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| **European Semester 2016/2017 country fiche on disability** | |
| **Portugal** |  |
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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 practical implementation of the United Nations Convention on the Rights of Disabled People in the EU.

This country report has been prepared as input for the European Semester from a disability perspective.

*Note:*

*The statistics provided in October 2016 are based on the EU-SILC 2014. This is the most recent microdata available to researchers for analysis from Eurostat. This report may be updated as new data becomes available.*

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# Summary of the overall situation and challenges

**Employment –** EU SILC data reveal the low employment rates of disabled people in Portugal compared to their non-disabled peers Employment continues to be lowest for the younger (16-24), and the older disabled population (55-64), and lower for women than for men with disabilities. The IEFP statistics show that the majority of disabled people registered at the employment centres have low education profile. The 2016 NRP identifies employment activation as a key challenge and suggests active employment measures with a focus on youth and the long-term unemployed, which may as well address persons with disabilities. Measures proposed by the NRP such as the development of professional qualifications, improvement of public employment services, and promotion of stable and long-lasting working relations may contribute to improve the employability of persons with disabilities. The goal of reducing unemployment in Portugal, especially for NEETs, is also viewed as important throughout the Country Report 2016. This is particularly important for persons with disabilities as many find their way into the labour market through traineeships but these seldom evolve into stable jobs. There should be requirement placed on employers who benefit from these funds to create new jobs rather than replacing one trainee with another.

**Education:** In Portugal, in 2015/2016, 99% of the students with disabilities attend regular schools and only 1% attend Special Schools. Despite an increase of 65% of children and young people with special educational needs attending regular schools between 2011 and 2015, because of budget constraints, schools lack adequate resources–material and human. This compromises the quality of inclusive education and also may contribute to the early school leaving of students with disabilities. According to EU-SILC data, young people with disabilities are more likely to leave school early than non-disabled students and are less likely to complete a post-secondary degree. Moreover, Portugal does not have specific legislation requiring the provision of reasonable accommodation for students with disabilities in post-secondary education although a 2% quota of university seats is reserved for them (and this quote is never entirely filled). The NRP 2016 foresees various measures to promote equal access to primary, secondary and higher education and to reduce the number of school drop-outs among Portuguese students. It stresses the importance of increasing disabled persons’ access to lifelong learning after concluding compulsory education through various services aiming to increase their qualifications.

**Poverty and Social Exclusion:** EU SILC data shows that the risk of household poverty or social exclusion for disabled people aged 16-64 years old in Portugal has remained constant between 2010 and 2013, though it slightly increased in 2014. The risk of household poverty or social exclusion for disabled people in 2014 was nevertheless higher than the European average. There is evidence that social transfers are not enough to overcome the conditions of highest vulnerability of disabled people in Portugal. To combat poverty and social exclusion of persons with disabilities, the NRP 2016 proposes fiscal adjustments and the replacement and improvement of social benefit schemes, as well as the improvement of the health sector. While changes in this area may definitely impact disabled people, so far increases in the benefits amounts remained below the poverty line. A unified disability benefit, proposed for introduction in 2017, may be an important measure, but it is so far unclear which impact this change will have on the independent living of persons with disabilities and their social inclusion, as the amounts considered are unknown. So far, independent living in Portugal for persons with disabilities remains a challenge due to lack of a personal assistance scheme, the lack of personal budgets and appropriate legislative base.

# Assessment of the situation of disabled people with respect to the Europe 2020 headline targets

## Strategic targets

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

|  |  |  |
| --- | --- | --- |
|  | Europe 2020 targets | National targets**[[1]](#footnote-2)** |
| Employment | 75% of the 20-64 year-olds to be employed | 70% |
| Education | Reducing the rates of early school leaving below 10% | 10% |
| At least 40% of 30-34–year-olds completing third level education | 40% |
| Fighting poverty and social exclusion | At least 20 million fewer people in or at risk of poverty and social exclusion | Reduce by 200 000 the number of people living in  poverty or social exclusion (compared to 2008) |

Relevant disability targets from national strategies or sources:

As referred by the previous ANED reports for Portugal, the First National Disability Strategy (*Estratégia Nacional para a Deficiência 2011-2013* – **ENDEF I**)[[2]](#footnote-3) came to an end in 2013. ENDEF I had five specific objectives: 1) “Disability and Multidiscrimination”; 2) “Justice and Rights”; 3) “Autonomy and the Quality of Life”; 4) “Accessibility and Universal Design”; and 5) “Modernisation of Administration and Administrative Systems”. It included 133 measures in total but none was quantified. The final evaluation of ENDEF I (2014)[[3]](#footnote-4) conducted by the National Institute of Rehabilitation (*Instituto Nacional para a Reabilitação, hereafter INR, I.P.*) concluded that during 2011-2013 the level of implementation reached only 76% with 103 measures implemented.

The **ENDEF II**[[4]](#footnote-5) was planned to continue the measures of the ENDEF I, but it **was not yet adopted. Therefore the country still lacks a national coherent disability policy**, despite the Government Order 15432/2012, of December 4[[5]](#footnote-6), that established the Commission of ENDEF II, in order to develop and submit a proposal for the period 2014-2020.

### A note on the use of EU data

Unless specified, the summary statistics presented in this report are drawn from 2014 EU-SILC micro data.[[6]](#footnote-7) The EU-SILC sample includes people living in private households and does not include people living in institutions. 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’.[[7]](#footnote-8) Responses to this question vary between countries and national data sources are added for comparison, where available.

Table 2: Self-reported ‘activity limitations’ as a proxy for impairment/disability (EU-SILC 2014)

Source: EUSILC UDB 2014 – version 2 of August 2016

In subsequent tables, these data are used as a proxy to estimate ‘disability’ equality in the main target areas for EU2020 – employment, education and poverty risk.[[8]](#footnote-9) The tables are presented by disaggregating the estimated proportion of people who report and do not report limitations for each indicator (e.g. among those who are employed, unemployed, at risk of poverty, etc.).

## Employment data

Table 3: Most recent employment data, aged 20-64

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 4: Employment rate data, by age group

Source: EUSILC UDB 2014 – version 2 of August 2016

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

Source: EUSILC UDB 2014 – version 2 of August 2016 (and preceding UDBs)

The table above shows a comparison of national employment trends for disabled and non-disabled women and men, and compares this with the EU2020 headline indicator for the EU as a whole.

Alternative data on disability and employment provided by the national expert:

Besides the Census 2011[[9]](#footnote-10) that contains data about the *Degree and Type of Difficulty in the Realisation of Daily Activities* (Grau e Tipo de Dificuldade na Realização das Atividades Diárias, p. 27), there is no other data publicly available about the labour market situation of persons with disabilities. However, the *Instituto Nacional de Estatística* (National Statistics Institute, hereafter INE),[[10]](#footnote-11) collects data about the health status and self-reported health care of the Portuguese population, which contains data about limitations in performing activities and employed population absent from work due to health problems and activity limitations.

More detailed specific data about professional rehabilitation and qualification of persons with disabilities is collected by The *Instituto de Emprego e Formação Profissional* (Institute for Employment and Vocational Training, hereafter IEFP).[[11]](#footnote-12)

### Unemployment

National administrative rules and definitions of ‘unemployment’ vary, and these may affect the way in which disabled people are categorised in different countries. The following tables compare national data with the EU2020 headline indicator for the EU.

Table 6: Most recent unemployment data, aged 20-64

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 7: Unemployment rate data, by age group

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 8: Trends in unemployment by gender and disability (aged 20-64)

Source: EUSILC UDB 2014 – version 2 of August 2016 (and preceding UDBs)

Fluctuations in the gendered trends of unemployment for people with impairments at national level should be treated with some caution.

Alternative data on disability and unemployment from national sources:

The INE[[12]](#footnote-13) collects data about the employment and unemployment of the Portuguese population, but it does not specify the number of persons with disabilities employed/unemployed among them.

Additionally, the IEFP presents data (Table 9 and Table 10) regarding unemployed persons with and without disabilities registered at the Employment Centres.

Table 9: Unemployed persons with disabilities registered at Employment Centres at the end of the year, Continent

Source: IEFP

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Years** | **Registered unemployed (total)** | **Registered Unemployed Persons with Disabilities** | | | **Job placement of PWDs through the IEFP** |
| **Total** | **Total** | **M** | **F** | **Total** |
| **2011** | 576383 | 10408 | 6372 | 4036 | 572 |
| **2012** | 675466 | 11913 | 7315 | 4598 | 506 |
| **2013** | 654569 | 12537 | 7668 | 4869 | 627 |
| **2014** | 564312 | 12080 | 7270 | 4810 | 881 |
| **2015** | 521611 | 12667 | 7446 | 5221 | 1261 |

Table 10: Unemployed persons with disabilities registered at Employment Centres, Continent

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Year/* *Registered Unemployed Persons with Disabilities, thousands* | **January 2015** | | **January 2016** | |
| **number** | **%** | **number** | **%** |
| **TOTAL** | **12,662** | **100** | **13,155** | **100** |
| Male | 7,627 | 60,2 | 7,743 | 58,9 |
| Female | 5,035 | 39,8 | 5,412 | 41,1 |
| **Youth (**<25**)** | **1,725** | **13,6** | **1,696** | **12,9** |
| Adults (25+) | 10,937 | 86,4 | 11,459 | 87,1 |
| < 12 Months | 5,239 | 41,4 | 5,441 | 41,4 |
| >= 12 Months | 7,423 | 58,6 | 7,714 | 58,6 |
| Unemployed -1st Job | 2,229 | 17,6 | 2,203 | 16,7 |
| **Unemployed-New Job** | **10,433** | **82,4** | **10,952** | **83,3** |
| < 1º CYCLE Primary Education (PE) | 1,253 | 9,9 | 1,280 | 9,7 |
| 1º CYCLE PE | 2,649 | 20,9 | 2,603 | 19,8 |
| 2º CYCLE PE | 2,589 | 20,4 | 2,596 | 19,7 |
| 3º CYCLE PE | 3,369 | 26,6 | 3,366 | 26,9 |
| Secondary Education | 2,161 | 17,1 | 2,316 | 18,5 |
| **Higher (Tertiary) Education** | **641** | **5,1** | **686** | **5,3** |

Source: Selected years from the data provided by the IEFP[[13]](#footnote-14)

*Primary education: 1st cycle - 1,2,3,4 school years; 2nd cycle – 5 and 6 school years; 3rd cycle – 7,8, and 9 school years; Secondary – 10,11 and 12 school years. In search of the 1st job: those who have never been at work (Primeiro emprego - nunca trabalharam). In search of new job: those who have already been employed before (Novo emprego - já trabalharam).*

### Economic activity

Table 11: Most recent economic activity data, aged 20-64

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 12: Activity rate data, by age group

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 13: Trends in activity rates by gender and disability (aged 20-64)

Source: EUSILC UDB 2014 – version 2 of August 2016 (and preceding UDBs)

Alternative data on disability and economic activity provided by the national expert:

The IEFP issues updated information about professional rehabilitation measures. These measures include employment orientation and different kinds of vocational/professional training and employment programmes, including sheltered employment, as presented in Table 14 below.

