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| **European Semester 2018/2019 country fiche on disability** |
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| With comparative data provided by the ANED core team |

The [Academic Network of European Disability experts](http://disability-europe.net/) (ANED) was established by the European Commission in 2008 to provide scientific support and advice for its disability policy Unit. In particular, the activities of the Network support the development of the European Disability Strategy 2010-2020 and implementation of the United Nations Convention on the Rights of Persons with Disabilities in the EU.

This country report and statistical annex have been prepared as input for the European Semester from a disability perspective.

 

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# Summary and recommendations

## Key features of the disability situation and challenges in 2018-19

The Czech Republic performs relatively well on headline indicators, with low unemployment, a low share of people at risk of poverty or social exclusion rate, but with income inequality. However, the trends in employment of persons with disabilities lag behind this development and the public employment services fall short in providing disabled jobseekers with person-centred and continuous support. There are gaps in effectiveness of active employment policy measures.

The early school-leavers rate remains low in the Czech Republic, compared to the EU28 average, but it is higher for people with disabilities. The UN Committee recommended implementing the amended School Act, and to incorporate inclusive education as the guiding principle of the education system. The Amendment of the Education Act 561 came into force in September 2016 but continuing progress on inclusion will depend on the availability of sufficient and sustainable national funding, as well as further teacher and teaching-assistant training. The Parliament did not accept the bill on teacher career structure in 2017. Hence, progress in teachers´ professional development policies remains unsatisfactory.

The existing disability assessment draws predominantly on medical examination. The overarching aim of the disability assessment is to compensate reduced work capacity of the person. The assessment fails to evaluate work potential of the person and to recommend employment opportunities and relevant support instruments.

In 2015 the UN Committee urged the State ‘to step up the process of deinstitutionalization and to allocate sufficient resources for the development of support services in local communities’. Despite some progress in deinstitutionalisation, the challenges continue and particularly in financing the social services adequately and sustainably. Access to community-based services is limited which prevents disabled people exercising their right to decide where to live. Care for people who need both health and social services continues to be problematic. Ambiguous legislation insufficiently defines the competences of both sectors.

In addition, distinct financial schemes (health care and social care) distort the long-term care system. Despite some efforts during last two decades, rules of co-ordinated rehabilitation have not been completed. Support for persons with disabilities continues to be fragmented into health care, education and training, vocational rehabilitation and social services.

The reform of the long-term mental health care is in progress in the Czech Republic. ESIF has been utilised to initiate positive changes such as supporting cross-sectoral approach however with relatively incomplete outcomes so far.

The Czech Republic has still not ratified the Optional Protocol to the UN CRPD, which allows for individuals to bring complaints to the CRPD Committee.

## Recommendations

**Employment**

Consider monitoring system which would generate relevant data on disability and employment. It would be also important to evaluate effectiveness of disability activation/work-rehabilitation measures.

* There is an absence of relevant national data on disability and employment which would assist in evaluating the implementation and effectiveness of activation/employment-rehabilitation measures targeted at disabled people.

Review the active employment policy instruments and practice of the Labour Office contact points to better facilitate employment opportunities for disabled people in the open labour market.

* The public employment services fall short in providing disabled jobseekers with person-centred and continuous support. There are gaps in effectiveness of active employment policy measures.

**Education and skills**

Funding for teaching assistants should be standardised and secured from the state budget on regular bases. Organise an appropriate amount of training courses for the future teaching assistants.

* The adequate resourcing to cover salaries for teaching assistants and teaching aids are the major facilitators of success in inclusive education.

**Poverty reduction and social inclusion**

Consider amending the current system of financing social services to better reflect individual needs of service users, and to assure it´s sustainability.

* The current system of financing social services has limitations in respecting the individual needs of service users, in supporting community-based services and in providing freedom of choice where to live.

Consider compiling rules for coordinated rehabilitation and instruments for its financing.

* Support for persons with disabilities is fragmented into health care, education and training, vocational rehabilitation and social services.

Consider legislative measures to regulate health and social services, and to ensure adequate material and technical standards, staffing, quality of care, and transparent financing.

Ratify the Optional Protocol to the UN CRPD to allow for individuals to bring unresolved complaints or rights violations to the attention of the UN Committee

* Up to date, the Czech has not ratified the Optional Protocol.

## The EU2020 targets in relation to disability strategy and rights

As part of Member State commitments to the EU2020 strategy, the targets shown in Table 1 were established for the general population. Disability policies are highly relevant, and it is unlikely that the EU targets can be achieved without actions and investments to mainstream disability equality in these three areas. This country report shows where the main disability equality gaps exist, at the national level. It assesses the main policies in place to address these gaps and identifies the opportunities to mainstream disability equality in the semester review process.

Table 1: Europe 2020 and agreed national targets for the general population

|  |  |  |
| --- | --- | --- |
|  | **Europe 2020 targets** | **National targets[[1]](#footnote-1)** |
| **Employment** | 75% of the 20-64 year-olds to be employed | 75% |
| **Education** | Reducing the rates of early school leaving below 10% | 5.5% |
| At least 40% of 30-34–year-olds completing third level education | 32% |
| **Fighting poverty and social exclusion** | At least 20 million fewer people in or at risk of poverty and social exclusion | - 100 000 persons |

The statistical annex to this country report provides comparative indicators of the disability equality gaps existing in these target areas (based on ANED’s annual analysis of EU-SILC microdata since 2008).[[2]](#footnote-2)

### Recommendations from the UN CRPD Committee relevant to EU2020

The UN CRPD Committee published its Concluding Observations on the initial reports of the Czech Republic in 2015. Assessment of progress against these observations and specific recommendations need to be taken into account in the European Semester reviews, where relevant. The Czech Republic has still not ratified the Optional Protocol to the CRPD.

With regard to **employment** (Article 27 CRPD) the Committee recommended that the Czech Republic:

… ensure the same wage for all persons with disabilities, regardless of their disability classification. It also urges the State party to develop measures, intensify efforts and allocate sufficient resources to promoting the employment in the open labour market of persons with disabilities, especially women.

In relation to **education** (Article 24 CRPD) it recommended that the Czech Republic:

…implement the amended School Act, incorporate inclusive education as the guiding principle of the education system and ensure the admission of children with disabilities in mainstream schools, in line with article 24 of the Convention. The Committee calls upon the State party to intensify its efforts and to allocate sufficient financial and human resources for reasonable accommodations that will enable boys and girls with disabilities, including intellectual disabilities and autism, and deaf-blind children, to receive inclusive quality education.

Concerning adequate **standard of living and social protection** (Article 28 CRPD) the UN Committee recommended that the Czech Republic:

…review the legislation on the provision of benefits to persons with disabilities, with genuine participation of persons with disabilities, to reintroduce the additional social allowance in order to bring the standard of living of families with children with disabilities above the subsistence level. The State party should also broaden the range of and facilitate access to assistive devices for children with disabilities, regardless of age.

…revise its legislation on disability pension beneficiaries and the newly established method of calculating the relevant period from the beginning of disability until the entitlement of retirement pensions, as it has resulted in the amount of the pension received by persons with disabilities at the third level being below the minimum subsistence level.

