommendation: Promote deinstitutionalisation of large-capacity facilities and increase availability of the outpatient and outreach social services.

Rationale: The process of transformation of large-capacity facilities is slow, the COVID-crisis showed their limited possibilities to protect their clients, waiting lists for these services are long – also due to the lack of outpatient and outreach services.

Recommendation: Expand continuing education for teachers in pre-primary education in promoting inclusive education.

Rationale: There is a gap between the participation of children with disabilities compared to their non-disabled peers in pre-primary education, and almost 77% of pre-school teachers in mainstream pre-schools did not pass any of the continuing education oriented on children with disabilities.

Recommendation: Ensure access of pupils with moderate intellectual disabilities educated in Variant A to secondary education.

Rationale: Currently, pupils educated in Variant A can only attain the primary level of education, not the lower secondary level, which is required when applying for secondary schools.

Recommendation: Improve access of pupils with disabilities to e-learning, in terms of necessary equipment / assistive technologies, as well as the training on how to use them.

Rationale: During the school closure caused by COVID pandemic in spring 2020, it turned out that much less pupils with disabilities, especially those attending special schools, were able to follow online learning compared to their non-disabled peers.

2 Opportunities to mainstream disability equality in the Semester documents

2.1 [Country Report](#) for Slovakia (Staff Working Document)

In 2020, the Country Report for Slovakia included the following direct references to disability issues:

- 'p. 5 Formal long-term care continues to be dominated by residential facilities, and the process of deinstitutionalising care for persons with disabilities is proceeding slowly.
- p. 34 Certain groups are in a particularly vulnerable position, including children from socially disadvantaged families, Roma, single-parent families, and persons with disabilities.
- p. 35 Slovakia lacks a systematic early support for children in poverty and children with a disability.
- p. 35 Only the persons diagnosed with severe disabilities (estimated at 20 % of those in need of LTC) receive financial support.
- p. 36 The process of deinstitutionalisation of care for persons with disabilities is proceeding slowly.
- p. 38 In several districts in Eastern Slovakia, the proportion of primary school pupils in special schools for children with mental disabilities exceeds 10 %.'

In 2021, we recommend including the following references to disability issues in the Country Report for Slovakia:

- The positive general trends in the labour market hide regional disparities, particularly affecting the marginalised Roma communities and people with disabilities (so far this issue has not been highlighted with regard to persons with disabilities, although the data show that they are much more disadvantaged than the non-disabled population).
- Individualised counselling remains limited. Cooperation between public employment services and social services for the groups furthest away from the labour market is weak and the involvement of non-governmental providers and external institutions (e.g. sheltered employment providers, centres for homeless persons and drug-addicts) remains poorly developed (this issue has already been addressed in the CR 2020, but is still relevant for further report since no new policy to address this challenge has been adopted in 2020).
- "Formal long-term care continues to be dominated by residential facilities, and the process of deinstitutionalising care for persons with disabilities is proceeding slowly. (this issue was addressed in the CR 2020, but is still relevant for further reports since no new policy to address this challenge has been adopted in 2020, although the new government has started some discussions on the new national priorities in the development of social services).
- The proportion of flats owned by municipalities is low (only 2.6 % in 2016) and, in any case the system of social housing is in principle not accessible to homeless persons. (statement from the CR 2020). In addition, only negligible share of municipal flats is accessible for people with physical disabilities, who then have only limited access to affordable housing. (the Commissioner for persons with disabilities as well as the DPOs have pointed to this fact also in their

alternative reports to the UNCRPD Committee, but no action has been taken to address this issue by the government yet).

- Status of people with intellectual disabilities who are deprived from legal capacity or have limited legal capacity remains challenging – Slovakia has not yet adopted the reform of guardianship into supported decision-making mechanisms, as recommended by the UN Committee in its 2016 Concluding Observations. (this issue has not been raised in the CR yet; in its Manifesto, the new government commits to address this issue).
- Socially disadvantaged children as well as children with disabilities were particularly affected in education during COVID-19 lock-down, due to limited access to internet and/or assistive technologies as well as skills to use them. (this issue has not been raised in the CR yet, it became especially obvious in 2020).
- Continuing education for teachers in pre-primary education in promoting inclusive education has been insufficient - almost 77 % of pre-school teachers in mainstream pre-schools did not pass any of the continuing education oriented on children with disabilities. This issue has not been raised in the CR yet.

2.2 Country Specific Recommendation for Slovakia (CSR)

In 2020, the Country Specific Recommendation for Slovakia included the following indirect reference to disability issues:

- “19. Some groups are particularly vulnerable to the crisis and may experience limited access to social protection and care services, including marginalised Roma communities, who often also lack access to essential services, the elderly and the low skilled.”

We suggest to directly mention people with disabilities, and in the context of COVID-19 crisis especially pupils with disabilities, and people with disabilities living in institutions, who were on the one hand more restricted in social contacts, but on the other hand also more threatened in health – significant share of those who passed away were people living in institutions. It would also be relevant to identify people with disabilities among the target groups for interventions in the labour market and poverty reduction.

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

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 Slovakia of 56.5 % in 2018, compared to 79.7 % for other persons and approximately 5.7 points above the EU27 average - resulting in an estimated disability employment gap of approximately 23 percentage points (EU27 average gap 24.2, see Tables 2-4). The same data indicate unemployment rates of 13.2 % and 6.9 %, respectively in 2018 (see Tables 5-7) and the economic activity rate for persons with disabilities in Slovakia was 65.1 %, compared to 85.6 % for other persons (see Tables 8-10). These indications are broken down by gender and age in the respective tables in annex.

In 2017, 2018 and according to the available administrative data also in 2019, the overall situation of people with disabilities in the labour market has been improving. Despite that, it seems that there still are groups of people with disabilities who can hardly benefit from these improvements and further support is needed to increase their opportunities to access the labour market.

According to national LFS data, in 2018, the employment rate of people with disabilities reached 18.7 % (1.6 pps year-on-year). The gap with the total population slightly narrowed, since in that case, the increase in employment rate was not as fast (1.3 pps year-on-year), and in 2018, the employment rate reached 72.4 %. Similarly, there were no major differences in the development of employment rate of men and women with / without disabilities: in 2018, the employment rate of men in total population reached 79.2 % (1.8 pps year-on-year), likewise, the employment rate of disabled men increased by 1.8 pps and reached 19.2 %. The employment rate of women in total population increased by 0.8 pps to 65.5 %, whilst for disabled women it increased by 1.4 pps to 18.3 %.² Contrary to that, the EU-SILC data indicate a slight year-on-year decrease, from 57.7 to 56.5 %. Still, in Slovakia, the disability employment rate remains higher than the EU average (50.8 %). It is important to note that while the EU-SILC may over-report disability status in the Slovak population, the national LFS under-reports it. The reason is that the Slovak LFS uses a different definition of disability status to European social surveys, counting only those who have been officially assessed (as explained in the statistical annex to this report).

The disability unemployment rate according to data from the LFS dropped in 2018 by 3.4 pps (to 10.4 %), whilst in total population, the decrease was by 1.5 pps (to 6.6 %). Compared with the EU27 average, according to the EU-SILC, the disability unemployment rate in Slovakia reached in 2018 13.2 %, against 18.6 %. While between 2008-2014, it was in Slovakia continuously rising (from 9.5 to 18.4 %), since 2015, it has been dropping, but the current level is far from that in 2018. This is similar to non-disabled population, where in 2008, the unemployment rate reached 6.6 %, its peak was in 2013 at 13.7 %, and since then it has been dropping to 6.9 % in 2018.

These estimates may be compared also with administrative data.

² For more details see Table 11 in the Statistical Annex.

The data of the Social Insurance Agency confirm that the number of employed people with disabilities (who receive disability pension) has been continuously growing, from 75,445 in 2014 to 105,102 in December 2019.³ Their share from all people who receive disability pension increased from 31.4 to 41.9 %.⁴ Finally, according to the Office of Labour, Social Affairs and Family, in 2019, there were 5,808 unemployed disabled people (registered as job-seekers at the Office of Labour, Social Affairs and Family), which is a decrease by almost 10 pps, from 6,439 in 2018, and by almost a half from 10 800 in 2016.⁵ This is roughly the same when comparing with non-disabled job-seekers, whose number fell from 300 988 in 2016 to 168,030 in 2019 (by 44,2 pps).

The share of disabled jobseekers among the total number of registered job-seekers dropped only slightly, from 3.59 % in 2016, through 3.56 % in 2018 and 3.54 % in 2019.⁶ However, these data do not necessarily mean that the disabled job-seekers were equally successful in finding a job compared to their non-disabled peers. In fact, in Slovakia, those who are assessed as disabled and receive disability pension, are not obliged to be registered at the labour office. No data are available about the trajectories of disabled job-seekers leaving the registry, i. e. how many of them found a job, fell into economic inactivity, or left the registry for other reasons – and how this corresponds with the situation of non-disabled job-seekers.

Despite these positive developments, there are several concerns as regards labour market situation of people with disabilities in Slovakia.

First, it may be assumed that there are groups of people with disabilities for whom the access to the labour market is still difficult. These are especially people with severe disabilities – according to the EU-SILC, in 2018, the employment rate of people with severe disabilities was only 31.2 %. Other data sources unfortunately do not allow for detailed conclusions in this regard. For instance, from the data of Social Insurance Agency it seems that the rising No. of employed disability pensioners may relate with the decreasing share of those with severe disabilities / reduced work capacity by more than 70 % on the total population of disability pensioners. In particular, the number of all disability pensioners (aged 15-64 years) has been rising (between 2017 and 2019 by 0,5 pps, and between 2010 and 2019 even by 19.8 pps, from 209,625 to 251,128). But at the same time, the share of those with severe disability / reduced work capacity by more than 70 % has decreased (from 42.09 % in 2017 to 39.94 % in 2019).⁷ The data also show that in December 2019, 58 % of all disability pensioners were older than 50.⁸ However, the age structure of those disability pensioners who are employed

³ Those who are recognised as disabled on grounds of disability assessment, which is conducted by the Social Insurance Agency for the purpose of disability pension, i. e. those who receive disability pension.

⁴ For more details, see Table 14 in the Statistical Annex.

⁵ *Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2017* [Report on Social Situation of Population in the Slovak Republic for year 2017]. Available at: <https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/sprava-socialnej-situacii-obyvateľstva-slovenskej-republiky-za-rok-2017.pdf>.

⁶ *Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2019* [Report on Social Situation of Population in the Slovak Republic for year 2019]. Available at: https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/2020/sprava_o_soc_situacii_obyvateľstva_sr_2019.pdf.

⁷ For more details, see Table 15 in the Statistical Annex.

⁸ For more details, see Table 16 in the Statistical Annex.

or share of those with reduced work capacity by more than 70 % among those who have a job is not known.

Second, as regards regional disparities which according to the Country Report 2020 still persist, the situation is even worse for people with disabilities. The data from the LFS for year 2018 show that whereas in non-disabled population, the share of 8 regions on the total number of economically active people varied from 10.5 % to 14.5 %, in disabled population, it varied from 7.4 % in Košice region to 19.7 % in Bratislava region.⁹ Another example can be found at the share of 8 regions on total number of unemployed registered job-seekers. Whilst for non-disabled population, the share of Bratislava region was in 2019 6.1 % and Trnava 5 %, for disabled jobseekers it was 3.6 % for Bratislava and 6.2 % for Trnava. On the other side, Prešov region had a share of 22.7 % of non-disabled, but 26 % of disabled job-seekers, and similarly Košice had 20 % of non-disabled and 17.4 % disabled job-seekers.¹⁰ Therefore it is important to address regional disparities in the labour market also from a disability perspective.

Third, according to the LFS, disabled people are more likely to be long-term unemployed than their non-disabled peers. While the share of those unemployed for more than one year on total number of unemployed people was in 2018 in non-disabled population 58.1 %, in disabled population it reached 65.2 %. The share of those whose unemployment lasted from 0 to 6 months was for non-disabled people 27.9 %, and for disabled unemployed 21.9 %.¹¹ However, even more challenging is the issue of still persisting high rate of economic inactivity among people with disabilities. Contrary to non-disabled population, the largest share of people with disabilities remains economically inactive (according to LFS, in 2018: 79.1 % against 40.2 % in non-disabled population).

3.2 Analysis of labour market policies relevant to the Semester

As stated in the Country Report, employment incentives are still Slovakia's dominant active labour market policy tool. Moreover, the biggest part of total expenses to support employment of people with disabilities (81.2 %) was spent to sustain existing workplaces rather than create new ones, via the allowance to partially cover operating expenses of sheltered workshops / sheltered workplaces.¹² Social entrepreneurship is gaining importance, with 44 enterprises registered in 2019, compared to 7 in 2018. In 2019, subsidies for 333 employees were provided, which is a year-on-year increase by 321.¹³ However, it is not known how many of them were people with disabilities.

⁹ For more details, see Table 12 in the Statistical Annex.

¹⁰ *Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2019* [Report on Social Situation of Population in the Slovak Republic for year 2019]. Available at: https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/2020/sprava_o_soc_situacii_obyvateľstva_sr_2019.pdf.

¹¹ For more details, see table 13 in the Statistical Annex.

¹² For more details, see the table in section 6.1 of this report.

¹³ *Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2019* [Report on Social Situation of Population in the Slovak Republic for year 2019]. Available at: https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/2020/sprava_o_soc_situacii_obyvateľstva_sr_2019.pdf.

The Country Report has again stated that individualised counselling remains limited. Cooperation between public employment services and social services for the groups furthest away from the labour market is weak. On the one hand, there have been some improvements in the provision of individualised counselling within the public employment services, thanks to the ESIF funded project *Zvýšenou aktivitou k zamestnaniu* [By increased activity to employment]. Within this project, individualised counselling including work integration agreements was provided to the long-term unemployed. Between February 2017 as a starting date of the project, and January 2020, counselling was provided to 2,892 long-term unemployed people with disabilities.¹⁴ On the other hand, people with disabilities who are not registered as job-seekers still have very limited if any access to the individualised counselling. The Spending Review of expenditure on groups at risk of poverty or social exclusion (2020), published by the Value for Money Unit of the Ministry of Finance¹⁵ also pointed to the fact that the public employment services lack capacities to support the most disadvantaged people to get and sustain a job. At the same time, there is no funding mechanism to ensure provision of these services by non-public employment services, and there are very few providers of such services (11 agencies in May 2018).¹⁶ Therefore further effort is needed in this regard, also in the context of the UN recommendation to support the transition of people with disabilities from sheltered workshops into the open labour market.