Table 14: Number of beneficiaries of (specific) professional rehabilitation measures directed towards persons with disabilities and the allocated budget (€), December 2010 – December 2015

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MEASURES**  **(Total, including for persons with disabilities)** | **December**  **2010** | **December**  **2011** | **December**  **2012** | **December**  **2013** | **December**  **2014** | **December 2015** |
| **ASSESSMENT, ORIENTATION AND TRAINING**  (*Diagnóstico, Orientação e Formação*) | 2,044 | 1,672 | 2,270 | 3,696 | **4,924** | **4,783** |
| **ASSISTANCE TO JOB PLACEMENT**  *(Apoio à Inserção e Colocação)* | 1,070 | 637 | 818 | 3,466 | **6,317** | **8,272** |
| **SHELTERED EMPLOYMENT**  *(Emprego protegido; e*  *Emprego Apoiado em Mercado Aberto)* | 395 | 396 | 380 | 531 | 527 | 541 |
| **PROFESSIONAL REHABILITATION conducted by intermediary organisations/centres**  *(Organismo intermédio – reabilitação)* | **7,757** | 9,406 | 9,523 | 11,024 | 11,862 | 3,309 |
| **TRAINEESHIPS**  *(Estágio de Inserção)* | N/A | **414** | **1002** | **N/A (Included under assistance to job placement)** | | |
| **OTHER ACTIVITIES (***e.g. individual activities, distribution of technical devices (produtos de apoio) and adaptations of the workplace or access to the building)* | 452 | 4 | 424[[14]](#footnote-15) | **N/A (Included under assistance to job placement)** | | 282 |
| **TOTAL NUMBER OF BENEFICIARIES** | **11,718** | **12,529** | **14,417** | **18,717** | **23,630** | **17,187** |
| **BUDGET FOR PROFESSIONAL REHABILITATION MEASURES, €** | **77,256,837.64** | **30,088,532.87** | **25,847,788.33** | **16,165,152.53** | **11,375,717.28** | **11,479,487.96** |

Source: IEFP Relatório de Execução Física e Financeira, aggregated from reports 2010-2015, available at: https://www.iefp.pt/estatisticas and <https://www.iefp.pt/reabilitacao-profissional> (explains definitions).

In Table 15 the IEFP provides the overview of all professional rehabilitation measures including specific measures (explained above in Table 14) and such general measures as employment and professional training for persons with disabilities.

Table 15: Professional rehabilitation of persons with disabilities, specific and general measures (2011- August 2016\*)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **YEARS** | | **2011** | **2012** | **2013** | **2014** | **2015** | | **Medidas específicas/Special measures** | | **12,529** | **14,417** | **18,717** | **23,630** | **17,187** | | **Medidas Gerais/General measures** | | **3,576** | **4,579** | **6,202** | **8,428** | **8,640** | |  | Emprego/Employment | 1,255 | 1,184 | 1,619 | 2,104 | 2,234 | |  | Formação Profissional/Vocational training | 2,321 | 3,395 | 4,583 | 6,324 | 6,406 | | **Total** | | **16,105** | **18,996** | **24,919** | **32,058** | **25,827** |   Source: IEFP |  |

## Education data

EU statistical comparisons are more limited concerning the education of young disabled women and men in the EU2020 target age groups. Data is available from EU-SILC (annually) as well as the Eurostat Labour Force Survey ad-hoc disability module (for 2011), but with low reliability for several countries on the key measures.[[15]](#footnote-16) Using a wider age range can improve reliability but estimations by gender remain indicative. EU trends are evident but administrative data may offer more reliable alternatives to identify national trends, where available.

### Early school leavers

The EU-SILC sample for the target age group (aged 18-24) includes the following number of people reporting activity ‘limitation’ (as a proxy for impairment/disability).

Table 16: EU-SILC sample size in the target age group 18-24 versus 18-29

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Age 18-24 | | Age 18-29 | |
|  | No activity ‘limitation’ | Activity ‘limitation’ | No activity ‘limitation’ | Activity ‘limitation’ |
| EU sample | 33,905 | 2,608 | 56,110 | 4,738 |
| National sample | 1,144 | 117 | 1,770 | 215 |

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 17:Early school leavers aged 18-24 (indicative based on above sample size)

Source: EUSILC UDB 2014 – version 2 of August 2016

Alternative data on disability and early school leavers provided by the national expert:

The General Directorate of Education *(Direção-Geral da Educação,* heareafter DGE*)*,[[16]](#footnote-17)collects data about students with ‘special education needs’[[17]](#footnote-18) attending mainstream and special schools.According to this data, the total number of students with special needs (from 3 to 18 years old) has increased from 75,193 in the school year 2014/2015 to 78,175 in 2015/2016. In addition, the INE collects general data about early leavers from education and training,[[18]](#footnote-19) but the data is not disaggregate by disability.

### Tertiary education

The EU-SILC sample for the target age group (aged 30-34) includes the following number of people reporting activity ‘limitation’ (a proxy for impairment/disability) although the number of missing observations is larger than the number of observations for activity limitation.

Table 18: EU-SILC sample size for the target age group 30-34 versus 30-39

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Age 30-34 | | Age 30-39 | |
|  | No activity ‘limitation’ | Activity ‘limitation’ | No activity ‘limitation’ | Activity ‘limitation’ |
| EU sample | 23,740 | 2,744 | 50,243 | 6,572 |
| National sample | 782 | 144 | 1,748 | 326 |

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 19: Completion of tertiary or equivalent education (indicative based on above sample)

Source: EUSILC UDB 2014 – version 2 of August 2016

The survey sample is not sufficient to provide robust trend data disaggregated by gender in the narrow EU2020 target age group. In only 12 out of 28 Member States are there more than 50 observations in the sample for both women and for men in aged 30-34 who also declare impairment/limitation. In 5 there are fewer than 20 observations for women or for men, which cannot be reported.

The following table is indicative at the EU level but gender trends at the national level should be treated with caution. In all Member States except Austria the achievement of tertiary education was higher for women than for men in both groups.

Table 20: Trends in tertiary education by disability (aged 30-34)

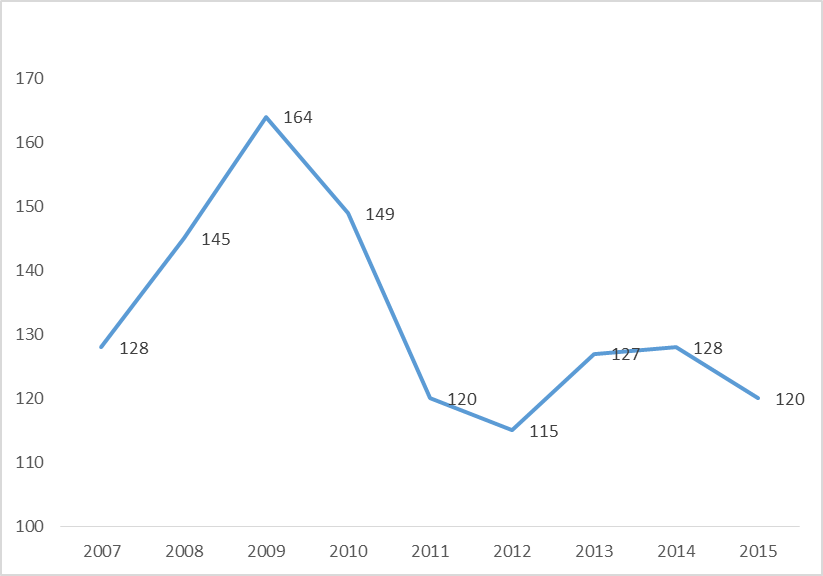
Source: EUSILC UDB 2014 – version 2 of August 2016 (and preceding UDBs)

Fluctuations in the trend for people with impairments at national level should be treated with some caution.

Alternative data on disability and tertiary education provided by the national expert:

The General Directorate of Higher Education (*Direcção Geral do Ensino Superior*, hereafter DGES)[[19]](#footnote-20) collects annual data about the placements, through the quota system, of students with disabilities in higher educational institutions (Table 21).

Table 21: Quota placements of students with disabilities in public universities, per year (2007-2015)



Source: GDES

In addition, the Working Group Assisting Students with Disabilities in Higher Education (*Grupo de Trabalho para o Apoio a Estudantes com Deficiências no Ensino Superior*, hereafter GTAEDES)[[20]](#footnote-21) conducted an independent survey in 2014 on 292 higher educational institutions in Portugal (public and private) collecting data about the number of students with disabilities attending these institutions in the period of 2011-2014. As seen from Table 22, the total number of students with disabilities has increased from 1246 in 2012/2014 to 1318 in 2013/2014.

Table 22: Students with disabilities attending tertiary education, per type of disability

*Source: GTAEDES, 2014*

## Poverty and social exclusion data

EU SILC data provides indicators of the key risks for people with disabilities. In addition to household risks of low work intensity, there are risks of low income (after social transfers), and material deprivation. These three measures are combined in the overall estimate of risk. The risks for older people do not include work intensity (Eurostat refers to the age group 0-59 for this measure). The survey does not distinguish ‘activity limitation’ (the proxy for impairment/disability) for children under the age of 16. Relevant data provided by the national expert is added where available.