The recommendation on living independently in the community (Article 19 CRPD) is also highly relevant to the European Semester concerns with **long-term care**. In this respect, the Committee recommended that the Czech Republic:

…step up the process of deinstitutionalization and to allocate sufficient resources for the development of support services in local communities that would enable all persons with disabilities, regardless of their impairments, gender or age, to choose freely with whom, where and under which living arrangements they will live, in line with the provisions of article 19 of the Convention.

…take all measures necessary to ensure that policy processes for deinstitutionalization, including the development of the National Plan on Promoting Equal Opportunities for Persons with Disabilities 2015–2020, have a clear timeline and concrete benchmarks for implementation that are monitored effectively at regular intervals. In particular, the Committee urges the State party to abolish the placement of children under 3 years of age in institutionalized care as soon as possible.

### National disability strategies, plans and targets relevant to EU2020

The National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2015-2020 (most recently revised in 2018)[[3]](#footnote-3) sets out measures to implement the UN CRPD across a wide range of policy areas, including targets relevant to EU 2020. However as reported previously, these targets presented in the Disability Plan are general policy goals rather than quantifiable objectives. It would be relevant to make linkages with this Plan in the European Semester reviews, where relevant.

The Disability Plan refers to the necessity to have the most accurate statistical data on people with disabilities to effectively formulate national strategies. As part of the implementation of the previous National Plans, two statistical surveys were carried out in 2007 and 2013 by the Czech Statistical Office.[[4]](#footnote-4) However, the indicators and corresponding data provide only a limited picture about the situation of people with disabilities in the targets relevant to EU 2020 (this data is referred to in the statistical annex to this report, where relevant). Next survey is expected to be carried out in 2019.

Its **employment** objectives include reference to:

* Effectively support the employment of people with disabilities in sheltered employment same as in the open labour market;
* To employ people with disabilities in the public sector;
* To promote the occupational rehabilitation of people with disabilities and programs aimed at maintaining a job and returning to work.

Its **education** objectives include:

* To continue with the inclusive education system;
* The form of education should be chosen in accordance with the best interests of the child, pupil or student;
* Provide support for people with disabilities in education, at all levels of education, including lifelong learning.

Its objectives on **social security and social protection** are:

* To improve the health status assessment system for social security and social protection purposes;
* To support carers for people with disabilities.

The other disability relevant document is the Social Inclusion Strategy 2014-2020.[[5]](#footnote-5) This Strategyis an intentional document on social inclusion of socially excluded persons or persons at risk of social exclusion, including persons with disabilities. The purpose of the strategy is to reduce poverty and decrease the level of social exclusion. The Strategy indicates amongst others necessity to focus on vulnerable groups in the labour market. However, like the Disability Plan, The Strategy does not include quantifiable disability related targets in the areas of employment, education, fighting poverty and social inclusion.

The third relevant document is the National Strategy of Social Services 2016-2025,[[6]](#footnote-6) which refers to deinstitutionalisation. One of rather general targets is to ensure transition from the institutional model of care to support disabled people and other service users in their natural environment (community-based services). The Strategy comprises in relation to deinstitutionalisation somewhat baseline indicator set, although without quantifiable targets.

# Disability and employment - analysis of the situation and the effectiveness of policies

According to the estimates available from EU-SILC data, the employment situation in the Czech Republic is characterised by strong general employment conditions but with wide disability equality gaps (see Table 3 in annex). Compared to other EU countries, the Czech Republic performs well in employment generally. The country has very low unemployment, and a very low share of people at risk of poverty or social exclusion rate, and very low-income inequality. Nevertheless, the average employment rate for persons declaring activity limitation is well below that predicted from countries with similar general employment rates and falls under the EU average. This is evident also among persons declaring more severe levels of impairment, who may be more directly impacted by disability-specific policy measures. At the same time, unemployment is disproportionately high for the disability group, compared to general rates and amplified among those with more severe impairments (Table 6). The same is true for economic inactivity (Table 9). As suggested in the Commission’s 2018 Semester review, such measures confirm that disabled people are poorly represented in the Czech labour market at the same time as that labour market is booming. There is a risk that disabled people are left behind and this situation needs to be addressed.

The absence of relevant national data on disability and employment makes attempts to deliver a more detailed description of the situation and trends problematic. There are limited employment statistics related to disability. Only partial statistics are provided by MoLSA, the Labour Office, the Czech Social Security Administration, and the Results of the 2013 Sample Surveys of the Czech Statistical Office.[[7]](#footnote-7) The available statistics provide only overall information on the number of persons with disability registered as job seekers, the number of vacancies suitable for persons with disabilities and the number of persons with disabilities eligible for a vacancy. With regards to where persons with disabilities are employed, there only limited data. Similarly, there is no overall data on fulfilment of the disability employment quota. It would be important to develop a monitoring system which would generate relevant data on disability and employment. This would greatly assist in evaluating the implementation and effectiveness of activation/employment-rehabilitation measures targeted at disabled people.

As mentioned (in chapter 1.3.1), in its 2015 Concluding Observations, the UN CRPD Committee observed the gaps in fostering the employment of disabled people, including by limited effectiveness of active labour market policies. This message as reinforced in the 2018 Semester reviews and Country Specific Recommendation (see chapter 5 later). The overall low employment rate of disabled people does not correspond with the growth of the national economy, where there is evidence of increasing labour shortages. Indeed, if we compare national trends during the decade commencing in 2005, almost all regions have experienced a decline in the number of unemployed people with disabilities.[[8]](#footnote-8)

**Policy development**

The National Employment Strategy 2020[[9]](#footnote-9) addresses the low participation of disabled people in the employment only in a general way. It associates such unfavourable trends with reduced work capacity of disabled people, their need for assistance, requirements for specific workplace modifications, prejudices of general public and fears of employers to employ disabled people, reluctance of disabled people to seek employment, and their low qualifications. The Strategy does not provide evidence for these statements and fails to identify other explanations for low participation of disabled people in the open employment market.

The 2016 employment survey,[[10]](#footnote-10) showed that employers find by far the least challenging employing persons with hearing impairment, with 42% of the workers with hearing impairment employed (double the average of the disabled). The most problematic group for employers reported by the respondents were those with intellectual disabilities, and those with mental health problems and with visual impairments. The report acknowledges the limited impact of the Labour Office policies in supporting employers to employ disabled people. Virtually all the employers asked in the survey agreed that the interventions and consultancy carried out by the Labour Office brought no benefit to the employers.[[11]](#footnote-11)

Amendment of the current active employment policy instruments to better facilitate employment opportunities for disabled people in the open labour market should be considered (ESF funding is crucial in the Czech investment in ALMP). In addition, person-centred approach needs to be applied in practice of Labour Office personnel while supporting disabled people. The following examples address the main employment disability policy measures. The recent LMP participation data reported to Eurostat, including disability programmes, is summarised in annex (Table 12).

**Vocational rehabilitation**

As reported in previous years, the area of coordinated vocational rehabilitation is considered in number of disability related strategies as the key element in support system for people with disabilities (e.g. National Disability Plan 2015-2020,[[12]](#footnote-12) National Employment Strategy 2017).[[13]](#footnote-13) Eligibility for such measures is dependent on recommendation of the Labour Office, after prevocational assessment, or the capacity of NGOs to fund it. There have been various efforts to formulate theses of coordinated rehabilitation. he initial proposal was prepared in 1998. The most recent one is from 2016.[[14]](#footnote-14) Up-to-date, co-ordinated rehabilitation has not been introduced.