As regards this recommendation of the UNCRPD Committee, only minor developments have been achieved. In the Act No. 112/2018 Coll. L. on Social Economy and Social Enterprises,¹⁷ an allowance for the work integrative social enterprise was set out which can be provided to the social enterprise if its disadvantaged employee (incl. persons with disabilities) transits to the job in the open labour market within 2 years of work for social enterprise. In 2019, only 1 application for this allowance was submitted,¹⁸ probably also due to the fact that social enterprises in line with the new legislation could only start operating since May 2018. In the combined second and third periodic report of Slovakia to the UN Committee on the Rights of Persons with Disabilities,¹⁹ the government pointed to the Proposal of the action plan on the transition from sheltered workshops to the employment of people with disabilities in the open labour market, which was prepared by the working group

¹⁴ *The Final Report on fulfilment of provisions related to the National disability programme 2014-2020 for the period 2018-2019*. Available at: <https://www.slov-lex.sk/legislativne-procesy/SK/LP/2020/212>.

¹⁵ Hellebrandt, T. et al. (2020). *Revízia výdavkov na skupiny ohrozené chudobou alebo sociálnym vylúčením. Záverečná správa*. [Revision of expenditure on groups at risk of poverty or social exclusion. Final Report]. MŠVVŠ SR. 2020. Available at: <https://www.minedu.sk/data/att/15944.pdf>.

¹⁶ Ondrušová, D., Kešelová, D., Repková, K. (2018) *Rozvoj spolupráce agentúr podporovaného zamestnávania so zamestnávateľmi a úradmi práce, sociálnych vecí a rodiny pri poskytovaní služieb podporovaného zamestnávania* [Strengthening cooperation between agencies of supported employment, employers and offices of labour, social affairs and family on provision of services of supported employment]. Bratislava: IVPR.

¹⁷ Available at: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2018/112/20180501.html>.

¹⁸ *Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2019* [Report on the Social Situation of Population in the Slovak Republic for year 2019]. Ministry of Labour, Social Affairs and Family of the Slovak Republic, 2020. Available at: https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/2020/sprava_o_soc_situacii_obyvateľstva_sr_2019.pdf.

¹⁹ Available at: <https://www.slov-lex.sk/legislativne-procesy/-/SK/LP/2020/258>.

at the end of 2017.²⁰ The proposal of the action plan has raised the issue of unclear boundaries between sheltered employment and the open labour market in Slovakia.²¹

Due to this reason it may seem that Slovakia supports employment of people with disabilities in sheltered environment, although sheltered does not in Slovakia necessarily mean segregated. Similarly the Final Report on fulfilment of provisions related to the National disability program 2014-2020 for the period 2018-2019²² considers the corresponding measure No. 4.10.4 completed, stating that the Proposal of the action plan has been prepared as a starting point for further actions to be made in an effort to support the transition of people with disabilities from sheltered employment to the open labour market.²³ Still, the new government has made a commitment in its *Manifesto for years 2020-2024* to improve participation of people with severe disabilities in the open labour market, with an emphasis on their upskilling and training to increase their competitiveness.

Finally, in this moment, it is hard to predict the impact of COVID-19 pandemic on job sustainment of people with disabilities in comparison to non-disabled people: on the one hand, according to the Labour Code, an employer may give notice to an employee with health disability only with the prior consent of the relevant office of labour, social affairs and family otherwise notice shall be invalid. In spring 2020, when the most restrictive hygienic measures were in place, the Office of Labour has also prepared specific guidelines for sheltered workshops / integrative social enterprises on how to apply for compensations available to employers, which in this case also included compensations for work assistants.²⁴ On the other hand, the economic downturn will likely negatively affect the competitiveness of these enterprises, which may lead to the job loss of people with disabilities.

²⁰ Ondrušová, D., Kešelová, D., Repková, K. (2017). The Action Plan on the Transition of People with Disabilities from Sheltered Workshops into an Open Labour Market (proposal) (*Akčný plan prechodu z chránených dielní k zamestnávaniu osôb so zdravotným postihnutím na otvorenom trhu práce – návrh*). Bratislava: IVPR. Available at: https://www.ceit.sk/IVPR/images/IVPR/vyskum/2017/Ondrusova/apozp_2017.pdf.

²¹ As stated in the Proposal of the action plan: In accordance with the Act No. 5/2004 Col. On Employment Services, sheltered workshop is a working arrangement in which at least 50 % of all employees are those with disabilities. On the other hand, sheltered workplace is typically such arrangement with only one employee with disability. The employer is allowed to set up more than one sheltered workplace, unless the total share of persons with disabilities reaches the required level for a sheltered workshop. As a result, almost one half of sheltered workshops have no more than five employees of whom three are persons with disabilities which does not correspond with what is typically thought to be segregated sheltered employment. In fact, in 2016, there were 1570 sheltered workshops, of which only 14 were employing more than 20 employees with disabilities. Even sheltered workplaces are (by name and by legal requirements) a part of sheltered employment, although in practice, they have not much in common with segregation, production of goods, preparation for the transition to another employer in the open labour market, etc.

²² The Final Report is available at: <https://www.slov-lex.sk/legislativne-procesy/SK/LP/2020/212>.

²³ Preparation of national strategies for the next period (National Disability program as well as the National Employment Strategy) has been slowed down due to the COVID-19 pandemic situation.

²⁴ Informácia pre zriaďovateľov – CHD a CHP a integračné podniky [Information for sheltered workshops, sheltered workplaces and integrative enterprises]. Available at: https://www.upsvr.gov.sk/sluzby-zamestnanosti/aktuality/informacia-pre-zriadovatelov-chd-a-chp-a-integracne-podniky.html?page_id=1002258.

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

4.1 Summary of the social situation of persons with disabilities

Data from EU-SILC indicate the poverty risk rate for working age persons with disabilities in Slovakia was 14.5 % in 2018, compared to 10.7 % for other persons of similar age - an estimated disability poverty gap of approximately 4 percentage points (see Table 21). For people aged over 65, the disability poverty gap was 3.4 points (7.3 % for older persons with disabilities and 3.9 % for other persons of similar age). The tables in annex also indicate the respective rates of AROPE and break these down by gender as well age.

Income inequality and the proportion of people at risk of poverty or social exclusion among people with disabilities remain low, although slightly increasing 65+ (5.4 % in 2016 to 7.3 % in 2018) in contrast with non-disabled seniors (7.6 % in 2017 to 3.9 % in 2018). Within the group of all people at risk of poverty, PWD, especially those with severe disability (22.1 %) and in age 16-64 (27 %), are more vulnerable.

In general, Slovakia has been viewed as a good performer concerning the risk of poverty or social exclusion, which is also the case for people with disabilities for whom poverty is less pronounced than in most EU countries. However, it is to be noted that in the EUSILC as a main data source that enables comparisons across the EU member states, disability seems overrepresented in Slovakia compared to other EU Member States. In Slovakia 31.2 % people report some health limitation, that is 5.7 % above the EU 27 average (25.5 %). This overrepresentation may then in turn lead to better achievements for the whole population of people with disabilities, although those with severe disabilities still remain in difficult situation.

Furthermore, while without social transfers the at-risk of-poverty rate of disabled persons in Slovakia would reach 57.8 % (2018), with the social transfers it is only 11.4 %. This also shows that PWD heavily rely on social transfers.²⁵

As regards healthcare, unmet needs for medical examination of PWD - 5.1 % (3-year average) are higher than EU average 4.6 % (3-year average). In Slovakia, this share is even higher for people with severe disability (9.4 %). Contrary to the EU, in Slovakia, the share of people with disabilities with unmet needs for medical examination is slowly increasing (from 4.8 % in 2014 to 5.9 % in 2018), which is more pronounced for people with severe disability (7.4 % in 2014 to 10.3 % in 2018). The main reasons for unmet needs are 'too expensive', 'too far' or 'on waiting list'.²⁶ These developments are in contrast with the CSR 2020 stating that Slovakia should in parallel with efforts in structural changes in its health system secure adequate supply of health workers in the future, ... and ensure access to care for the entire population. Similarly, it calls into question fulfilment of the recommendation by the CRPD Committee in 2016 that

²⁵ See Table 21 in the Statistical Annex.

²⁶ See Table 22 in the Statistical Annex.

Slovakia should remove physical, information and communication barriers to gaining access to health - care services.²⁷

4.2 Analysis of social policies relevant to the Semester

The situation in Slovakia in 2020 has been influenced by two factors:

Elections to the Slovak National Parliament and new Government introducing its Manifesto for 2020-24

New Manifesto of Government for 2020-24 pledges to introduce several reforms relating to people with disabilities, although most of the programme statement of the government is taken up by promises with no mention of concrete measures.

1. introduce new unified needs assessment system;
2. new system of financing of social support (services and compensations) based on personal budget;
3. long-term care – integration of health and social care;
4. mental health reform;
5. new legal framework and support for community-based services (outreach and outpatient) including early childhood intervention (also for socially disadvantaged children);
6. update and unify health and social system for mobility aids, devices and assistive technologies;
7. to continue the deinstitutionalisation of social services;
8. promote the availability of interpretation services for the people with hearing impairments;
9. support for specialized programs in housing, education, employment and leisure and strengthen professional capacities in the system of services for children and adults with special needs;
10. support for non-formal carers (recipients of home care allowance).

In particular, the Ministry of Labour has announced in July 2020 plans to modify the monthly amount of personal assistance, and home care allowance, with an aim to decrease the gap between them. Its intention is to increase the home care allowance, using the ESIF on this purpose. The ministry states: 'The same diagnosis, the same money.' In July 2020, there were 62,301 recipients of home care contribution – non-formal carers, taking care for 64,103 persons. 78 % of non-formal carers are women.²⁸ Number of recipients has increasing trend for the last 5 years. The monthly amount of the contribution was increased in July 2019 to the level of net minimum wage (home care contribution EUR 430.35 for carer in productive age EUR 215.18 for a retired carer).

²⁷ UN CRPD Committee Concluding observations (70)
https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD/C/SVK/CO/1&Lang=En.

²⁸ See Table 26 in the Statistical Annex.

Similarly, number of recipients of personal assistance has increasing trend and in July 2020, there were 11,219 recipients of contribution for personal assistance.²⁹ This increasing trend has two reasons. Firstly, the amount of both these contributions was increased in July 2019 (hourly rate of personal assistance grew to EUR 4.18). Second explanation for the increasing number of recipients of personal assistance concerns the decision of the Constitutional Court (which came into force on 20 May 2020). By this decision of the Court the discriminatory (based on age) provisions in the legislation on disability compensations, including personal assistance, have been prohibited. The average daily length of personal assistance is 4.5 hours, resulting to monthly contribution of EUR 564.3.³⁰

There are concerns of organisations of PWD that these changes might have negative impact on personal assistance³¹ – scheme that works more or less well as a tool to support independent living of people with disabilities rather than care provision to care-dependent persons. So far, the Ministry has not introduced any detailed information regarding the reform of personal assistance and home care allowance. Public consultations of these plans should be ended in the autumn of this year, however, the organisations of PWD point that the process has not started yet, and so the time to present their views is too short. They have launched the Petition for maintenance of Personal Assistance scheme.³²

Another reform that is planned according to the Manifesto of the new government relates to the long-term care and linking its social and health system elements. As stated in Country report 2020, previous attempts to prepare legal framework for long-term care failed in 2019.³³ Responsibility for delivering long-term care is shared between the Ministry of Labour, the Ministry of Health, regional governments and municipalities, with no coordination between social security and healthcare systems. Public expenditure on long-term care reached 0.9 % of GDP, below the EU average of 1.6 %. Consequently, also the number of long-term care workers is among the lowest in the EU.³⁴ This is mainly caused by the lack of financial resources and missing clear and integrated approach which would address the increasing demand for healthcare and social services in long-term care. Residential social services largely substitute long-term care, also in cases where health care (nursing) is needed. Out of 873 facilities where healthcare is provided only 141 have contract with Health Insurance Companies to have access to additional income (EUR 3.30 / day / person),

²⁹ See Table 26 in the Statistical Annex

³⁰ Source: Press Release 'Osobná asistencia a jednotný príspevok na odkázanosť' [Personal assistance and unified allowance for dependence] of the Muscular Dystrophy Organisation in the Slovak Republic. 17 July 2020. Available at: <https://www.omdvsr.sk/index.php/90-kat-aktuality/717-osobna-asistencia-jednotny-prispevok-na-odkazanost.html>.

³¹ Source: Press Release 'Osobná asistencia a jednotný príspevok na odkázanosť' [Personal assistance and unified allowance for dependence] of the Muscular Dystrophy Organisation in the Slovak Republic. 17 July 2020. Available at: <https://www.omdvsr.sk/index.php/90-kat-aktuality/717-osobna-asistencia-jednotny-prispevok-na-odkazanost.html>.

³² The Petition is available at: <https://www.peticie.com/oa> - 11,315 signatories, 14 September 2020.

³³ In June 2020 new working group composed of the experts from Ministry of Health and Ministry of Labour has started to prepare Long-term care legislation in line with the Manifesto. There have been no relevant outcomes available yet.

³⁴ OECD and European Observatory on Health Systems and Policies: State of Health in the EU – Slovakia (country health profile 2019). Available at: https://ec.europa.eu/health/sites/health/files/state/docs/2019_chp_sk_english.pdf.

in total nearly EUR 1 million 2019. Follow-up health care, that enables a smooth transition from health to social care and thus helps to prevent rehospitalisation's, is insufficiently developed. Undersized formal long-term care leads to an excessive burden on non-formal carers who lack support services, such as flexible working hours or respite services. In 2019 there were only 259 recipients of respite services out of 57 048 home-carers. Only 611 non-formal carers use outpatient social services in combination with home care allowance (carer is eligible for allowance only in case if PWD is using outpatient service for less than 20 hours per week, or homecare service for less than 8 hours).

COVID-19 crisis and slow deinstitutionalization of social services

COVID-19 crisis highlighted problems of social services provision in Slovakia: significant underfinancing, lack of professional staff, confusing funding, fragmented competencies, poor availability of community based services, very poor physical infrastructure³⁵ (especially in large-capacity residential facilities).³⁶ It also has showed weakness of large-capacity institutions in terms of human rights – restrictions like no visits, cancelling all programs, isolation – lasting longer than for other population due to higher risk of virus spreading and higher concentration of vulnerable groups. In August there were 21 deaths out of 31 from social service institutions.³⁷

In addition to that, as stated in the Country report, the process of deinstitutionalisation of care for persons with disabilities is proceeding slowly. Despite the National priorities for the development of social services and Strategy of Deinstitutionalisation, social services with a residential form are still the most represented (64.17 % in 2018). The biggest part of these are large-capacity facilities with more than 40 places (73 %), what is in contrast to the recommendation of the UNCRPD Committee that Slovakia should provide and implement a timetable to ensure that the implementation of the deinstitutionalization process is expedited, including by putting in place specific additional measures to ensure that community-based services are strengthened for all persons with disabilities. Outreach (home care) social service is represented by 25.33 %.³⁸

It can be assumed that the invariability of the structure of the spectrum of forms of provided social services lies mainly in the persistent and ever-increasing demand for residential social services³⁹ but also in the insufficient capacities of other forms of social services. The non-existing or insufficient capacities of services supporting stay at home do not create demand and only increase the pressure on residential services.