Table 23: People living in household poverty and exclusion by disability and risk (aged 16-59)

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 24: People living in household poverty and exclusion by disability and gender (aged 16+)

Source: EUSILC UDB 2014 – version 2 of August 2016

Table 25: Overall risk of household poverty or exclusion by disability and age (aged 16+)

Source: EUSILC UDB 2014 – version 2 of August 2016

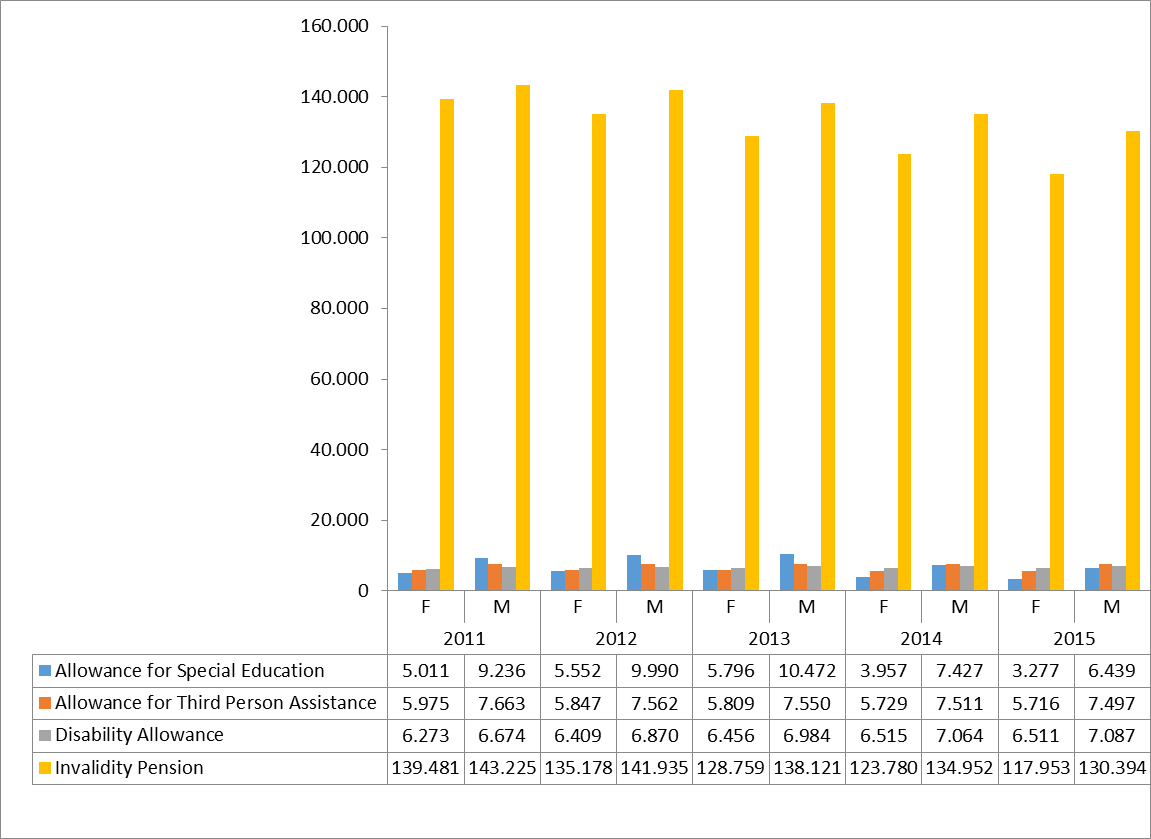
Table 26: Trends in household risk of poverty and exclusion by disability and age (EU-SILC 2014)

Source: EUSILC UDB 2014 – version 2 of August 2016 (and previous UDB)

Alternative data on disability and risk of poverty or social exclusion provided by the national expert:

The Social Security Administration (*Segurança Social*)[[21]](#footnote-22) collects data on the beneficiaries of the social benefits (see Table 27).

Table 27: Number of beneficiaries by benefit type and gender (2011-2015)



Source: Estatísticas de Segurança Social

*Tables used: Pensões de Invalidez, Velhice e Sobrevivência: Dados Anuais Pensões 2001\_a\_2015; and Prestações Familiares, Dados Anuais Prestações Familiares 2005\_a\_2015**.*

# Description of the situation and trends in relation to each target area

This section summarises the situation for the disabled people in Portugal in 2016 based on key messages from the statistics in Section 2 and discusses the main challenges that exist to achieve the policy targets.

## Employment

The data from the EU-SILC (Table 3) show that, **both at the European and the national levels, the employment rate is higher for non-disabled persons than for persons with disabilities, and is the lowest for those severely disabled**. The employment rate of disabled persons on the national level follows the same trend as the EU-average, rising up to the age of 44 and declining to the age of 64 (Table 4). However, at the national level the number of employed disabled people is slightly above for the age groups of 25-34 and 35-44 than the employment rate of the same group at the EU level. These figures may reflect the increase of employment opportunities or short-term employment or vocational training opportunities for persons with disabilities that exist for persons with disabilities in Portugal. The data provided by the IEFP (Table 14) show, indeed, that the number of beneficiaries of vocational training (professional rehabilitation) measures has been increasing at least up until 2014, although a small decrease in 2015 is observed. However, the EU-SILC data (Table 4) show that **the employment rate in Portugal is the lowest among the group of disabled persons 16-24 years** (12,0% compared to 22,8% at the EU level). While this may due to the fact that young people in Portugal attend compulsory education up until the age of 18 years old, this may also reflect the problem of low educational qualifications of young disabled people in the country (see Table 21 and Table 22 regarding the numbers of those that access higher education). This lack of qualifications may result in barriers to access the labour market. Indeed, as concluded by the OECD (2016),[[22]](#footnote-23) in Portugal most of the employment losses in the 15-29 year-old group has been observed predominantly among the low educated.

The EU-SILC data regarding national trends in employment rates (Table 5) shows that **the employment rate in Portugal for both men and women with disabilities has decreased from 2008 to 2013. While it has slightly increased in 2014, it is still well below the EU average.** The statistical data at the national level are quite dispersed among different institutions, and, in most cases, are not disaggregated to show the employment or unemployment situation of persons with disabilities. Data from the IEFP (see Table 14 and Table 15) similarly show a recent increase in the number of people placed in the labour market, either through jobs or traineeships, or through activation policies that offer special and more favourable conditions to employers when the potential worker has a disability. Table 9 and Table 10 show that the number of unemployed persons with disabilities registered at Employment Centres has been growing since 2011, but also the number of those placed in the labour market (either through jobs or traineeship programs) has been rising. However, Pinto et al., 2014[[23]](#footnote-24) have shown that most of the traineeships do not later convert into jobs, as most employers chose to dismiss these workers and replace them with a new trainee. Consequently, the national trends in unemployment (Table 6 and Table 8) show that the unemployment rate of the disabled population in Portugal, and particularly that of women with disabilities, is still higher than the EU-average, and also well above that of the non-disabled Portuguese population. The highest level of unemployment continues to be found among young Portuguese disabled persons (16-24 years old) who face the greatest marginalisation in the labour market (69.8%), which has increased compared to the previous year (52.7%) (Table 7). Furthermore, unemployment is also high for persons with disabilities 55-64 years old (34.4%) when compared to the same age group in the EU (21,4%) (Table 7). This suggests that many persons with disabilities in this age group in Portugal rather than being employed live on social benefits. Indeed, the data from the EUSILC (2014) on Table 12 registers the lowest economic activity for disabled people in Portugal at the age of 16-24 (39,5%), followed by those of 55-64 years old (45,9%).

According to the EU-SILC data (Table 8), the unemployment rate of disabled women remained high and without changes in 2014 compared to 2013 (28,9%), while it has slightly reduced for non-disabled women. The data presented by the IEFP in Table 9 demonstrates that while the overall number of the unemployed registered at the Employment Centres decreased in 2015 compared to previous years, the number of registered persons with disabilities increased, women with disabilities in particular. Overall, as shown in Table 9 and Table 10 the number of unemployed men with disabilities registered at the Employment Centres is higher than that of women. A 2012 report (EFC, p.18)[[24]](#footnote-25) states that the rights of persons with disabilities in Portugal to employment and vocational rehabilitation have been severely affected by the financial crisis due to the reduction in public expenditures on the vocational training system of persons with disabilities. The Disability and Human Rights Observatory (ODDH) of the School for Social and Political Sciences/University confirms that since 2009 financial and technical supports for the vocational training of persons with disabilities has been decreasing (ODDH, 2014).[[25]](#footnote-26) As shown in Table 14, the public expenditure for the vocational training and professional rehabilitation of persons with disabilities suffered a negative variation from €77 256 837,64 in 2010 to just € 11 479 487,96 in 2015, while the number of beneficiaries increased at least up until 2014, thus suggesting less support available to each trainee. As such, we may conclude that the employment activation for persons with disabilities, especially young persons with disabilities and women with disabilities, remains a challenge in Portugal.

## Education

### Early School leavers

Although the number of school leavers in the general population is dropping in Portugal (PORDATA, 2015),[[26]](#footnote-27) according to the EU-SILC data (2014) students with disabilities are more likely to leave school early than non-disabled students, both in the age groups of 18-24 (32,4% - students with disabilities vs 22.9% - students without disabilities) and 18-29 years old (39,6% - students with disabilities vs 27,5% students without disabilities) (see Table 17). However, the EU-SILC results should be treated with caution because of the small sample size (Table 16). A OECD Report (2016)[[27]](#footnote-28) confirms that early school leaving remains an important challenge in Portugal, being the third highest rate among the OECD countries. While there is no specific data on students with disabilities who dropout from school in Portugal, it is very likely that they face this risk too, particularly giving the problems that have been identified with the implementation of the Inclusive Education Act (Decree-Law nº 3/2008), related to a lack of adequate human and material resources, as documented in various reports[[28]](#footnote-29) [[29]](#footnote-30) and recommendations.[[30]](#footnote-31)

In fact, according to the DGEEC,[[31]](#footnote-32) due to this legislation between 2011 and 2015 there was an increase of 65% of children and young people with ‘Special Education Needs’ attending regular schools from 45,395 (in 2010/2011) to 78,175 (in 2015/2016). This continuous growth has been a challenge for regular schools to meet the specific needs of all these students. Furthermore, as reported by the National Education Council (*Conselho Nacional de Educação*, CNE),[[32]](#footnote-33) the public expenditure on Special Education has been inconsistent.

In short, the main challenges remaining in this domain are: (1) the lack of disaggregate statistical data about the trends in early school leaving in order to understand: (a) how many students with special educational needs are among the early school leavers; (b) how many have completed the secondary school with approval, with skills to apply for jobs in the open labour market or to enter university; (2) ensuring that regular schools (which 99% of the children with disabilities now attend) have sufficient human and financial resources to properly address the needs of students with disabilities and allow them to enjoy an inclusive education with quality, in order to prepare them for the open labour market or to continue studying.