Support for persons with disabilities continues to be fragmented into health care, education and training, vocational rehabilitation and social services. In principle, the system is based on co-operation between agencies but in practice this is not well developed. There is has been a high demand on Labour Offices, resulting in a lack of capacity for well-co-ordinated responses or effective data sharing.[[15]](#footnote-15) There has been an increase in the number of people with disabilities engaged vocational rehabilitation. However, the number of individual employment rehabilitation plans remains low.

**Counselling**

The number of people with disabilities engaged in individual and group counselling (*poradenské programy*) activities carrier by the Labour Office increased during 2016 and 2017. These programmes are aimed more at communication and presentational skills, job search and IT skills.

**Sheltered employment**

At present, support instruments for employment of people with disabilities focus primarily on supporting employment of disabled people in sheltered employment (*chráněné pracovní místo*).[[16]](#footnote-16) According to data reported to Eurostat, there were 1,726 recipients of ‘contribution to employers for establishing and running sheltered workshops and working places’ in 2016, and 34,900 for ‘contribution to employers for whom more than 50% of employees are disabled persons’ (see Table 12).

Employers often prefer to fulfil the employment quota by compensatory fulfilments rather than by contracting disabled people (e.g. procuring products from sheltered workshops instead of direct employment of disabled persons). Misuse of the financial incentives by some employers has been reported for a decade along with the limited effectiveness of the compensatory quota. To prevent such misconduct, the Amendment to Employment Act 435 introduced the term ‘sheltered labour market’ as of 1 January 2018. Only employers, who employ more than 50% of people with disabilities out of the total number of their employees, and with whom the Labour Office, has settled a written contract on their recognition as employers in the sheltered labour market, are considered as sheltered workshops and eligible for financial incentives.

It is expected that this measure should eliminate misuse of the incentives. In addition, the Amendment increases contribution towards the wage of disabled persons employed in the sheltered workshops. It would be important for the future to monitor efficiency of these measures.

**Social enterprise**

There is number of smaller or medium sized firms (often previous NGOs) which employ disabled people, and which already report to the principles of social entrepreneurships. Nevertheless, social entrepreneurship as such is not included the Czech legal order yet. It would be important to adopt legislative measure to support social entrepreneurship (see 2018 NRP).

It can be assumed that the Act on Social Entrepreneurship would contribute to the development of a more socially responsible business environment, especially small and medium-sized enterprises. Positive social impacts can be expected particularly in relation to the employment of disabled people.

**Labour mobility**

Support to regional mobility to enhance employment is now granted by the Labour Office to the job seekers registered for more than five months. The incentive covers commuting costs and removal to a new job outside of the job seeker's region. It would be appropriate to analyse impact of the new incentive on emplyoment mobility for disabled job seekers. According to data submitted to Eurostat, there were only 198 participants in this scheme in the first year, 2016 (see Table 12).

**Conclusion**

Overall, systemic support for both employers of disabled people and people with disabilities exists. Active and passive employment support measures are implemented, combining both incentive and sanction measures. However, there is little evidence that the system is resulting in employment gains among disabled people, their employment remains low and unemployment high. A more detailed analysis of the effectiveness and efficiency of the respective ALP measures, particularly those focused on disabled people, should be conducted followed by proposals for systematic changes. An initial study on effectiveness of active employment policy was launched by MoLSA Research Institute in 2017[[17]](#footnote-17) to map and evaluate the impacts of active employment policies. Preliminary results are expected to be launched later in 2018.

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

The Czech Republic has low levels of early leaving, compared to other EU countries, both in general and for young people who declare activity limitations (see Table 13 in annex). Nevertheless, the progression to tertiary level achievement is also quite low (Table 14). The 2015 Concluding Observations of the UN Committee on education (Article 24 CRPD) were referred to earlier in chapter 1.3.1, including the recommendations to implement the amended School Act, incorporate inclusive education as the guiding principle of the education system and ensure the admission of children with disabilities into mainstream schools.

**Policy development**

Inclusive education for children, pupils and students with disabilities is one of the core themes of the Disability Plan (see chapter 1.3.2 earlier).[[18]](#footnote-18) The Amendment of the Education Act 561[[19]](#footnote-19) came into force in September 2016 introducing the concept of so-called support measures. The Act lists the support measures, differentiates them into five categories, regulates assessment process, and the delivery of support. The Act is regarded as an important step towards equal rights and opportunities in education.[[20]](#footnote-20) However, an absence of rules for the education of children with a severe and profound intellectual disability still remains.

The Czech Republic established a right of all children to attend pre-school preparatory classes, introducing a compulsory year of preschool education and subsequently guaranteeing places in kindergartens and strengthening support for children with special education needs.[[21]](#footnote-21) ESF funds have been used to establish some 9,000 new places in kindergartens (see 2018 NRP). It would be important to monitor impact of this measure on disabled children and their families in the next policy cycle.

**Special schooling**

As reported in previous years, an extensive network of special schools might play a role in preventing early-school leaving among some groups of disabled children. In practice, however, this segregation may mask an underlying social exclusion. The traditional two-track school system (mainstream and special) became a three-track system in the 1990s as a result of the changes in legislation. First, is so-called individual integration where a child is educated in a mainstream classroom. Second, a child can attend a special classroom attached to a mainstream school. Lastly, a disabled pupil may attend a special school. Parents (legal representatives) are eligible to make decision on the education trajectory of their child (special or mainstream). Data suggests that the number of special schools is gradually declining while number of disabled children in mainstream schools is increasing.[[22]](#footnote-22) Data obtained from the Ministry databases (MoEYS) databases by the European Agency, for the school year 2014/15, indicated that up to 16,000 primary age children were not enrolled in formal education (but mainly due to postponement of starting school). Around 27,300 primary school children and 14,000 secondary school pupils were not enrolled in mainstream settings, and of those that were enrolled there around 3,000 and 5,000 were not enrolled in mainstream classes, respectively.[[23]](#footnote-23)

**Evaluation of the Amendment Act**

At the end of the school year 2016/2017, a study was conducted to explore the initial experience of head teachers and teachers in selected primary schools with implementation of the Amendment. They were asked about barriers and facilitators of inclusion. Four major barriers were highlighted.[[24]](#footnote-24) First, there was absence or scarcity of professional support to schools (e.g. teaching assistants, special educators and psychologists). Second, one barrier reported was the high number of pupils in one classroom, and the third was the additional administrative workload for teachers. In addition, some teachers stated that they had incomplete prior information about the new policy and about the implementation process.

The 2017 study focused also on facilitators. The Amendment introduced support measures and related financial incentives. The head teachers were far more positive about the Amendment as a facilitator than the teachers. However, three quarters of the teachers regarded the Amendment as generally helpful and 35% reported that it was helpful for them in some way. Two major facilitators of inclusive education were identified in the study. First, was the availability of financial incentives to cover salaries for teaching assistants and teaching aids. The second most frequent facilitator reported was the opportunity to recruit teaching assistants. Adequate resourcing was thus viewed as the key to success.

