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Slovakia

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

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¹ For an introduction to the Semester process, see:
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1 Executive summary and recommendations

1.1 Key points and main challenges for Slovakia in 2022

Several previously planned reforms have been launched, in which EU funding is of key importance.

Disability and the labour market

Data from EU-SILC indicate an employment rate for persons with disabilities in Slovakia of 56.7 % in 2020, compared to 81.3 % for other persons. This results in an estimated disability employment gap of approximately 24 percentage points (estimated EU27 average gap 24.5). Slovakia has not stepped up the provision of individualised job-counselling for persons with disabilities, although most of them remain economically inactive (in 2020, 82.2 % according to the Labour Force Survey (LFS)). Furthermore, social enterprises in the Bratislava region have no access to the investment aid, although the share of economically active persons with disabilities is the second lowest in this region out of all eight regions (9.4 % in 2020 according to the LFS).

Disability, social policies and healthcare

The poverty risk rate for working-age persons with disabilities in Slovakia increased to 15.6 % in 2020, compared to 9.1 % for other persons of similar age – an estimated disability poverty gap of approximately 6.5 percentage points. In Slovakia, long-term care is largely in residential social services, including where healthcare (nursing) is needed. In 2020 almost 54 % of users of year-round residential services lived in 273 facilities with a capacity of more than 40 beds. However, the number of recipients of personal assistance has been increasing. Under the Recovery and Resilience Plan (RRP) supported reform for the integration of long-term social and health care, long-term care has been defined for the first time in the legislation as a pre-condition for further progress in this area.

Disability, education and skills

Inclusion of pupils with disabilities in mainstream education remains a challenge, although the data show positive developments. The RRP reforms are supposed to address this challenge but the progress achieved cannot be evaluated yet. More than 70 % of pupils attending special primary schools are categorised as pupils with intellectual disabilities. Almost two thirds of all pupils with disabilities at special schools still attend variant A for pupils with moderate intellectual disabilities. Progress has been achieved in ensuring the access of pupils with intellectual disabilities to secondary education – after a long-lasting effort, an amendment to Act No. 245/2008 introduced a possibility for pupils with intellectual disabilities who have been attending variant A at primary school to gain lower secondary education too.

Investment priorities for inclusion and accessibility

Several projects from the European Structural and Investment Funds (ESIF) period 2014-2020 remain of a great importance in supporting labour market participation, and deinstitutionalising social services. A new project started to promote social worker training for planned disability assessment reform. The RRP contains investment addressing several of the above challenges, including: integrating long-term social and healthcare systems; enhancing community-based social services (component 13);

improving mental healthcare (component 12); and accessibility of school buildings including school digital infrastructure (component 6).

1.2 Recommendations for Slovakia

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

Recommendation: Introduce additional measures to promote individualised counselling, job coaching and supported employment for persons with disabilities, in line with the recommendation of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD).

Rationale: The aim is to address the high economic inactivity rate of people with disabilities and improve their access to the open labour market. Non-public employment services are underdeveloped in Slovakia, and people with disabilities have very limited opportunities to be guided before and after finding a job. These measures have not been covered in the RRP.

Recommendation: Continue to implement the reform of integrated long-term health and social care, in co-operation with disabled person's organisations (DPOs) and service providers.

Rationale: The reform is of key importance to ensure the availability and accessibility of long-term care for elderly persons including persons with disabilities.

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

Rationale: The process of transformation of large-capacity facilities is slow, the COVID-19 crisis, as well as several emergency situations (fires in these facilities) have underpinned the need for smaller capacity facilities and home-care services.

Recommendation: Continue the reform focusing on increasing availability of mainstream pre-primary education for children with disabilities.

Rationale: Pre-primary education is the only level in which there are more children in the special, rather than mainstream educational stream. Measures to achieve this goal have been partially covered in the RRP.

2 Mainstreaming disability equality in the 2022 Semester documents

2.1 Country Report (CR) and Country Specific Recommendation (CSR)

The following key points highlight where a disability perspective was considered, or should be considered, in the CR/CSR. We address the most relevant of these in the next chapters.

The CR states a gap in the employment rate between people with and without disabilities of 23.6 percentage points.

Ageing is identified as ‘the biggest challenge to long-term fiscal sustainability, driven mainly by pensions, and to a lesser degree by healthcare and long-term care costs’.

The CSR for Slovakia does not contain any direct reference to disability in the text. Key recommendations of relevance to people with disabilities might include:

- targeted support to households most vulnerable to energy price hikes;
- support to people fleeing Ukraine;
- investment for the green and digital transition;
- implementation of the Recovery and Resilience Plan and previous CSRs; this includes a focus on inclusive education.

There are no new recommendations addressing labour market or social policy issues

2.2 National Reform Programme (NRP) and Recovery and Resilience Plan (RRP)

The following key points highlight where the situation of people with disabilities or disability policies are relevant to the NRP/RRP. We analyse the most relevant of these in the next chapters.

For the NRP:

The biggest challenge for Slovakia within the European Pillar of Social Rights is pre-primary education and skills. Further progress is also needed in the areas of the labour market and health. However, compared to other EU countries, Slovakia has achieved good scores in the areas of income inequalities and the at-risk-of-poverty-or-social-exclusion (AROPE) index.

- Compulsory preschool education for all children aged five reveals further challenges for the inclusion of children with disabilities in the system of formal education.
- The aim of the counselling and prevention reform is to transform counselling and prevention facilities and enhance their cooperation with school support teams, making support available for children and pupils according to their individual needs, not according to the existing diagnosis of special needs.

- The link between education and the labour market will be strengthened via the centres of excellence, which will be set up in accordance with the new Strategy on Life-long Learning.

In the RRP, one landmark initiative is the educational reform package. Inclusion is to be strengthened at all levels of education.

Disability is addressed primarily in specific measures of component 6, 'Accessibility, development and quality of inclusive education at all levels'. From a disability perspective, the reforms focus particularly on:

- enhancing preschool capacities to create conditions for compulsory pre-primary education for all children aged five and the introduction of a legal right for a place in preschool for all children aged three;
- the concept of special educational needs (definition of special education needs will be corrected, a vertical model of obligatory support measures will be created and the measures will be pilot tested);
- support of school desegregation and implementation of measures to prevent early school leaving and optimisation of several apprentices (*F-odborny*) according to labour market needs, including mentoring and tutoring of pupils with the risk of low education level;
- measures to reduce the impact of the pandemic on pupils at primary and secondary schools – the measures include tutoring of pupils at risk of low achievement or failure due to their limited opportunities to join distance education during the COVID-19 pandemic.

The RRP focuses on home-based and community-based provision of long-term health and care services, the reinforcement of palliative care and addressing this sector's fragmented governance.

Component 13: Accessible and high-quality long-term socio-healthcare (EUR 265 million):

- integrated system of long-term social and health care;
- enhancing community-based social care capacities – outpatient and housing (with a maximum capacity of six people in one home unit);
- new disability assessment system considering the needs of the assessed person;
- new funding scheme for provision of social services, centred around people's needs (personal budget);
- new system of inspection of social care provision.

As stated in the CR, key deliverables (relevant from a disability perspective) expected under the Recovery and Resilience Plan in 2022-2023 include:

- reform of the education system to enhance its quality and inclusiveness; and
- a new hospital network delivering better healthcare.

2.3 Semester links to CRPD and national disability action plans

It is important that Semester plans align with national disability strategy. In Slovakia, this refers to the National Programme on Improving the Living Conditions of Persons with Disabilities for 2021-2030. A national programme was developed for the period 2014-2020, based on the implementation of the UN CRPD. This was updated with a new strategic programme for 2021-2030, with an action plan for the period 2021-2024. This national action plan is not mentioned in the 2022 NRP.

Relevant recommendations arising from participation in the United Nations Convention on the Rights of Persons with Disabilities are highlighted in the following chapters. The last UN CRPD Committee recommendations to Slovakia were in 2016, the most recent submission by Slovakia was in 2020 and the most recent response from the Committee was the 2019 List of Issues.

In June 2022, the Committee for Persons with Disabilities, which was a body of the Council of Government of the Slovak Republic for human rights, national minorities and gender equality, was transformed into the Council of the Government of the Slovak Republic for Persons with Disabilities.² This decision was welcomed by representatives of persons with disabilities as a step towards ensuring better access to the Government in raising their issues.

² The Government of the Slovak Republic, Resolution No. 425 of 28 June 2022, https://www.employment.gov.sk/files/sk/ministerstvo/rady-vlady-slovenskej-republiky-osoby-so-zdravotnym-postihnutim/uznesenie-vlady-c-425_2022.pdf.

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

In 2016, the UN CRPD Committee made the following recommendations to Slovakia:

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

‘74. The Committee recommends that the State party step up efforts on the transition from sheltered workshops to an open labour market for all. The process must include an action plan, timetable, budget and training for public and private sector employers, including on the provision of reasonable accommodation. The Committee also recommends that the State party pay attention to the links between article 27 of the Convention and target 8.5 of the Sustainable Development Goals.’

The most recent CRPD development is the 2019 List of Issues and the state’s submission in 2020.

3.1 Summary of the labour market situation of persons with disabilities

According to the Social Scoreboard indicator, cited in the Semester package, the disability employment gap in Slovakia is considered to be ‘On average’.

Data from EU-SILC indicate an employment rate for persons with disabilities in Slovakia of 56.7 % in 2020, compared to 81.3 % for other persons. This results in an estimated disability employment gap of approximately 24 percentage points (estimated EU27 average gap 24.5, see Tables 2-4) or an employment chances ratio of 0.7. Statistics published on the Eurostat database indicate a disability employment gap of 23.6 percentage points in 2020, using a slightly different methodology, and with no available update for 2021.³

The same data indicate unemployment rates of 12.5 % and 6.6 %, respectively in 2020 (see Tables 5-7) and the economic activity rate for persons with disabilities in Slovakia was 64.8 %, compared to 87.0 % for other persons (see Tables 8-10). These indications are broken down by gender and age in the respective tables in the Annex.

Due to the impact of the COVID-19 crisis on employment in 2020-2021, some caution is needed when interpreting trend data.

Data from the national LFS indicate an employment rate for persons with disabilities in Slovakia of 23.6 % in 2020 (EU27 at 24.7 %), compared to 74.9 % for other persons. This results in an estimated disability employment gap of approximately 51 percentage points, which is double the indication provided by Eurostat, but refers to a narrower definition of disability and therefore a smaller sub-group of persons (closer to that for the group of people with severe disabilities in the EU-SILC data).

While the employment rate, on this measure, of men with disabilities decreased in 2020 by 5.7 percentage points and reached 15.3 %, for women with disabilities it

³ Eurostat, Disability employment gap by level of activity limitation and sex (source EU-SILC), 2022, https://ec.europa.eu/eurostat/databrowser/view/hlth_dlm200/default/table.

decreased less steeply, by 1.9 percentage points to 14.9 %, so the employment gap between men with disabilities and women with disabilities has narrowed down.⁴ Among the total population, the employment rate for men decreased in 2020 to 78.7 % (-1.2 percentage points). The employment rate for women also decreased, to 66.1 % (-0.8 points).

It is important to note that while the EU-SILC may over-report disability status in the Slovak population, the national LFS under-reports it. The reason is that the Slovak LFS uses a different definition of disability to European social surveys, counting only those who have been officially assessed (as explained in the Annex to this report).

Based on the administrative data of the Social Insurance Agency, the number of employed people with disabilities (i.e. those who receive disability pension and are employed) increased by 1.39 percentage points, from 101 752 in 2020 to 103 165 in 2021, while the total number of disability pension recipients decreased (from 251 471 to 246 511). The share of employed disability pension recipients increased from 40.5 % in 2020 to 41.9 % in 2021.

The disability unemployment rate according to data from the national LFS increased from 10.4 % in 2019 to 15.4 % in 2020. In the total population, it also increased slightly, to 7.6 % (+1.5 pps).

The data also indicate several concerns as regards the labour market situation of people with disabilities in Slovakia.

First, according to the data from the Slovak LFS, not only the disability unemployment rate has increased, but also the share of the long-term unemployed persons with disabilities (for more than two years) has increased from 31.7 % in 2019 to 50.6 % in 2020, while the share of those unemployed for up to six months decreased from 39.4 % to 21.4 % (for more details, see Table 13 in the Annex). This development can be related to the pandemic and the lockdowns, which made it more difficult for jobseekers, including those with disabilities, to gain employment.

Secondly, as mentioned last year, in comparison with other persons, people with disabilities are even more significantly affected by regional disparities in access to the labour market. The data from the national LFS for year 2020 show that whereas among the non-disabled population, the proportion of economically active people varied from 10.6 % to 14.7 % in the eight regions, among the disabled population it varied from 8.0 % in the Nitra region to 18.1 % in the Žilina region.⁵ Therefore it is important to address regional disparities in the labour market from a disability perspective as well.

Thirdly, in Slovakia, an already high rate of economic inactivity among people with disabilities has been increasing. According to the LFS, in 2020, covering those with a disability assessment, 82.2 % of people with disabilities were economically inactive (+3.2 percentage points year-on-year) against 41.0 % of other persons (-0.6 points).

⁴ For more details see Table 11 in the Statistical Annex.

⁵ For more details see Table 12 in the Statistical Annex.

At the same time, the number of registered jobseekers with disabilities increased from 7 294 in 2020 to 8 665 in 2021 (+18.8 points). The share of jobseekers with disabilities among all registered jobseekers has increased from 3.48 % in 2020 to 3.92 % (+0.44 points).

3.2 Analysis of labour market policies relevant to the Semester

For reference, see the 2022 National Reform Programme, the Recovery and Resilience Plan for Slovakia and the National Programme on Improving the Living Conditions of Persons with Disabilities for 2021-2030.