### Tertiary Education

Data from EU-SILC (Table 19) shows that disabled students are less likely than their non-disabled counterparts to complete a post-secondary degree. Nevertheless, Table 20 shows an increase in tertiary education rates in 2014 both for students with and without disabilities. According to a survey conducted by GTAEDES[[33]](#footnote-34) the number of students with disabilities attending public and private higher education institutions has been increasing steadily: from 1,184 in 2012 to 1,318 in 2014. This trend is true for all types of disability with the exception of persons with hearing impairments, which decreased from 216 (in 2012) to 160 (in 2014) (Table 22).

In Portugal, there is also a 2% quota (Ordinance nº 197-B/2015)[[34]](#footnote-35) reserved for students with sensorial and physical disabilities in the public national competition to access Tertiary Education. In the school year 2013-2014 the number of students who used the quota (N=128) (see Table 21) represent 0.04% of the total number of students applying for tertiary education (N= 362,200).[[35]](#footnote-36) There is a slight upward trend in the use of the quota - from 2012 (115 students) to 2015 (120 students). However these figures show a very low uptake of this affirmative action measure. A report about Tertiary Education[[36]](#footnote-37) alerts that while Portugal collects data about the number of students with disabilities who attend tertiary education specifically through the institutions of higher education, these data is not used to monitor the evolution and the trends in this field (p.19). So far, the General Directorate of Statistics and Science only collects data about enrollment and the number of graduates, but it does not disaggregate information on students with disabilities.

The main trends in this field are: (1) disabled students are less likely than non-disabled to complete a post-secondary degree; (2) since 2012 the total number of students with disabilities attending public institutions of higher education has slightly increased. The main challenges remaining are: (1) lack of data to monitor the situation of students with disabilities in the tertiary education; (2) lack of data to follow up students with disabilities once they graduate, namely to monitor whether they are able to find a job in the open labour market; and (3) lack of specific legislation requiring high education institutions to provide reasonable accommodations and support students with disabilities in higher education

## Poverty and social inclusion

EU-SILC data show that the risk of household poverty or social exclusion in Portugal has remained constant between 2010 and 2013 for disabled people aged between 16-64 years old (38,8%), (Table 26). In addition there was also a decrease from 2010 to 2013 of the risk of household poverty or social exclusion for disabled people with 65 years or more: 30,9% against 23,2%. Nevertheless, the risk of household poverty is always higher in all age groups for disabled people when compared with non-disabled people in all the years analyzed. A study conducted by Portugal et al. (2010)[[37]](#footnote-38) offers evidence that helps to explain why the risk of poverty and social exclusion of disabled people in Portugal is higher than for non-disabled people. Disabled people in Portugal have lower levels of education, lower employment rates, lower employment income and higher health expenditures than non-disabled people and this may help to explain why their risk of household poverty or social exclusion is higher (Portugal et al., 2010). As confirmed by EU-SILC (Table 23), the risk of poverty on the national average in 2014 was reported the highest by disabled persons with low work intensity (23,1%) and with low income (24,8%). Table 24 also shows that the highest rate of household poverty and exclusion is experienced by those severely disabled (36,5%).

Disabled people and their families in Portugal are entitled to a number of social benefits, including: **a Disability Allowance, an Invalidity Pension, a Social Invalidity Pension, an Allowance for Special Education**, and **a Disability Supplement to Family Allowance.**[[38]](#footnote-39) Besides, there is an Allowance for Third Person Assistance. However, social transfers do not overcome the high economic insecurity of disabled people as the amounts provided are very low (Pinto et al., 2014,[[39]](#footnote-40) Sanches, 2014).[[40]](#footnote-41) Furthermore, the EU-SILC data do not provide information on the risk of household poverty or exclusion of children with disabilities under the age of 16. There is, however, evidence that households with children in Portugal are the most vulnerable to poverty even after social transfers (UNICEF, 2013,[[41]](#footnote-42) OECD, 2016).[[42]](#footnote-43) By excluding this group, the EU-SILC data may offer a biased description of the risk of household poverty and social exclusion of disabled people in Portugal.

Therefore, social inequality and poverty, especially in relation to persons with disabilities and their families, remains a challenge for Portugal. However, the new Socialist Government has far going plans to combat poverty and increase equality.[[43]](#footnote-44) For instance, it plans to eliminate completely in 2017 a surcharge tax (introduced during crisis), first for the families with lower income, which may also include the households of persons with disabilities, and then for all taxpayers from October 2017.[[44]](#footnote-45)

In short, the main trends in this field are: (1) persons with disabilities and their households tend to experience higher risk of poverty or social exclusion (2) the disability-related benefits available are insufficient to overcome this vulnerability; (3) the number of beneficiaries of these benefits has been decreasing. The main challenges remaining are: (1) the lack of data to monitor at national level the risk of poverty and social exclusion of persons with disabilities and their households; (2) the lack of adequate levels of benefits to support a life with independence for persons with disabilities in Portugal, including the lack of personal budgets and the lack of an independent living scheme.

# Assessment of policies in place to meet the relevant headline targets

## Employment

The 2016 NRP raises concerns over an increase in the number of the Portuguese population with low labor intensity (10.9% in 2014 compared to 8.3% in 2010), or no employment income (with the risk of poverty for the unemployed at an alarming rate of 42% in 2014), which especially affects vulnerable groups such as the long-term unemployed, and persons with disabilities among others.

**The 2016 NRP identifies employment activation as a key challenge.** In this respect, active employment measures directed at youth and the long-term unemployed (including young people neither in employment nor in education – NEETs) remain the priority. The measures foreseen include the provision of professional traineeships (job placements), support to hiring of (young) job seekers, and support to young people’s return to education (requalification). Persons with disabilities are implicitly included as these measures may also address them. For instance, the Youth Guarantee (*Garantia Jovem*) introduced in March 2014,[[45]](#footnote-46) is still a priority in the NRP 2016. This Programme is considered especially important for the NEETs, a category that includes many young persons with disabilities.

To improve the qualifications and employability of the Portuguese population the NRP plans to introduce the single Qualification Passport (*Passaporte Qualifica*) that will register all the information regarding the individual’s training, education, qualifications, etc. Stating the necessity to increase qualifications of the Portuguese population in general, the NRP 2016 (p. 17) expressly refers that “promoting access to lifelong learning of persons with disabilities after completing secondary education is required in order to contribute to their social inclusion”. Likely, access to lifelong learning will play an important role in the development and utilisation of disabled persons’ skills and learning pathways, as the UNESCO/Include-eD synthesis of an online discussion concluded[[46]](#footnote-47). In this respect, the initiative to create the ‘*Qualification Passport*’ (mentioned above) is also likely to benefit persons with disabilities in their search for jobs, allowing employers to know better the skills and experiences they possess. Furthermore, according to the NRP, the Government plans to develop the Digital Competencies Initiative (*Iniciativa Competências Digitais*) that will provide 20 000 people with ICT skills by 2020 and will also create new employment/training opportunities. Although persons with disabilities are not specifically referred to at this regard, this initiative may also benefit some of them as this is a traditional area of employment for many of them.

In order to support the employment activation process, the NRP considers necessary to modernise public services. It announces the launch of a new service, the so-called “One Stop Job Desk” (*Balcão Único do Emprego*), that will simplify the process of active job searching both offline and online by creating a virtual platform for the unemployed and for employers. The online journal ‘*Empregos Online’*[[47]](#footnote-48) has announced that these services will be introduced in 2018. While this measure is considered especially important for the NEETs and the long-term unemployed, it is unclear how it will benefit persons with disabilities. In fact, this measure may repeat another service - a Network of Inclusion Service Centres (*A Rede de Balcões da Inclusão*) that has already been launched on 21 April 2016 and so far includes six Pilot Offices in the regional departments of Social Security, in the cities of Lisbon, Faro, Setúbal, Porto, Viseu, and Vila Rea.l[[48]](#footnote-49) These Centres provide information to persons with disabilities and their families related to social benefits, technical assistance as well as employment and vocational training.

No other new targeted measures are proposed for increasing the employment of disabled people, but under the current legislation job seekers and employers are entitled to several incentives to promote employment, among which the following measures specifically target persons with disabilities:

* **Apoio à Contratação/Employment Incentive** (*Estímulo Emprego*)[[49]](#footnote-50) which provides financial support to employers in the private sector who sign employment contracts (for a fixed or permanent term, full-time or part-time, of minimum six months duration) with unemployed persons registered at the employment services, including persons with disabilities (in which case the financial assistance will be up to 100% ), according to Decree 149-A/2014, of July 24 (Art. 3);[[50]](#footnote-51)
* **Employment traineeships** (*Estágios Emprego*)[[51]](#footnote-52) which offer financial support to employers who provide nine months-long practical opportunities of work experience in the workplace for youngsters, including persons with disabilities in which case the traineeship lasts for 12 months, according to Ordinance 149-B/2014 of 24 July;[[52]](#footnote-53)
* **Reactivate** (*Reativar*)[[53]](#footnote-54) a measure that focuses especially on promoting professional re-integration into the labour market of unemployed people aged 31 years and older and with a minimum national qualification level of 2 (NQL 2), including persons with disabilities, through 6-months long traineeships, according to Ordinance 86/2015 of 20 March.[[54]](#footnote-55)

While the NRP 2016 recognizes the need to promote stable and sustainable working relationships as a key element of active employment policies, many of the measures, especially those regarding employment placement and traineeships of persons with disabilities may not always create permanent jobs but rather temporary work placement contracts. Data from the ODDH Holistic Report (Pinto et al., 2014)[[55]](#footnote-56) suggest indeed that traineeship measures involving persons with disabilities more often produce temporary effects, and do not effectively lead to sustainable jobs, since there is no requirement placed on employers who benefit from such measures to transform traineeships into permanent jobs. However, they can contribute to the improvement of skills.