³⁵ Rollová, L.: *Prístupné a bezpečné bývanie v kontexte sociálnych služieb* [Accessible and safe housing in social service facilities]. 14 April 2020. Available at: <https://npdi.gov.sk/pristupne-a-bezpecne-byvanie-v-kontexte-socialnych-sluzieb/>.

³⁶ *Nadácia Socia: Čo rúško nezakrylo* [What the face mask could not hide] (Reflexions on COVID-19 situation in social services facilities). Available at: <https://www.socia.sk/wp-content/uploads/2020/08/Co-rusko-nezakrylo-web.pdf>.

³⁷ According to requested information from Public Health Authority of the Slovak Republic, September 19, 2020: Deaths were reported in April 2020 from the districts of Pezinok (14), Martin (4), Poprad (2) and Prievidza (1).

³⁸ For more details, see Table 24 in the Statistical Annex.

³⁹ There were 10,779 persons on waiting lists for residential forms of social services, 6,670 for Retirement Home. For more details, see Table 25 in the Statistical Annex.

On the other hand, there has been some progress in terms of the number of social service facilities involved in the ESF funded national project focused on support of transformational teams and plans. Currently, 49 institutions have been involved and the third call is open now.⁴⁰ However, in the ERDF project to ensure transformation from large-capacity facilities into more suitable settings the participation is lower, and currently, 16 institutions have been involved.⁴¹ This lower participation in the ERDF project is caused by the prerequisites of building permit, and transformation plan as an output of the ESF project. The lack of coordination, both on side of OPs and on side of Ministry of Labour reforms, and complicated system around public procurement, renders the work of some facilities and discourages others from joining.

Finally, in terms of early childhood intervention as another type of social service which is repeatedly mentioned in the CR in the context of its low availability, although number of users is increasing every year, only 12.1 % (1,700 users in 2019) out of estimated 14,000 children with disabilities (0-7 years old) have access to early childhood intervention services.⁴²

Other important challenges: lack of accessible public housing and still missing reform of guardianship

The Alternative report of the Commissioner (2019) also pointed to the still persistent lack of accessible housing. In fact, between 2012-2016, only 0.42 % of newly constructed apartments in the public sector were built as accessible for wheel-chair users.⁴³ When considering the fact that in Slovakia, the share of public housing is significantly below the average of the EU (according to the EU SILC 2016, 1.6 % in the SR, against 10.8 % in the EU), it is very difficult for persons with physical disabilities to find any accessible and affordable housing. Alternatively, these persons may apply for the cash-benefit for adaptation of dwelling (regulated under Act No. 447/2008 Coll. on direct payments for compensation for the consequences of severe disabilities as amended), which is however means-tested. In 2018, the benefit was provided to 1,042 persons.⁴⁴

Furthermore, with regard to recommendation No. 39 of the UN Committee, the status of people with intellectual disabilities who are deprived from legal capacity or have limited legal capacity remains challenging – Slovakia has not yet adopted the reform of guardianship into supported decision-making mechanisms. In June 2017, the Ministry of Justice has set up the expert group to prepare legislative proposal of the amendment of the Civil Code to address this issue. However, due to various

⁴⁰ List of residential care facilities participating in the national project: *Deinstitutionalisation of social care facilities – Support of transformational teams* (OP LZ NP 2018/4.2.1/01). Available at: <https://npdi.gov.sk/o-projekte/zapojene-subjekty/>.

⁴¹ Projects contracted within the Call IROP-PO2-SC211-2017-17. Available at: <https://www.mpsr.sk/index.php?navID=1124&navID2=1124&sID=67&id=11593>.

⁴² For more details, see table 27 in the Statistical Annex, and also Report on the state of early intervention in Slovakia (Správa o stave včasnej intervencie na Slovensku). Available at: https://asociaciavi.sk/wp-content/uploads/2019/09/Country-Report-on-ECI_Slovakia.pdf.

⁴³ Source: II. *Správa o plnení opatrení vyplývajúcich z Národného programu rozvoja životných podmienok osôb so zdravotným postihnutím na roky 2014-2020 za roky 2016-2017* [2nd Report on fulfilment of provisions related to the National disability program for years 2016-2017]. Available at: <http://www.rokovania.sk/Rokovanie.aspx/BodRokovaniaDetail?idMaterial=27658>.

⁴⁴ Report on the social situation for year 2018.

application problems and different legal opinions of its members, this task was not completed in 2019.⁴⁵ In its Manifesto, the new government also commits to address this issue. According to the findings of the commissioner for persons with disabilities, by 30 June 2016, there were 16,816 people deprived from legal capacity, and 1,100 people with limited legal capacity.

⁴⁵ For more details, see The combined second and third periodic report of Slovakia to the UN Committee on the Rights of Persons with Disabilities (version issued for public commenting in July 2020 (before it would be delivered to the Committee): Available at: <https://www.slov-lex.sk/legislativne-procesy/-/SK/LP/2020/258>.

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

5.1 Summary of the educational situation of persons with disabilities

The EU-SILC estimates concerning educational attainment should be treated with some caution due to variable confidence levels, but they consistently indicate disability quality gaps. Table 29 indicates early school leaving rates disaggregated by disability status. 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 30 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 sample for age 30-39).

On the basis of available estimates from EU-SILC⁴⁶ Slovakia maintains a relatively low rate of early school leaving, compared to other EU Member States, among the population aged 18-24 and 18-29 without disabilities. Indeed, 2018 EU-SILC national data show the proportion of young people with disabilities high above the 2020 national target level (by 9.5 p.p in the age group 18-24, respectively by 4.3 p.p. among 18-29 year olds) compared to persons without disabilities. Also, the EU-SILC indicators suggest a significant disparity in the tertiary education rate for persons with disabilities.⁴⁷ On the other hand the EU-SILC national data show the disability gap proportionally more narrow but still quite significant (5.8 percentage points among 30-34 year olds and 9.1 p. p. among 30-39 year olds).

It is assumed that the difference at the EU-SILC national level is narrower (compared to the EU trend) due to the awareness of persons with disabilities about the influence of education attainment on their employability on the one hand, and the share of tertiary educated persons with no disabilities far below the EU average on the other hand.

From the education perspective, according to the national LFS data provided by the Statistical Office of the Slovak Republic, the difference in education attainment level was found out: 1) between economically inactive and economically active persons with disabilities and 2) between working and unemployed persons with disabilities. Higher share of tertiary educated persons with disabilities and lower share of low educated young people with disabilities among economically active persons supports the assumption about higher education attainment level of economically active PwD compared to inactive persons with disabilities.

Early school leaving rate (low education) in national statistics

- The statistical office does not provide us with national education attainment level data of population with disabilities aged 18-24 (respectively 18-29) to compare properly early school leaving rate from national LFS with EUSILC data. Due to

⁴⁶ See table 29 in the Statistical Annex.

⁴⁷ See table 30 in the Statistical Annex.

the methodological reasons we use the term “low education” in further text. The following analysis regards the age group of 15-29-year olds.

- The national LFS data suggest the proportion of economically active early school leavers has been slightly decreasing due to the overall decrease of economic activity of PwD aged 15-29 since 2016.
- In 2018 only 0.1 % low-educated persons with disabilities aged 15-29 were economically active, which means a decline by 0.9 p.p. compared to 2016.⁴⁸
- An important fact is the share of economically inactive persons with disabilities aged 15-29 with low education. They created only 5.2 % of all economically inactive persons with disabilities.⁴⁹ In contrast, their share was approx. 71 % of all economically inactive PwD of the same age in 2018.

This extremely high share of low educated young people with disabilities can be caused mainly by their ongoing student status. It can be assumed that their education continues and the education attainment level increases in following years.

Tertiary education in national statistics

- Based on the national LFS data, among economically inactive PwD, the share of persons with disabilities aged 30-39 with tertiary education was less than 1 % in 2018.⁵⁰ It makes approx. 4.7 % of economically inactive persons with disabilities of the same age.
- On the other hand, the proportion of 30-39-year olds with tertiary education among total economically active population with disabilities was 4.5 % in 2018 which means a decline by 0.9 p.p. compared to 2016.⁵¹ Besides, their share in the same age category at 20.8 % in 2018 means a slight decline by 6.8 p.p. since 2016.
- Besides, within the economic activity the proportion of working persons with disabilities aged 30-39 with tertiary education was 4.8 % from all PwD. Their share on persons with disabilities in the same age was 23 %, which means a slight decline (by 3.8 p. p) compared to 2016. Moreover, in 2018 the prevalence of unemployed PwD with tertiary education aged 30-39 was only 2.1 % among all unemployed PwD and the lowest (7.6 %) among unemployed of the same age.⁵²

These national LFS data support the assumption about the influence of education attainment on economic activity and (un)employment of persons with disabilities.

⁴⁸ See Table 31 in the Statistical Annex.

⁴⁹ See Table 32 in the Statistical Annex.

⁵⁰ See Table 32 in the Statistical Annex.

⁵¹ See Table 31.

⁵² See Tables 33 and 34.

Overall situation in inclusive education:

- From the statistical perspective,⁵³ the number of all children and pupils with disabilities and other special educational needs (behaviour disorders and developmental learning difficulties) has increased by 1.5-times between 2006 and 2019 from 47,764 to 70,108 persons.
- Their number in mainstream education has more than doubled since 2006; there were 40,070 pupils with disabilities attending mainstream schools in the school year 2019/20 compared to 16,512 in 2006. This increase is mainly due to the steep increase of number of pupils identified with autism (12.2 times), with developmental learning difficulties (2.5 times) and with communication impairments (3.6 times). The number of pupils with sensory impairments (visual, hearing) increased approximately 1.3 times.⁵⁴
- Concerning the level of education, some differences can be found between the attendance of mainstream and special schools. As it is seen from Table 37 in the Annex, at pre-primary level the preference of special education stream has been steadily increasing (e.g. 1,785 children in 2019 compared to 1,416 in 2016), while at the secondary education level the attendance of mainstream schools has been rising (9,854 students in 2019 compared to 8,798 in 2016). At primary level, the increasing trend of mainstream education is obvious as well, however both rising trends depend on the type of disability.

5.2 Analysis of education policies relevant to the Semester

With the reference to the 2020 NRP⁵⁵ the creation of the Strategy of Development of Inclusive Education is one of the inclusive education measures in the Implementation plan of the National Programme of Development of Education for years 2018-2027. The process of its creation should have taken in 2019 and 2020 but no detailed information has been available, yet.

Other relevant inclusive education measures in the Implementation plan (which are close to the measures 4.7.1., 4.7.3., 4.7.5. and 4.7.6. of the National Disability Programme for years 2014-2020) include: 1) creation of good material-technical conditions to meet the needs of children and pupils with disabilities; 2) increase the number of professional staff at schools (such as teachers' assistants, school psychologists, special education psychologists) and 3) quality services of school facilities of counselling and prevention.⁵⁶

The NDP measure, which refers to the material-technical conditions and the accessibility of educational content for children and pupils with disabilities is considered as partially fulfilled. In 2018 and 2019 the National Educational Institute

⁵³ Statistical Yearbook on Education. Available at: http://www.cvtisr.sk/cvti-sr-vedecka- kniznica/informacie-o-skolstve/statistiky/statisticka-rocenka-publikacia/statisticka-rocenka-zakladne-skoly.html?page_id=9601.

⁵⁴ For more detailed data see tables 35 and 36 in the Statistical Annex

⁵⁵ National Reform Programme (2020). Available at: https://ec.europa.eu/info/sites/info/files/2020-european-semester-national-reform-programme-slovakia_sk.pdf.

⁵⁶ *Národný program rozvoja výchovy a vzdelávania* [The National Programme of Development of Education]. MŠVVaŠ SR. Available at: <https://www.minedu.sk/17786-sk/narodny-program-rozvoja-vychovy-a-vzdelavania/>.

organized workshops for professional staff and schools and schools' facilities about general issues in education of children and pupils with disabilities. The schools implemented various types of methods, technical aid and therapy to help pupils with specific disabilities with learning and development (for example multimedia, digital textbooks, interactive programmes, special classroom environment, programmes TEACH, ABA, PECS).⁵⁷ However, there is no information whether this approach was implemented in mainstream school environment.

Inclusive preschool education

Children with disabilities have limited access to pre-primary education, in the school year 2017/2018 only 67 % of them (aged 5-6 years) attended pre-schools, compared to 85 % of their non-disabled peers. Mainstream pre-schools are not obliged to accept a child with disability if no proper conditions are created. Also, the number of children with special needs is limited to two per one class.⁵⁸ Teachers' training is one of the key issues in education of children with disabilities. According to the representative research, almost 77 % of pre-school teachers in mainstream pre-schools did not pass any of the continuing education oriented on children with disabilities. There is the lack of continuing educational programmes with this topic.⁵⁹ The Spending Review (2020)⁶⁰ also suggests to expand continuing education programmes for pre-school teachers focused on acquiring skills to educate children with disabilities and to carry out the research focused on the implementation of disability issues in teachers' qualification education.

Placement in segregated schools and educational content issues

According to the Spending Review (2020) pupils with disabilities follow the specialized education plan depending on the type of disability. Only pupils who are not able to follow the specialized educational programme are allowed to be educated according to the individual plan. As it is stated, this practice goes against current trends, moreover it does not allow an individual approach according to the pupil's individual needs and abilities. The biggest concern refers to the education programme Variant A for pupils with moderate intellectual disability. The content and performance standards in this programme differ from those set in the mainstream educational programme, which creates barriers to mainstream education mostly in following ways:

- In return from special primary schools to mainstream primary schools after re-diagnostic procedures in school counselling centres: Pupils with disabilities who

⁵⁷ The Final Report on fulfilment of provisions related to the National disability programme 2014-2020 for the period 2018-2019. Available at: <https://www.slov-lex.sk/legislativne-procesy/-/SK/dokumenty/LP-2020-212>.

⁵⁸ Hellebrandt, T. et al. (2020). *Revízia výdavkov na skupiny ohrozené chudobou alebo sociálnym vylúčením*. Záverečná správa. [Revision of expenditure on groups at risk of poverty or social exclusion. Final Report]. MŠVVŠ SR. 2020. Available at: <https://www.minedu.sk/data/att/15944.pdf>.

⁵⁹ To dá rozum (2019) in Hellebrandt et al. (2020). Available at: <https://www.minedu.sk/data/att/15944.pdf>.