As mentioned in the 2021 EDE Semester fiche for Slovakia, the low availability of individualised job counselling for people with severe disabilities remains a challenge. No specific action has been taken to address this issue since the last Semester. Likewise, no reform or investment is planned within the RRP to increase capacities for individualised job counselling or establish support of non-public employment service providers. In fact, in its five key areas and 18 components, the Slovak RRP does not directly address the labour market participation of disadvantaged jobseekers and people with disabilities. Rather, to address the challenges in the labour market, the RRP focuses, in component 6 'Education', on improvements in education and digital skills, with an emphasis on pupils with disabilities (see Section 5.2 of this report).

Similarly, the NRP 2022⁶ emphasises the need to strengthen links between life-long learning and the labour market. A new Strategy on Life-Long Learning and Counselling for 2021-2030⁷ has been adopted by the Government, which states that life-long learning of the adults is underdeveloped, and that participation in life-long learning is the lowest among those who need it most in terms of their opportunities to get employed. The strategy sets out inclusion as one of its key principles, and refers to the UN Convention on the Rights of Persons with Disabilities. It proposes measures such as piloting second-chance education programmes for those who are not in education or employment (NEET). It is primarily focused on people with low qualifications. From a disability perspective, it may be promising, provided that the action plans that are being prepared consider the accessibility of proposed measures for persons with disabilities.

Despite an increasing unemployment rate of persons with disabilities, a negative amendment to the dismissal procedure for persons with disabilities in the Labour Code was approved by the Parliament in March 2022. Before that date, an employer could give notice to an employee with disability only with the prior consent of the local office of labour, social affairs and family, which had a 30-day period to either approve or

⁶ Ministry of Finance of the Slovak Republic: National Reform Programme 2022, https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/european-semester-timeline/national-reform-programmes-and-stability-or-convergence-programmes/2022-european_en#slovakia.

⁷ Ministry of Education: *Stratégia celoživotného vzdelávania a poradenstva na roky 2021-2030* (Strategy on Life-long Learning and Counselling for Years 2021-2030), <https://www.minedu.sk/data/att/22182.pdf>.

reject the notice.⁸ The amendment shortened the approval period to 7 days, and states that if the office does not decide within this time frame, the notice will be considered as approved.⁹ This assumption of approval has been subject to criticism by the President, as well as the Commissioner for Persons with Disabilities who pointed to the fact that official decisions must contain reasoning, which is not the case in this situation. The amendment was approved as a proposal of Members of Parliament, with the purpose of making the employment of persons with disabilities more flexible.¹⁰

As in 2020, employer subsidies were still Slovakia's dominant active labour market policy tool to support the labour market participation of people with disabilities. Moreover, due to the pandemic, subsidies to create new jobs for persons with disabilities were not provided in 2021. The only available financial support was sustaining existing workplaces via the allowance to partially cover operating expenses of sheltered workshops / sheltered workplaces, and the allowance for work assistant (for more details, see Table 16 in the Annex).¹¹

Social entrepreneurship is gaining importance. Between May 2018 and December 2020, 458 enterprises were registered. In 2021, 4 559 persons were employed in these enterprises, of whom 2 510 were persons with disabilities.¹² One of available measures for integrative social enterprises with regards to the recommendation of the UN Committee to Slovakia on the support of transition from sheltered environments into the open labour market is the so-called placement subsidy, in accordance with Section 53f of the Employment Services Act.¹³ This subsidy is a reward for an integrative enterprise whose employee with disabilities has terminated a job at this enterprise for a new job in the open labour market. The employee must not have worked at the enterprise for longer than two years and must have a new job within one month after termination. In such cases, a monthly subsidy can be paid to the enterprise for up to 12 months, provided that the employee has sustained the job. The amount of the subsidy tapers from 5 % of the national average wage during first to third month, to 35 % average wage during tenth to twelfth month. In September 2019, an instrument to cover this subsidy, as well as the compensation subsidies for social

⁸ Labour Code, Act No. 311/2001, as amended (*Zákonník práce č. 311/2001 Z. z. v znení neskorších predpisov*), <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2001/311/>.

⁹ Press Release of the Commissioner for Persons with Disabilities: *Parlament napriek výhradám komisárky aj prezidentky schválil novelu Zákonníka práce* (Despite the disagreement of the president and the Commissioner for persons with disabilities, the Parliament has approved the amendment of the Labour Code), 18 March 2022, <https://www.komisarprezdravotnepostihnutych.sk/Aktuality/Spravy/Parlament-napriek-vyhradam-komisarky-aj-prezidentk>.

¹⁰ Press Release of the Commissioner for Persons with Disabilities: *Parlament napriek výhradám komisárky aj prezidentky schválil novelu Zákonníka práce* (Despite the disagreement of the President and the Commissioner for persons with disabilities, the Parliament has approved the amendment of the Labour Code), 18 March 2022, <https://www.komisarprezdravotnepostihnutych.sk/Aktuality/Spravy/Parlament-napriek-vyhradam-komisarky-aj-prezidentk>.

¹¹ For more details, see Table 16 in Section 7.1 of this report.

¹² Ministry of Labour, Social Affairs and Family of the Slovak Republic (2022), Report on the Social Situation of Population in the Slovak Republic for 2021, <https://rokovania.gov.sk/RVL/Material/27448/1>.

¹³ Act No. 5/2004 on Employment Services as amended (*Zákon č. 5/2004 Z. z. o službách zamestnanosti v znení neskorších predpisov*), <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2004/5/>.

enterprises was introduced – the European Social Fund (ESF) national project, Support of Integrative Enterprises (for more details, see Section 6.1). Up to the end of 2020, only two enterprises were paid the subsidy, and in 2021, provision of this subsidy was stopped due to the pandemic, but with the growing number of social enterprises this may be a promising practice in helping people with disabilities transition to the open labour market. However, there is still no financial support for setting up social enterprises in the Bratislava region, since the region is not eligible to receive support from the ESF. Representatives of the DPOs regularly ask for a solution at the Council of Government for Persons with Disabilities,¹⁴ as many people with disabilities live in the capital city of Slovakia.

¹⁴ Council of Government for Persons with Disabilities (*Rada vlády Slovenskej republiky pre osoby so zdravotným postihnutím*), <https://www.employment.gov.sk/sk/ministerstvo/rada-vladysr-pre-osoby-so-zdravotnym-postihnutim/>.

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

In 2016, the UN CRPD Committee made the following recommendations to Slovakia:

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

‘76. The Committee recommends that the State party provide an adequate standard of living to persons with disabilities, including those from an ethnic minority background and those over the age of 65, and ensure that social protection schemes are regularly monitored to track the alleviation of poverty. The Committee also recommends that the State party pay attention to the links between article 28 of the Convention and target 10.2 of the Sustainable Development Goals.’

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

‘56. The Committee recommends that the State party provide and implement a timetable to ensure that the implementation of the deinstitutionalization process is expedited, including by putting in place specific additional measures to ensure that community-based services are strengthened for all persons with disabilities, in particular women with disabilities and older persons with disabilities. Furthermore, the State party should ensure that the use of European structural and investment funds complies with article 19 and that new follow-up national action plans on the transition from institutional settings to community-based support are initiated with the comprehensive involvement of organizations of persons with disabilities and civil society organizations, including in the area of monitoring. The Committee also recommends that the State party no longer allocate resources from the national budget to institutions and that it reallocates resources into community-based services in accordance with the investment priorities of the European Regional Development Fund (article 5.9 (a) of European Union regulation No. 1303/2013).’

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

‘The Committee recommends that the State party remove physical, information and communication barriers to gaining access to healthcare services, and that medical services and treatment be provided on the basis of the free, prior and informed consent of all persons with disabilities. Furthermore, the Committee recommends that the State party provide training for all health and social care personnel on the rights enshrined in the Convention.’

The most recent CRPD development is the 2019 List of Issues and the state’s submission in 2020.¹⁵

4.1 Summary of the social situation of persons with disabilities

Data from EU-SILC indicate the poverty risk rate for working-age persons with disabilities in Slovakia was 15.6 % in 2020, compared to 9.1 % for other persons of similar age – an estimated disability poverty gap of approximately 7 percentage points (see Table 20 in the Annex). For people aged over 65, the disability poverty gap was

¹⁵ Committee on the Rights of Persons with Disabilities: List of issues prior to submission of the combined second and third periodic reports of Slovakia, https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD%2FC%2FSVK%2FQPR%2F2-3&Lang=en – especially points 19, 24 and 27.

2.2 points (10.1 % for older persons with disabilities and 7.9 % for other persons of similar age). The tables in the Annex also indicate the respective rates of risk of poverty or social exclusion and break these down by gender as well as age. Recently updated data from Eurostat confirms the relative risk for the working-age disabled population (15.6 %) and raised it slightly for the older age group (10.1 %) in 2020, but with no available update for 2021.¹⁶

For persons with disabilities of working age in Slovakia (aged 18-64) the risk of poverty before social transfers was 44.8 % and 15.6 % after transfers. The in-work poverty rate for persons with disabilities in this age range was 6.9 %.¹⁷

Of interest to health policy are the data on self-reported unmet needs for medical examination (too expensive, too far to travel or waiting list). Disability equality gaps are evident here too and, on this basis, the rate for persons with disabilities in Slovakia was 4.4 %, compared to 1.0 % for other persons.

The administrative data show that the provision of home-care allowance and personal assistance has been growing, which is a positive development as regards the prevention of institutionalisation. The number of non-formal carers has increased for the last four years (see Table 22 in the Annex). In 2021, legislative changes created favourable conditions for an increase of their provision. Among the most significant were the increase from 1 July 2021 in the cash home-care allowance, as well as an increase in the hourly rate for personal assistance. Another change was the cancellation of the reduction of the cash allowance for recipients of this allowance who are in the so-called productive age, for care due to the provision of an outpatient form of social service for cared-for people with a physical disability. This change, effective from 1 July 2020, was reflected in 2021 during the entire calendar year.

In June 2022, there were 63 426 recipients of home-care allowance – non-formal carers, taking care of 65 151 persons; 77.63 % of non-formal carers are women.¹⁸ The monthly amount of the allowance was from July 2022 at the level of net minimum wage (home-care contribution EUR 525.65 for carers in productive age and EUR 262.85 for retired carers). This is an increase of over 22 percentage points in the last two years.¹⁹

Similarly, the number of recipients of personal assistance has been increasing and in June 2022 there were 12 265 recipients of contributions for personal assistance.²⁰ The

¹⁶ Eurostat, People at risk of poverty by level of activity limitation, sex and age, 2022, https://ec.europa.eu/eurostat/databrowser/view/HLTH_DPE020_custom_3348056.

¹⁷ Eurostat, In-work at-risk-of-poverty rate by level of activity limitation, sex and age, 2022, https://ec.europa.eu/eurostat/databrowser/view/HLTH_DPE050_custom_3394174.

¹⁸ Central Office of Labour, Social Affairs and Family of SR (2022), 'Sociálne veci – sociálne dávky. Mesačné štatistiky' (Social Affairs – social benefits. Monthly statistics), June 2022, https://www.upsvr.gov.sk/statistiky/socialne-veci-statistiky/2022/2022-socialne-davky.html?page_id=1157054.

¹⁹ Ministry of Labour, Social Affairs and Family (2022), 'Peňažný príspevok na opatrovanie' (Financial home-care allowance), <https://www.employment.gov.sk/sk/rodina-socialna-pomoc/tazke-zdravotne-postihnutie/penazne-prispevky/pp-opatrovanie/vyska-prispevku.html> and <https://www.employment.gov.sk/sk/uvodna-stranka/informacie-media/aktuality/viac-ako-76-tisic-poberateľom-zvysime-prispevok-opatrovanie-osobnu-asistenciu.html>.

²⁰ Central Office of Labour, Social Affairs and Family of SR (2022), 'Sociálne veci – sociálne dávky. Mesačné štatistiky' (Social Affairs – social benefits. Monthly statistics), June 2022,

amount of contribution was increased in July 2022 (the hourly rate for personal assistance grew to EUR 5.20). That is almost a 25 % increase in the last two years, i.e. from 2020.²¹ The average daily length of personal assistance is 4.59 hours, resulting in monthly average contributions of EUR 663.89.²²

The data concerning the deinstitutionalisation of social services show that Slovakia still relies to a great extent on residential care for persons with disabilities and seniors. In 2020 year-round residential capacity was 44 708 (87.22 %). This is an increase on the last three years (in 2018 – 44 406 / 85.55 %). During this period, the capacity of outpatient services was decreasing – 6 885 in 2018 to 6 045 in 2020). The number of users of outreach social services is also decreasing – 17 057 users in 2017, 15 994 users in 2018, 16 124 in 2019, 15 168 in 2020 and 14 678 in 2021 (see Table 23). Decreases of social service users in 2021 could be influenced by pandemic restrictions. This also resulted in a decrease in the number of requests for social services (from 11 118 in 2020 to 8 525 in 2021 – see Table 24). In 2020 almost 54 % of the total number of users of year-round residential services lived in facilities with a capacity of more than 40 beds (22 424 users in 273 facilities).²³

4.2 Analysis of social policies relevant to the Semester

For reference, see the 2022 National Reform Programme, the Recovery and Resilience Plan for Slovakia and the National Programme on Improving the Living Conditions of Persons with Disabilities for 2021-2030.

As stated in the RRP, and the Government Manifesto for 2021-2024²⁴ (originally, 2020-2024), Slovakia faces several challenges in social and health policies with regards to persons with disabilities.