Even the mandatory quota of 5% of the total number of jobs for persons with disabilities (with an incapacity level equal or above 60%)[[56]](#footnote-57) that continues to apply in the public sector, according to Decree-law 29/2001, of February 3, does not guarantee the employment of persons with disabilities, since there is an ongoing hiring freeze in the public sector since at least 2011 (ODDH Parallel Report 2015).[[57]](#footnote-58)

Moreover, those persons with disabilities who have jobs (either in the public or the private sector) may still face economic insecurity. In fact, a recent Caritas Portugal Report (2015, p. 4)[[58]](#footnote-59) states that in Portugal, workers are badly paid and temporary contracts have been increasing, especially within big companies, which is worse for young people without relevant qualifications such as persons with disabilities. In this regard, the NRP refers to the problem of ‘in-work poverty’ in Portugal – people with instable jobs and low salaries, among which can be found such vulnerable groups as persons with disabilities. Therefore, the NRP considers the minimum salary increase a necessary measure to strengthen the household income and to combat poverty among workers. Decree-law 254-A/2015, of 31 of December[[59]](#footnote-60) has already augmented the minimum salary from € 505 to € 530 since 1st of January 2016. A further increase is planned to 2017. These measures may contribute to improve the income level of the disabled working population. However, the quality of jobs, the prevalence of temporary work and precarious jobs for persons with disabilities may remain unimproved. The foreseen measures will need careful monitoring to ensure that they are effective. In particular, statistics about the transition from employment subsidised programs into regular jobs (especially for persons with disabilities) need to be monitored and analysed.

The employment situation of persons with intellectual disabilities is very complex, and yet it is insufficiently addressed by the NRP. The IEFP funds training programmes (of up to 3600 hours)[[60]](#footnote-61) for persons with intellectual disabilities, multiple disabilities and others who are unable to access regular training. However, in Portugal, according to the 2015 *Caritas Portuguesa* Report, for persons with intellectual disabilities and autism, occupational activity centres continue to be the most common response. These centers are considered ‘segregated environments, including [in regards to] the average salary that people receive there’, as commented by the Committee on the Rights of Persons with Disabilities in its Concluding Observations (Art. 27).[[61]](#footnote-62)

In the context of disability, another important area related to that of employment concerns accessibility and transportation. While the NRP recognises the necessity to revitalise the urban infrastructure and to modernise the public transport system, it does not indicate any specific measures in terms of increasing its accessibility for the use of disabled people. Furthermore, the measures proposed by the NRP concern predominantly the main cities of Lisbon and Porto. However, lack of accessibility in the built environment and transportation systems is a widespread problem throughout the country and it may also prevent access to employment for persons with disabilities in small towns and rural areas. The current Accessibility Law (Decree-Law 163/2006, of August 8) foresees sanctions in case of non-compliance, but there is a lack of enforcement of these policies (ODDH Parallel Report, 2015, p. iv),[[62]](#footnote-63) which may also create a barrier in access to employment of persons with disabilities. The Committee on the Rights of Persons with Disabilities has also recommended that Portugal explicitly sets out in its legislation the obligation to provide reasonable accommodation to persons with disabilities in all areas covered by the Convention.

## Education

### Early School leavers

The NRP 2016 sets out various measures to promote equal access of persons with disabilities to primary, secondary and higher education and to reduce the number of school drop-outs. In this context, the NRP explicitly refers to the importance of increasing access of persons with disabilities to lifelong learning after concluding compulsory education.

In 2016 in Portugal 99% of students with special educational needs attend regular schools (87% in public and 12% in private schools).[[63]](#footnote-64) Only 1% attend Special Schools. This is due to the legislation on Inclusive Education in place since 2008 (Decree-Law 3/2008) which led to the closure of special education schools and the massive mainstreaming of disabled children into regular schools. This Decree-Law applies to pre-school, basic and secondary education. Attendance at a special school is regarded by law as the last resort, only in cases when inclusion in the mainstream school fails. The UN Committee on the Rights of Persons with Disabilities in its Concluding Observations[[64]](#footnote-65) refers to Decree-Law 3/2008 as one of the positive aspects of the Portuguese legal reforms. While this Law can be considered as very progressive and rights-oriented, its implementation has been fraught by a number of problems, notably following the austerity measures in place since 2011.

Specifically, the schools do not have enough human resources - particularly speech therapists, occupational therapists, physiotherapists, psychologists or sign language interpreters, etc. Usually, Resource Centres for Inclusion (*Centros de Recursos para a Inclusão* - CRI) provide support to children and young students with disabilities attending mainstream schools. In 2015, there were 90 CRIs. The evaluation conducted by the Ministry of Education in 2015[[65]](#footnote-66) concluded that CRIs played a very important role in supporting students with disabilities. However, the reduced time available to support each student compromised the implementation of the inclusive model.[[66]](#footnote-67) Moreover, the caseload per staff was considered heavy with one psychologist, for instance, having to support 78 students/ per week[[67]](#footnote-68) and often supporting students in various schools. According to various reports[[68]](#footnote-69) [[69]](#footnote-70) and recommendations,[[70]](#footnote-71) scarce resources, both material and human, prevent effective inclusion. In accordance with the recommendation of the Committee on the Rights of Persons with Disabilities, it is necessary to take steps to increase human and material resources allocated to inclusive education and to facilitate access and enjoyment of a quality inclusive education for all pupils with disabilities, providing public schools with adequate resources.[[71]](#footnote-72)

As shown, the lack of human and financial resources remains an unresolved problem and may contribute to early school leaving, and compromise the future social and economic inclusion of these children.

Among the measures to prevent early school leaving the NRP 2016 (p. 63) considers important to increase by 20% the support available to students with permanent disabilities at schools and pre-schools. Regarding pre-schools, The National Early Intervention System (*Sistema Nacional de Intervenção Precoce na Infância* – SNIPI)[[72]](#footnote-73) continues to provide Early Childhood Intervention (ECI) measures to children and families, including prevention and rehabilitation activities related to education, health and social care. In addition, to promote pupils' success at schools, the NRP recommends to diminish the size of the classes and to provide more support to pupils. In this respect, the Normative Order 1-H/2016, of April 14, 2016 that will enter into effect in the school year 2016/17 was passed. This Order states that classes that include pupils with disabilities should be reduced to a maximum of 20 pupils and no more than two pupils with special needs per class, but this only if the disabled students stay in class for at least 60% of the time. These changes are said to encourage the presence of the students with disabilities in the mainstreamed classes rather than their removal to receive special support out of the regular classroom. However, the Teachers’ Union states that there are different views in this respect: while some consider this as a ‘truly inclusive measure’ (as it will encourage the permanence of disabled students in regular classrooms to enable the class to benefit from the size reduction), others state that in most cases children with disabilities do not make the required percentage of time in the classroom so in reality the measure will contribute to decrease the number of classes with reduced number of students.[[73]](#footnote-74)

Students with disabilities are usually considered a risk group in terms of early school leaving.[[74]](#footnote-75) However, the NRP 2016 does not mention specific measures aimed at preventing early school leaving among students with disabilities.

Nevertheless, the Portuguese government has introduced several initiatives, such as:

(1) Promoting a smooth transition of students with disabilities from school to life-contexts at the end of secondary education through the development of Individual Transition Plans (Planos Individuais de Transição – PIT) (Ordinance 201-C/2015),[[75]](#footnote-76) which identify the personal, social and professional skills that the students should develop during this period in order to obtain a certification that attests the knowledge and skills that they will acquire for future admission in the labour market

(2) (Decree-law no. 176/2012[[76]](#footnote-77) and Normative Orders no. 24-A/2012 (Section VI)[[77]](#footnote-78) and no. 6/2014 (Section IV)[[78]](#footnote-79) and no. 10A /2015).

Preventing early school leaving and extending compulsory education up until 18 years old (according to Decree-law no. 176/2012)

(3) Introducing in April 2016 a National Programme to Promote Educational Success (*Programa Nacional de Promoção do Sucesso Escolar)[[79]](#footnote-80)* according to which schools make plans to improve their teaching practices and the students’ learning skills and get funding for the implementation of these projects.

These measures can also positively contribute to reducing early school leavers among students with disabilities.

### Tertiary Education

In relation to tertiary education, the NRP 2016 considers important to improve the qualifications of the Portuguese population, and to increase the number of graduates with higher education diplomas, especially among those aged 30-34 years old (up to 40%) (pp. 16, 63). Regarding students with disabilities, the NRP mentions that they shall be guaranteed access to lifelong learning after completing secondary education (p. 17).

In order to achieve this goal, there is a draft resolution (358/XIII/1ª)[[80]](#footnote-81) that proposes to introduce new legislation to regulate the provision of individual support to students with disabilities in tertiary education.[[81]](#footnote-82) This draft resolution is important because as concluded by a recent study (Porfírio et al.,2016),[[82]](#footnote-83) there is a lack of personalised supports in higher education, and professors lack special competencies to teach students with special needs (especially those with visual and hearing disabilities), which may also result in their university dropout. The existing legislation only regulates access of students with disabilities to tertiary education establishing a 2% quota for students with disabilities (Ordinance 197-B/2015).[[83]](#footnote-84) However, the data provided by the Ministry of Education shows (Table 21) that just a few students with disabilities take up this affirmative action measure (128 in 2014 and 120 in 2015).[[84]](#footnote-85)

Other than the quota, and the anti-discrimination act (Law nº 46/2006 which prohibits discrimination in all areas of social life, including education) there is no other legislation imposing on universities any kind of reasonable accommodation duties in relation to students with disabilities. The Law on Higher Education Funding (Law nº 37/2003) in its paragraph 4, Article 20 states, nevertheless, that "the provision of specific support to students with disabilities should be considered ". Accordingly, some universities have developed guidelines for professors and staff, set up Disabled Students Support Offices and provide accessible materials and equipment. According to a survey conducted in 2014 by the GTAEDES, out of the 292 responding HEI (both public and private) only 172 reported having a special person or service to support students with special education needs.[[85]](#footnote-86) The same study identified the many existing problems students with disabilities face while studying, such as lack of accessibility of the facilities and classrooms, lack of special accommodations during classes and exams, and lack of special guidelines for students with disabilities.

## Poverty and social inclusion

The NRP 2016 considers highly important to address the social inequality and poverty problems faced by the Portuguese society, which worsened in the preceding years due to the austerity measures put in place in the country. Therefore, the majority of the measures proposed by the NRP focus on strengthening social benefits especially for people facing extreme poverty, families with children, elderly and low-income workers, as well as for persons with disabilities. The most important change anticipated by the NRP for 2017 that will directly concern persons with disabilities is the introduction of a single (unified) disability benefit that will replace the several benefits existing today (e.g. the disability complement to family allowances, the allowance for assistance by third person, etc.) and that will include several components: a so-called “citizenship dimension to promote independent living”, a dimension to offset the additional costs of disability and a dimension to ensure economic security and fight poverty. While this may be an important measure, it is so far unclear which amount this benefit will have.