⁶⁰ Hellebrandt, T. et al. (2020). *Revízia výdavkov na skupiny ohrozené chudobou alebo sociálnym vylúčením*. Záverečná správa. [Revision of expenditure on groups at risk of poverty or social exclusion. Final Report]. MŠVVŠ SR. 2020. Available at: <https://www.minedu.sk/data/att/15944.pdf>.

used to follow special educational programme at special schools' lag behind their non-disabled peers.

- In the follow-up education at secondary schools: Pupils with moderate intellectual disability who follow the programme Variant A have a limited access to secondary education regardless they attend special or mainstream school.⁶¹ The result is, that a nine-year education programme Variant A allows gaining only the primary level of education, not the lower secondary level.

These are the most outstanding issues that need improvements.

Teachers' assistants in inclusive education

The support of teachers' assistants is essential in order to support inclusive education of persons with disabilities at all levels of education.

- In 2018 there were only 204 teachers' assistants in pre-schools (out of which 166 were in mainstream pre-schools). Five percent of mainstream preschools have at least one teacher's assistant compared to 30 % of special pre-schools. Financing of pre-school teachers' assistants depends on individual municipality compared to primary and secondary schools' assistants whose financing is centralized by the Ministry of education, science, research and sport.^{62 63}
- However, the demand for teachers' assistants is still higher than assigned financial sources. In 2018 primary secondary schools needed 5,274 teachers' assistants for 15,237 pupils with disabilities. These schools received EUR 23,4 million on 2,319 teachers' assistants. Their requirements were satisfied at 44 %.⁶⁴

In order to create better support for pupils with disabilities inclusive teams are being created within the ESIF National project (see Chapter 6).

COVID-19 and distance education

An important specific issue related to education of persons with disabilities which revealed in spring 2020, was distance education during the school closure due to COVID-19 lockdown. Hand in hand with the school closure the face-to-face support programmes for children with disabilities were interrupted. Educational support for teachers, school professional staff and for families was provided online via webinars, various guidelines and study materials.

The Ministry of Education, Science, Research and Sport of the SR provided all types of schools (mainstream schools, special schools and special classes) with instructions on various issues such as changes in learning content or changes in evaluation of

⁶¹ Hellebrandt, T. et al. (2020). p. 93. Available at: <https://www.minedu.sk/data/att/15944.pdf>.

⁶² Hellebrandt, T. et al. (2020). p. 86. Available at: <https://www.minedu.sk/data/att/15944.pdf>.

⁶³ MŠVVaŠ SR. *Asistenti učiteľa pre žiakov so zdravotným znevýhodnením*. Available at: <https://www.minedu.sk/asistenti-ucitela-pre-ziakov-so-zdravotnym-znevychodnenim/>.

⁶⁴ Hellebrandt, T. et al. (2020). p. 96. Available at: <https://www.minedu.sk/data/att/15944.pdf>.

pupils during the school closure.⁶⁵ The Research Institute of Child Psychology and Patopsychology (hereinafter VÚDPaP), provided school psychologists and special education teachers with guidelines and sets of study materials, worksheets to help in education of children or pupils with special educational needs.⁶⁶ NGOs also offered support for families with children with disabilities. For example, The Platform of families with children with disabilities shared some activities to help child's development in home environment.⁶⁷

On the other hand, according to the Institute of Educational Policy, approximately 3,100 pupils with disabilities at special primary schools (18.1 %) did not join any form of distance education. Their connection to distance education varied by the type of disability. Among pupils with autism 4.4 % did not connect to distance education while 21.2 % stayed out among pupils with intellectual disability.

The proportion of pupils with disabilities at special primary schools not connected to online education due to the lack of internet access or computer skills was much higher (11,000, 63.6 %). Again, their share was the highest (73.1 %) among pupils with intellectual disabilities. It is assumed that many of these pupils were educated by offline distance education. Only offline ways were used by 53.1 % of teachers from special primary schools. About one fifth of teachers perceive need to improve their skills in the issues of distance education of pupils with special educational needs.⁶⁸

⁶⁵ *Usmernenie k vysvedčeniam pre základné školy pre žiakov so zdravotným znevýhodnením a praktické školy.* [Guidelines for primary school certificates for pupils with disabilities and practical schools.] Available at: <https://www.minedu.sk/data/att/16696.pdf>.

⁶⁶ *Dokumenty, ktoré vydal VÚDPaP v súvislosti s mimoriadnou situáciou pre šírenie koronavírusu* [Documents published by VÚDPaP with the reference of the emergency situation for the spread of coronavirus.] VÚDPaP. Available at: <https://vudpap.sk/koronavirus/sars-cov-2-dokumenty/>.

⁶⁷ *Aktivity s deťmi.* [Activities with children]. *Platforma rodín detí so zdravotným postihnutím.* Available at: <https://www.platformarodin.sk/inklulinka/zvladnemetodoma/#kruh-aktivity>.

⁶⁸ Ostertágová, A. – Čokyna, J. (2020). *Hlavné zistenia z dotazníkového prieskumu v základných a stredných školách o priebehu dištančnej výučby v školskom roku 2019/2020. Komentár 2/2020.* [Main survey outcomes at primary and secondary schools on the process of distance education in the school year 2019/2020. Commentary 2/2020]. Inštitút vzdelávacej politiky. Available at: <https://www.minedu.sk/data/att/17338.pdf>.

6 Investment priorities in relation to disability

6.1 Updates on use of existing EU funds (to 2020)

ESIF in the employment area

National projects: Support of Employment of Persons with Disabilities – 3 and 4 (*Podpora zamestnávania občanov so zdravotným postihnutím – 3 a 4*).⁶⁹

The national project 3 was running since January 2015 to December 2019, the national project 4 is supposed to last from October 2019 to November 2023. and is operated by the Central Office of the Labour, Social Affairs and Family. Both projects cover all Slovak regions except of the Bratislava region.

The projects cover expenses of active labour market measures for persons with disabilities. The following table shows the number of people with disabilities who benefited from these projects in 2018 and 2019, as well as the total expenses spent for given ALMPs (incl. sources from the state budget):

Table: Number of participants and the expenses for the ALMPs for persons with disabilities

	No. of people with disabilities in 2018	No of people with disabilities in 2019	Change between 2018 and 2019 (pps)	Expenses in EUR in 2018	Expenses in EUR in 2019	Change between 2018 and 2019 (pps)
allowance to set up a sheltered workshop or a sheltered workplace	122	94	-23.0	682,252	443,273	-35.0
allowance to maintain employees with disabilities at work	22	32	45.5	73,841	53,018	-28.2
self-employment allowance	76	54	-28.9	379,297	320,921	-15.4
allowance to cover expenses	775	843	8.8	5,801,578	6,599,428	13.8

⁶⁹ For more information see: https://www.upsvr.gov.sk/europsky-socialny-fond/narodne-projekty-v-programovom-obdobi-2014-2020/narodny-projekt-podpora-zamestnavania-obcanov-so-zdravotnym-postihnutim-4.html?page_id=944278.

	No. of people with disabilities in 2018	No of people with disabilities in 2019	Change between 2018 and 2019 (pps)	Expenses in EUR in 2018	Expenses in EUR in 2019	Change between 2018 and 2019 (pps)
for work assistant allowance to partially cover the operating expenses of sheltered workshop and sheltered workplace	9,433	9,480	0.5	30,051,864	32,022,270	6.6
Total	10,428	10,503	0.7	36,947,186	39,438,910	6.7

Source: Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2019⁷⁰

To some extent, this project contradicts the recommendation of the UN Committee to Slovakia to step up efforts in the transition from sheltered workshops to the open labour market, especially in the provision of the allowances to set up sheltered workshop (not sheltered workplace) and cover its operating expenses.⁷¹

ESIF in the educational area

National projects: Helping Professions in education of children and pupils I and II [*Pomáhajúce profesie v edukácii detí a žiakov I a II*]⁷²

- The National project I has been implemented from the 1 February 2020 to 31 August 2022 and follows the previous projects focused on support and improvements in inclusive education, namely: the demand-oriented project 'More successful in primary school I and II' [*V základnej škole úspešnejší I a II*] and the National project 'School open for all' [*Škola otvorená všetkým*].
- The main goal of the new projects is to implement inclusive education principles of persons with disabilities from pre-primary to upper secondary education level by enhancement of support of school professional employees and inclusive teams (teachers' assistants, assistants for pupils with disabilities, school psychologists, special education teachers, social pedagogues).

⁷⁰ Report on the Social Situation of Population in the Slovak Republic for year 2019. Ministry of Labour, Social Affairs and Family of the Slovak Republic, 2020. Available at: https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/2020/sprava_o_soc_situacii_obyvateľstva_sr_2019.pdf.

⁷¹ For more details, see section 3 of this report.

⁷² For more details see: <https://mpc-edu.sk/narodny-projekt-pomahajuce-profesie-v-edukacii-deti-a-ziakov-np-pop>.

- National project II has been implemented since 30 June 2020 to 31 December 2022, with total allocation of 8 EUR 2,149,501.30.⁷³ Both projects have been implemented by The Methodology and Pedagogy Centre - an organization of the Ministry of Education, Science, Research and Sport of the Slovak Republic.⁷⁴

National Project: Professional training of teachers [*Profesijný rozvoj učiteľov - TEACHERS*]⁷⁵

- This project will be implemented by the Methodology and Pedagogy Centre in cooperation with the National Educational Institute. The call was published on 3 September 2020.
- The main goal will be to support professional development of teachers and school professional staff at implementation changes at schools and school facilities including crisis, post-crisis management in COVID-19 pandemic.
- About 8,000 employees are estimated to join the project. The project will be implemented until 31 December 2022 and is financed from the OP Human Resources, Priority axis 1.

National project: Standardization of counselling and prevention system to inclusion and labour market success [*Štandardizáciou systému poradenstva a prevencie k inklúzii a úspešnosti na trhu práce*]⁷⁶

- This National project has been implemented by the Research Institute of Child Psychology and Patopsychology from 1 June 2019 to May 2023. The main goal of the project is to enhance the quality of inter-disciplinary approach in the educational counselling and prevention from early intervention to career guidance, in the family support and in the employee professional development.
- The allocation is EUR 18,100,644.80.

ESIF in social policies: deinstitutionalisation

National project: Deinstitutionalisation of social care facilities – Support of transformational teams (OP LZ NP 2018/4.2.1/01) –NP DI-2.

- Total ESIF allocation: EUR 7,135,530
- The implementation of the project has started in October 2018. The project is implemented in the partnership of the Implementation Agency of the Ministry of Labour, Social Affairs and Family, Council for Social Work Counselling, Slovak University of Technology in Bratislava – Centre of Design for All, and Slovak Union of Supported Employment. Each of the partners is responsible for one of the dimensions of the project – social services, accessibility of physical environment, access to the labour market. It is expected that more than 90 institutions providing residential social services will participate in the project, for

⁷³ For more information see: <https://mpc-edu.sk/nppop-2/oprojekte>.

⁷⁴ For more information see: <https://mpc-edu.sk/en/home>.

⁷⁵ For more details see: <https://mpc-edu.sk/npteachers>.

⁷⁶ For more information see: <https://vudpap.sk/x/projekty/standardy/>.

which the transformation plans should be prepared and implemented.⁷⁷ Currently, 49 institutions have been involved and the third call is open now.⁷⁸

National project: Support of transition from institutional care in social services and facilities of socio-legal protection to community-based services (IROP-PO2-SC211-2017-17)⁷⁹

- Total ESIF allocation: EUR 67,449,470
- The objective of the project is to enhance the process of deinstitutionalisation in existing social care facilities from its infrastructural aspects (i.e. the 'hard' dimension of deinstitutionalisation). In this project, the participation is lower compared to the ESF project, and currently, 16 institutions have been involved.⁸⁰ This lower participation in the ERDF project is caused by the prerequisites of building permit, and transformation plan as an output of the ESF project. The lack of coordination, both on side of OPs and on side of Ministry of Labour reforms, and complicated system around public procurement, render the work of some facilities and discourage others from joining.

National project: Support of availability and the development of outreach home-care service⁸¹

- Total ESIF allocation: EUR 4,928,395.09
- The main objective of this project as well as its two previous editions is to support provision of home care services to care dependent citizens, and thus prevent their institutionalisation. This project is especially focused on the support of availability of home-care services in small villages. The project is implemented by the Implementation Agency of the Ministry of Labour.

6.2 Priorities for future investment (after 2020)

Based on the investment guidance on the Just Transition Fund, following priorities seem especially relevant from a disability perspective:

- Upskilling and reskilling of workers – this priority enables to address regional disparities in the access of people with disabilities to the labour market as an issue which was discussed in section 3.1. In this regard it is important to ensure that there are available resources to cover additional costs related to disabilities, e. g. preparation of study materials in accessible formats, individual consultations, renting accessible training venue.

⁷⁷ Source: *Informácia o plnení opatrení Stratégie deinštitucionalizácie systému sociálnych služieb a náhradnej starostlivosti v Slovenskej republike za rok 2018*. Available at: <https://rokovania.gov.sk/RVL/Material/23483/1>.

⁷⁸ List of residential care facilities participating in the national project: Deinstitutionalisation of social care facilities – Support of transformational teams (OP LZ NP 2018/4.2.1/01). Available at: <https://npdi.gov.sk/o-projekte/zapojene-subjekty/>

⁷⁹ Available at: <http://www.mpsr.sk/index.php?navID=1124&navID2=1124&sID=67&id=11593>.

⁸⁰ Projects contracted within the Call IROP-PO2-SC211-2017-17. Available at: <https://www.mpsr.sk/index.php?navID=1124&navID2=1124&sID=67&id=11593>.

⁸¹ For more details on this project please see: <https://www.nptos.gov.sk/o-projekte/zoznam-poskytovatelov-opatrovatelskej-sluzby-zapojenych-do-np-tos/>.

- Investments in research and innovation activities and fostering the transfer of advanced technologies – to ensure that people with disabilities can also benefit from the innovations.
- Digitalisation and digital connectivity of public services – to ensure that e-government is also accessible to people with disabilities (in the current programming period, this was not always the case: sometimes inaccessible information systems are still used by public administration bodies.⁸² The standardized on-line income tax declaration (tax return form) which was at its launch inaccessible for people using a screen-reader is an example).
- Other priorities, such as inclusive education for children with disabilities, deinstitutionalisation of social services and more community-based services, availability of individual counselling and other measures to support employment of people with disabilities in the open labour market, which are also connected to the recommendations of the UN Committee on the Rights of Persons with Disabilities as shown in sections 3, 4 and 5 of this report, are related to the objective 4: more social Europe.

⁸² This issue was raised e. g. in the *Alternative Report for the UNCRPD Committee* proposed by the DPOs in the Slovak Republic, which is available at:
https://internet.ohchr.org/Treaties/FCRPD/Shared/2520Documents/FSVK/FINT_CRPD_ICO_SVK_22931_E.doc.