4.2.1 Long-term care: towards integrated long-term social and health care

As stated in the Country Report 2020, previous attempts to prepare a legal framework for long-term care failed in 2019, and it is one of the priorities in the RRP (component

https://www.upsvr.gov.sk/statistiky/socialne-veci-statistiky/2022/2022-socialne-davky.html?page_id=1157054.

²¹ Ministry of Labour, Social Affairs and Family (2022), '*Peňažný príspevok na opatrovanie*' (Financial home-care allowance), <https://www.employment.gov.sk/sk/rodina-socialna-pomoc/tazke-zdravotne-postihnutie/penazne-prispevky/pp-opatrovanie/vyska-prispevku.html> and <https://www.employment.gov.sk/sk/uvodna-stranka/informacie-media/aktuality/viac-ako-76-tisic-poberatelom-zvysime-prispevok-opatrovanie-osobnu-asistenciu.html>.

²² Central Office of Labour, Social Affairs and Family of SR (2022), '*Sociálne veci – sociálne dávky. Mesačné štatistiky*' (Social Affairs – social benefits. Monthly statistics), June 2022, https://www.upsvr.gov.sk/statistiky/socialne-veci-statistiky/2022/2022-socialne-davky.html?page_id=1157054.

²³ Ministry of Labour, Social Affairs and Family (2021), '*Národná stratégia deinštitucionalizácie systému sociálnych služieb a náhradnej starostlivosti*' (National Strategy on Deinstitutionalisation of the system of Social Services and Substitute Care), <https://www.employment.gov.sk/files/slovensky/rodina-socialna-pomoc/socialne-sluzby/narodna-strategia-deinstitucionalizacie-systemu-socialnych-sluzieb-nahradnej-starostlivosti-2021.pdf>.

²⁴ There was a reconstruction of Government in March 2021, including a change of Prime Minister but in the frame of the same coalition based on national elections in 2020. The new Government has copied the manifesto of the previous Government. The manifesto is available at: <https://www.nrsr.sk/web/Dynamic/DocumentPreview.aspx?DocID=494677>.

13). Based on the RRP milestones, Slovakia adopted its Long-term Care Strategy in September 2021.²⁵ It was prepared by the Ministry of Labour and the Ministry of Health. The Slovak Parliament has adopted an amendment to Act No. 576/2004²⁶ on healthcare and services related to the provision of healthcare. This amendment for the first time defines the terms long-term care and palliative healthcare and sets out the range of data necessary for monitoring the availability and evaluation of the quality and efficiency of this care. According to this, the activities of social service facilities are supplemented by nursing care as well as follow-up healthcare and long-term nursing care. The Ministry of Health and experts on palliative care have produced a national project on strengthening long-term healthcare (REACT – ESF)²⁷ and several funding calls within the RRP²⁸ (for more details, see Section 6).

4.2.2 Community-based services and deinstitutionalisation of social services

Slovakia still relies extensively on institutional care for persons with disabilities, across different age groups, and the situation has not changed. The Ministry of Labour plans to allocate EUR 201 million for 29 820 places in social services for seniors and persons with disabilities – only 15.35 % is for outpatient services.²⁹ The COVID-19 crisis highlighted problems of social services provision. More information is available in the EDE COVID-19 Report.³⁰ Ukrainian refugees with disabilities with temporary refugee status are allowed to receive social services in residential care. The demand for this form of service is very low (in June only 83 Ukrainian refugees lived in residential care facilities).

The National Strategy on Deinstitutionalisation of Social Services and Substitute Child Care was adopted by the Slovak Government by Resolution No. 222/2021 of 28 April 2021.³¹ The Ministry has prepared a national action plan for the transition from institutional to community care for the period 2022-2026, which was adopted in June 2022.³² The national action plan aims to fulfil four strategic goals, set out in the

²⁵ Ministry of Labour, Social Affairs and Family (September 2021), 'Stratégia dlhodobej starostlivosti v Slovenskej republike.' (Long-term Care Strategy of the Slovak Republic), <https://www.employment.gov.sk/files/sk/rodina-socialna-pomoc/socialne-sluzby/strategia-dlhodobej-starostlivosti-sr/strategia-dlhodobej-starostlivosti-sr-sept-2021.pdf>.

²⁶ See: https://www.slov-lex.sk/static/pdf/2022/267/ZZ_2022_267_20220801.pdf.

²⁷ ESF (OP Human Resources, 2022), <https://www.ludskezdroje.gov.sk/react-eu/vyzvanie-pre-narodny-projekt-posilnenie-dlhodobej-zdravotnej-starostlivosti/>.

²⁸ RRP calls (2022), <https://www.planobnovy.sk/realizacia/vyzvy/>.

²⁹ Ministry of Labour, Social Affairs and Family (2022), 'V budúcom roku vyplatíme poskytovateľom sociálnych služieb o 10,7 milióna eur viac' (We will pay for social services next year 10.7 millions more), <https://www.employment.gov.sk/sk/uvodna-stranka/informacie-media/aktuality/v-buducem-roku-vyplatime-poskytovatelom-socialnych-sluzieb-107-miliona-eur-viac.html>.

³⁰ Ondrušová, D. – Kešelová, D. – Machajdíkova, M. (2021), *COVID-19 and people with disabilities in Europe: Assessing the impact of the crisis and informing disability-inclusive next steps. Country Report – Slovakia*. EDE – European Disability Expertise.

³¹ Ministry of Labour, Social Affairs and Family (2021). 'Národná stratégia deinštitucionalizácie systému sociálnych služieb a náhradnej starostlivosti' (National Strategy on Deinstitutionalisation of Social Services and Substitute Child Care), <https://www.employment.gov.sk/files/slovensky/rodina-socialna-pomoc/socialne-sluzby/narodna-strategia-deinstitucionalizacie-systemu-socialnych-sluzieb-nahradnej-starostlivosti-2021.pdf>.

³² Ministry of Labour, Social Affairs and Family (2022). 'Národný akčný plán prechodu z inštitucionálnej na komunitnú starostlivosť na roky 2022-2026' (National action plan for the transition from institutional to community care for the years 2022-2026),

National Strategy, by declaring four measures and 12 tasks. There is a logical link between this action plan, component 13 milestones and the Partnership agreement 2021-2027.

There was a tragic fire in a social care facility at the end of the year 2021. The service provider was involved in the national deinstitutionalisation project, but unfortunately its founder decided not to leave the old historical building. This problem was highlighted by the Commissioner for Persons with Disabilities, and more than 60 organisations and more than 100 persons who signed an open letter to the Prime Minister and the Minister of Labour, Social Affairs and Family about the situation in the provision of social services in Slovakia. In the letter they drew attention to the persistent violation of the rights and freedoms of persons dependent on social services, especially in social service facilities with year-round residence. Social services are often provided to them in an environment that does not allow their rights and freedoms to be respected, despite the great effort and dedicated, and often underappreciated, work of both employees and social service providers. These facilities are primarily non-purpose and historical buildings, where, despite efforts to humanise the physical environment, it is not always possible to ensure accessibility, privacy, or sufficient individual access according to the needs of the recipient of social services. The authors of the open letter also highlight that in some cases, even after investment, the old buildings do not fulfil legal requirements for social service facilities.³³

4.2.3 Inflation subsidy

On 1 June 2022, the Slovak Government adopted Regulation No. 160/2022, which amends SR Government Regulation No. 103/2020 on certain measures in the field of subsidies within the competence of the Ministry of Labour, Social Affairs and Family of the Slovak Republic during a state of emergency. The Regulation reflects on the increased rate of inflation, which was caused mainly by the current situation following the economic consequences of the COVID-19 pandemic and increasing energy prices, by providing a subsidy to support humanitarian aid (hereinafter referred to as 'inflation subsidy'). The amendment to Regulation No. 103/2020 expanded the range of persons to whom it is possible to provide a one-time inflation subsidy of EUR 100. It covers persons who take care of a dependent child with a long-term adverse health condition between the ages of 6 and 18 and who do not have an income from employment or a pension, as well as personal assistants, non-formal caregivers (recipients of home-care allowance, but also 3 784 persons who take care of 80+ without care allowance).³⁴

<https://www.employment.gov.sk/files/slovensky/rodina-socialna-pomoc/socialne-sluzby/nap-sos-2022-2026.pdf>.

³³ Otvorený list, 11 January 2022 (Open letter – petition), <https://www.peticie.com/otvoreny-list-k-situacii-v-socialnych-slubach> and information from visit of Commissioner, 24 June 2022, <https://www.komisarprezdravotnepostihnutych.sk/Aktuality/Media/Komisarka-pre-osoby-so-zdravotnym-postihnutim-navs>.

³⁴ Ministry of Labour, Social Affairs and Family (2022), '*Prehľad a podmienky poskytovania inflačnej pomoci*' (Overview and conditions for providing inflation assistance), <https://www.employment.gov.sk/sk/uvodna-stranka/informacie-media/aktuality/prehľad-podmienky-poskytovania-inflacnej-pomoci.html>.

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

In 2016, the UN CRPD Committee made the following recommendations to Slovakia:

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

'68. The Committee recommends that the State party pay attention to the links between article 24 of the Convention and targets 4.5 and 4 (a) of the Sustainable Development Goals. The Committee also recommends that the State party: (a) Introduce an enforceable right to inclusive and quality education in the Education Act, including by defining inclusive education in accordance with the Incheon Declaration on education 2030: towards inclusive and equitable quality education and lifelong learning for all of the United Nations Educational, Scientific and Cultural Organization, and Sustainable Development Goal No. 4; (b) Adopt a legally binding plan for the transition from segregated schools into inclusive education at all levels, including by setting timelines, identifying responsible authorities, and allocating adequate resources; (c) Ensure that all children with disabilities who so require have access to personal assistance and allocate resources for this purpose; (d) Ensure available, accessible and inclusive preschool education for all children with disabilities; (e) Put an end to the process of placing Roma children in segregated schools for children with disabilities on the basis of their ethnic background.'

The most recent CRPD development is the 2019 List of Issues and the state's submission in 2020.

5.1 Summary of the educational situation of persons with disabilities

The EU-SILC 2020 estimates concerning educational attainment should be treated with caution due to relatively wide confidence intervals but they consistently indicate disability equality gaps (an average of 2-3 years provides a more stable indication). Table 25 indicates early school leaving rates disaggregated by disability status in Slovakia. Youths with disabilities (aged 18-24) tend to leave school significantly more (EU average 20.3 %, national average 22.2 %) than non-disabled peers of the same age groups (EU average 9.8 %, national average 8.4 %) (similar to a wider sample size of age 18-29). Table 26 shows the completion rate of tertiary education disaggregated by disability and age group. Persons with disabilities (aged 30-34) are less likely to complete tertiary education (EU average 29.4 %, national average 32.2 %) than their non-disabled peers (EU average 43.8 %, national average 35.7 %) (and this is reinforced in the wider age range 30-39).

Low education attainment in national statistics

The Slovak Statistical Office does not provide the national education attainment level data of the population with disabilities aged 18-24 (respectively 18-29) to compare properly the early school leaving rate drawn from the national LFS with EU-SILC data. For methodological reasons, the term 'low education' is used in subsequent text. The following analysis regards the age group of 15 to 29-year-olds.

The national LFS data suggest a steep declining trend in the number and share of economically active persons with low education attainment aged 15-29 in the period 2016-2018 from about 700 in 2016 to only about 80 in 2018. This decline was followed by the steep annual increase in 2019 to about 800 persons, which made about 1 % of

total population of economically active persons with disabilities. As for 2020, the share was 1.1 % but numerically it decreased by about 100 persons. This trend can be related to the overall decrease in the population of economically active persons with disabilities in 2020 to about 65 700 persons, see Table 27 in the Annex.

An important fact is the number and share of economically inactive persons with disabilities aged 15-29 with low education. Their share within the total population of inactive persons with disabilities continued its declining trend and reached about 3 %, see Table 28 in the Annex. Numerically, it declined by about 6 300 persons (from about 15 600 to about 9 300). Similarly, this trend in 2020 can refer to the decline of total population of inactive persons with disabilities by about 17 200 persons (to 302 100 persons) compared to 2019. However, the share of those aged 15-29 with low education among the total of the same age reduced by about 11.6 percentage points compared to 2019 but still stayed high at 57 %.

In 2020 this high share of apparently low educated young people with disabilities may be caused by their on-going student status. It can be assumed that their education continues, and their attainment level will increase in the coming years.

Tertiary education

Based on the national LFS data, the number of economically active persons with disabilities with tertiary education aged 30-39 increased by 1.1 percentage points in 2020, see Table 27 in the Annex. It represents a slight annual increase from almost 2 800 people in 2019 to almost 2 900 people in 2020. In addition, their share in the same age category at 25.7 % in 2020 means an annual increase of almost 6 percentage points.

The proportion of working persons with disabilities aged 30-39 with tertiary education was 4.1 % of all persons with disabilities, see Table 29 in the Annex. In 2020 their share on persons with disabilities in the same age was 25.7 %, which means an annual increase of 7.7 percentage points. In fact, the number of working persons with disabilities with tertiary education aged 30-39 slightly declined by about 76 persons. This trend can be caused by overall decline of working persons with disabilities (from 76 000 in 2019 to 55 600 in 2020).

The prevalence of unemployed persons with disabilities with tertiary education aged 30-39 among all unemployed annually increased to 6.1 % in 2020, see Table 30 in the Annex. The share of unemployed persons with disabilities with tertiary education out of all unemployed persons with disabilities of the same age increased by 2.1 percentage points to 21 % in 2020.

On the other hand, the share of economically inactive persons with disabilities aged 30-39 with tertiary education was less than 1 % in 2020 as in previous years, see Table 28 in the Annex. It makes about 7.8 % of economically inactive persons with disabilities of the same age which represents increase by about 0.8 percentage points (about 200 people) compared to 2019.