Furthermore, the NRP considers important improving the access to public services and providing better information for all (p.35), though it does not mention specific measures related to poverty reduction. However, the new Network of Inclusion Desks (*A Rede de Balcões da Inclusão*)[[86]](#footnote-87) launched on 21 April 2016, can already demonstrate its implementation. Amongst others, this Network will provide services to persons with disabilities regarding access to assistive technologies and devices, and therefore it is likely to contribute to improve the services of the National Assistive Devices System in Portugal (SAPA)[[87]](#footnote-88) that has been considered extremely lengthy and excessively bureaucratic.

Other important measures, also addressed by the NRP, have already been introduced by the new socialist government that took office in 26 November 2015, led by the Prime Minister António Costa,[[88]](#footnote-89) notably concerning an update of the amounts of social transfers including family allowances.

In 2016, all pensions (e.g. Disability pension, Old Age pension and other relevant) that were below or equal to € **628,82** were increased **up to 0,4%** (according to Decree-Law 254-B/2015 of 31 of December).[[89]](#footnote-90) Thus, the minimum amount of the **Invalidity pension** (*Pensão de Invalidez*)[[90]](#footnote-91) **increased to € 263 per month** for those with less than 15 years of contributory career and **€ 380,56** for those with more than 31 years of contributory career (compared to 2015: € 261,95 and € 379,04 per month). In addition, the disability allowance (*subsídio mensal vitalício*) has also increased.

The amount of the **Allowance for Assistance by Third Person**[[91]](#footnote-92) has also increased from € 88,37 in 2015 to € 101,17 in 2016. This benefit aims to help families, who receive a family allowance or have a member that receives a disability allowance, and needs 24 hours assistance by a third person. Likewise, the amount of the **Dependency Supplement (***Complemento por Dependência***)**[[92]](#footnote-93) - for persons who receive an invalidity, old age or survival pension and are dependent on the assistance of a third person to address their basic everyday needs – has increased from €90,69 and €181,38 in 2015 to €91,05 and €182,11 from 1 January 2016 (according to the applicant´s degree of dependency and the pension type that he/she already receives). **The Social Invalidity** **Pension** (*Pensão Social de Invalidez*)[[93]](#footnote-94)has also increased up to € 202,34/month compared to € 201,53/month in 2015.

The amounts of **the benefits paid to families with children with disabilities** were also increased as a measure to combat poverty among children and youth. Thus, **the Supplement to Family Allowance for Children with Disabilities**[[94]](#footnote-95) increased to € 61,26 and € 161,24 (depending on the age group of the child and whether it is or not a single-parent family), compared to €59.48 and €156.55 per month in 2015. The amounts of **the Allowance for Special Education,**[[95]](#footnote-96) however, remained without changes, although the number of recipients has been decreasing from 14.247 beneficiaries in 2011 to only 9.716 in 2015, as shown in the Social Security data[[96]](#footnote-97) (Table 27), which is also due to the decreased number of pupils attending special education institutions.

Despite these updates, most benefits still remain below the threshold of the poverty risk (€422,00 per month, as indicated by the Income and Living Conditions Report),[[97]](#footnote-98) and, therefore, do not adequately protect against the social and economic risks faced by persons with disabilities.

Furthermore, the benefits increase suggested by the NRP may not contribute to the independent living of persons with disabilities in Portugal, as the national personal assistance scheme remains under-developed and therefore, persons with disabilities still depend on the support of their families. Many families are providing 24h assistance to their disabled children or adult member and are not getting adequate support for it. Homecare services are mostly provided by private entities at very high cost or by private non-profit organisations in which cases persons with disabilities or their families have to pay according to their family income,[[98]](#footnote-99)**Special Holiday and Recreation Centers** (*Centros de férias e lazer*)[[99]](#footnote-100)and **Residential units** (*unidades residenciais*)[[100]](#footnote-101)are very scarce. The national pilot project on the introduction of personal budget for disabled people in Portugal, which was planned to take place in 2011, has not materialised due to the economic crisis and consequent lack of financial resources. Also the professional role of the Personal Assistant has not been established. Other important initiatives contemplated in the National Disability Strategy, 2011-2013 (ENDEF I) such as those concerning independent living have been postponed or delayed due to a lack of availability of public funds.[[101]](#footnote-102) As an attempt to promote independent living and personal assistance, the Lisbon Municipality[[102]](#footnote-103) launched a small pilot Independent Living project in 2015. However, it is a very limited programme with just five beneficiaries, and it is only operating in the city of Lisbon.

The NRP also lacks measures specifically regarding women with disabilities. However, from the available statistics (provided by the Social Security Administration, 2015)[[103]](#footnote-104) it is clear that the number of women who receive benefits is fewer than the number of men in all the categories (Table 27). This may substantially increase women’s risk of poverty. In 2014 the risk of poverty for Portuguese women was higher (20,1%) than that of men (18,8%). There is also evidence that disabled women in Portugal have a higher risk of poverty and social exclusion in comparison to their male counterparts (Sousa et al., 2007).[[104]](#footnote-105)

According to the NRP several other measures will be implemented that will supposedly contribute to poverty reduction amongst the Portuguese population, and that may also impact disabled people. These measures include:

1. **improvement of the National Health Service** (NRP, pp. 49-50), mainly in terms of the quality of services in hospitals and health care centres, expansion of staff and increase in the number of health centres (especially in remote areas), gradual reduction of user fees, and reform of the integrated and continuous care system at home and in hospitals including for people with severe mental illnesses. This also includes reinstating the right to access non-urgent medical transportation, although it will still be on a means-tested basis. These transportation services are very important to persons with mobility impairments, due to the lack of accessible public transportation in the country. It is necessary to mention that persons with disabilities (with an incapacity level of 60% or more) currently pay fees in the amount of 50 Euros[[105]](#footnote-106) to obtain a Medical Incapacity Certificate. Only with this certificate they become eligible for certain benefits such as healthcare user-fee exemptions. This amount however is beyond the possibility of many persons with disabilities and therefore they are prevented from accessing most needed services. Furthermore, since 2010 new restrictions are in place regarding the benefit of access to medication as only pensioners with family income equal to or less than €419,22 per month can apply for this benefit. Yet nothing regarding this (to improve the current situation) is addressed in the NRP;
2. **revision of the legislation on the Social Integration Income** (***Rendimento Social de Inserção – RSI***), ensuring that 240 thousand persons will be covered by this minimum income benefit;
3. promotion of **accessible electricity and gas services** through the continuation of **the social tariffs programme** aiming to target one million economically vulnerable people.
4. **Increase of the minimum wage from €505 to €530** from the 1st of January 2016 and **increase support to long-term unemployed.**

## Synergies between developments in the different areas

The NRP 2016 (in comparison to the NRP 2015) refers more explicitly to the need of improving qualifications, increasing employment and reducing the social exclusion of persons with disabilities. Yet, some gaps in the areas of education, employment and social inclusion of persons with disabilities in Portugal still exist.

Since 2008, mainly through the implementation of Decree-Law No. 3/2008, which regulates Inclusive Education, important changes have been made in paving the way for Inclusive Education: in 2016, 99% of the students with disabilities in Portugal attend regular schools. Also, it is important to mention that the National Early Intervention System (Decree-Law No. 281/2009) – for children up until 6 years-old – has been an important initiative for children with disabilities. However, financial restrictions still affect the full application of the legislation, mainly because of the lack of adequate resources – human and material. A very critical point is the transition from primary to secondary education, where the number of pupils with disabilities who attend secondary education (10-12 school years) significantly reduced, and then, from secondary education to post-secondary education and the labour market. Many children, especially those with intellectual disabilities, after attending for various years regular schools, return to social care institutions to receive specific training in a segregated environment, which is in contradiction with the inclusive education pathway they were pursuing. However, for these children there was a positive development in the legislation in 2015. Ordinance 201-C/2015 was introduced to regulate the development of Individual Transition Plans aiming to promote a smooth transition from school to community life-contexts, at the end of secondary education. Furthermore, students with disabilities who complete secondary education will be able to obtain a certification that attests the knowledge and skills they acquired with a view for their later access to the labour market.

In relation to tertiary education, taking into account the small number of students with disabilities who attend high education institutions (HEIs), and also the low number of these students who use the quota system, it seems important to create new political measures (as presently, there is no specific legislation related to the provision of reasonable accommodations for disabled students in post-secondary education) to encourage students with disabilities to continue their studies in tertiary education. It is also important to provide adequate assistance in the HEIs to support the education process of students with disabilities and to increase the teaching staff’s skills in this respect. At the same time, **without disability-specific indicators – about early school leavers with disability and students with disabilities completing tertiary education – it is very difficult to measure the impact of education in the improvement of the quality of life and the social and labour participation of persons with disabilities**.

Since most of the NRP 2016 proposed measures focus on increasing the qualification levels of the Portuguese population as well as of persons with disabilities, it is necessary to increase employers’ (both public and private) engagement, participation and awareness, especially in relation to the inclusion of persons with disabilities. So far, the statistics provided by the IEFP (see Table 10) demonstrate that despite slight increase in 2016 the number of persons with disabilities with higher education level registered at employment centres in 2015 and 2016 is still quite low. This shows that the majority of the unemployed persons with disabilities have low levels of education.

While the NRP 2016 measures to fight poverty and social exclusion are very focused on improving the levels of social transfers, the amounts provided are still insufficient to address the high economic vulnerability of persons with disabilities in Portugal. For instance, the amount provided for third person assistance continues to be very low and therefore it is unlikely that it will ensure access of persons with disabilities to proper assistance. This problem is compounded by the absence in Portugal of a Personal Assistance scheme, although such a scheme was already foreseen in the National Disability Strategy 2010-2013. The new unified benefit that the NRP foresees for 2017 for persons with disability may offset this problem, provided that the amount of the scheme is adequate. In addition, there is a need to improve accessibility to the built environment and to public transportation systems through an enforcement of the implementation of the existing Accessibility Law (Decree-law 163/2006) (Pinto, 2015).[[106]](#footnote-107) The continued lack of accessibility to transportation, communication and information systems, and the built environment is causing the exclusion of persons with disabilities in Portugal from education and employment, and their participation in social life more generally.