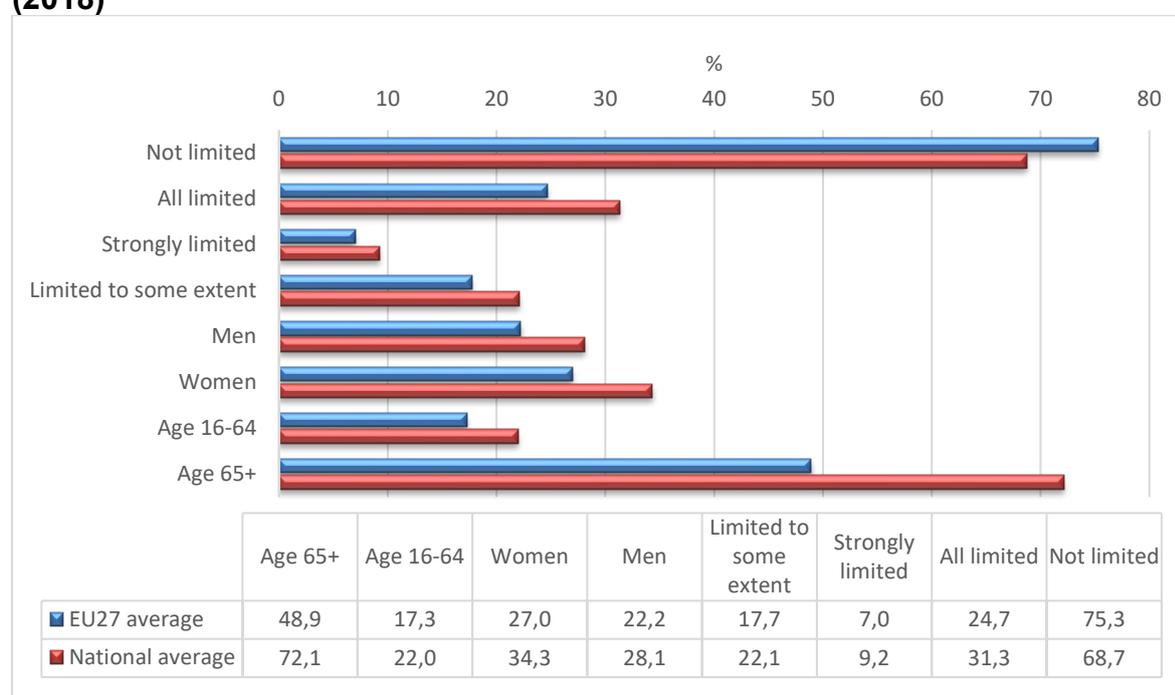
7 Annex: disability data relevant to the Semester

See also disability data published in the Eurostat database⁸³ and statistical reports.⁸⁴

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’.⁸⁵

Table 1: Self-reported ‘activity limitations’ as a proxy for impairment/disability (2018)



Source: EU-SILC 2018 Release 2020 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

⁸³ Eurostat health Database, <https://ec.europa.eu/eurostat/web/health/data/database>.

⁸⁴ Eurostat (2019) *Disability Statistics* https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Disability_statistics.

⁸⁵ 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)).

not report 'activity limitations'.⁸⁶ National estimates for Slovakia are compared with EU27 mean averages for the most recent year.⁸⁷

7.1 EU data relevant to disability and the labour market (2018)

Table 2: Employment rates, by disability and gender (aged 20-64)

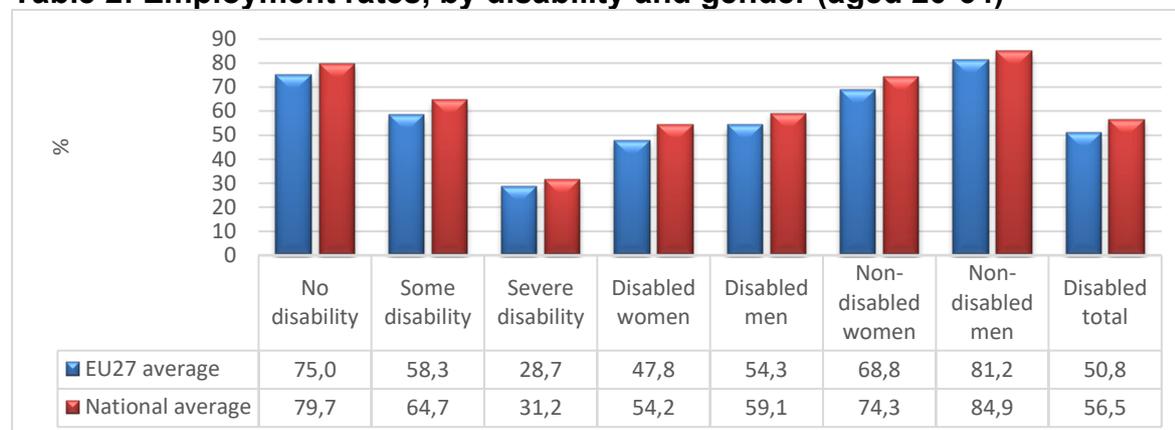
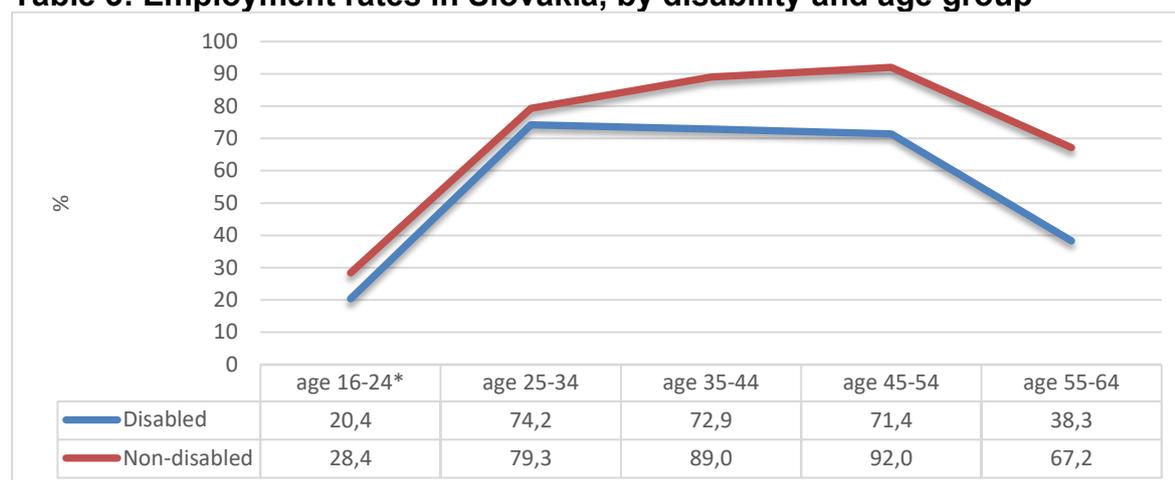
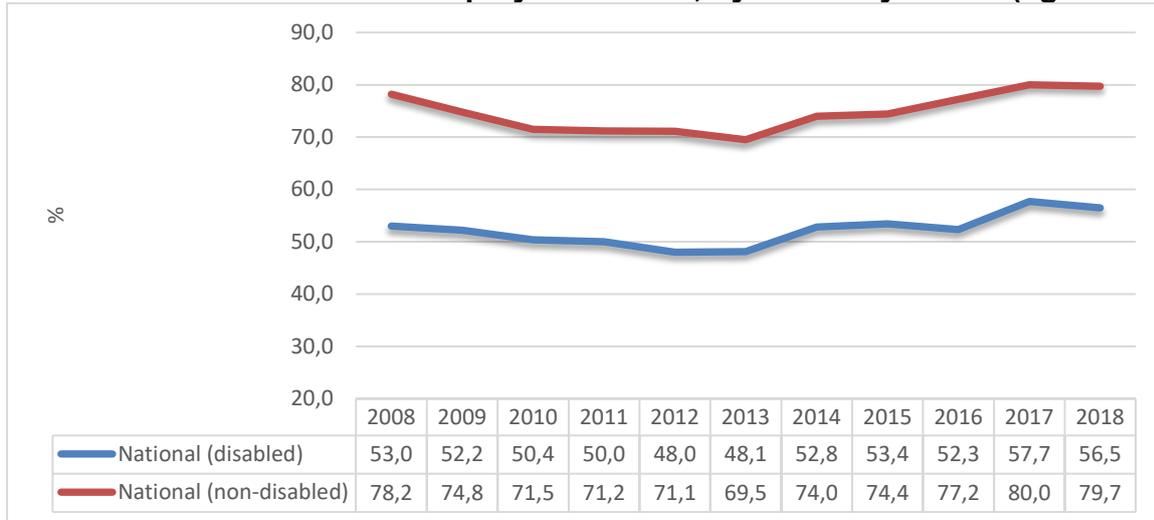


Table 3: Employment rates in Slovakia, by disability and age group



⁸⁶ This methodology was developed in the annual statistical reports of ANED, available at <http://www.disability-europe.net/theme/statistical-indicators>.

⁸⁷ 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.

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


Source: EU-SILC 2018 Release 2020 version 1 (and preceding UDBs)

7.1.1 Unemployment

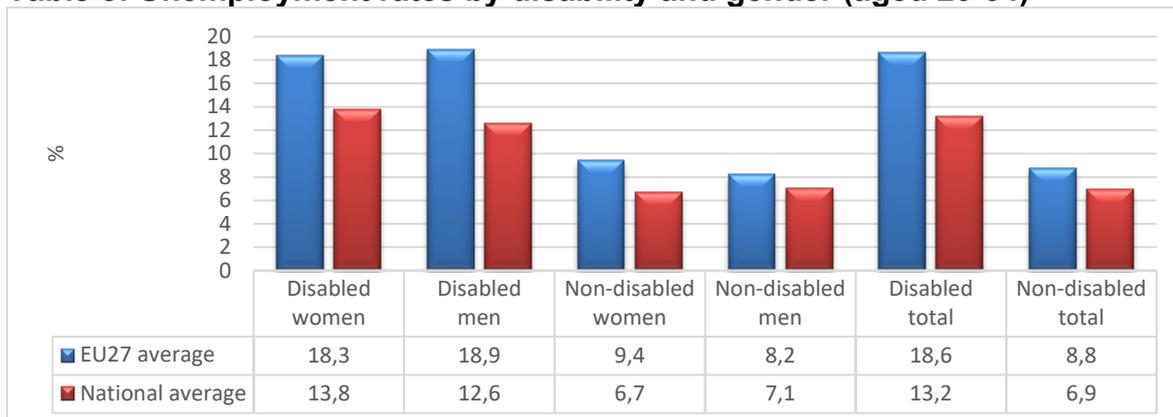
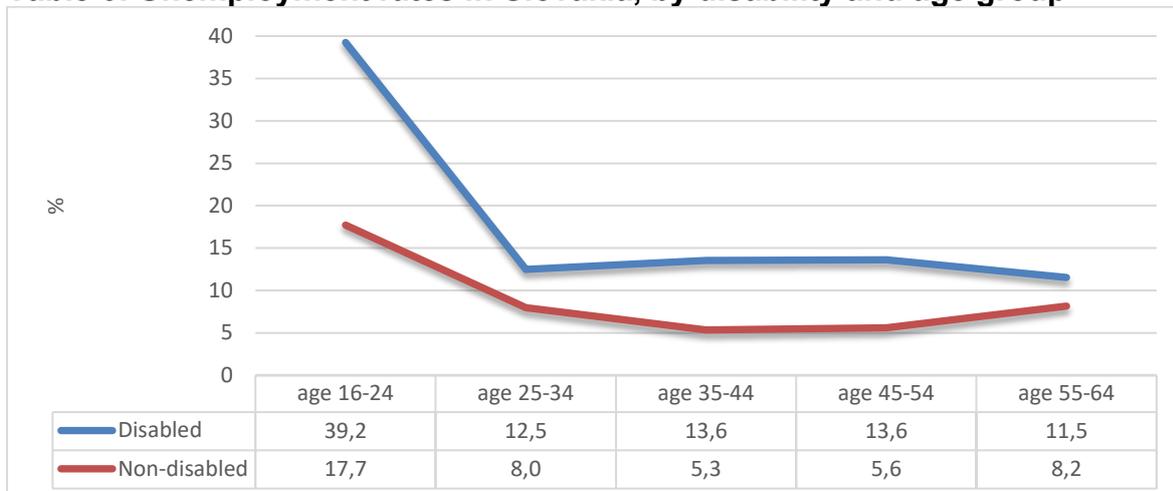
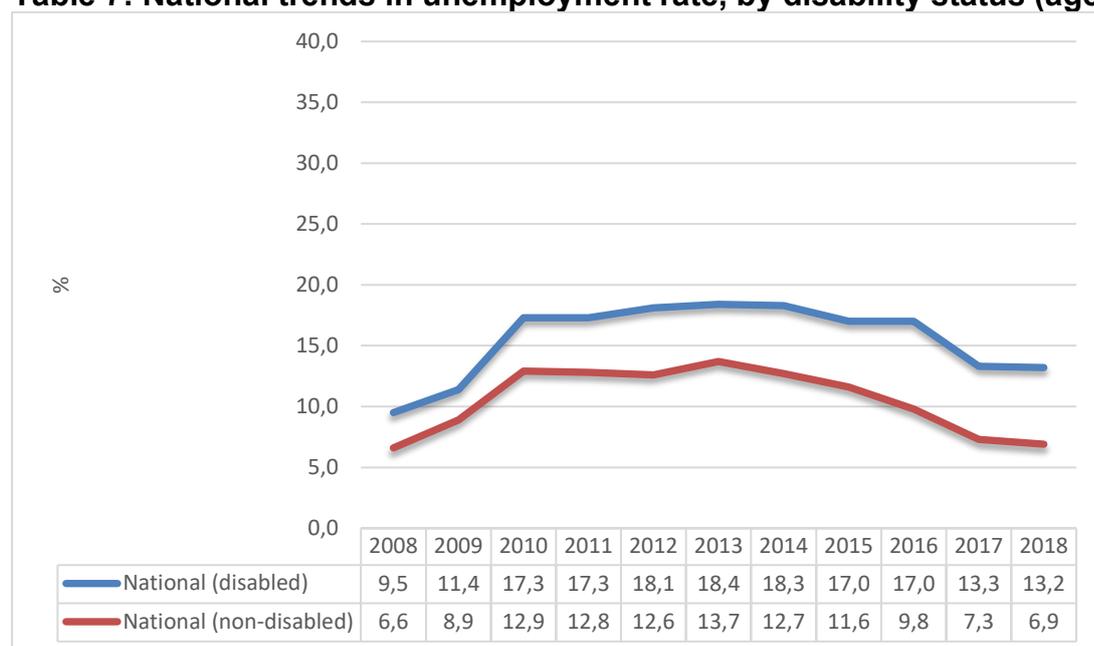
Table 5: Unemployment rates by disability and gender (aged 20-64)