Overall situation in inclusive education:

- The rising number of children and pupils with disabilities and other special educational needs (behaviour disorders and developmental learning difficulties) continued in 2021. It has increased by 1.5 times between 2006 and 2021 from 47 764 to 72 586 persons, see Table 31 in the Annex.
- Their number in mainstream education has been steadily increasing. Since 2006 it increased 2.6 times. There were 42 967 pupils with disabilities and other special educational needs attending mainstream schools in the school year 2021/22 compared to 16 512 in 2006. Similar to 2020, the increase in 2021 was mainly due to the increase in the number of pupils identified as having autism (18.3 times), with communication impairments (5.3 times) and with developmental learning difficulties (2.5 times). The number of pupils with sensory impairments (visual, hearing) increased approximately only 1.2 times, see Table 32 in the Annex.
- Concerning the level of education, some differences can be found between attendance in mainstream and special schools. As seen from Table 33 in the Annex, at pre-primary level the preference for the special education stream continued in its increasing trend in 2021 to 1 886 children after a slight decrease in 2020. After the steep annual increase in attendance of mainstream preschools (by 291 children)³⁵ in 2020, the raising trend continued to 864 children in 2021. However, the special preschools stayed at the higher level in 2021, too. Pre-primary level remained the only level in which the attendance of children with disabilities is more frequent in special schools rather than mainstream education.
- The number of pupils at mainstream primary schools increased approximately 2.3 times between 2006 and 2021 (to 31 274 pupils) while the number of pupils at special primary schools was about 22 274 in 2021. The number of students at mainstream secondary schools increased 5.3 times between 2006 and 2021 (to 10 829 students). Both rising trends depend on the type of disability.
- On average, between 2006 and 2020 about 80 % of pupils attending special schools at primary education level were categorised as pupils with intellectual disability without other combinations of disabilities. Their share (more than 82 %) was the highest between 2008 and 2015. Between 2015 and 2021 it decreased by 10 percentage points but still remained above 70 %. On average, almost two thirds of all pupils with disabilities at special schools still attend variant A for pupils with moderate intellectual disabilities, see Table 34 in the Annex.

³⁵ According to the CVTI data, this increase in 2020 was caused mainly by the steep increase of children with autism (by 68 %) and children with communication disorders (by 70 %) in mainstream preschools.

5.2 Analysis of education policies relevant to the Semester

For reference, see the 2022 National Reform Programme, the Recovery and Resilience Plan for Slovakia and the first action plan to implement the Strategy of Inclusive Approach in Education for 2022-2024.³⁶

The NRP evaluates the implementation of particular components of the RRP³⁷ relevant to education. The following issues are the most relevant to the inclusive education of persons with disabilities:

- compulsory pre-primary education;
- reform of school counselling system; and
- lower secondary education attainment.

5.2.1 Compulsory pre-primary education

As already stated in our 2021/2022 European Semester report³⁸ the RRP (Reform 1),³⁹ suggests ‘ensuring conditions to implement compulsory pre-primary education for all children aged five and introduction of a legal right for a place in preschool for all children aged three’, including children with disabilities.

As of the school year 2021/22 the amendment⁴⁰ to the School Act No. 245/2008 introduced compulsory pre-primary education for all children from the age of five. The 2022 NRP⁴¹ considers the introduction of compulsory pre-primary education as the key reform in inclusive education.

According to the 2022 NRP, compulsory pre-primary education opens further challenges for the inclusive education of children with disabilities (besides building preschool capacities – premises). The challenges are not specified in the 2022 NRP. However, based on the RRP we can assume, that besides the removal of barriers in premises it will be important to enhance the personal capacities and readiness of teachers to educate children with disabilities in the mainstream education system. To provide this the RRP⁴² suggests for example:

- new support measures for children with disabilities and children with social disadvantages (these include establishing new positions such as school nurses or education assistants to help teachers – ‘*pomocní vychovávateľa*’); and

³⁶ The first action plan was developed in 2022 following the Strategy of Inclusive Approach in Education. For more details see: <https://www.minedu.sk/data/att/23405.pdf>.

³⁷ Ministry of Finance of the Slovak Republic (2021), ‘*Plán obnovy a odolnosti*’ (Recovery and Resilience Plan), <https://www.planobnovy.sk/site/assets/files/1019/kompletny-plan-obnovy.pdf>.

³⁸ Ondrušová, D., Kešelová, D., Machajdíková, M. (2021), European Semester 2021-2022 country fiche on disability equality. Slovakia.

³⁹ Recovery and Resilience Plan, p. 226.

⁴⁰ Act No. 209/2019, <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2019/209/20210101.html>.

⁴¹ 2022 National Reform Programme, https://ec.europa.eu/info/sites/default/files/nrp_2022_slovakia_sk.pdf.

⁴² Recovery and Resilience Plan, p. 232.

- creation of additional methodological guidelines to the state educational programme in pre-primary education which will contain more differentiated approaches in the education of specific groups of children.

The legislation⁴³ sets the transition period to tackle the lack of premises. Until August 2024, any preschools that do not belong to the 'Network of schools and school facilities' can provide preschool education if they are registered in the 'Register of pre-primary education facilities'.

5.2.2 School counselling and prevention system

The RRP reform of the counselling and prevention system^{44 45} started to be implemented by the Amendment to Act No. 245/2008.⁴⁶ The Ministry of Education, Science, Research and Sport of the Slovak Republic, in cooperation with the Research Institute of Child Psychology and Pathopsychology, prepared the transformation of the school counselling and prevention system and introduced the description of its new elements (levels).⁴⁷

As of 1 January 2022 the school counselling and prevention system has been divided into five levels from level 1, general basic counselling, to level 5, highly specialised support.

There are two types of counselling and prevention facilities:

- counselling and prevention centres – provide support at the third and fourth level mainly in the personal, educational and career development of children and pupils;
- specialised centres of counselling and prevention – provide highly specialised support at level 5.

Support at levels 1 and 2 is implemented at the school level by teachers, school professional employees and the school support team. The counselling and prevention facility cooperates with the school. The services include, for example: pedagogical diagnostics and intervention, career guidance, development of inclusive education, prevention, crisis intervention, re-education. Support at levels 3 to 5 is provided in the counselling and prevention facility by professional employees of the facility.

Besides the above-mentioned services these levels include more specified support, such as comprehensive and specialised diagnostics, therapy, rehabilitation and re-education, provision of compensation aids and support and supervision for teachers, professional school employees and the school support team. The support at level 5 provided in the specialised centre of counselling and prevention.⁴⁸

⁴³ Act No. 273/2021 Coll. <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/273/20210710.html>.

⁴⁴ Recovery and Resilience Plan, pp. 240-242.

⁴⁵ European Semester Report. Slovakia. 2021/2022.

⁴⁶ Act No. 415/2021, <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/415/20220101.html>.

⁴⁷ *Inklucentrum (2022) Podporné úrovne 1. až 5. stupňa, VÚDPaP*. 9 May 2022, <https://inklucentrum.sk/podporne-urovne-1-az-5-stupna-vudpap/>.

⁴⁸ Act No. 415/2021, <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/415/20220101.html>.

This transformation is considered to be positive by the Centre of Inclusive Education (*Inklucentrum*).⁴⁹ The organisation stated that ‘individual levels reflect the new understanding of complexity and multidisciplinary of the support system as close as possible to the child.’ Besides, future implementation shows possible gaps to be improved.⁵⁰

According to the 2022 NRP, the reform of the counselling and prevention system should ‘enhance the inclusive approach to education’. Furthermore, the long-term goal of the reform is to provide support based on the individual needs of children and pupils regardless of special needs diagnostics. School counselling and prevention facilities in cooperation with school inclusive teams⁵¹ should provide such support. It is also expected that the reform will help to avoid incorrect diagnostics of pupils from socially disadvantaged background as pupils with moderate intellectual disabilities which causes their segregation in special primary schools.⁵²

As of 1 January 2023 there will be a new network of facilities of counselling and prevention in Slovakia consisting of 160 facilities (public and private centres of counselling and prevention and specialised centres of counselling and prevention).⁵³ From the disability perspective, there will be total of 29 specialised centres (13 public and 16 private). They will be divided into six specialisations by the type of disability (autism, intellectual disability, communication disorder, multiple disability, hearing impairment, visual impairment) and the specialised centres for children up to the age of five.

Attitudes of persons with disabilities and disabled persons organisations towards this reform have not yet been published.

Within the improvements of inclusive education, the creation and introduction of a vertical model of support measures in education (including their financing) has become one of the measures of the first action plan for 2022-2024. The measure will contain:

- the legislative amendments to the School Act No. 245/2008 and Act No. 597/2003 on the financing of primary schools, secondary schools and school facilities;
- creation of guidelines on the use of support measures for school employees;
- the development of continuing education courses and other information activities focused on implementation of support measures.

⁴⁹ Inklucentrum is an NGO – a civic organisation providing advocacy, educational and counselling activities in the field of inclusive education support mainly to teachers, school professional employees, schools and municipalities. See more information at:

<https://inklucentrum.sk/inklucentrum/o-centre/>.

⁵⁰ Inklucentrum (2022) *Podporné úrovne 1. až 5. stupňa, VÚDPaP*. 9 May 2022,

<https://inklucentrum.sk/podporne-urovne-1-az-5-stupna-vudpap/>.

⁵¹ School inclusive teams were established by Act No. 138/2019, which amended the School Act.

⁵² 2022 NRP. p. 33.

⁵³ Network of counselling and prevention facilities after 1 January 2023, <https://datawrapper.dwcdn.net/K7rjn/6/>.

The Ministry of Education is responsible, in cooperation with the National Institute of Education and Youth (NIVAM) (formerly the National Institute of Education and the Methodology and Pedagogy Centre). The measure will be financed from the RRF.⁵⁴

5.2.3 Attainment in lower secondary education

The amendment of Act No. 245/2008⁵⁵ introduces a possibility for pupils with intellectual disabilities who have been attending Variant A at primary school to gain access to lower secondary education. The primary school can organise the programme to achieve lower secondary education for persons who did not gain it during their compulsory education. The applicant is accepted based on a written test. The participants achieve lower secondary education after the successful completion of the final exam. Participation in the programme is not obligatory to enter the final exam. The entrance test to the programme divides the participants based on their knowledge. The test can also reveal sufficient level of knowledge to take the final exam directly.⁵⁶ Previously, persons with disabilities attending Variant A at primary schools could not continue their studies at secondary schools and were indirectly excluded from achieving upper secondary education.

5.2.4 Teaching assistants and healthcare at schools

According to the Ministry of Education, there will be a total of 6 744 teaching assistants at schools in the school year 2022/23. They will be financed from the state budget (3 230 assistants), from ESIF projects ‘Helping Professions in education of children and pupils I and II’ (2 914 assistants) and from RRP (600 assistants – as of October 2022). The total allocation is EUR 91.2 million. The assistants financed from RRP will be placed in schools by the counselling and prevention facilities based on pupils’ needs. There will be four assistants in each of the 154 state counselling and prevention centres (including specialised centres).

Healthcare workers will be placed at 92 pre-primary, primary and secondary mainstream and special schools within a pilot project. Besides providing healthcare (for example support for pupils with diabetes) they will offer health prevention (for example in the field of healthy lifestyle). The total allocation is EUR 3.4 million from the RRP.⁵⁷

⁵⁴ Available at: <https://www.minedu.sk/data/att/23405.pdf>.

⁵⁵ Act No. 415/2021 Coll. <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/20220101.html>.

⁵⁶ ‘Dôvodová správa k návrhu novely zákona 245/2008 Z. z. o výchove a vzdelávaní’ (Justification Report to the Proposal of the Amendment of the Act No. 245/2008 on Education), <https://rokovania.gov.sk/RVL/Material/26285/2>.

⁵⁷ Ministry of Education, Science, Research and Sport of the SR (2022), ‘S. Síthová: V novom školskom roku bude na školách pôsobiť viac ako 6 700 asistentov učiteľa, pribudnú aj zdravotní pracovníci’ (S. Síthová: There will be more than 6,700 teacher’s assistants at schools in the new school year, healthcare workers join the schools, too) Press Report, 1 August 2022, <https://www.minedu.sk/s-sithova-v-novom-skolskom-roku-bude-na-skolach-posobit-viac-ako-6-700-asistentov-ucitela-pribudnu-aj-zdravotni-pracovnici/>; TASRTV (2022) ‘S. Síthová: V novom školskom roku bude v školách pôsobiť 6,744 asistentov učiteľa’ (S. Síthová: Total of 6,744 teacher’s assistants to work at schools in the new school year), 1 August 2022, https://www.youtube.com/watch?v=nqtEXv1QNnw&ab_channel=TASRTV.

6 Investment priorities in relation to disability

6.1 Employment

As stated in previous report, no reform or investment is planned within the RRP to directly support the employment of persons with disabilities, e. g. by increasing the availability of individualised job-counselling. Still, the ESIF play significant role in financing currently available measures to support the labour market participation of persons with disabilities. The following projects are of great significance in this context and have been implemented within the programming period 2014-2021:

1. National Project: Support of Employment of Persons with Disabilities – 4 (*Podpora zamestnávania občanov so zdravotným postihnutím – 4*)⁵⁸

The National Project 4 is supposed to last from October 2019 to November 2023 and is operated by the Central Office of Labour, Social Affairs and Family. It covers all Slovak regions except the Bratislava region.

The project covers the expenses of active labour market measures for persons with disabilities. Table 16 in the Annex shows the number of people with disabilities who benefited from these projects in 2018 and 2019, as well as the total expenses spent for particular active labour market policies (ALMPs) (including from the state budget).