The following recommendations were highlighted. First, funding for teaching assistants and special educators should be standardised and secured from the state budget on regular basis. Second, due to high demand on recruiting teaching assistants to schools, it is necessary to establish an adequate amount of training courses for future teaching assistants. Third, staff capacity in the counselling facilities should correspond with the demands and. finally, the additional administrative burden put on teachers, related to the support measures application processes, should be minimised. It is relevant to note that these views represent the priorities of school leaders and teachers rather than the perspective of disabled children or their parents, which might differ.

**Tertiary educational support**

In order to facilitate access of students with disabilities to tertiary education, the Higher Education Act was amended accompanied by the Edict on Standards for Accreditation in Higher Education. The Edict stipulates that universities must guarantee equal access to study to all applicants. However, there is specific financial provision at Ministry of Education, Youth and Sports for support to students with disabilities in higher education. It is clear from the 2010 study, that attitudes of those who deal with the issue of supporting students with disabilities are not uniform. The expert opinions differ in both – in the opinions on the provision of services and their scope and the opinions on financial solution of the given issue through legal or other adjustment. It would be important to provide finances from the state to universities systematically same as to analyse barriers and facilitators of tertiary education in relation to students with disabilities.

# Disability, poverty and social exclusion – analysis of the situation and the effectiveness of policies

The Czech Republic belongs in longer term to European countries with the lowest share of people at risk of poverty or social exclusion. This applies also to disabled persons, for whom the average risks are also below the EU average on all the main indicators (see Table 15, Table 16, Table 17). Nevertheless, the EU Joint Report on Emloyment refers to a critical situation in terms of income inequality in the Czech Republic, compared to best performance on employment.[[25]](#footnote-25) It is important to note that there was an upward trend in the risk of household poverty and social exclusion for disabled persons of working age until 2014, while the average risks for other groups declined (Table 18). The headline risk reduced somewhat in 2015-16 but the gap remains wider now than it was in 2010-11, at 29% (more than three times the risk for non-disabled persons of the same age). This household inequality, affecting disabled people and their families, needs to be monitored and addressed.

**Sickness insurance benefit**

Long-term caregivers and their families have been reported also to be at risk of poverty and social exclusion (National Disability Plan).[[26]](#footnote-26) Their situation is expected to improve due to legislative measures announced in 2018. The Sickness Insurance Act introduces long-term care as a new sickness insurance benefit (effective from 1 July 2018. In addition, employers are required to excuse absence of an employee at work while providing long-term nursing care (The Labour Code).[[27]](#footnote-27) The purpose of the benefit is to provide a carer with adequate compensation for the loss of income from gainful employment, which had to be interrupted due to the need for personal care. In addition, the benefit is expected to reduce the number of hospitalised patients. The benefit should also assist families in preventing referral of their disabled members to hospitals or to long-term health care facilities and thereby to avoid their social exclusion.

**Disability assessment**

Disability assessment plays an important role in social protection and social inclusion, in employment and in other life domains. Decree 359/2009 defines the requirements of disability assessment[[28]](#footnote-28) and the processes are analysed in detail in the 2017 ANED report on this topic. Concerns have been raised that the assessment draws predominantly on medical examination, with the aim of compensation, rather than by other professionals (such as vocational therapists and social workers) with the aim to assess work potential, opportunities and corresponding support measures.[[29]](#footnote-29) The current system is out-of-date, with unfavourable consequences for thousands of disabled persons. In addition, the Ombudsman has reported some shortcomings in the disability assessment reports. These include failure to provide exhaustive evidence to support decisions on disability pension and the overall incompleteness of assessment reports as stipulated by the Decree.[[30]](#footnote-30)

Already in the 1990s, the Czech Republic had envisioned to apply the WHO the International Classification of Functional, Disability and Health (ICF) to disability assessment but preparations were suspended in 2012. It is advisable to reconsider the ICF in health services, social work, social services and the system of disability benefits. Likewise, the Disability Plan 2015-2020 (revision 2017) calls for finding ways to improve the disability assessment system and to scrutinise whether, and in what form, it is possible to set up a multidisciplinary approach (recognising that this leads to more objective and transparent assessment of long-term adverse health conditions and their consequences).

**De-institutionalisation and long-term care**

As previously reported, residential social services (particularly for persons with intellectual disabilities) in the Czech Republic are still largely provided in institutionalised facilities (large and multi-beds). In addition, community-based services in the Czech Republic remain insufficient. The absence of community-based services results in preventing disabled people from exercising their right to decide where to live as required by UN CRPD Article 19. It is three years now since the Czech Republic was advised to ‘step up the process of deinstitutionalization and to allocate sufficient resources for the development of support services in local communities’ with ‘a clear timeline and concrete benchmarks for implementation that are monitored effectively’ (see the UN recommendations in chapter 1.3.1 earlier).

Activities related to deinstitutionalisation are largely subsidised by EU funds with limited progress. EU resources contribute to reform rather than systemic change measures at a national level. The current scheme of financing social services is reported as unsustainable in the long term. One third of social services are funded by shorter term support grants. It is imperative to prepare and implement a new person-centred financial scheme.[[31]](#footnote-31) National strategies related deinstitutionalisation are mainly oriented to younger adults with disabilities and children. These processes should be targeted also at other groups that are heavily affected by institutional care, especially the elderly.

As reported earlier, the situation of persons with long term mental health conditions is not satisfactory in the Czech Republic. A number of reform measures are supported from EU funds with the aim to introduce a multidisciplinary approach, to transfer the mental health care provided predominantly in psychiatric hospitals to a community-based model, to generate and strengthen regional care networks, to articulate new ways of funding scheme, and to define quality of mental health care. Despite some progress, the psychiatric reform programme fails to achieve significant outcomes.

**Joined-up working**

There is a long-standing problem for people who need both health and social services simultaneously. These systems are insufficiently interconnected. The situation is, by and large, caused by ambiguous legislation that insufficiently defines the competences of both sectors. In addition, distinct financial schemes for health and social care distort the long-term care system. While the social service facilities are funded from the state budget (regional, general budget, and client contributions from for care allowance, part of the invalidity or old-age pension), the health care facilities are financed from the public health insurance. The placement of a disabled person in a social care residence facility requires a significantly higher financial contribution from the client, and/or his or her family. While hospitalization in a health care facility is without direct reimbursement and hence much cheaper for the client and the family. This means that a person with low income it is less costly to stay in a health care facility for as long as possible. Legislative measures need to be prepared to regulate the provision of health and social services, and to ensure adequate material and technical standards, staffing, quality of care, and transparent financing.

**Social housing reform**

The Disability Plan 2015-2020 refers to adequate housing as a precondition of independent and self-determined life for persons with disabilities. Disabled people often have an income far lower than average and are more likely to appear in need of social housing.[[32]](#footnote-32) In 2017 the Parliament failed to approve the bill for an Act on Social Housing. The revised bill is expected to be re-submitted by the Ministry of Regional Development in 2019. It is predicted that persons eligible for social housing will be those who spend more than 40% of their income on housing, and whose income does not exceed 1.6 times the subsistence level.[[33]](#footnote-33) These are highly likely to include families with children, disabled people or the elderly, as well as people living in facilities for homeless persons. It is vital the disability equality, and deinstitutionalisation strategy, is recognized and responded to positively in these reforms.