Table 6: Unemployment rates in Slovakia, by disability and age group


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

Source: EU-SILC 2018 Release 2020 version 1 (and preceding UDBs)

7.1.2 Economic activity

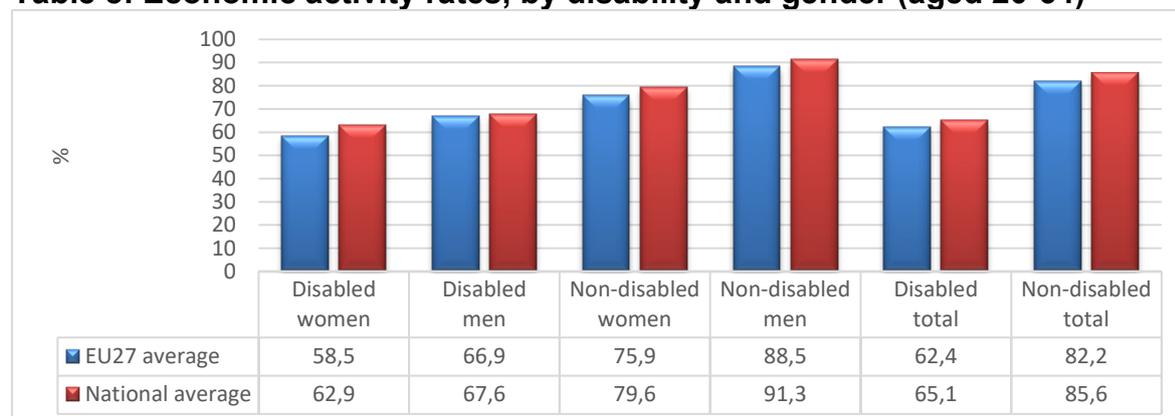
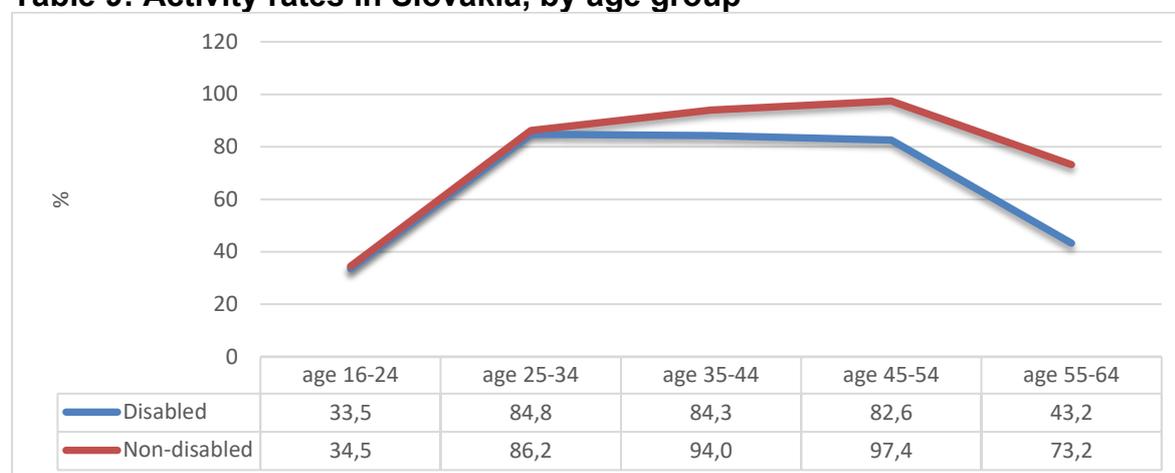
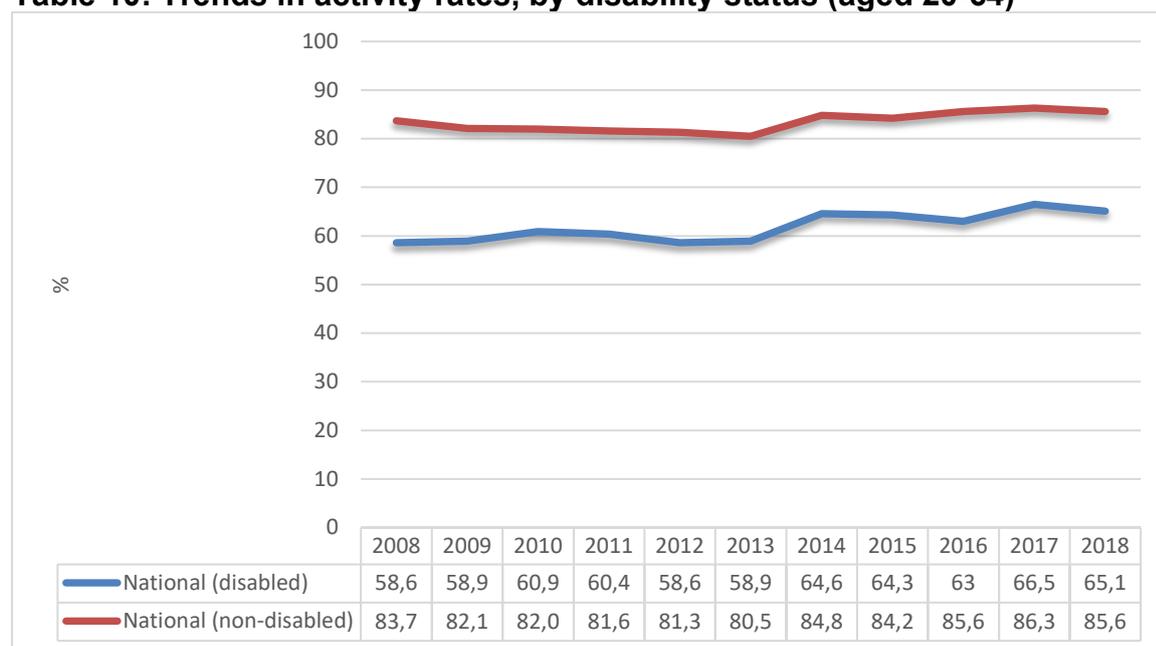
Table 8: Economic activity rates, by disability and gender (aged 20-64)**Table 9: Activity rates in Slovakia, by age group**

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

Source: EU-SILC 2018 Release 2020 version 1 (and preceding UDBs)

7.1.3 Alternative sources of labour market data in Slovakia

Data from LFS – Labour Force Survey

Disability data is not included in the core European Labour Force Survey but labour market indicators for Slovakia were disaggregated from ad modules conducted in 2001 and 2011. These can be found in the Eurostat disability database.⁸⁸

The national Labour Force Survey has been carried out in Slovakia since 1994 by the Statistical Office of the Slovak Republic. Persons with disabilities are identified based upon the respondents' response to the question concerning the granted status of disabled persons (question number 77 of the questionnaire type B for the members of the household). LFS results are processed quarterly and are published on the website of the Statistical Office of the Slovak Republic. Results for people with disabilities are published annually, in the report 'Selected indicators related to the social situation of persons with disabilities' (Vybrané indikátory sociálnej situácie osôb so zdravotným postihnutím). LFS provides employment and unemployment data for disabled people, disaggregated by gender.

The LFS data come from 'Selected indicators related to the social situation of persons with disabilities' [Vybrané indikátory sociálnej situácie osôb so zdravotným postihnutím].⁸⁹

Whereas in EU-SILC, disability is approximated according to a limitation in activities people usually do, which they have because of health problems, in the national Labour Force Survey in Slovakia, people are asked whether they have disability on grounds

⁸⁸ Eurostat Health Database, <https://ec.europa.eu/eurostat/web/health/data/database>.

⁸⁹ Available at: <https://www.employment.gov.sk/sk/rodina-socialna-pomoc/tazke-zdravotne-postihnutie/kontaktne-miesto-prava-osob-so-zdravotnym-postihnutim/dokumenty.html>.

of disability assessment performed by public authority (without further specification on the type of assessment).

Table 11: Economic activity rate, employment rate and unemployment rate of persons with disabilities (%)

	2013	2014	2015	2016	2017	2018
Total population of people with disabilities						
Economic activity rate	17.6	21.4	20.1	19.8	19.8	20.9
Employment rate	14.0	17.3	16.6	16.6	17.1	18.7
Unemployment rate	20.0	19.7	17.5	16.0	13.8	10.4
Men						
Economic activity rate	19.8	24.6	21.7	21.1	20.4	22.0
Employment rate	15.8	19.3	17.8	18.2	17.4	19.2
Unemployment rate	20.4	21.9	17.5	13.8	14.7	12.7
Women						
Economic activity rate	15.6	18.7	18.7	18.4	19.4	19.9
Employment rate	12.5	15.5	15.4	15.0	16.9	18.3
Unemployment rate	19.8	17.0	17.3	18.3	13.0	8.1

Source: Statistical Office of the Slovak Republic, LFS, UDB 2013-2018

Table 12: Share of economically active disabled people by regions (%)

Indicator	2013	2014	2015	2016	2017	2018
Bratislava region	13.2	10.8	14.2	12.4	18.3	19.7
Trnava region	23.5	19.7	12.8	13.7	13.8	12.9
Trenčín region	15.3	15.1	14.2	17.3	19.4	16.1
Nitra region	1.9	5.1	7.2	8.5	8.9	7.9
Žilina region	17.0	13.5	14.3	12.5	9.1	13.9
Banská Bystrica region	17.7	20.5	19.6	16.0	12.1	13.4
Prešov region	6.9	7.9	9.2	9.5	8.8	8.6
Košice region	4.6	7.4	8.6	10.1	9.5	7.4

Source: Statistical Office of the Slovak Republic, LFS, UDB 2013-2018

Table 13: Share of unemployed people with disabilities by duration of unemployment (%)

Indicator	2013	2014	2015	2016	2017	2018
0-6 months	18.3	28.1	18.3	39.8	15.9	21.9
7-12 months	8.6	15.8	13.6	9.3	13.8	12.9
1-2 year/s	5.8	10.3	21.9	12.1	15.4	11.0
More than 2 years	67.3	45.8	46.3	38.9	54.9	54.2

Source: Statistical Office of the Slovak Republic, LFS, UDB 2013-2018

*Administrative data on labour market participation of people with disabilities***Table 14: Employed people with disabilities**

	2014	2015	2016	2017	2018	2019
No. of persons with disabilities*	240,445	244,958	248,160	249,966	253,169	251,128
From that: No. of employed persons	75,545	85,391	92,157	96,938	101,931	105,102
Share of employed persons (%)	31.4	32.2	37.1	38.8	40.3	41.9

*In this context, persons with disabilities refer to those who are recognised as disabled on grounds of disability assessment, which is conducted by the Social Insurance Agency for the purpose of disability pension, i.e. those who receive disability pension

Source: Social Insurance Agency (on request)

Table 15: Disability pensioners by the level of reduced work capacity

	2017	2018	2019
All disability pensioners	249,966	253,169	251,128
From that: Those with reduced work capacity by more than 70 %	105,200	103,479	100,293
Share of those with reduced work capacity by more than 70 % (%)	42.09	40.87	39.94

Source: Social Insurance Agency (on request)

Table 16: Disability pensioners by age (December 2019)

	No. of disability pensioners	Share (%)
Total	251,128	100
15-19 years	980	0.39
20-24 years	6,204	2.47
25-29 years	9,599	3.82
30-39 years	29,297	11.67
40-49 years	57,804	23.02
50-54 years	43,581	17.35
55-59 years	67,756	27.0
More than 60 years	35,907	14.3

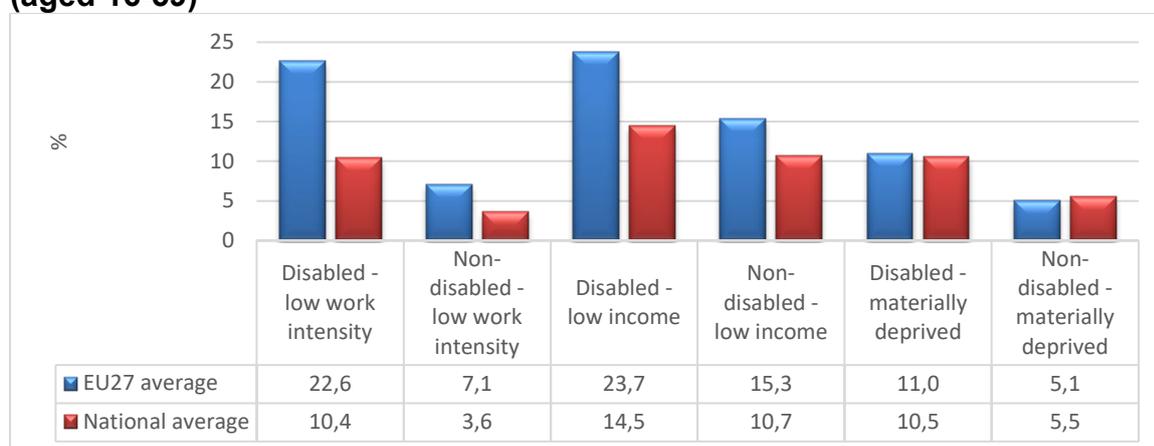
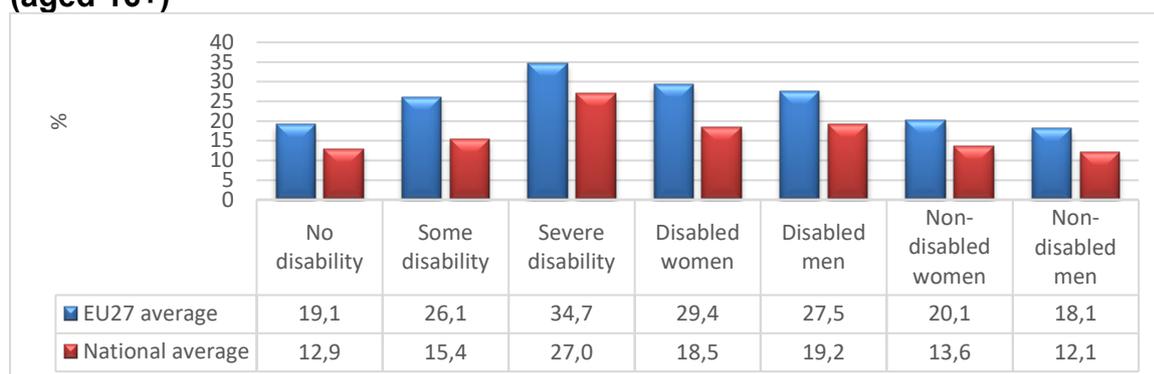
Source: Social Insurance Agency (on request)

Table 17: Unemployed people with disabilities - Average number of registered jobseekers