2. National Project: Support of Integrative Enterprises (*Podpora integračných podnikov – NP PIP*)⁵⁹

The project has been implemented by the Central Office of Labour, Social Affairs and Family, since September 2019, to provide two types of subsidies to social integrative enterprises: a placement subsidy (see Section 3.2) and compensation subsidy (including wage subsidies and compensation for additional costs related to employing persons with disabilities). Up to the end of 2020, 166 enterprises had received compensation subsidies and two enterprises had received placement subsidy.⁶⁰

3. National Project: Investment Aid for Social Enterprises (*Investičná pomoc pre sociálne podniky*)⁶¹

The project is implemented by the Central Office of Labour, Social Affairs and Family, from January 2020 to November 2023. Its main aim is to support setting up new social enterprises through investment in equipment and technologies. The ESF budget for

⁵⁸ For more information see: https://www.upsvr.gov.sk/europsky-socialny-fond/narodne-projekty-v-programovom-obdobi-2014-2020/narodny-projekt-podpora-zamestnavania-obcanov-so-zdravotnym-postihnutim-4.html?page_id=944278.

⁵⁹ For more information see: https://www.upsvr.gov.sk/narodne-projekty-oznamenia-o-moznosti-predkladania-ziadosti-o-poskytnutie-financneho-prispevku/narodny-projekt-podpora-integracnych-podnikov.html?page_id=934039.

⁶⁰ Ministry of Labour, Social Affairs and Family of the Slovak Republic (2021), 'Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2020' (Report on the Social Situation of Population in the Slovak Republic for 2020), <https://www.employment.gov.sk/sk/ministerstvo/vyskum-oblasti-prace-socialnych-veci-institut-socialnej-politiky/spravy-soc-situacii.html>.

⁶¹ For more information see: https://www.upsvr.gov.sk/buxus/docs/NP_IPSP/Opis_NP_IPSP.pdf.

this project equals EUR 48.7 million. The grants cannot be provided to social enterprises from the Bratislava region (for more details, see Section 3.2 of this report).

6.2 ESIF in social policies

Most projects mentioned in the 2021 report were still being implemented in 2022.

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

- Total ESF allocation: EUR 7.14 million
- The implementation of the project started in October 2018. The project is implemented by the Implementation Agency of the Ministry of Labour, Social Affairs and Family, in partnership with the Council for Social Work Counselling, the Slovak University of Technology in Bratislava – Centre of Design for All, and the Slovak Union of Supported Employment. Each of the partners is responsible for one of the dimensions of the project – social services, accessibility of physical environment, access to the labour market. It is expected that more than 90 institutions providing residential social services will participate in the project, for which the transformation plans should be prepared and implemented.⁶² By August 2022, 95 institutions had been involved in five calls and 49 had already prepared their transformational plans.⁶³

National Project: Support of availability and the development of outreach home-care service⁶⁴

- Total ESF allocation: EUR 4.9 million
- The main objective of this project, as well as that of its two previous editions, is to support the provision of home-care services to care-dependent citizens, and thus prevent their institutionalisation. This project is especially focused on the support of availability of home-care services in small villages – in August 2022 there were 95 municipalities involved in the project. The project is implemented by the Implementation Agency of the Ministry of Labour.

Open call: Support of Home-care service II.⁶⁵

- Total ESF allocation: EUR 55 million

⁶² Central Office of Labour, Social Affairs and Family (2018), *Informácia o plnení opatrení Stratégie deinštitucionalizácie systému sociálnych služieb a náhradnej starostlivosti v Slovenskej republike za rok 2018* (Information on the fulfilment of measures of the National Strategy on Deinstitutionalisation of the System of Social Services and Substitute Care for 2018), <https://rokovania.gov.sk/RVL/Material/23483/1>.

⁶³ *Zoznam rezidenčných zariadení sociálnych služieb zapojených v národnom projekte: Deinštitucionalizácia zariadení sociálnych služieb – Podpora transformačných tímov* (List of residential care facilities participating in the national project: Deinstitutionalisation of social care facilities – Support of transformational teams), (OP LZ NP 2018/4.2.1/01). Available at: <https://npdi.gov.sk/o-projekte/zapojene-subjekty/>.

⁶⁴ For more details on this project see: <https://www.nptos.gov.sk/o-projekte/zoznam-poskytovatelov-opatrovateľskej-sluzby-zapojenych-do-np-tos/>.

⁶⁵ For more details on this call see: <https://www.mpsvr.sk/sk/esf/programove-obdobie-2014-2020/dopytovo-orientovane-projekty/socialne-zaclenenie/vyzva-op-lz-dop-2021/8-1.1/01/>.

- This call was opened in July 2021 and closed in October 2022 due to exceeding the available indicative financial amount. It was open for all registered providers of home-care social service.

National Project: Support of social inclusion of selected groups of people with disabilities⁶⁶

- Total ESF allocation: EUR 4.7 million
- Duration: October 2021 – December 2023
- The project has been implemented since October 2021 by the Ministry of Labour, Social Policy Section. The project aims to create conditions for setting up systemic support for selected groups of persons with disabilities with an emphasis on persons with intellectual disabilities and persons with autism spectrum disorders. The main goal of the project is to support the inclusion of these people and improve their living situation in line with the UN CRPD by improving the quality of professional services, especially in the field of social and employment services. Implementation of the project is directly under the Ministry of Labour, Social Policy Section. It provides information about its activities on social media with the aim of involving people with disabilities or their families in webinars and questionnaires.⁶⁷

ERDF open call: Support for the provision of new and existing social services and social protection of children and social guardianship in facilities at the community level

- This call was included in the indicative timetable of calls in February 2020 and planned on May 2020 with allocation of EUR 47 million.⁶⁸ However, the COVID-19 pandemic postponed preparation of the call. Moreover, Slovakia reallocated finances from ERDF to the ESF during summer 2020. This reallocation has also affected Priority axis 2 in ERDF Operation Programme IROP. Allocation for this call was decreased to EUR 26 million (including nursery for children up to three years).⁶⁹

Operational Programme Human Resources open call: Support of deinstitutionalisation of social service facilities⁷⁰

- Total ESF Allocation: EUR 2.96 million
- This call is designed for service providers involved in the deinstitutionalisation process via the national project, to enable them to implement their

⁶⁶ Ministry of Labour, Social Affairs and Family, <https://www.ludskezdroje.gov.sk/aktuality/narodny-projekt-podpora-socialneho-zaclenovania-pre-vybrane-skupiny-osob-so-zdravotnym-postihnutim>.

⁶⁷ Social media page of the project: <https://www.facebook.com/Podpora-soci%C3%A1lneho-za%C4%8Dle%C5%88ovania-pre-vybran%C3%A9-skupiny-os%C3%B4b-so-ZP-101534022496431>.

⁶⁸ Ministry of Regional Development (2020), Indicative calls schedule for year 2020, version 2. February 2020, <https://www.mpsr.sk/download.php?fID=18593>.

⁶⁹ Ministry of Regional development: Indicative calls schedule for year 2021, version 5 June 2021, <https://www.mpsr.sk/aktualne/indikativny-harmonogram-vyziev-na-predkladanie-ziadosti-o-nenavratny-financny-prispevok-irop-rok-2021-verzia-5/16839/>.

⁷⁰ For more details, see: <https://www.employment.gov.sk/sk/esf/programove-obdobie-2014-2020/dopytovo-orientovane-projekty/socialne-zaclenenie/vyzvy-op-lz-dop-2021/4-2.1/01/>.

transformational plans. The support covers additional consultations and the expenses for a position of transformation manager.

National Project: Support of Universal Design⁷¹

- ESF total allocation: EUR 1 235 million
- Duration: May 2020 – June 2023
- The aim of the research project implemented by the Slovak Technical University is to examine the application of accessibility legislation and universal design abroad and to propose ways to implement accessibility and universal design of buildings and public spaces in accordance with Articles 2 and 9 of the UN Convention on the Rights of Persons with Disabilities in the Slovak Republic. There are six working groups focused on different types of building (for living, for employment and services, leisure, public spaces, interior and historical buildings). Experts have provided some workshops and public discussions.⁷²

In addition to these, there are four projects supported in a call ‘Digital Inclusion’ within the Operational Programme Integrated Infrastructure (referred to in the EDE country report on digitalisation and digital transformation). Total allocation is EUR 14 748 million.⁷³

National Project: Support of increasing expertise in implementation and human resources development in the area of services of social inclusion for state administration, and regional and municipal administrations – II. (*Podpora zvyšovania profesionality výkonu a rozvoj ľudských zdrojov v oblasti výkonu a služieb sociálnej inklúzie pre štátnu správu a samosprávu – II.*)⁷⁴

- Total allocation: EUR 5 757 569.30
- Operational programme: Human Resources
- Duration: February 2020 – December 2023

The project has been implemented by the Ministry of Labour, Social Affairs and Family, in partnership with the Institute for Labour and Family Research. Its aim is to provide professional training to social curatorship employees, as well as those performing social disability assessment both at the offices of labour, social affairs and family (disability assessment for disability card, personal assistance, assistive equipment), and in local and regional municipalities (assessment of care-dependence on a purpose of provision of non-residential or residential social services). As set out in the Social

⁷¹ ‘Projekty CEDA FAD STU’ (Information about national project Universal Design Support), https://www.fa.stuba.sk/sk/pracoviska/ceda-vyskumne-a-skoliace-centrum-bezbarieroveho-navrhovania/projekty-ceda-fad-stu.html?page_id=3100.

⁷² Official website of the project: <https://p-un.sk/>.

⁷³ Ondrušová, D., Kešelová, D., Machajdíková, M. (2021), *Exploring the action of EU countries to harness the potential and address challenges of digitalisation and digital transformation to advance the rights of persons with disabilities – country report: Slovakia*. EDE – European Disability Expertise.

⁷⁴ For more information see: <https://www.employment.gov.sk/sk/ministerstvo/projekty/podpora-zvyšovania-professionality-vykonu-rozvoj-ludskych-zdrojov-oblasti-vykonu-sluzieb-socialnej-inkluzie-statnu-spravu-samospravu-ii/>.

Work Act,⁷⁵ all employees performing social disability assessment in these two areas have to graduate in specialised training by December 2023. The training of disability assessment workers started in May 2022.

National project: Strengthening long-term healthcare⁷⁶

- Total Allocation: EUR 40 137 691.79
- Operational programme: Human Resources (REACT-EU)
- Duration: January 2022 – December 2023

The main goal of the national project is to reflect on the issue of long-term healthcare and palliative healthcare, especially in the form of outpatient and outreach care, by increasing capacity and the sustainability of capacities in the healthcare system and pilot verification of the systemic provision of long-term and palliative healthcare. The goal of the national project is also a pilot verification of the system provision of long-term and palliative healthcare by qualified personnel in healthcare facilities – outreach hospices and home nursing care agencies. The final impact will be on the inhabitants of the Slovak Republic (without regional differences) who are dependent on long-term and / or palliative healthcare. Increasing the number of medical personnel and helping professions will ensure closer and more frequent contact with persons in need of long-term or palliative healthcare and their family members, as well as preventing and reducing the number of acute conditions solved by subsequent hospitalisation in acute beds.

RRP (component 13) Calls

Open:

- Expansion and renewal of the network of outreach hospices (EUR 2 388 246 without VAT).⁷⁷
- Expanding the network of home nursing care (EUR 1 401 557 without VAT).⁷⁸
- Renewal of the home nursing care network (EUR 3 237 912 without VAT).⁷⁹

In preparation:

- Expansion of community capacities social care – Call for project proposals (July 2022).⁸⁰

⁷⁵ Zákon č. 219/2014 Z. z. o sociálnej práci (Act No. 219/2014 on Social Work): <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2014/219/>.

⁷⁶ For more information see: <https://www.health.gov.sk/?informacia-o-projekte-posilnenie-dlhodobej-zdravotnej-starostlivosti>.

⁷⁷ Ministry of Health (2022) <https://www.health.gov.sk/Clanok?plan-obnovy-hospice>.

⁷⁸ Ministry of Health (2022) <https://www.health.gov.sk/Clanok?plan-obnovy-ados-rozsirenie>.

⁷⁹ Ministry of Health (2022) <https://www.health.gov.sk/Clanok?plan-obnovy-ados-obnova>.

⁸⁰ Ministry of Labour, Social Affairs and Family, indicative plan of calls (2022), <https://www.employment.gov.sk/files/slovensky/esf/plan-obnovy/ihv-vyziev-priamych-vyzvani-ramci-planu-obnovy-odolnosti.pdf>.

- Expansion of community capacities social care – Call for submission of applications for the provision of funds to the mechanism for expanding the capacities of community care (October 2022, EUR 192 653 760).⁸¹

6.3 ESIF in the educational area

National Project: Helping Professions in education of children and pupils II (*Pomáhajúce profesie v edukácii detí a žiakov II*)^{82 83}

- The implementation of the project continues until December 2022. It is implemented by the Methodology and Pedagogic Centre from June 2020 in all regions in Slovakia within the Operational Programme Human Resources, Priority axis 1. Education.
- The area of intervention focuses on reducing and preventing early school leaving and the support of equal access to quality pre-primary, primary and secondary education.
- The specific goal 1.1.1. is to increase inclusiveness and equal access to quality education and to increase the school outcomes and competencies of children and pupils.
- Total allocation is EUR 82.14 million. The project is financed from the ESIF and the state budget.
- The target group are all children and pupils attending pre-primary, primary and secondary schools, either public, private or religious. Children or pupils with special educational needs as well as children and pupils with disabilities are included.
- The project supports schools to create inclusive teams that consist of pedagogical / teacher's assistant, school psychologists, special education teacher and social pedagogue.
- Total of 267 preschools,⁸⁴ 671 primary schools⁸⁵ and 78 secondary schools⁸⁶ participate in the project.