# Opportunities to mainstream disability equality in the European Semester review documents

The 2018 CSR refers directly to disability issues and needs to be followed up in 2019. This draws attention to the clear potential to increase the labour market participation of disabled people, whose employment rate is below the EU average (as shown earlier in chapter 2 and annex). It recommends that the Czech Republic act to foster the employment of disabled people, ‘including by improving the effectiveness of active labour market policies’. This requires a thorough analysis of shortcomings in the existing policies and investment in suitable alternatives.

The 2018 Commission Staff Working Document (CSWD)[[34]](#footnote-34) also acknowledges the employment rate accompanied by a substantially increasing demand for labour. However, the growth in employment rate of disabled people does not correspond with such trend and remains lower compered an EU average. Hence, the work potential of disabled people is underutilised and there is a risk that disabled people are left behind in a strengthening labour market.

**Employment**

The 2018 CSWD highlights the limited capacity of Czech public employment services to provide jobseekers with personalised and continuous support, followed by recommendation to increase the outreach and activation capacities of these services, together with effective and well-targeted active labour market policies and individualised services.[[35]](#footnote-35) This is a key issue for disabled people, where more personalised and sustained support is likely to be of greater need and of significant effect on the sustainability of employment outcomes. Disability mainstreaming in public employment service provision and a targeted approach are both needed. Given the specific focus in the 2018 CSR, it would be helpful for the Commission’s analysis to include a perspective on disability employment services in 2019.

The 2018 NRP[[36]](#footnote-36) recognises the importance of the individualised services provided by public employment services with a goal of co-operation with jobseekers. In addition, it would be important to take into consideration outcomes of the study conducted by the MoLSA Research Institute on the effectiveness of measures currently in place. The report on the study is expected to be released later in 2018.

The main existing measure in this respect is vocational rehabilitation, in which the disabled jobseeker and Labour Office should decide together on the form and content. Labour Offices may contract provision with NGOs or other providers. A second measure is ‘Training for a job‘, which provides individual training for a suitable job based upon an agreement with the Labour Office (up to 24 months). There are also ‘Specialised retraining courses’. In addition to these schemes there is provision for sheltered work positions (chráněné pracovní místo), created by an employer for an individual with a disability based upon a written agreement with the Labour Office, for at least two years. The Labour Office may contribute to the creation of such a position. An employer who provided training for disabled individuals may receive full costs of such training for disabled individuals, from the Labour Office.

NRP refers to modifications in the employment quota system where the central electronic record of an alternatives to the fulfilment was introduced with aim to have monitoring mechanism and to motivate employees to preferably directly employ disabled people.

It would be important to pay due attention also to the unsatisfactory situation of employment of disabled people in public administration authorities at all levels (as evidenced earlier in chapter 2).

In 2017, the Government approved the intention of the Act on Social Entrepreneurship. This aims to define the legally binding status of a social enterprise and a social integration enterprise, and to establish a definition for the segment of the social economy in the Czech Republic. In agreement with the NRP, this is one of the first steps on the way to unifying the approach to social entrepreneurship in the Czech Republic.

**Education**

A key theme in the Commission’s analysis is that educational performance is affected by socioeconomic background. As shown in earlier chapters, disabled people and their households are significantly over-represented among lower socioeconomic positions. Their early leaving and tertiary educational indicators fall short of Czech targets. If a comprehensive skills strategy, and qualifications framework, is recommended then it must address disability equality among its priorities. Some of the disability employment training schemes (mentioned above) are also relevant to ‘upskilling’ for labour market needs.

The 2018 CSWD notes the use of ESF funding since 2016 to support inclusion of pupils with special needs in kindergartens and more widely in schools. This was predicated on the inclusion reforms started in 2016, which need to be evaluated. The CSWD refers to progress in inclusive education but more to Roma children and socio-economic background than to disability (this ought to be addressed in the 2019 reviews). It predicts that the success of the reform to make education more inclusive will depend on teachers and the availability of sufficient and sustainable national funding, further teacher and teaching-assistant training, and raising public awareness of the benefits of inclusive education.[[37]](#footnote-37) Relevant in teacher professional development is also the career structure for teachers. Preparation of the bill on the career structure of teachers has been on the Government agenda for two decades. The Parliament did not accept the bill on the career structure of teachers in 2017. Hence, the unfavourable situation in teaching career and professional development remains unsatisfactory.

**Poverty reduction and social inclusion**

The 2018 CSWD notes the rising trend of household poverty and social exclusion for disabled persons (evidenced earlier in chapter 4 and annex). The summary table in the CSWD (Table C.4) shows how expenditure on social protection benefits related to disability slightly decreased from 1.4 % GDP in 2012 to 1.2 % in 2015 yet a rising trend of household poverty and social exclusion for disabled persons, as well as for the long-term unemployed, is reported. This seems paradoxical and merits attention.

The unfavourable situation of disabled people was addressed strongly by the UN CRPD Committee in 2015. Their recommendations called on the Czech Republic to review its legislation on the provision of benefits to persons with disabilities, with genuine participation of persons with disabilities, to reintroduce the additional social allowance in order to bring the standard of living of families with children with disabilities above the subsistence level (see chapter 1.3.1 earlier).

The 2018 CSWD also addresses the situation in long-term social care while referring to absence of patient fees in healthcare (as an incentive for patients to stay longer in hospital instead of being transferred to social care facilities). Users of social care facilities contribute financially to these provisions and, as result, the clients and/or families often prefer to remain in health care provisions. In addition, the limited capacity of community-based services is a blockage to disabled people from exercising their right to decide where to live as required by UN CRPD Article 19. Furthermore, the current system of financing social services has limitations in respecting the individual needs of service users and in supporting community-based services. There is a need to amend the current system of financing social services to better reflect the individual needs of service users, and to assure its sustainability in the long run. These bottlenecks, blockages and disincentives should be addressed in the 2019 reviews.

The legal framework for the social housing plan is still absent. The current legislation does not address lack of affordable and quality social housing in times of record price rises in rental housing. The new bill on Social Housing is expected to be submitted by the Ministry of Regional Development in 2019 with financial support measures. The framework of the financial support for social housing should also include support for barrier-free apartments. In 2018, the Government was presented with the draft articulated text of the law. Taking into account the long-running controversy around the social housing legislation, due attention should be payed to communicating the social entrepreneurship legislative proposal with DPOs and stakeholders across the political spectrum.

As reported earlier, situation of persons with long term mental health problems is unsatisfactory in the Czech Republic. ESIF has been utilised to initiate positive changes in the mental health sector, such as supporting a cross-sectoral approach. In spring 2017 the Government declared to modify the long-term health care system but with incomplete outcomes so far. The psychiatric reform programme fails to achieve expected outcomes with limited efficiency of the system. There is no reference to the mental health sector in the European Semester review documents.