# Review of the European Semester from a disability perspective

## Progress on disability-specific Country Specific Recommendations (CSRs)

There were no disability-specific CSRs for Portugal in 2016 and disability mentioned in the Recommendation from the Commission.[[107]](#footnote-108)

## Progress on other CSRs from a disability perspective

*The CSR calls attention to the fact that raising the minimum wage in Portugal may reduce the intensity of in-work poverty, but if not matched by productivity increases, it risks harming the employment and competitiveness outlook and reduce the incentive to invest in skills.* (CSR 2016, p.5)

This may have disability implications. Persons with disabilities who have jobs tend to occupy the lowest professional ranks and receive the lowest wages. Therefore, any increase in the minimum wage is very likely to benefit them directly. However, if the gradual increase is hampered due to concerns with its consequences on ‘competitiveness’, as the CSR suggests, workers with disabilities will continue to be amongst those facing in-work poverty.

**CSR 2016 Point # 10**

*The CSR calls attention to the need to* ***assess the impact of activation policies in reducing the intensity of poverty.*** This statement has disability impacts. Indeed, persons with disabilities are amongst those groups who have benefited from active employment policies, and yet, these policies have not always had a sustainable effect on their labour market inclusion. The CSR 2016 recognises these limitations and calls upon an ‘enhanced coordination among employment and social services’ (p. 5). Taking these precautions would certainly benefit persons with disabilities

**CSR Recommendation #3:**

*Ensure the effective activation of the long term unemployed and improve the coordination between employment and social services. Strengthen incentives for firms to hire through permanent contracts. (CSR 2016, p. 7)*

Regarding the previous recommendation of CSR 2015 (CSR#3 – to improve the efficiency of public employment services), the CR 2016 (p.66) states that Portugal has made some progress, mainly in implementing the Youth Guarantee Programme, by introducing digital services and reinforcing performance management. Yet, challenges persist. The CSR 2016 takes into account these challenges and recommends to improve the coordination between employment and social services as well as to strengthen incentives to employers. However, no specific recommendations are made regarding the improvement of the situation of persons with disabilities. Nevertheless, the CSR 2016 Recommendation #3 can be interpreted from a disability perspective.

In this regard, more targeted actions directed especially at young persons with disabilities to improve their access to higher education and mainstream employment would be beneficial. Attention should be likewise given to continue encouraging more women with disabilities into education, training and subsequently employment. In addition, the IEFP needs to continue to promote inclusion of people with intellectual disabilities into professional training/education/re-qualification and employment. Considering the recent changes in vocational training and rehabilitation programmes, it would be beneficial to raise awareness of persons with disabilities and employers about existing opportunities and incentives. **There should also be requirements on employers who benefit from incentives to create traineeships to turn them into stable jobs.** Furthermore, in line with the recent news about problems in the funding of rehabilitation centres for persons with disabilities,[[108]](#footnote-109) it would be necessary to stabilise their financial situation and to ensure these centres function properly.

In addition, data about employment of persons with disabilities need to be made available by the INE, and the Ministry of Education, Social Security Administration and the IEFP. These databases should be open and publicly available, including to the disability community and disability organisations. Statistics on the employment status of persons with disabilities need to be regularly collected and made publicly available. Moreover, updated disability disaggregate data is needed in order to understand how persons with disability fare in relation to important EU 2020 targets such as reducing early school leaving, improving access to tertiary education, and reducing poverty. While ensuring an adequate coverage of the minimum income scheme should be a government priority, other measures should be equally important to provide adequate social assistance coverage, in particular to persons with disabilities. Since in Portugal, important initiatives foreseen in the ENDEF I (2011-2013) have been postponed due to the lack of availability of public funds, and the new Strategy has not yet been adopted. The pilot project on the introduction of a personal budget for disabled people in Portugal should be materialised as this could substantially help to reduce the risk of poverty and social exclusion among persons with disabilities.

## Assessment of disability issues in the Country Report (CR)

The Country Report (CR) 2016 does not address specifically the situation of persons with disabilities. However from a disability perspective several important issues are discussed in the sections of Labour Market, Social Policies, Education and Vocational Training Policies.

The CR suggests that to achieve a sustainable economic growth and reduce unemployment in Portugal, activation of the long term unemployed and strengthening incentives for firms to hire through permanent contracts are needed. Especially, active measures targeting young people (aged 15-24) not in employment, education or training (NEET) are required, since the youth employment rate in the third quarter of 2015 was 24,1%, well below the EU average (34,1%). From a disability perspective, since many persons with disabilities in Portugal are NEETs, these measures may well benefit them too. However, the CR considers that it is still challenging to achieve the national target of 75% of people in employment by 2020 (p.59). This may refer particularly to the employment of persons with disabilities, whose unemployment rates are much higher than those of the general population, especially among the young disabled.

According to the CR, the number of permanent employment contracts rose in 2015, and an increase of about 2,4% in overall employment rate has been observed in two years. However, this is due mostly to a decrease in lay-offs rather than a rapid increase in hiring, and the situation of the long-term unemployed has been improving slowly. According to the CR, changes that took place in the legislation and the introduction of incentives for employers to hire on open-ended contracts for permanent posts have started to have an impact. **Nevertheless, it is difficult to judge whether these improvements also affected persons with disabilities as disability disaggregate data is lacking and the employment opportunities of persons with disabilities often depend on temporary placements.**

The CR 2016 continues to pay attention to activation policies and considers important to modernise Public Employment Services (PES). However, no specific measures are mentioned for persons with disabilities in this respect. Furthermore, the CR 2016 states that improvements in employment over the last two years proceeded in parallel for men and women, although the employment rate of women is still lower than that of men. Similarly, attention should be paid to gender inequalities in access to employment among the population with disabilities. Indeed, as shown in the data provided in Sections 2.2 and 2.3 above, girls and women with disabilities have lower levels of education and less access to employment than boys and men with disabilities in Portugal.

The CR refers that while Portugal has significantly reduced its early school leaving rate, the number of pupils repeating an academic year is increasing and school performance is not improving. The rate of early school leaving remains among the EU’s highest. However, the CR does not mention anything specifically regarding the education of children with disabilities. Instead, it stresses that the socioeconomic condition of families continue to play a decisive role in students’ performance and in school failure, especially among the most disadvantaged groups (which from a disability perspective most likely include many families with children with disabilities). While the amounts of the benefits to families with children with disabilities have slightly increased this year, it is still unclear whether this might have an effect on their school participation rate.

The CR also discusses that early school leaving rates are associated with budget constraints and lower number of teachers over the last years due to budgetary constraints (p. 61). Taking into account that students with disabilities are also considered a risk group and the fact that the number of students with special needs is increasing each year, it is surprising and disturbing that this CR report includes no disability perspective. Especially when the number of available supports for pupils with disabilities is still low (despite of its slight increase) compared to the total number of these students in 2016 (as discussed in Section 4.2. above). It is necessary to examine more closely what is happening with the school performance of children with disabilities, and establish this as a priority, as it is being done in relation to other risk groups, in order to prevent these students from leaving school early and ensure them a quality education. Regarding tertiary education, the CR mentions that the education attainment rate for 30-34 year-olds has increased over the past 10 years and reached 31,3% in 2014, although it states that predominantly big universities in urban centres attract the majority of applicants compared to smaller universities. Yet, nothing is mentioned about attracting students with disabilities or graduates with disabilities. Furthermore, the CR refers that the unemployment rate of graduates is lower than the average rate of youth unemployment (26,4% vs. 35%). It would be very important to have this specific indicator disaggregate also for the graduates who have a disability. Indeed, the OECD report[[109]](#footnote-110) signals that one of the main challenges for Portugal is to improve the equity of education.

There are no specific comments in relation to the risk of poverty and social exclusion of disabled people in Portugal in the CR. However, the CR mentions that the indicators of poverty and social exclusion have deteriorated in recent years, and that the national target for 2020 remains far from being reached. The increase in poverty and social exclusion is, according to the CR, due to the increased incidence of low wage earners and low work intensity. This issue may be even more serious among persons with disabilities, since they tend to be employed on temporary contracts and perform low-skilled jobs. Even though (as already discussed in 4.3.) disability-related social benefits have increased, they are still below the poverty line.

The CR indicates that households with children have been particularly affected by poverty and social exclusion, and that “between October 2010 and December 2015, 652 674 beneficiaries lost access to child benefits, i.e. one in every three beneficiaries” (p. 41). This certainly affected families of children with disabilities. It is important to note, nevertheless, that the levels of cash benefits that disabled people in Portugal are entitled to are extremely low and this significantly increases their risk of poverty and social exclusion. Moreover, measures that aim to promote independent living such as the implementation of personal budgets and of a personal assistant scheme have not been materialised and as a consequence persons with disabilities are very dependent on the support of their families which also increases the vulnerability of these families. Cash benefits for third person assistance remain low (despite their slight increase) and insufficient, which again leads to a higher risk of household poverty and social exclusion amongst families of disabled people in Portugal.

Furthermore, as commented by the CR 2016 (p. 42) the situation of older women is worsening as the gender pay gap increased in Portugal (from 9,2% in 2008 to 14,5% in 2014), while it remained stable in the EU overall. However, no specific recommendations were made in the CR 2016 regarding women with disabilities.

# Assessment of the structural funds ESIF 2014-2020 or other relevant funds in relation to disability challenges

As mentioned in the Country Report 2016 (p. 15), Portugal is an important beneficiary of the European Structural and Investment Funds (ESIF) and is eligible for up to EUR 25.8 billion in the 2014-2020 programming period. This is equivalent to 2.0% of the GDP (on an annual basis) and 79.3% of the expected national public investment in areas supported by the ESI funds.

According to **The Fiscal Strategy 2014-2018**,[[110]](#footnote-111) in the coming years the implementation of European Funds in Portugal will remain a key source of funding for public policies. As a part of the initiative Portugal2020, the Funds will focus on four key thematic areas (competitiveness and internationalisation, sustainability and efficiency in the use of resources, social inclusion, employment and human capital) and two cross-cutting dimensions (the reform of public administration and promoting integrated intervention at territorial level). The area of social inclusion targets the upgrading and optimisation of social services, the encouragement and mobilisation of volunteer work, as well as the strengthening of social protection and inclusion of people with disabilities, notably through their professional re-integration, social development, training and employment.