Project: Multidisciplinary care on inclusive education of pupils with spina bifida and hydrocephalus 'Multi-IN' (*Multidisciplinárna starostlivosť o inkluzívnom vzdelávaní žiakov s rúžštepom chrbtice a hydrocefalom*)⁸⁷

⁸¹ Ministry of Labour, Social Affairs and Family, indicative plan of calls (2022), <https://www.employment.gov.sk/files/slovensky/esf/plan-obnovy/ihv-vyziev-priamych-vyzvani-ramci-planu-obnovy-odolnosti.pdf>.

⁸² Methodology and Pedagogy Centre: 'O projekte POP II' (About the project POP II), <https://archiv.mpc-edu.sk/sk/nppop-2/oprojekte>.

⁸³ Ondrušová, D., Kešelová, D., Machajdíkova, M. (2021), European Semester 2021-2022 – Country fiche on disability equality: Slovakia.

⁸⁴ List of participating preschools to the National project Helping Professions in education of children and pupils II. Methodology and Pedagogic Centre, https://archiv.mpc-edu.sk/sites/default/files/zoznam_zapojenych_ms.pdf.

⁸⁵ List of participating primary schools to the National project Helping Professions in education of children and pupils II. Methodology and Pedagogic Centre, https://archiv.mpc-edu.sk/sites/default/files/zoznam_zapojenych_zs.pdf.

⁸⁶ List of participating secondary schools to the National project Helping Professions in education of children and pupils II., https://archiv.mpc-edu.sk/sites/default/files/zoznam_zapojenych_ss.pdf.

⁸⁷ Project Multi-IN. <https://multi-in.eu/sk/projekt/>.

- It is a two-year project implemented under the Erasmus+ programme in cooperation between two organisations (from Bulgaria and Slovakia).
- The main goal is to 'support inclusion and safe participation in mainstream education of pupils with spina bifida and hydrocephalus and to create a supportive, positive and diverse environment for all children with special needs, so that they are able to reach their full potential and their optimal level of development'.
- The project is focused on certain target groups: children and pupils with spina bifida and hydrocephalus, teachers, school management, special education teachers, school psychologists, school nurses, personal assistants, parents and family members.
- The project outputs include general guidelines for multidisciplinary care, sets of guidelines and educational video courses for all eight target groups.

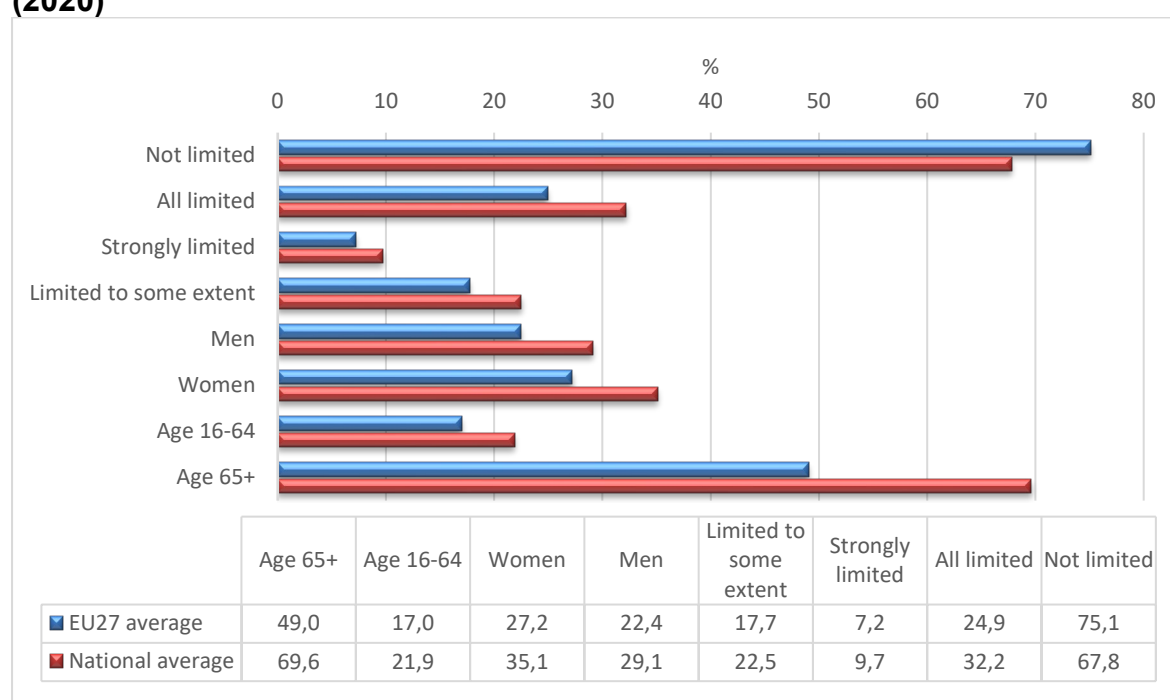
7 Annex: disability data relevant to the Semester

See also disability data published in the Eurostat database⁸⁸ and statistical reports.⁸⁹

Unless specified, the summary statistics are drawn from the most recent EU-SILC data available to researchers from Eurostat. The EU-SILC sample includes people living in private households and does not include people living in institutions (congregative households). The sampling methods vary somewhat in each country.

The proxy used to identify people with disabilities (impairments) is whether ‘for at least the past 6 months’ the respondent reports that they have been ‘limited because of a health problem in activities people usually do’.⁹⁰

Table 1: Self-reported ‘activity limitations’ as a proxy for impairment / disability (2020)



Source: EU-SILC 2020 Release April 2022

In subsequent tables, these data are used to indicate ‘disability’ equality gaps and trends relevant to the analytical chapters – for the labour market, social policies and healthcare, and education – by comparing outcomes for persons who report and do not report ‘activity limitations’.⁹¹ National estimates for Slovakia are compared with EU27 mean averages for the most recent year.⁹²

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

⁸⁹ Eurostat (2019) Disability Statistics: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Disability_statistics.

⁹⁰ The EU-SILC survey questions are contained in the Minimum European Health Module (MEHM), [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Special:WhatLinksHere/Glossary:Minimum_European_Health_Module_\(MEHM\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Special:WhatLinksHere/Glossary:Minimum_European_Health_Module_(MEHM)).

⁹¹ This methodology was developed in the annual statistical reports of ANED, available at: <http://www.disability-europe.net/theme/statistical-indicators>.

⁹² The exit of the United Kingdom from the EU changed the EU average. EU27 averages have also been affected by time series breaks in other large countries, such as Germany.

7.1 Data relevant to disability and the labour market

Table 2: EU and Slovakia employment rates, by disability and gender (aged 20-64) (2020)

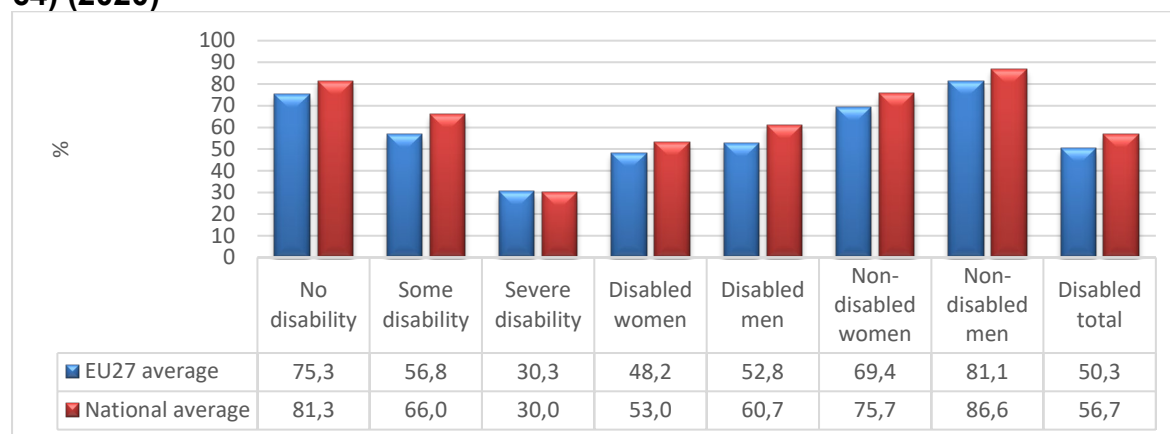


Table 3: Employment rates in Slovakia, by disability and age group (2020)

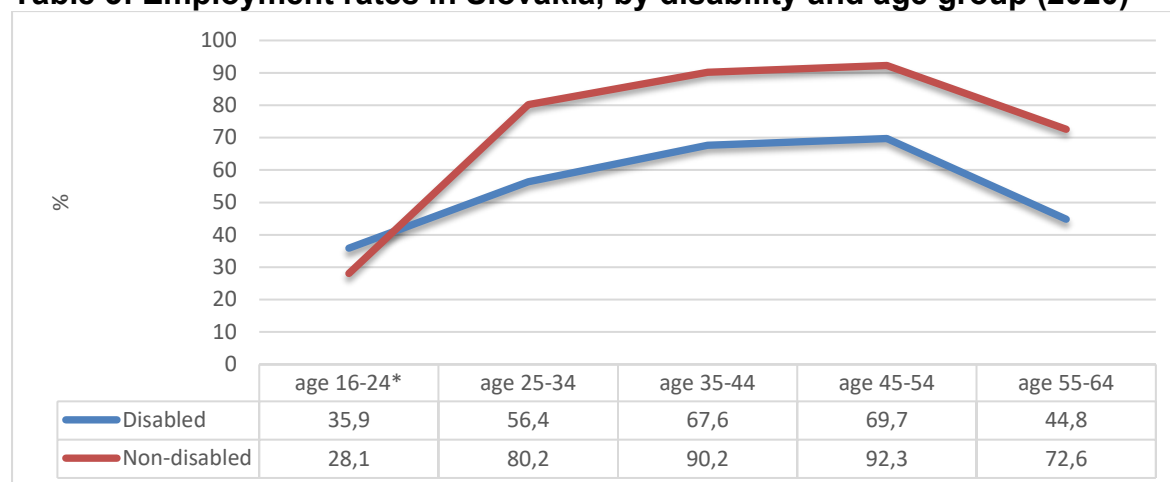


Table 4: National trends in employment rates, by disability status (aged 20-64)



Source: EU-SILC 2020 Release April 2022 (and preceding UDBs)

Note: Microdata concerning employment status was not available for Germany and Italy in this data release, which affects the EU27 average (which is therefore estimated).

7.1.1 Unemployment

Table 5: Unemployment rates by disability and gender (aged 20-64) (2020)

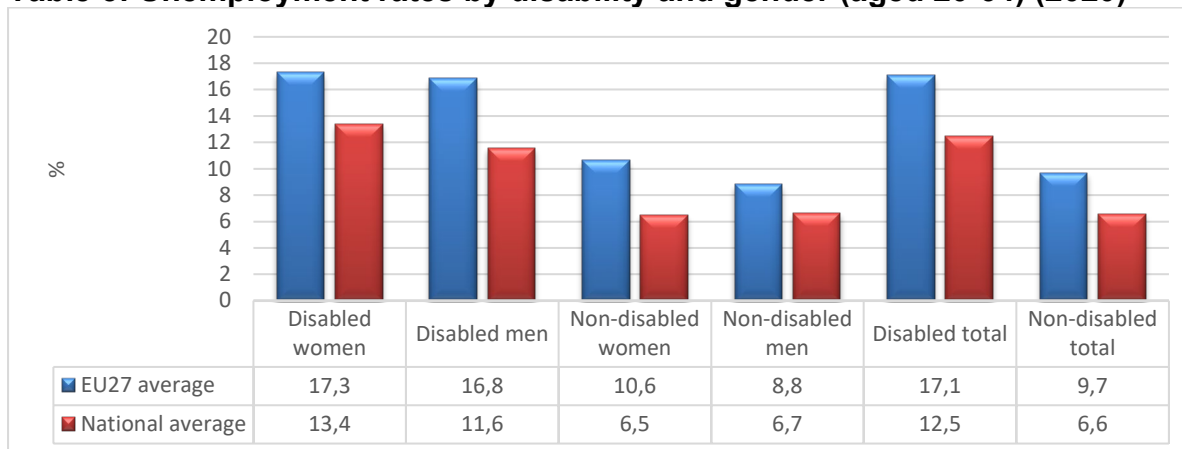


Table 6: Unemployment rates in Slovakia, by disability and age group (2020)