# Implementation of the European Structural and Investment Funds (ESIF) in relation to disability

Within the programme period 2014-2020 the Partnership Agreement defines the main priorities.[[38]](#footnote-38) The draft Czech Partnership Agreement was discussed by the Government in 2013 and approved by the Commission in 2014. For the programme period 2014-2020 a total budget of nearly €24bn was allocated from the European Structural and Investment (ESI) Funds for the Czech Republic.[[39]](#footnote-39)

In the previous 2007-2013 period, the Czech Republic had the opportunity to spend more than €26bn. In contrast with the new programme period the Czech Republic made use of 26 Operational Programmes (OPs), including 7 regional operational programmes (ROPs) and 8 thematic OPs. ROPs were established on the basis of NUTS II regions, except the Capital City of Prague which did not fall into the definition of less advanced regions. Within the thematic OPs there were specifically two (OP Human Resources and Employment, OP Education for Competitiveness) that focused on topics such as equal opportunities, employment and employability, deinstitutionalisation and innovative social services, and social inclusion in general. The topics of universal design were present also in the OP Enterprise and Innovation, OP Research and Development of Innovations and Integrated OP. An Ex post evaluation report on *Cohesion Policy and its benefits for the Czech Republic and for the EU* was obtained. This evidenced the overall benefits but did not focus on the topic of disability as such. To our knowledge no equality Impact Assessment has been conducted but, from the list of implemented projects, it is obvious that many of them were implemented to support inclusion of persons with disabilities.[[40]](#footnote-40)

Within the theme **‘Education’** 90% of elementary and 70% of high schools (9 out of 10 elementary and 3 out of 4 high schools) were supported in modernisation of classes and teaching. There were 1,619,258 university students supported, included by financial inputs of Support Centres for university students with special needs.

One of the successfully implemented projects in the previous programme period focused on supporting university students and mainstream school teachers called ‘Systematic support on Inclusive education in the Czech Republic’, which focused on developing guidelines for supporting children, pupils and students with special educational needs across the levels of education from preschool, through primary to secondary education.[[41]](#footnote-41) An important outcome are so called Catalogues of supported measures developed specifically for children who live with different type of disabilities. These have been recently widely used by teachers, counsellors from assessment centres, parents, assistant teachers, coordinators of inclusion at schools, and other workers working with students with SEN in mainstream schools. The catalogues also provide an overview of recently implemented school legislation (Education Act, 2016 and Decree 27/2016) that highlight inclusion and stand as a general guideline for all stakeholders.

With the help of EU Funds, the Czech Republic was able to: reconstruct, make barrier free, build or extend facilities for education in an area of 4,19,098m2.

Within the theme **‘Social Affairs**’ there were 111 new social services and activities created in the Czech Republic with the help of EU Funds from the previous programming period.

One of the successfully implemented projects was a project focused on deinstitutionalisation of residential social services called TRASS.[[42]](#footnote-42) The Czech Ministry of Labour and Social Affairs (MoLSA) has been supporting the process of transformation and de-institutionalization of social care services on a long-term basis. It should be however noted that transformation and de-institutionalisation has been prolonged and financially highly demanding. MoLSA sees causes of unfordable progress in deinstitutionalisation in increasing financial subsidies for residential social services, difficulty to control efficient use of subsidies, significant administrative burden on subsidies faced by service providers, especially for those providers which claim subsidies from more than one regional authority, subsidies are guaranteed for one year only.[[43]](#footnote-43)

The strategy of replacing institutional care for people with disabilities with community-based care is nationwide and based not only on Czech legislation but on implementation of the UN CRPD and the reports of the European De-institutionalisation Expert Group.[[44]](#footnote-44) Specific Guidelines for deinstitutionalisation and community care in the Czech Republic had been available since 2012 under the title Attributes and guidel*ines related to deinstitutionalisation (transition from institutional to community-based care*.[[45]](#footnote-45)

With the help of EU Funds, 100,997 new jobs were created. There are no statistics on how many jobs were created for the target group of persons with disabilities but based on evidence of the implemented projects (a systematic motivation program, to work is ‘normal’, Training Cafe ‘Atrium’, etc.)[[46]](#footnote-46) it is evident that many of them were specifically focused on increasing employment opportunities for persons with disabilities, either in semi-sheltered (training places in social enterprises with transition programmes that assist people to find an employer at the open labour market, provide assistance for certain time and also train a new employer in providing efficient support to an employee with disability) or open labour market environments.

For the **programming period 2014-2020** there are three thematic operational programmes (OPs) within which disability is considered. ***The OP Research, Development and Education*** includes this in a broad sense across all levels of education from preschool facilities, through primary schools, secondary schools to universities. ***The OP Employment*** supports the idea of social inclusion through co-financing projects focused on establishing jobs and job training opportunities also for persons with disabilities. ***An Integrated Regional OP*** takes disability into consideration by supporting either soft projects or investment projects through topics of inclusion, barrier free environment and universal design in general.

All the Operational programmes in the new programme period were created with respect to important national and international strategic documents and treaties such as the UN CRPD and the National Disability Plan 2015-2020. Based on these documents, and in compliance with a goal to strengthen the strategic management (from creation of strategies to preparation and implementation of programmes and projects), *a* much stronger emphasis is placed on their implementation when asking for financial support via any of the national or EU funds programmes. Therefore projects, overall, now more include disability and universal design topics.

Project proposers and managers, from public authorities as well as third sector organisations, needs to prove they include such topics into their short term and long-term plans and that their activities comply with the key national and international disability frameworks. Inclusive policies as such are more visible in the current programme period. As an example of good practice, regional authorities and some of the municipalities started to work on their regional or municipal plans for creation of equal opportunities for people with disabilities. When creating such plans, they closely cooperate with the main disability stakeholders from disabled people’s organisations and the process of developing and accepting such plans is widely discussed across the authority bodies (health care, education, social affairs, infrastructure, transport, etc.) via open tables where the relevant stakeholders are invited.

In the Czech Partnership Agreement, the topic of equality and more or less disability topics appear in objectives 1, 7, 8, 9 and 10, as follows:[[47]](#footnote-47)

*Objective 1* (Strengthening research, technological development and innovation) refers to equality in regard to age and gender, but not specifically in regard to disability.

*Objective 7* (Promoting sustainable transport and removing bottlenecks in key network infrastructures) refers to universal design under partial objectives such as Modernisation and construction of terminals for multimodal transport or Enhancing transport safety that explicitly refers to making barrier – free access, sound and other signalling for the blind and adjusting roads for non-motorised transport to persons with reduced mobility or orientation.

*Thematic objective* 8 (Promoting sustainable and quality employment and supporting labour mobility) focuses on implementation of new active employment instruments with emphasis on an individual approach and services that target job seekers from vulnerable groups of persons in the labour market, including young job seekers and inactive persons. The same objective 8 also aims to remove discrimination in the labour market and to reduce the horizontal and vertical segregation of the labour market. Besides other target groups it focuses on improving access to the labour market for persons caring for dependent people.[[48]](#footnote-48)

*Objective 9* (Promoting social inclusion, combating poverty and any discrimination) specifically mentions disability in regard to the need to reduce a long-term and repeated unemployment of persons with disability. The objective refers to the need to support social entrepreneurship, as the process of their development in the Czech Republic is still very slow due a lack of systemic support measures. The document considers this as a significant opportunity for inclusion of all persons at risk of social exclusion. The objective highlights the need to create or develop existing social enterprises and to enhance their infrastructure (their expansion, extension to more target groups or larger numbers of users and successful graduates).