From the 25,6 billion Euros under the agreement signed with the European Commission (Portugal 2020),[[111]](#footnote-112) 44% of the cohesion policy funds (ERDF, ESF and the Cohesion Fund) will be allocated to education, social inclusion and employment measures, while 41% will be invested in innovation, ICT, support for SMEs and promoting a low-carbon economy. The rest will be invested in network infrastructure, the environment and adaptation to climate change (CR, p. 59). The areas of promoting employment and social inclusion (OT 8 and OT 9) will receive 20% of the funds; the area of education (OT10) will get 17% of the funds; about 20% of the funds will be applied to the areas of low carbon economy and adapting to climate change and the environment; and the areas of transport will receive 4% accordingly. OT9 will receive **in total 2.525.697.807**, in particular 637.000.000 (FEDER); 1.638.779.998 (FSE); and 249.917.809 (FEADER). Portugal also benefits from EUR 160 million under the Youth Employment Initiative (matched by the same amount from the European Social Fund)[[112]](#footnote-113) to support young people to find their way to the labour market, get involved into traineeship projects or continue their education. In addition, financing under the new European Fund for Strategic Investments (EFSI), Horizon 2020, the Connecting Europe Facility and other directly managed EU funds are supplementary to the ESI Funds.[[113]](#footnote-114) Following the first rounds of calls for projects under the Connecting Europe Facility, Portugal has signed agreements for EUR 151 million for transport projects (CR, p. 15).

Within **the Operational Programme for Social Inclusion and Employment (PO ISE)** the structural funds are mainly being used to promote vocational training and employment of the population of all ages, including persons with disabilities, through measures funded by the Institute for Vocational Training and Employment (IEFP)and implemented by non-profit organisations and public vocational training centres. Despite its importance, this initiative only partially addresses the disability challenges. Furthermore, a systematic delay in delivering the funds to the Centres negatively impacts the implementation of training programmes for persons with disabilities.

Beyond promoting access to the labour market, it would be necessary that the funds were used to develop new policies, services and programmes that put in place the principles and rights established in the CRPD, notably by strengthening resources and supports available to promote inclusive education, accessibility to the built environment and transportation systems, as well as to improve the level of social protection and to design, pilot, and monitor a new national Personal Assistance scheme (a goal inscribed in the National Disability Strategy 2011-2013 but never implemented). This measure is finally foreseen in the 2017 government budget, currently under discussion (DGO, 2017).[[114]](#footnote-115)

The organizations representing disabled people in Portugal were involved in the process of public hearing during the negotiations about the definition of the priority areas for investment. At the time they sent their input to the Ministry of Solidarity and Social Security in different fields (e.g. employment, education, accessibilities, research, statistics and capacity-building for civil society organizations). Some of the recommendations were the following: (1) developing specific measures (e.g. independent living schemes) to support access to employment and career progression of persons with disabilities; (2) developing a specific line of funding to provide financial support to disability organizations (enabling them to hire qualified staff and experts) so that they could monitor the implementation of disability policies and strategies; (3) developing strategies to data collection on disability in order to learn about the social conditions of disabled people and link this evidence to design of social policies for a sustainable and inclusive growth. However, the majority of these suggestions are not reflected in the operational programs designed and implemented.

Furthermore, due to the fact that Portugal surpassed the accepted deficit level, as established in the Maastricht treaty for the countries that adopted the Euro, a discussion is undergoing between the Portuguese government and the European Commission as to whether or not penalties and sanctions will be applied to the country. One of the possible sanctions under discussion is precisely the freeze of part or of the total amount of the European Structural Funds next year (e.g. see publication of Economic Journal),[[115]](#footnote-116) a decision that if it is adopted, will certainly have disastrous consequences for the Portuguese economy, with profound impacts also on the quality of life of persons with disabilities.

# Recommendations

The Portuguese State is signatory of the CRPD and as an EU member its policy should be in line with the EU Disability Strategy and the EU 2020 agenda. While fiscal control and competitiveness continue to be important goals for Portugal, economic growth cannot happen if certain groups are lagging behind as it is the case now in Portugal of disabled persons. Portugal needs stronger measures that tackle disability discrimination, particularly in the areas of education, employment, social care and pensions as well as supports to independent living. Disability needs to be mainstreamed in all areas of policy.

Therefore, we recommend:

* To establish a set of obligations on the part of the employer who benefit from traineeship programs (notably regarding the creation of new jobs) once the specific financial support is ended (**for argumentation see 3.1., 4.1., 4.4., 5.1.**)
* To collect systematic, updated and disaggregated data (e.g. by disability, age;gender, etc.) data about the population with disabilities in Portugal (**for argumentation see 2.3.1, 3.2., 3.3. and 5.2**);
* To strengthen supports to vocational training and rehabilitation services of persons with disabilities, with special attention to young disabled and long-term unemployed, and persons with severe and intellectual disabilities (**for argumentation see 3.1., 4.1., 4.4. and 5.2.**);
* To raise employers’ awareness about disability issues and to promote corporate social responsibility concerning the employment of persons with disabilities (**for argumentation see 3.1., 4.1., 5.1. and 5.2.**);
* To fulfil the employment quotas for persons with disabilities in the public sector (**for argumentation see 4.1.**);
* To increase the budget allocated to inclusive education and reinforce the human and material resources to improve the quality of inclusive education for all students with disabilities (**for argumentation see 2.3.1., 2.3.2. and 3.2. and 4.2.**);
* To monitor the transition of students with disabilities from secondary to post-secondary/tertiary education and to the labour market, and to increase access and support in HEIs (**for argumentation see 2.3.1., 2.3.2., 3.2., 4.2. and 5.2.**);
* To use structural funds to support the implementation of Personal Budgets for disabled people and of a Personal Assistance scheme (**for argumentation see 4.3. and 4.4.**);
* To use structural funds to enforce the implementation of the existing Accessibility Law (Decree-law 163/2006) (**for argumentation see 4.3. and 4.4.**);
* To develop a new policy framework to address the multiple discrimination faced by disabled women in Portugal, and to engage more girls and women with disabilities in education, training and employment (**for argumentation see 2.3.2., 3.1., 4.3., 5.1. and 5.2.**);
* To issue the National Strategy for Disability II (ENDEF II) and the National Plan to Promote Accessibility II (PNPA II) and use structural funds to implement them (**for argumentation see 2.1., 4.3, 5.2. and 6**).

1. <http://ec.europa.eu/europe2020/pdf/targets_en.pdf>. [↑](#footnote-ref-2)
2. <http://www.inr.pt/content/1/1402/estrategia-nacional-para-deficiencia-endef>. [↑](#footnote-ref-3)
3. See: <http://www.inr.pt/uploads/docs/programaseprojectos/endef/Relatorio_Final_ENDEF_2011_2013.pdf>. [↑](#footnote-ref-4)
4. Pinto, C.P. (coord.) (2014). Relatório Holistico, Monitorização dos Direitos Humanos das Pessoas com Deficiência em Portugal, ODDH, available at: <http://oddh.iscsp.utl.pt/index.php/pt/2013-04-24-18-50-23/publicacoes-dos-investigadores-oddh/item/151-monitoriza%C3%A7%C3%A3o-dos-direitos-das-pessoas-com-defici%C3%AAncia-em-portugal>. [↑](#footnote-ref-5)
5. <https://dre.tretas.org/dre/305259/>. [↑](#footnote-ref-6)
6. EUSILC UDB 2014 – version 2 of August 2016. [↑](#footnote-ref-7)
7. The SILC survey questions are contained in the Minimum European Health Module (MEHM) <http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:Minimum_European_Health_Module_(MEHM)>. [↑](#footnote-ref-8)
8. The methodology is further explained in the annual statistical reports of ANED, available at <http://www.disability-europe.net/theme/statistical-indicators>. [↑](#footnote-ref-9)
9. Censos - Resultados definitivos. Portugal – 2011, available at: [www.censos2011.ine.pt](http://www.censos2011.ine.pt) ; <http://censos.ine.pt/xportal/xmain?xpid=CENSOS&xpgid=ine_censos_publicacao_det&menuBOUI=13707294&contexto=pu&PUBLICACOESpub_boui=73212469&PUBLICACOESmodo=2&selTab=tab1>. [↑](#footnote-ref-10)
10. INE Statistics, available at: <https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_bdc_tree&contexto=bd&selTab=tab2>. [↑](#footnote-ref-11)
11. EFP Statistics, available at: <https://www.iefp.pt/estatisticas>. [↑](#footnote-ref-12)
12. INE Statistics, available at: <https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_bdc_tree&contexto=bd&selTab=tab2>. [↑](#footnote-ref-13)
13. These numbers do not represent the total number of the unemployed persons with disabilities in Portugal. [↑](#footnote-ref-14)
14. Including ODE Lisboa (<http://www.oed.com.pt/oed>), an organisation that assists in including persons with disabilities into employment. [↑](#footnote-ref-15)
15. For the LFS AHM data see, Early school leavers <http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=hlth_de010&lang=en> and tertiary educational attainment <http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=hlth_de020&lang=en>. [↑](#footnote-ref-16)
16. General Directorate of Education (DGE), available at:<http://www.dgeec.mec.pt/np4/%7B$clientServletPath%7D/?newsId=622&fileName=DGEEC_DSEE_DEEBS_2016_NEE2.pdf>*.* [↑](#footnote-ref-17)
17. Students with ‘special educational needs’ are those who have “significant limitations regarding the level of activity and participation in one or more areas of life, which stem from functional and structural changes of a permanent nature and result in continued difficulties in communication, learning, mobility, autonomy, interpersonal and social participation”. Available at: <http://www.dgeec.mec.pt/np4/224/>. More information is available in the report “O Estado da Educação – 2014” (pp.214-215) available at <http://www.cnedu.pt/content/edicoes/estado_da_educacao/Estado_da_Educa%C3%A7%C3%A3o_2014_VF.pdf>. [↑](#footnote-ref-18)
18. <https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006269&contexto=bd&selTab=tab2>. [↑](#footnote-ref-19)
19. Direcção Geral do Ensino Superior, available at: <http://www.dges.mctes.pt/DGES/pt/Estudantes/Acesso/Estatisticas/EstudosEstatisticas/Regime+Geral+ES+P%C3%BAblico.htm>. [↑](#footnote-ref-20)
20. GTAEDES, available at: <http://gtaedes.ul.pt/gtaedes/inq_superior>. [↑](#footnote-ref-21)
21. Estatísticas de Segurança Social, available at: <http://www4.seg-social.pt/estatisticas>. [↑](#footnote-ref-22)
22. Society at a Glance, 2016: A Spotlight on Youth (Portugal), available at: <https://www.oecd.org/portugal/SAG2016-portugal.pdf>. [↑](#footnote-ref-23)
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