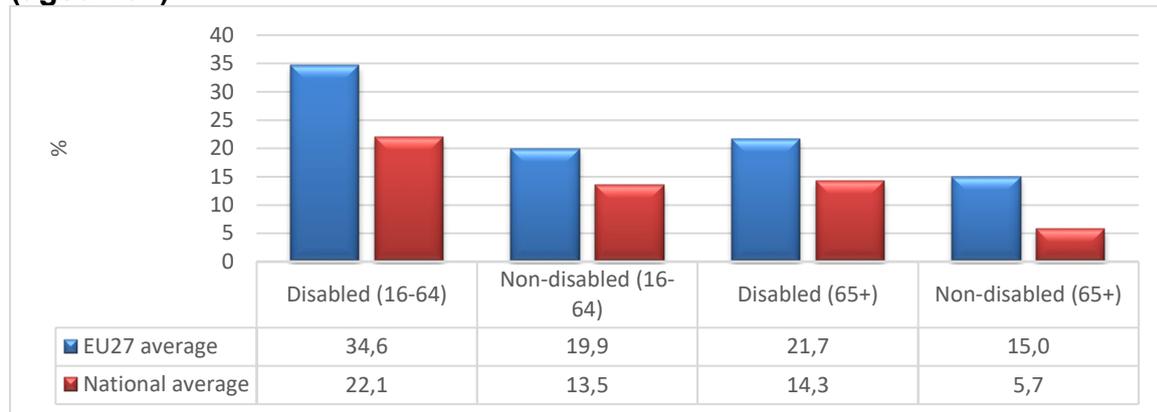
	2013	2014	2015	2016	2017	2018	2019
All jobseekers	415,006	385,661	354,582	300,988	227,542	181,703	168,030
Disabled jobseekers	11,659	12,800	12,917	10,800	8,018	6,439	5,808
Share of disabled jobseekers (%)	2.81	3.32	3.64	3.59	3.52	3.56	3.54

Source: Správy o sociálnej situácii obyvateľstva Slovenskej republiky za rok (2013, ..., 2019)⁹⁰

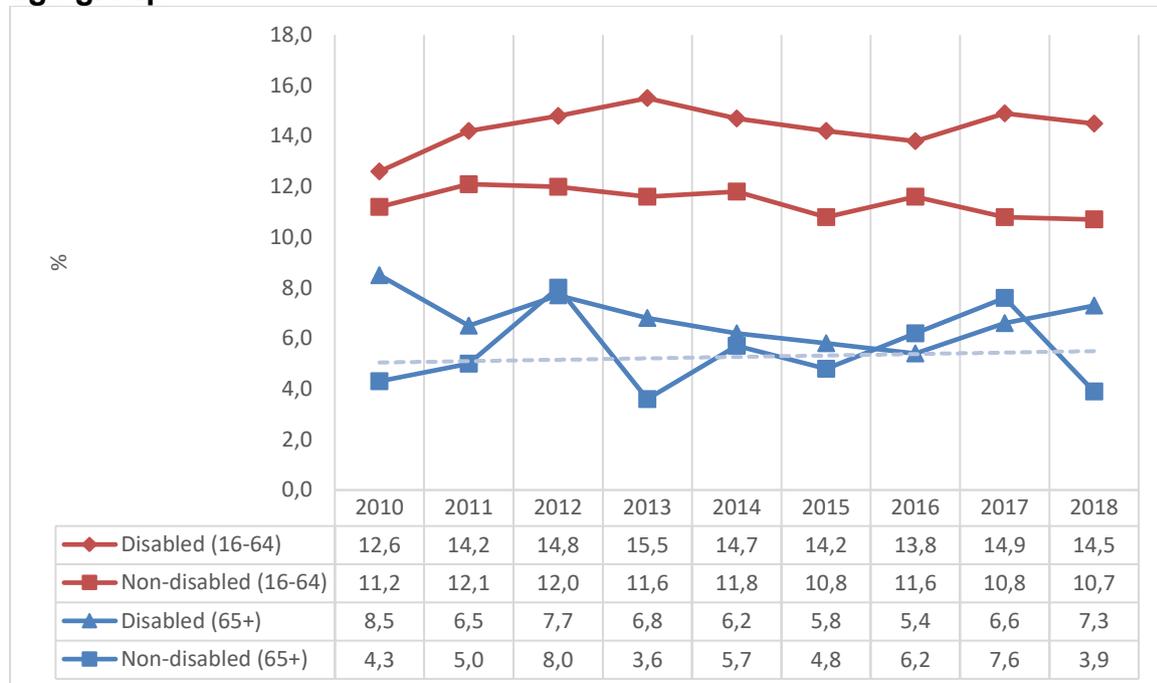
7.2 EU data relevant to disability, social policies and healthcare (2018)

Table 18: People at risk of poverty or social exclusion, by disability and risk (aged 16-59)**Table 19: People at risk of poverty or social exclusion, by disability and gender (aged 16+)**

⁹⁰ [Reports on the Social Situation of Population in the Slovak Republic for year (2013, ..., 2019)]. Ministry of Labour, Social Affairs and Family of the Slovak Republic, 2020. Available at: <http://www.employment.gov.sk/sk/ministerstvo/vyskum-oblasti-prace-socialnych-veci-institut-socialnej-politiky/spravy-socialnej-situacii-obyvatelstva-slovenskej-republiky.html>.

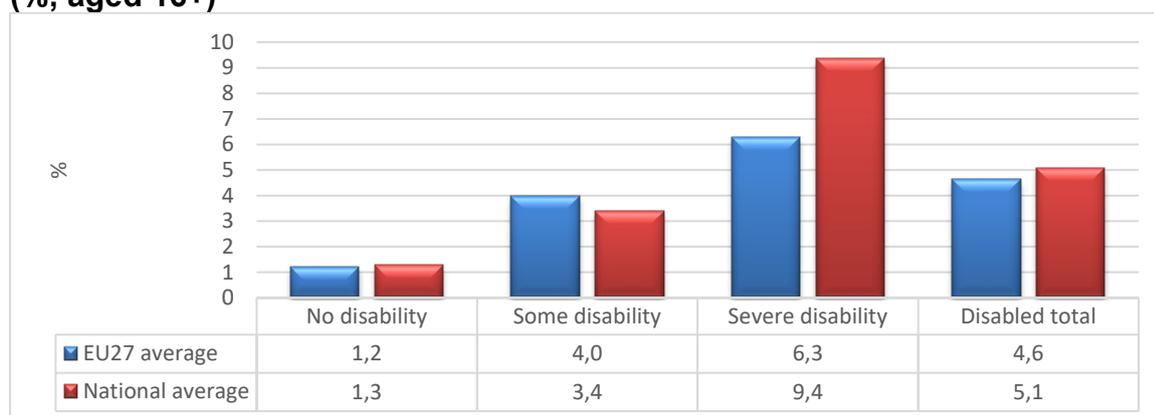
Table 20: Overall risk of household poverty or exclusion by disability and age (aged 16+)

Source: EU-SILC 2018 Release 2020 version 1 (and previous UDB)

Table 21: 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 22: 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 2018 are consistent with the 3-year mean values.

7.2.1 Alternative sources of poverty or health care data in Slovakia

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.⁹¹

Table 23: People at risk of poverty by level of activity limitation before and after social transfers (pensions included in social transfers) (% , 2018)

	Before transfers	After transfers	% change
Slovakia	57.8	11.4	-80.28
EÚ average	67.17	22.86	-65.92

Source: Eurostat (EU SILC)

Table 24: Capacity according to form of provided social service / total / %

	Residential form		Outpatient form		Outreach form	
2016	40,278	63.91 %	5,689	9.03 %	17,057	27.06 %
2017	39,725	62.58 %	7,757	12.22 %	15,994	25.20 %
2018	40,838	64.17 %	6,682	10.50 %	16,124	25.33 %

Source: Report on the Social Situation of the Population of the Slovak Republic, 2019, MoLSAF

Table 25: Number of persons on waiting lists for residential form of social services

Year	2016	2017	2018	2019
Total in Slovakia	7,699	9,586	9,643	10,779

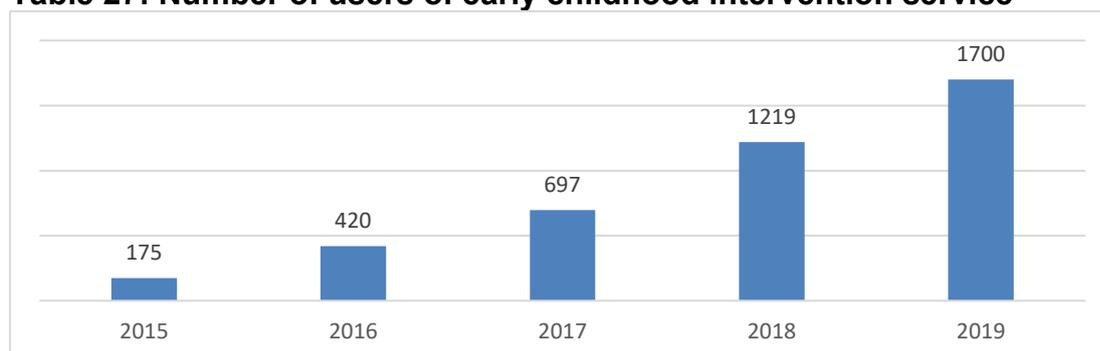
Source: Report on the Social Situation of the Population of the Slovak Republic, 2016 - 2019, MoLSAF

⁹¹ Eurostat Health Database, <https://ec.europa.eu/eurostat/web/health/data/database>.

Table 26: Number of recipients of cash benefit for personal assistance / home care allowance

	2018 (monthly average)	2019 (monthly average)	2020 (July)
Recipients of contribution for personal assistance	10,100	10,667	11,219
Recipients of home care contribution	53,356	57,048	62,301

Source: Statistical reports of Central Office of Labour, Social Affairs and Family, 2018-2020⁹²

Table 27: Number of users of early childhood intervention service

Source: Reports on the Social Situation of the Population of the Slovak Republic, 2016-2019, MoLSAF

Table 28: Structure of recipients of selected types of social services according to the level of dependency

	I.	II.	III.	IV.	V.	VI.	Total
SUM	238	3,394	4,453	10,745	10,618	31,794	61,242
Home care service		2,152	2,261	4,587	3,236	3,888	16,124
Retirement home	209	712	298	4,744	4,269	8,504	18,736
Social service home	7	128	84	88	1,134	10,125	11,566
Specialized facility	0	0	1	4	932	6,410	7,347
Supported Housing	0	184	78	51	13	215	541
Nursing home	2	71	123	391	507	1,214	2,308

Source: Zdroj: Výkaz ŠÚ SR Soc 1-01, výkaz MPSVR 7- 01, 11-01

⁹² Available at: https://www.upsvr.gov.sk/statistiky/socialne-veci-statistiky/2020/2019-socialne-davky.html?page_id=971504.

7.3 EU data relevant to disability and education

Table 29: Early school leaving rates, by disability status (aged 18-24 and 18-29)⁹³

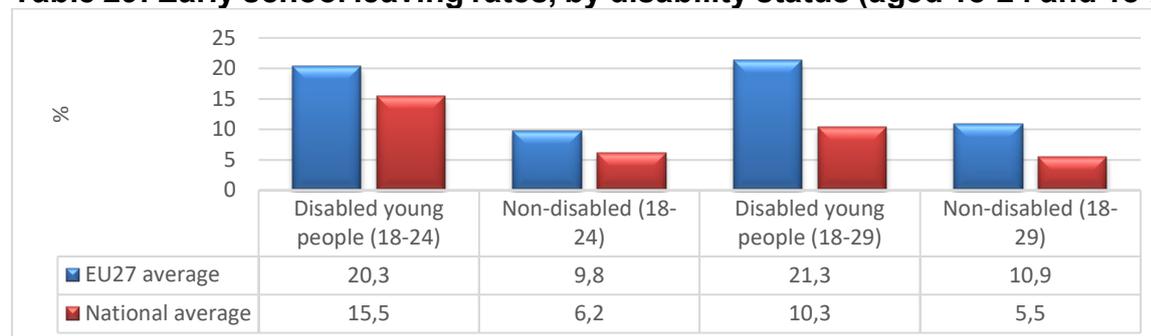
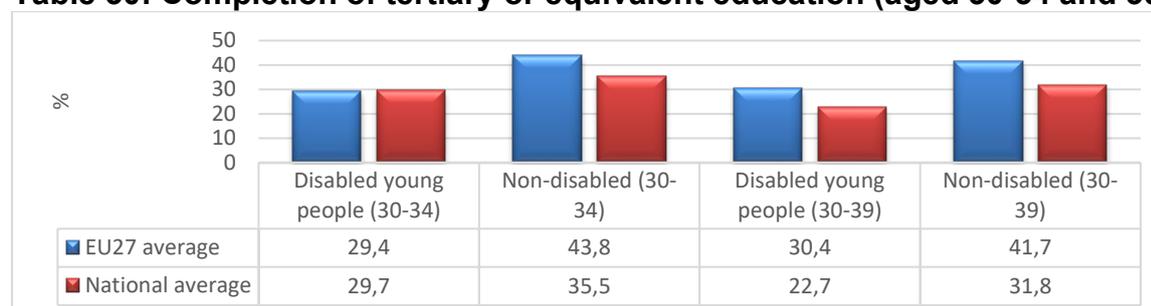


Table 30: Completion of tertiary or equivalent education (aged 30-34 and 30-39)



Source: EU-SILC 2018 Release 2020 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.

7.3.1 Alternative sources of education data in Slovakia

Disability data is not included in the core European Labour Force Survey, but education and training indicators were disaggregated from ad hoc modules conducted in 2001 and 2011. These can be found in the Eurostat disability database.⁹⁴ Similar caution is needed with this data.

Some administrative data is also provided in the European Agency's Statistics on Inclusive Education (EASIE), concerning the population of enrolled students identified with special educational needs in Slovakia.⁹⁵

Alternative sources of national education data have been provided by the Statistical office of the Slovak Republic. These data show qualification rates (secondary / tertiary) of all persons with disabilities and are disaggregated by economic status, education and age.

From the methodological perspective, with regards to early school leavers, only the ages 15-29 are available in these statistics, not the category of 18-24-year olds.

⁹³ 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.

⁹⁴ Eurostat Health Database, <https://ec.europa.eu/eurostat/web/health/data/database>.

⁹⁵ European Agency for Special Needs and Inclusive Education, *Statistics on Inclusive Education*, <https://www.european-agency.org/data/data-tables-background-information>.