Another specific and important domain under objective 9 is Comprehensive approach to tackling issues in communities towards social inclusion. This refers to specific aims; *to create local strategic plans for social inclusion*, *to improve quality conditions for implementing inclusive education across its all levels* (strengthening competencies of teaching staff, overcoming prejudices from work with a heterogeneous group, improving pedagogical-psychological counselling and special-educational counselling; development and implementation of compensatory and support measures in primary schools (methods and organisation of teaching, assessment, teaching aids); *to improve the quality and availability of services leading to social inclusion* (infrastructure for social services, development of community centres infrastructure with the purpose of social inclusion and better employability, infrastructure for the availability of social work and development of social services coordination), *to develop a system of accessible housing as a fundamental social need* (to interconnect housing services and social work along with the development of interconnection of social services in favour of effective combination of community and institutionalised services, to transform and deinstitutionalise services, to increase the availability and effectiveness of outpatient and residential services, cultural and community centres, to create an environment for deinstitutionalisation of psychiatric care and shifting its focus into communities by providing community care and alternative care to community care).[[49]](#footnote-49)

*Thematic objective 10* (Investing in education, training and vocational training for skills and lifelong learning) in the recent programme period aims widely refers to 1) quality of education at preschool, primary and secondary education and 2) to support quality of higher education.[[50]](#footnote-50)

The objective widely supports inclusive education across all the levels of education and highlights disability and supporting *children at risk of school failure or early leaving* as the top target groups. It highlights the need *to:*

* *support development of human resources for the area of initial education*, (through improvement of under-graduate training, and further professional development; development of competencies of school officials and authorities),
* *to improve the quality of future and novice teaching staff* (improving the quality of teacher training through improving the quality of schools providing teacher training; development of competencies of future graduates and novice teachers)
* to *ensure equal access to quality educational infrastructure of nursery, primary and secondary schools.* This takes into account the needs of the demographic development and the needs to make schools accessible to children with special educational needs. It supports inclusive education in regional schools and to practise individual approach at all levels of the education system. Lastly it enables work with the public in order to enhance understanding of inclusive education.

Overall the objective highlights the need to provide quality education of teachers in the area of inclusion of children and pupils with special educational needs, in the area of compensatory and supportive measures provision, to strengthen the community function of schools by enhancing cooperation between them and nongovernmental organisations and the municipalities or regional authorities.[[51]](#footnote-51)

Within the sub objective to increase quality of higher education it aims *to adopt measures leading to reduction in early university drop-outs, to increasing the participation of students with specific needs - from socio-economically disadvantaged groups, from ethnic minorities and students with disabilities in university education* by establishment and development of counselling centres (activities aimed at improving awareness of offered study programmes, support for individual approach to students; activities aiming at increasing the number of students, raising awareness about work with these students, improving the related competencies of academic staff and counselling centre staff).[[52]](#footnote-52)

First calls for project proposals in the new programme period were announced by managing authorities since 30 June 2015. The process of absorption of the EU Funds in the Czech Republic is overseen by a National Coordination Authority. It prepares the rules governing the drawdown, coordinates the activities of the Managing Authorities and negotiates with the European Commission. In addition, its activities include administration of the monitoring system, evaluation of the drawdown and proposing measures to prevent potential risks, as well as ensuring the publicity of EU funds in the Czech Republic. Some of the finances from ESI Funds were allocated based on the territorial dimension. Such approach contributes to levelling off territorial disparities. Implementation of the territorial dimension takes place through projects within calls targeted at particular types of territories, or through integrated tools fulfilled by integrated projects. Within the ESI Funds there are three main thematic operational programmes (OP) that most widely indicate reference to Disability; 1) OP Research, Development and Education, 2) OP Employment, and 3) Integrated Regional OP under which projects are being currently implemented.

Specific calls indicated no reference to disability terms of the title, but the three above mentioned had terms such as disability, early school leaver or support of children, pupils or students with special needs in headline description. The terms were also considered in creation of the monitoring indicators. Other calls aim to improving quality of life of persons with disabilities secondly through supporting projects that promote universal design. [[53]](#footnote-53) More detailed evidence that would identify numbers of supported disabled people’s organisations, or organisation for persons with disabilities, or numbers of supported persons with disabilities themselves is not available.

Examples of projects currently being implemented within the following OPs:

* the *OP Research, Development and Education*, call “Inclusive Education” announced and led by Ministry of Education of the Czech Republic.
* *In 2016 University of West Bohemia (UWB), School of Education, Department of Education received a support from the OP Research, Development and Education, call number 02\_15\_007. Project’s title is „Pathways to Inclusion” (CZ.02.3.61/0.0/0.0/15\_007/0000166). The project applies changes to the paradigm shift towards pupils with the need for supportive measures (formerly called special educational needs) while respecting the differences and the right of each child to education in mainstream schools. The aim of the project is to prevent school failure of pupils and to strengthen cooperation between schools, families and non-profit organizations. Activities implemented within the project are: one – on – one tutoring or group tutoring for pupils who need extra support as well as talented children, training courses for teachers, workshops for parents, financial support and reinforcement of services provided by school counselling centres, and last but not least good practice sharing. The project is coordinated by UWB; that not only oversees all the activities being implemented, but mostly provides tutoring for schools in implementing inclusive education on their places. Academics lecture for teachers, parents, employees from NGOs, provide supervision and counselling. School of education organizes seminars for students – upcoming teachers and enhance them in gaining experience at schools while supporting children (being their buddies) with the need for supportive measures. Project is being implemented in years 9/2016 – 8/2019 and stands for an important instrument that ease to implement newly accepted legislation (Education Act no. 82/2015 Coll. and its Decree no. 27/2016 Coll.) that highlights the right for education for all in mainstream schools.*
* the *Integrated Regional OP* the call number 49 “Deinstitutionalisation of institutional social services with the purpose of enhancing social inclusion II” announced and led by Ministry of Regional Development of the Czech Republic.
* *In 2017, Social Services Centre STOD, a former social care institution for adult men received a support from the IROP, call number 49 ““Deinstitutionalisation of institutional social services with the purpose of enhancing social inclusion II” to finally finish their process of deinstitutionalisation followed other 2 projects co-financed by the ESF previously within the years 2007-2016. The purpose of the third project called Transformation of STOD Social Services Centre – phase III. (CZ06.2.56/0.0/0.0/16\_0.47/0005758) being implemented in year 2017 - 2020 is to finalise to process of complete abandonment of the original social care Institution. For majority of users the services are already provided within their natural environment. The aim of the third project is to enable the same standard even to 48 remaining users with profound or severe disabilities who have been using services within the formal institution and still existing buildings until the last phase of the three projects. After successful implementation of the project all users of the formal institution will be able to use newly built homes in several locations near the town Stod. A widely shared opinion that only more able people are capable enough to live in natural environment will be overcome. Another important shift that can be depicted from the documents available to public is that previous calls focused on deinstitutionalisation were opened to organisations and not to regional authorities. For organisations (formal institutions) this provides increased level of independence, lower level of political pressure and possibilities to make decisions in what is best for them in terms of increasing quality of life of their social services users.*

# Statistical annex: disability data relevant to EU2020

Unless specified, the summary statistics presented in this report are drawn from the most recent EU-SILC micro data available to ANED researchers from Eurostat. Where available, estimates based on national data sources should be compared. The EU-SILC sample includes people living in private households and does not include people living in institutions (congregative households). The sampling methods and responses vary in each country. As in 2015 there was large non-response on this item in the Czech Republic (28.7%) which should be considered.