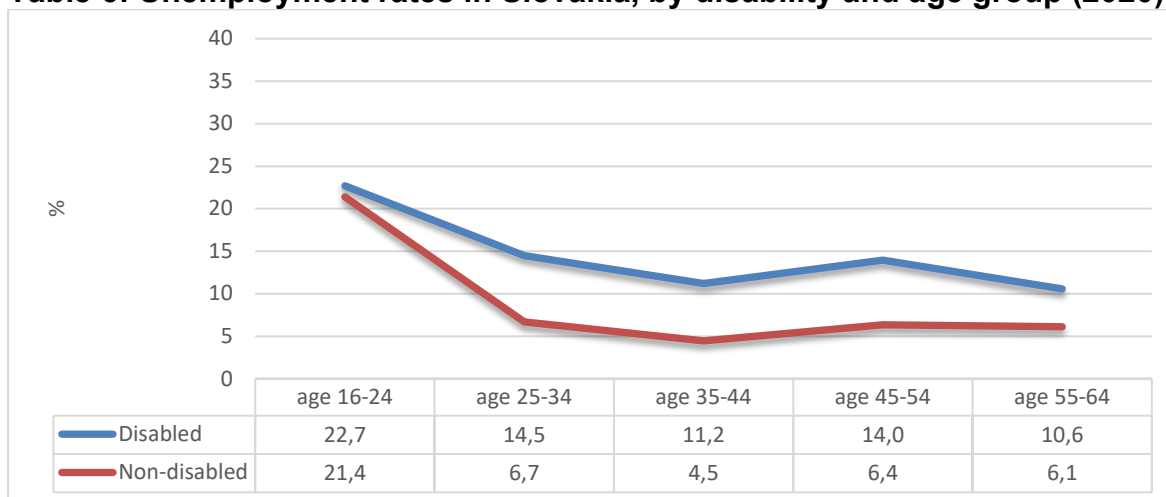
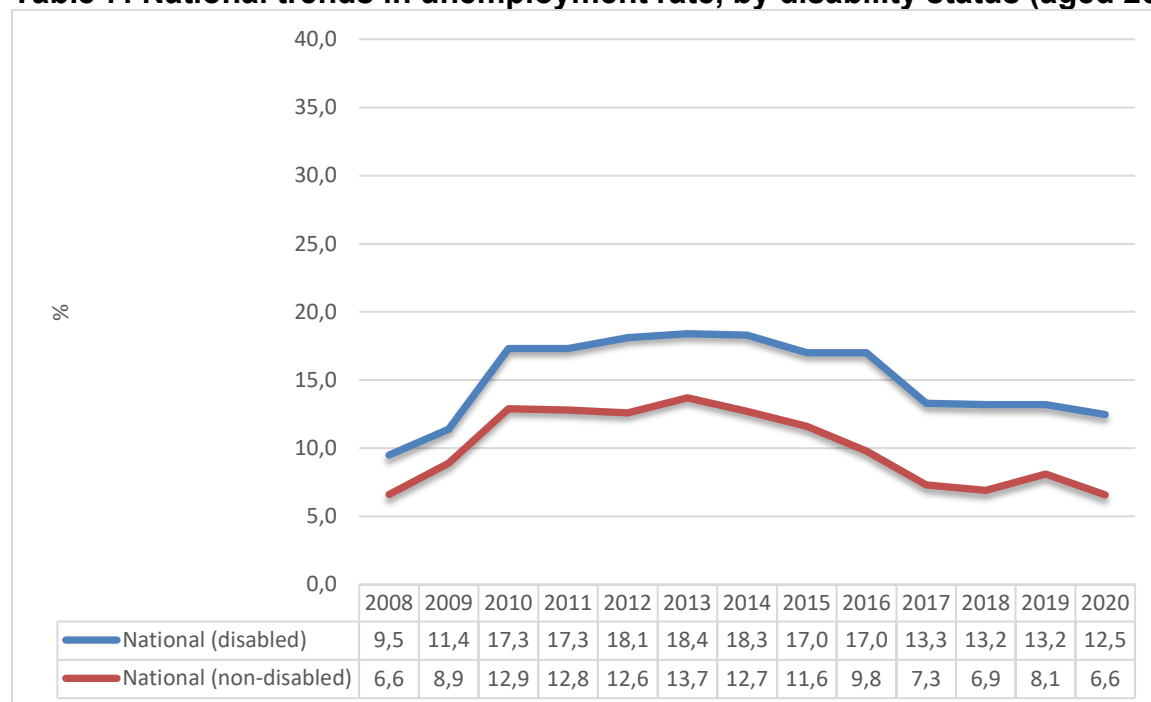


Table 7: National trends in unemployment rate, by disability status (aged 20-64)

Source: EU-SILC 2020 Release April 2022 (and preceding UDBs)

7.1.2 Economic activity

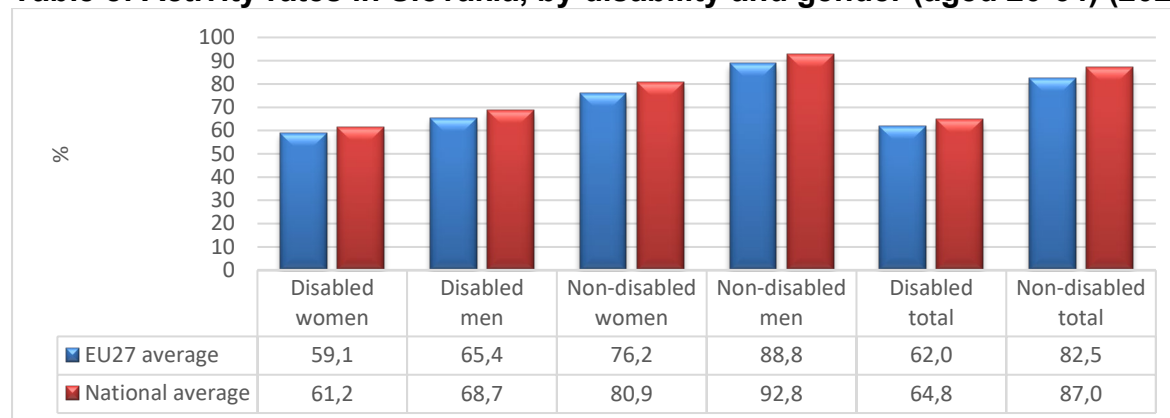
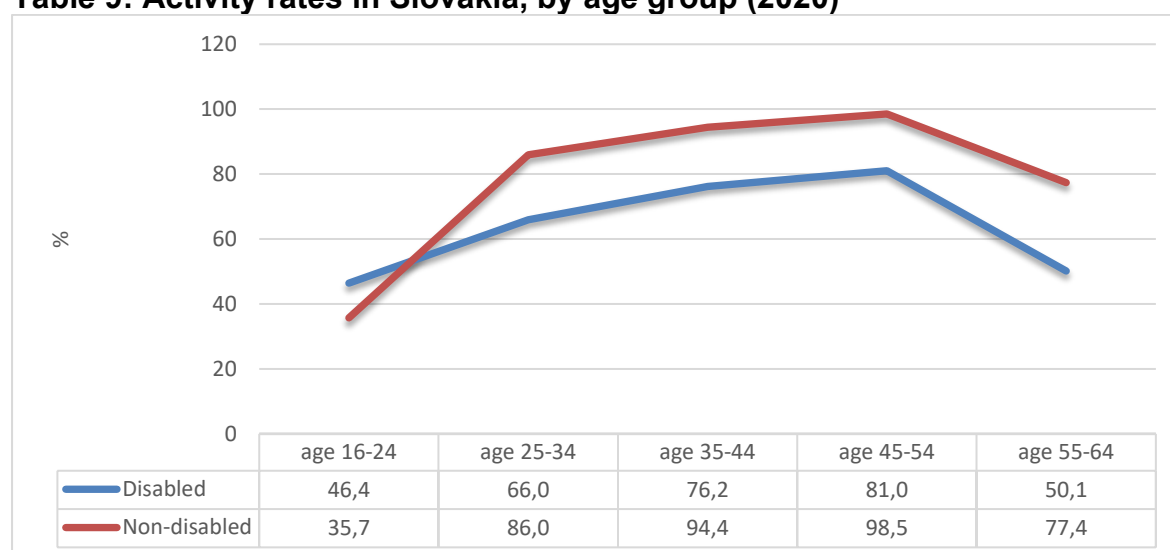
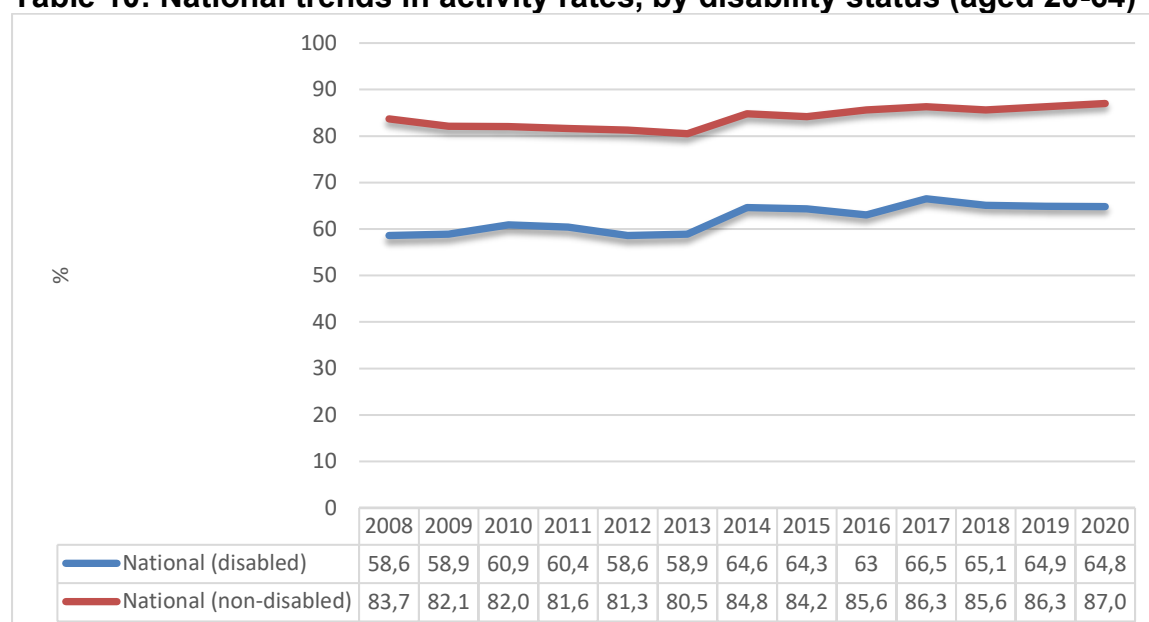
Table 8: Activity rates in Slovakia, by disability and gender (aged 20-64) (2020)

Table 9: Activity rates in Slovakia, by age group (2020)**Table 10: National trends in activity rates, by disability status (aged 20-64)**

Source: EU-SILC 2020 Release April 2022 (and preceding UDBs)

7.1.3 Alternative sources of labour market data in Slovakia

Disability data is not yet available from the core European Labour Force Survey but labour market indicators for Slovakia were disaggregated from ad hoc modules conducted in 2001 and 2011. These can be found in the Eurostat disability database.⁹³

The national Labour Force Survey has been carried out in Slovakia since 1994 by the Statistical Office of the Slovak Republic. Persons with disabilities are identified based upon the respondents' response to the question concerning the granted status of persons with disabilities (question number 77 of the questionnaire type B for the members of the household). LFS results are processed quarterly and are published

⁹³ Eurostat Health Database: <https://ec.europa.eu/eurostat/web/health/data/database>.

on the website of the Statistical Office of the Slovak Republic. Results for people with disabilities are published annually, in the report 'Selected indicators related to the social situation of persons with disabilities' (*Vybrané indikátory sociálnej situácie osôb so zdravotným postihnutím*). LFS provides employment and unemployment data for people with disabilities.

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

	2013	2014	2015	2016	2017	2018	2019	2020
Economic activity rate	17.6	21.4	20.1	19.8	19.8	20.9	21.0	17.8
Employment rate	14.0	17.3	16.6	16.6	17.1	18.7	18.8	15.1
Unemployment rate	20.0	19.7	17.5	16.0	13.8	10.4	10.4	15.4
Men								
Economic activity rate	19.8	24.6	21.7	21.1	20.4	22.0	23.9	18.9
Employment rate	15.8	19.3	17.8	18.2	17.4	19.2	21.0	15.3
Unemployment rate	20.4	21.9	17.5	13.8	14.7	12.7	12.3	19.1
Women								
Economic activity rate	15.6	18.7	18.7	18.4	19.4	19.9	18.3	16.9
Employment rate	12.5	15.5	15.4	15.0	16.9	18.3	16.8	14.9
Unemployment rate	19.8	17.0	17.3	18.3	13.0	8.1	8.1	11.6

Source: Statistical Office of the Slovak Republic, LFS, UDB 2013-2020

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

Indicator	2013	2014	2015	2016	2017	2018	2019	2020
Bratislava region	13.2	10.8	14.2	12.4	18.3	19.7	13.7	9.4
Trnava region	23.5	19.7	12.8	13.7	13.8	12.9	12.8	16.3
Trenčín region	15.3	15.1	14.2	17.3	19.4	16.1	15.6	11.1
Nitra region	1.9	5.1	7.2	8.5	8.9	7.9	9.0	8.0
Žilina region	17.0	13.5	14.3	12.5	9.1	13.9	18.3	18.1
Banská Bystrica region	17.7	20.5	19.6	16.0	12.1	13.4	13.2	15.5
Prešov region	6.9	7.9	9.2	9.5	8.8	8.6	9.2	11.0
Košice region	4.6	7.4	8.6	10.1	9.5	7.4	8.2	10.7

Source: Statistical Office of the Slovak Republic, LFS, UDB 2013-2020

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

Indicator	2013	2014	2015	2016	2017	2018	2019	2020
0-6 months	18.3	28.1	18.3	39.8	15.9	21.9	39.4	21.4
7-12 months	8.6	15.8	13.6	9.3	13.8	12.9	16.9	11.7
1-2 year/s	5.8	10.3	21.9	12.1	15.4	11.0	12.0	16.3
More than 2 years	67.3	45.8	46.3	38.9	54.9	54.2	31.7	50.6

Source: Statistical Office of the Slovak Republic, LFS, UDB 2013-2020

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

	2014	2015	2016	2017	2018	2019	2020	2021
No. of persons with disabilities*	240 445	244 958	248 160	249 966	253 169	251 128	251 471	246 511
From that:								
No. of employed persons	75 545	85 391	92 157	96 938	101 931	105 102	101 752	103 165
Share of employed persons (%)	31.4	32.2	37.1	38.8	40.3	41.9	40.5	41.9

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

Source: Social Insurance Agency (on request)

Table 15: Unemployed persons with disabilities – Average number of registered jobseekers

	2013	2014	2015	2016	2017	2018	2019	2020	2021
All job-seekers	415 006	385 661	354 582	300 988	227 542	181 703	168 030	209 634	220 996
Disabled job-seekers	11 659	12 800	12 917	10 800	8 018	6 439	5 808	7 294	8 665
Share of disabled job-seekers (%)	2.81	3.32	3.64	3.59	3.52	3.56	3.46	3.48	3.92

Source: Správy o sociálnej situácii obyvateľstva Slovenskej republiky za rok (2013, ..., 2021).⁹⁴

Table 16: Number of participants and the expenses for the ALMPs for persons with disabilities

	No. of persons with disabilities in 2020	No. of persons with disabilities in 2021	Change between 2020 and 2021 (pps)	Expenses in EUR in 2020	Expenses in EUR in 2021	Change between 2020 and 2021 (pps)
Allowance to set up a sheltered workshop or a sheltered workplace	43	0	n/a	129 396	0	n/a

⁹⁴ Reports on the Social Situation of Population in the Slovak Republic for year (2013, ..., 2019). Ministry of Labour, Social Affairs and Family of the Slovak Republic, 2020. Available at: <http://www.employment.gov.sk/sk/ministerstvo/vyskum-oblasti-prace-socialnych-veci-institut-socialnej-politiky/spravy-socialnej-situacii-obyvatelstva-slovenskej-republiky.html>.