Table 31: Economically active population with disabilities by age and education
(in %)

Indicator	LFS 2013 (N=51,700)	LFS 2014 (N=76,700)	LFS 2015 (N=76,200)	LFS 2016 (N=72,900)	LFS 2017 (N=75,100)	LFS 2018 (N=82,900)
15 - 29 years	12.7	13.1	12.9	12.6	8.2	7.9
Without education + primary education + lower secondary education	1.1	0.5	0.9	1.0	0.5	0.1
Apprenticeship +secondary without school leaving exam	2.8	2.9	3.2	2.8	1.5	0.9
Apprenticeship + upper secondary education	7.8	7.4	4.9	5.5	3.9	4.4
Tertiary education	0.9	2.2	3.8	3.3	2.2	2.4
30 - 39 years	20.5	25.0	18.3	19.6	18.8	21.6
Without education + primary education + lower secondary education	2.4	1.6	1.2	0.7	1.2	2.7
Apprenticeship +secondary without school leaving exam	7.2	8.4	5.2	4.4	3.6	4.9
Apprenticeship + upper secondary education	7.8	8.0	8.0	9.2	9.3	9.5
Tertiary education	3.1	7.0	3.8	5.4	4.7	4.5
40 - 49 years	24.8	26.4	26.3	23.0	28.7	26.9
Without education + primary education + lower secondary education	1.6	2.3	2.0	1.0	1.4	3.0
Apprenticeship +secondary without school leaving exam	12.0	9.7	11.0	9.8	11.7	8.5
Apprenticeship + upper secondary education	8.8	10.1	9.3	7.9	11.4	11.2
Tertiary education	2.4	4.2	3.9	4.4	4.2	4.4
50 +	42.1	35.6	42.6	44.7	44.3	43.6
Without education + primary education + lower secondary education	7.0	4.2	4.8	5.6	3.5	3.0
Apprenticeship +secondary without school leaving exam	15.3	13.9	17.1	19.6	19.8	18.3

Apprenticeship + upper secondary education	14.7	11.1	14.9	14.1	15.3	16.6
Tertiary education	5.1	6.3	5.9	5.4	5.7	5.7
Total	100	100	100	100	100	100
Without education + primary education + lower secondary education	12.1	8.6	8.9	8.3	6.6	8.8
Apprenticeship +secondary without school leaving exam	37.3	34.9	36.5	36.6	36.6	32.6
Apprenticeship + upper secondary education	39.1	36.6	37.1	36.7	39.9	41.7
Tertiary education	11.5	19.7	17.4	18.5	16.8	17.0

Source: Statistical office of the Slovak republic, LFS UDB 2013-2018 and authors' processing

Table 32: Economically inactive population with disabilities by age and education (in %)

Indicator	LFS 2013 (N=242,600)	LFS 2014 (N=281,000)	LFS 2015 (N=302,800)	LFS 2016 (N=296,800)	LFS 2017 (N=303,400)	LFS 2018 (N=314,000)
15 - 29 years	8.0	9.6	8.6	7.1	7.3	7.3
Without education + primary education + lower secondary education	6.2	6.7	6.0	5.5	5.4	5.2
Apprentice ship +secondary without school leaving exam	0.3	0.9	0.7	0.4	0.8	0.8
Apprentice ship + upper secondary education	1.0	1.6	1.7	1.2	0.8	1.1
Tertiary education	0.5	0.6	0.1	0.1	0.3	0.2
30 - 39 years	8.7	9.2	8.4	8.1	8.5	8.5
Without education	3.5	2.8	3.2	3.7	3.5	3.7

+ primary education + lower secondary education						
Apprentice ship +secondary without school leaving exam	2.7	3.2	2.4	1.9	2.2	2.5
Apprentice ship + upper secondary education	1.8	2.5	2.3	2.0	2.3	1.8
Tertiary education	0.7	0.6	0.5	0.6	0.6	0.4
40 - 49 years	12.6	9.4	10.6	10.9	11.2	10.9
Without education + primary education + lower secondary education	2.9	2.4	2.4	2.8	2.7	2.8
Apprentice ship +secondary without school leaving exam	5.7	4.1	5.2	5.2	5.5	4.6
Apprentice ship + upper secondary education	3.6	2.5	2.6	2.7	2.7	3.0
Tertiary education	0.4	0.4	0.4	0.3	0.3	0.6
50 +	70.8	71.9	72.5	73.9	72.9	73.3
Without education + primary education + lower	20.8	21.1	20.9	20.0	19.6	20.1

secondary education						
Apprentice ship +secondary without school leaving exam	30.3	31.0	29.9	30.3	29.8	29.9
Apprentice ship + upper secondary education	16.9	16.5	17.8	19.7	20.2	19.7
Tertiary education	2.9	3.2	3.8	3.8	3.4	3.6
Total	100	100	100	100	100	100
Without education + primary education + lower secondary education	33.4	33	32.5	32	31.2	31.8
Apprentice ship +secondary without school leaving exam	39	39.2	38.2	37.8	38.3	37.8
Apprentice ship + upper secondary education	23.3	23.1	24.4	25.6	26	25.6
Tertiary education	4.5	4.8	4.8	4.8	4.6	4.8

Source: Statistical office of the Slovak republic, LFS UDB 2013-2018 and authors' processing

Table 33: Working population with disabilities by age and education

Indicator	LFS 2013 (N=41,300)	LFS 2014 (N=61,500)	LFS 2015 (N=62,900)	LFS 2016 (N=61,200)	LFS 2017 (N=64,800)	LFS 2018 (N=74,300)
15 - 29 years	11.3	11.3	11.5	12.0	7.2	7.8
Without education + primary education + lower secondary education	1.4	0.4	0.9	0.4	0.3	0.1
Apprenticeship +secondary without school leaving exam	1.7	1.7	2.5	2.9	1.1	0.8
Apprenticeship + upper secondary education	7.6	6.9	4.5	5.5	3.4	4.6
Tertiary education	0.7	2.3	3.6	3.3	2.4	2.3
30 - 39 years	19.1	26.0	19.4	19.8	17.7	20.9
Without education + primary education + lower secondary education	1.5	1.6	1.2	0.8	1.0	2.3
Apprenticeship +secondary without school leaving exam	6.7	8.0	5.4	4.9	1.8	4.6
Apprenticeship + upper secondary education	8.0	8.2	8.4	8.8	9.5	9.2
Tertiary education	2.9	8.2	4.4	5.3	5.4	4.8
40 - 49 years	26.4	27.6	26.5	24.1	29.4	27.3
Without education + primary education + lower secondary education	1.4	2.3	1.7	0.9	1.1	2.3
Apprenticeship +secondary without school leaving exam	13.0	10.3	10.7	10.7	11.5	8.2
Apprenticeship + upper secondary education	9.4	11.2	10.2	8.2	12.1	12.2
Tertiary education	2.7	3.7	3.9	4.3	4.7	4.6
50 +	43.2	35.2	42.6	44.1	45.7	44.1
Without education + primary education + lower secondary education	6.0	3.4	3.7	4.8	3.8	2.7
Apprenticeship +secondary without school leaving exam	15.4	12.8	17.0	18.9	19.8	17.4
Apprenticeship + upper secondary education	16.3	11.6	15.5	14.6	15.7	17.6

Tertiary education	5.6	7.4	6.4	5.9	6.2	6.3
Total	100	100	100	100	100	100
Without education + primary education + lower secondary education	10.3	7.7	7.5	6.9	6.2	7.4
Apprenticeship +secondary without school leaving exam	36.8	32.8	35.6	37.4	34.2	31.0
Apprenticeship + upper secondary education	41.3	37.9	38.6	37.1	40.7	43.6
Tertiary education	11.9	21.6	18.3	18.8	18.7	18.0

Source: Statistical office of the Slovak republic, LFS UDB 2013-2018 and authors' processing

Table 34: Unemployed population with disabilities by age and education

Indicator	LFS 2013 (N=10,400)	LFS 2014 (N=15,100)	LFS 2015 (N=11,100)	LFS 2016 (N=11,700)	LFS 2017 (N=10,300)	LFS 2018 (N=8,600)
15 - 29 years	18.1	20.6	19.0	15.7	14.5	8.7
Without education + primary education + lower secondary education	0.0	0.9	1.0	4.4	1.9	0.0
Apprenticeship +secondary without school leaving exam	7.5	8.0	6.5	2.6	4.5	1.7
Apprenticeship + upper secondary education	8.8	9.6	6.9	5.3	7.3	3.0
Tertiary education	1.8	2.0	4.7	3.3	0.8	4.0
30 - 39 years	26.0	21.0	13.1	18.3	25.9	27.8
Without education + primary education + lower secondary education	5.9	1.6	1.4	0.0	2.5	6.2
Apprenticeship +secondary without school leaving exam	9.4	10.1	4.2	1.8	14.8	8.1
Apprenticeship + upper secondary education	6.9	7.2	6.2	10.8	7.8	11.4
Tertiary education	3.9	2.1	1.3	5.7	0.8	2.1
40 - 49 years	18.2	21.4	25.3	17.8	24.0	24.2
Without education + primary education + lower secondary education	2.3	2.2	3.4	1.7	3.0	8.5
Apprenticeship +secondary without school leaving exam	8.1	7.3	12.6	4.7	13.1	10.8

Apprenticeship + upper secondary education	6.3	5.6	5.2	6.2	7.0	2.5
Tertiary education	1.5	6.3	4.1	5.2	0.9	2.4
50 +	37.7	37.1	42.6	48.1	35.5	39.3
Without education + primary education + lower secondary education	11.0	7.6	9.8	10.3	1.5	5.6
Apprenticeship +secondary without school leaving exam	15.0	18.2	17.3	23.2	19.5	26.0
Apprenticeship + upper secondary education	8.3	9.1	11.9	11.5	12.5	7.7
Tertiary education	3.5	2.2	3.7	3.1	2.0	0.0
Total	100	100	100	100	100	100
Without education + primary education + lower secondary education	19.2	12.3	15.6	16.4	8.9	20.3
Apprenticeship +secondary without school leaving exam	40	43.6	40.6	32.3	51.9	46.6
Apprenticeship + upper secondary education	30.3	31.5	30.2	33.8	34.6	24.6
Tertiary education	10.7	12.6	13.8	17.3	4.5	8.5

Source: Statistical office of the Slovak republic, LFS UDB 2013-2018 and authors' processing

Another national data on education are provided in the Statistical Yearbooks on Education published by the Centre for Scientific information of the Ministry of Education, Science and Sport. These include data on pupils with special educational needs attending special schools, special classes and mainstream schools and long-term trends in inclusion ('school integration') at pre-primary, primary and secondary level.⁹⁶ The most important data regarding current inclusion issues are in the following tables.

⁹⁶ Slovak school legislation does not recognize the term 'inclusion'. The term 'school integration' is used.

Table 35: Pupils with special educational needs at mainstream and special education (frequencies)

Year	Mainstream education	Special education	Total
2006	16,512	31,252	47,764
2007	18,426	31,510	49,936
2008	19,459	31,451	50,910
2009	21,471	31,893	53,364
2010	23,612	32,272	55,884
2011	25,875	32,289	58,164
2012	27,611	32,294	59,905
2013	29,976	32,274	62,250
2014	33,682	32,145	65,827
2015	34,848	31,684	66,532
2016	36,075	30,946	67,021
2017	37,590	30,566	68,156
2018	38,895	30,488	69,383
2019	40,070	30,038	70,108

Source: *Statistical Yearbook of Education. Slovak centre of scientific and technical information.*⁹⁷

Note: High-skilled pupils belong to the pupils with special educational needs according to the legislation, as well. This table focuses only on pupils with disability/impairment/disorder, so high skilled pupils are not included in the table.

Table 36: Pupils with special educational needs at mainstream schools (frequencies)

	Autism	Intellectual disability	Hearing impairment	Visual impairment	Communication disorder	Physical disability	Behavioural disorders	Developmental learning	Others	Total
2006	107	3,896	441	353	880	1,359	728	8,739	9	16,512
2007	105	3,879	447	370	929	1,434	992	10,270	n/a	18,426
2008	153	3,792	471	386	841	1,418	1,119	11,279	n/a	19,459
2009	190	3,778	492	385	831	1,454	1,292	13,049	n/a	21,471
2010	204	3,754	504	378	885	1,416	1,488	14,983	n/a	23,612
2011	274	3,860	508	387	1,022	1,388	1,674	16,762	n/a	25,875
2012	327	3,653	509	405	1,112	1,116	1,031	16,981	2,477	27,611
2013	417	3,634	522	401	1,315	1,104	1,122	18,210	3,251	29,976
2014	541	3,750	565	496	1,563	1,007	1,112	19,752	4,896	33,682
2015	678	3,953	605	462	1,747	934	900	20,033	5,536	34,848
2016	804	3,864	622	487	1,879	946	680	20,768	6,025	36,075
2017	943	3,717	663	490	2,238	859	704	21,553	6,423	37,590
2018	1,109	3,352	682	459	2,668	813	657	23,029	6,126	38,895
2019	1,303	3,432	620	401	3,159	801	533	22,159	7,662	40,070

⁹⁷ Available at: http://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/statisticka-rocenka-publikacia/statisticka-rocenka-specialne-skoly.html?page_id=9600 and authors' processing.

Source: *Statistical Yearbook of Education. Slovak centre of scientific and technical information.*⁹⁸

Note: High-skilled pupils belong to the pupils with special educational needs according to the legislation, as well. This table focuses only on pupils with disability/impairment/disorder, so high skilled pupils are not included in the table.

Table 37: Persons with disabilities in mainstream and special education (frequencies)

	Pre-primary education		Primary education		Secondary education	
	special	mainstream	special	mainstream	special	mainstream
2006	797	642	24,985	13,828	5,470	2,036
2007	816	592	25,256	15,016	5,438	2,818
2008	839	498	25,118	15,425	5,494	3,536
2009	952	490	25,380	16,747	5,561	4,234
2010	984	468	25,615	18,244	5,673	4,900
2011	1,023	513	25,580	19,887	5,686	5,475
2012	1,067	475	25,528	21,040	5,699	6,096
2013	1,105	513	25,386	22,576	5,783	6,887
2014	1,209	579	25,143	25,443	5,793	7,660
2015	1,317	592	24,889	25,954	5,478	8,302
2016	1,416	496	24,177	26,781	5,353	8,798
2017	1,521	550	23,712	27,868	5,333	9,172
2018	1,667	554	23,626	28,822	5,195	9,519
2019	1,785	519	22,987	29,697	5,266	9,854

Source: *Statistical Yearbook of Education. Slovak centre of scientific and technical information.*⁹⁹

Note: High-skilled pupils belong to the pupils with special educational needs according to the legislation, as well. This table focuses only on pupils with disability/impairment/disorder, so high skilled pupils are not included in the table.

⁹⁸ Available at: http://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/statisticka-rocenka-publikacia/statisticka-rocenka-specialne-skoly.html?page_id=9600.

⁹⁹ Available at: http://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/statisticka-rocenka-publikacia/statisticka-rocenka-specialne-skoly.html?page_id=9600.

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