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’.[[54]](#footnote-54)

Table 2: Self-reported ‘activity limitations’ as a proxy for impairment/disability

Source: EU-SILC UDB 2016 – version of March 2018

In subsequent tables, these data are used to estimate ‘disability’ equality gaps and trends for the three target areas in EU2020 – employment, education and poverty reduction – comparing the outcomes for persons who report and do not report ‘limitations’.[[55]](#footnote-55) National estimates are compared with EU28 mean averages.[[56]](#footnote-56)

## Disability and employment data from EU-SILC

Table 3: Employment rates, by disability and gender (aged 20-64)

Table 4: Employment rates, by age group

*Note: It is important to exercise caution in analysis of the youngest disability age groups, where the number of observations is less than 50 in CZ (an average of recent years may be more reliable).*

Table 5: Trends in employment by disability status (aged 20-64)

Source: EU-SILC UDB 2016 – version of March 2018 (and preceding UDBs)

### Unemployment

Table 6: Unemployment rates by disability and gender (aged 20-64)

Table 7: Unemployment rates, by age group

*Note: It is important to exercise caution in analysis of the youngest disability age group, where the number of observations is less than 50 in CZ (an average of recent years may be more reliable).*

Table 8: Trends in unemployment rate, by disability status (aged 20-64)

Source: EU-SILC UDB 2016 – version of March 2018 (and preceding UDBs)

### Economic activity

Table 9: Economic activity rates, by disability and gender (aged 20-64)

Table 10: Activity rates, by age group

*Note: It is important to exercise caution in analysis of the youngest disability age group, where the number of observations is less than 50 in CZ (an average of recent years may be more reliable).*

Table 11: Trends in activity rates, by disability status (aged 20-64)

Source: EU-SILC UDB 2016 – version of March 2018 (and preceding UDBs)

### Alternative sources of national disability employment data

Table 12: Participants by LMP interventions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LMP\_TYPE/TIME** | **2012** | **2013** | **2014** | **2015** | **2016** |
| Vocational rehabilitation of persons with working limitations | : | : | : | : | : |
| Training | : | : | : | : | 1,961 |
| Retraining of the registered unemployed | 1,912 | 2,755 | 3,124 | 1,826 | 1,139 |
| Self-organized retraining of the registered unemployed | 1,174 | 3,216 | 8,397 | 8,096 | 822 |
| Employment incentives | : | : | 23,142 | 27,314 | 19,382 |
| Allowance for on-the-job training | 4 | 22 | 28 | 1 | 0 |
| LMP - Targeted Programs | : | : | 7,065 | 2,667 | 906 |
| Commute to Work Benefits | : | : | : | : | 198 |
| Subsidised new working places (SUPM) | 4,237 | 9,583 | 16,049 | 24,646 | 18,278 |
| Supported employment and rehabilitation | 36,081 | 22,584 | 28,804 | 30,555 | 36,626 |
| Contribution to employers for whom more than 50% of employees are disabled persons | 29,815 | 21,489 | 27,339 | 28,918 | 34,900 |
| Contribution to employers for establishing and running sheltered workshops and working places | 6,266 | 1,095 | 1,465 | 1,637 | 1,726 |
| Direct job creation | 6,669 | 14,802 | 16,109 | 18,240 | 16,867 |
| Public works programme (VPP) | 6,669 | 14,802 | 16,109 | 18,240 | 16,867 |
| Start-up incentives | 3,516 | 2,828 | 3,211 | 3,181 | 2,806 |
| Contribution to registered unemployed with working limitations for working equipment when starting self-employment | 79 | 56 | 55 | 45 | 48 |
| Self-employment - publicly beneficial working places (SVC SUPM) | 3,379 | 2,659 | 2,999 | 3,011 | 2,668 |
| Bridging contribution | 58 | 113 | 157 | 125 | 90 |
| Out-of-work income maintenance and support | 104,472 | 117,946 | 115,908 | 101,789 | 97,870 |

*Source: DG EMPL lmp\_partme\_cz*

## Disability and educational attainment data from EU-SILC

National comparisons are more limited in the EU2020 target age groups (a wider range improves reliability, but gender breakdowns are not reliable). The EU level indicator is reliable but there is low reliability at the national level in individual years. This applies to CZ in 2016, then there were fewer than 50 observations in the disability group age 18-24. The following tables show an average of the three most recent years (2014-2016).

**Table 13: Three-year average early leaving rates, by disability status (aged 18-24 and 18-29)**[[57]](#footnote-57)

Table 14: Three-year average tertiary or equivalent education rate (age 30-34 and 30-39)

Source: EU-SILC UDB 2016 – version of March 2018 (and preceding UDBs)

Note: Confidence intervals for the disability group are large and reliability low. An average of several years may be needed to establish trends. National administrative data may provide alternative indications, where available.

### Alternative sources of national disability education data

**Table 16 Pupils with special educational needs in mainstream and special schools**

|  |
| --- |
| **Number of primary schools / pupils** |
| School year | **Primary special schools** | **Pupils with special educational needs in mainstream schools (individual and group integration)** |
| 2013/2014 | 397 | 49 594 |
| Change  | ↓ -4 | ↑ +2 377 |
| 2014/2015 | 393 | 51 971 |
| Change  | ↓ -5 | ↑ +2 866 |
| 2015/2016 | 388 | 54 837 |
| Change  | ↓ -39 | ↑ +4 086 |
| 2016/2017 | 349 | 58 923 |
| Change | ↓ -17 | ↑ +14 755 |
| 2017/2018 | 332 | 73 678 |

*Source: Czech Republic. Ministry of Education, Youth and Sports.* [*http://www.msmt.cz*](http://www.msmt.cz)

The School Act 561/2005 made inclusive education legally possible for pupils with disabilities. Only amendment of the School Act 2016 formulated support measures for them. However, as the table 16 illustrates number of pupils with disabilities attending mainstream schools has been increasing during last four years. The opposite trend can be seen in a number of special schools which has been declining.

## Disability and poverty or social exclusion data from EU-SILC

Table 15: People at risk of poverty or social exclusion, by disability and risk (aged 16-59)

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

Table 17: Overall risk of household poverty or exclusion by disability and age (aged 16+)

Source: EUSILC UDB 2015 – version of October 2017 (and previous UDB)

Table 18: Trends in household risk of poverty or social exclusion, by disability and age group

Source: EU-SILC UDB 2016 – version of March 2018 (and previous UDB)

Note: The risks for older people do not include work intensity (Eurostat refers to the age group 0-59 for this measure) and the survey does not distinguish ‘activity limitation’ (the proxy for impairment/disability) for children under the age of 16.

### Alternative sources of national disability poverty data

In general, the EU-SILC data provides the most comprehensive and reliable source concerning poverty or social exclusion rates in the Member States. However, national disability surveys or studies may offer additional information.

1. <http://ec.europa.eu/eurostat/documents/4411192/4411431/Europe_2020_Targets.pdf>. [↑](#footnote-ref-1)
2. Further explanation and analysis of the comparative data and methodology is included in ANED’s annual statistical reports relevant to the EU2020 goals, available at <http://www.disability-europe.net/theme/statistical-indicators>. [↑](#footnote-ref-2)
3. <https://www.vlada.cz/assets/ppov/vvzpo/dokumenty/Narodni-plan-OZP-2015-2020-revize-2018_2.docx>. [↑](#footnote-ref-3)
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