	No. of persons with disabilities in 2020	No. of persons with disabilities in 2021	Change between 2020 and 2021 (pps)	Expenses in EUR in 2020	Expenses in EUR in 2021	Change between 2020 and 2021 (pps)
allowance to maintain employees with disabilities at work	24	0	n/a	46 589	0	n/a
Self-employment allowance	17	0	n/a	123 871	0	n/a
Allowance to cover expenses for work assistant	1 229	1 601	+33.4	7 246 594	7 411 168	+2.3
Allowance to partially cover the operating expenses of sheltered workshop and sheltered workplace	8 814	8 423	-4.4	32 056 936	30 126 343	-6.0
Compensation (wage) subsidies for social enterprises	n/a	1 598	n/a	n/a	8 959 791	n/a
Total	10 127	11 622	+14.8	39 603 386	46 497 302	+17.4

n/a – not available / not applicable: for some allowances, provision of financial support has been stopped in 2021 due to the pandemic.

Source: Report on the Social Situation of Population in the Slovak Republic for 2020 and Report on the Social Situation of Population in the Slovak Republic for 2021.⁹⁵

⁹⁵ Ministry of Labour, Social Affairs and Family of the Slovak Republic (2021), Report on the Social Situation of Population in the Slovak Republic for 2020. Bratislava. Available at: https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/2021/report_social_situation_population_sr_2020.pdf; Ministry of Labour, Social Affairs and Family of the Slovak Republic (2022), Report on the Social Situation of Population in the Slovak Republic for 2021. Available at: <https://rokovania.gov.sk/RVL/Material/27448/1>.

7.2 EU data relevant to disability, social policies and healthcare (2020)

Table 17: People at risk of poverty or social exclusion, by disability and risk (aged 16-64)⁹⁶

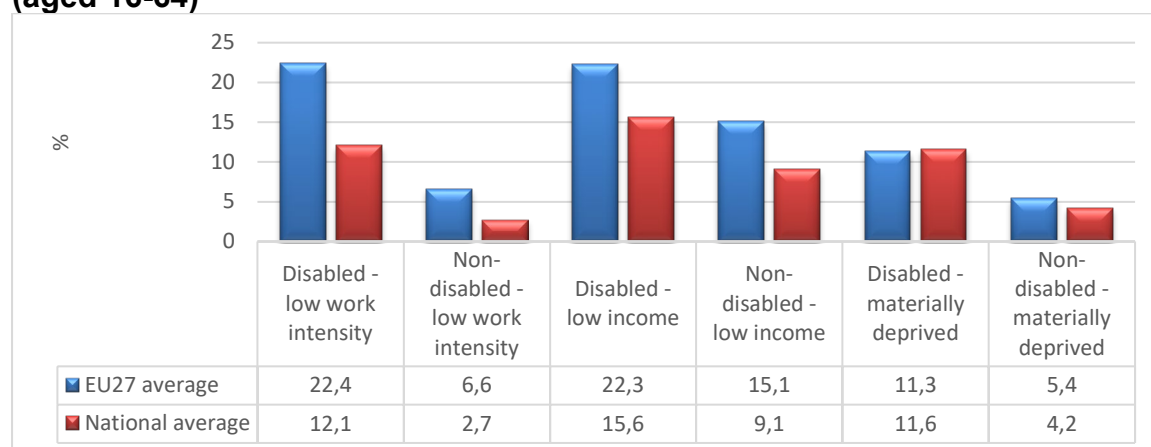


Table 18: People at risk of poverty or social exclusion, by disability and gender (aged 16+)

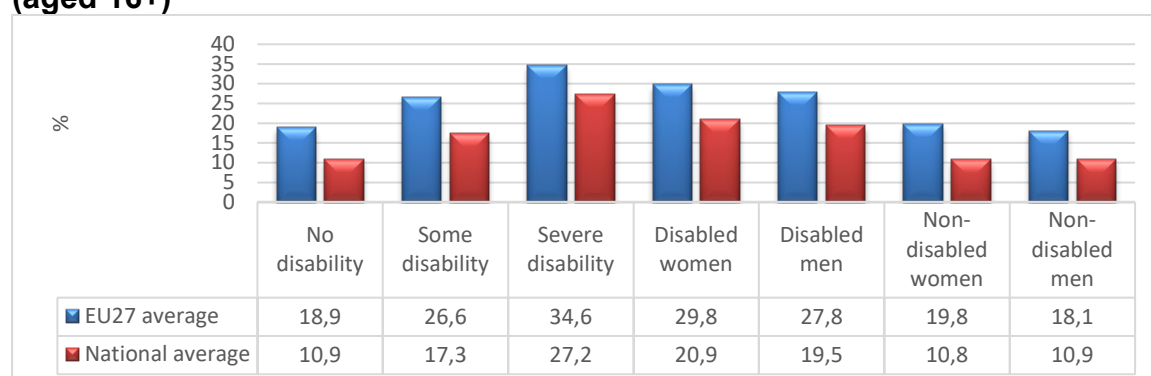
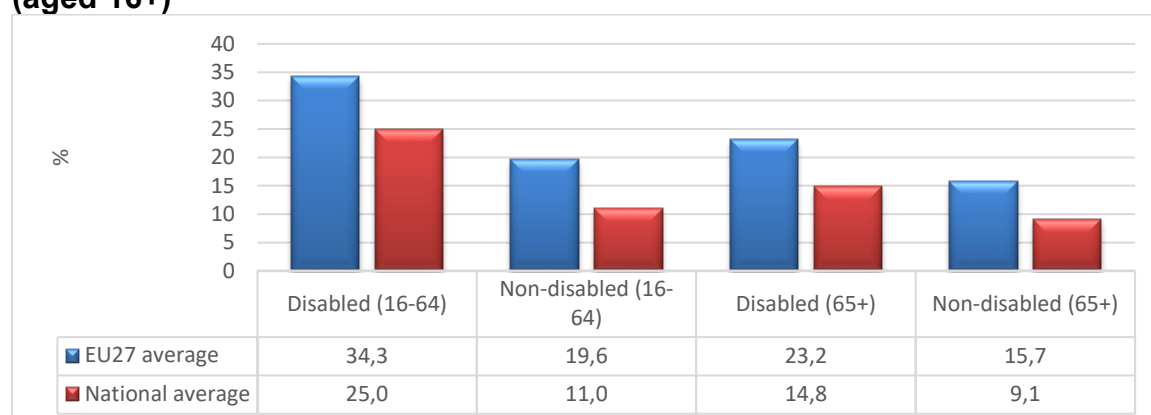
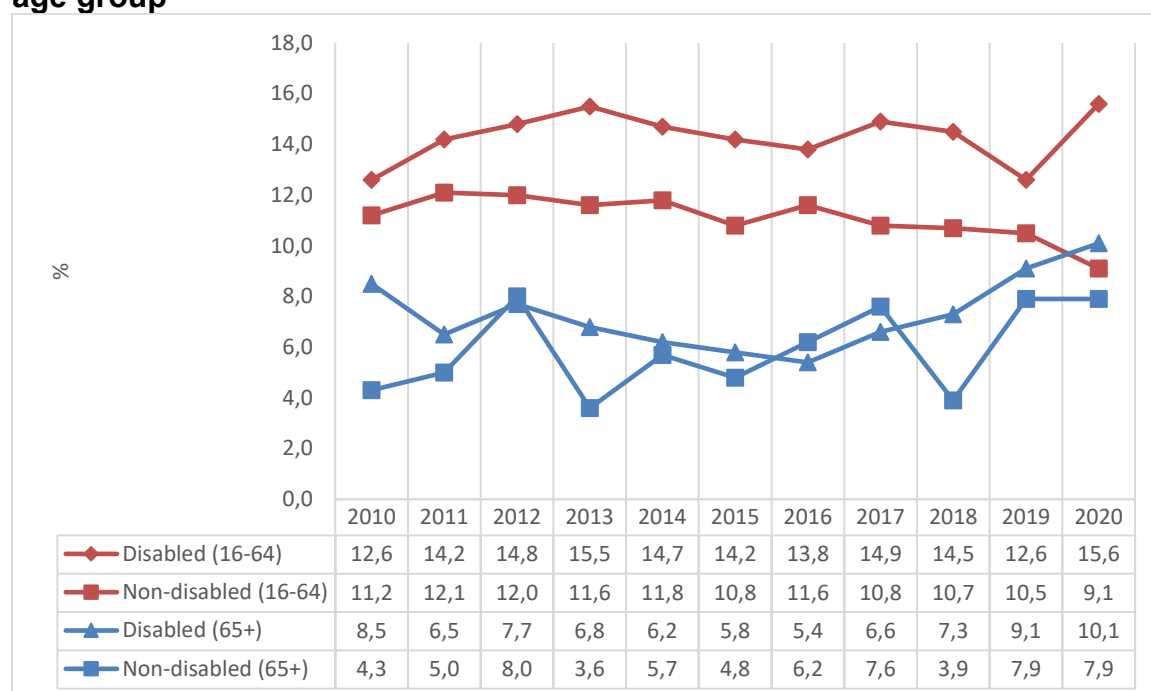


Table 19: Overall risk of household poverty or exclusion by disability and age (aged 16+)



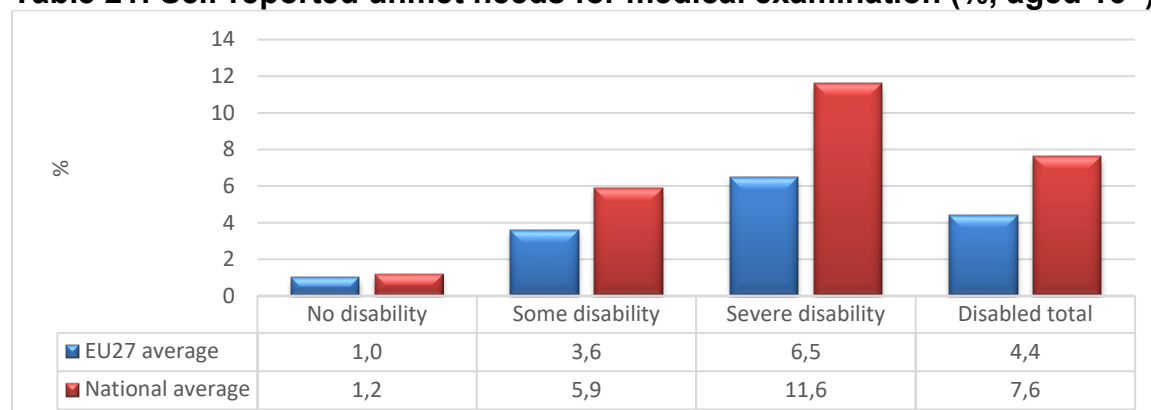
Source: EU-SILC 2020 Release April 2022 (and previous UDB)

⁹⁶ Aged 16-59 for low work intensity.

Table 20: Trends in the risk of poverty after social transfers, by disability and age group

Source: Eurostat Health Database [[hlth_dpe020](#)] – People at risk of poverty

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

Table 21: Self-reported unmet needs for medical examination (% , aged 16+)

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

Note: EU mean averages are also skewed by high values in a minority of countries within disability groups but median averages for the total disability and no disability groups in 2020 are consistent with the 3-year mean values.

7.2.1 Alternative sources of poverty or healthcare data in Slovakia

The EU-SILC data provides a comprehensive and reliable source concerning poverty or social exclusion rates. In addition to the summary tables presented so far, the Eurostat disability database also contains breakdowns concerning disability and poverty before and after social transfers, as well as in-work poverty.⁹⁷

Table 22: Provision of home-care allowance and personal assistance allowance, 2018-2020

	2018		2019		2020		2021	
	Number of users, monthly average	Income, monthly average	Number of users, monthly average	Income, monthly average	Number of users, monthly average	Income, monthly average	Number of users, monthly average	Income, monthly average
Home-care allowance	53 356	EUR 215.03	57 048	EUR 317.87	61 734	EUR 363.13	62 917	EUR 421.69
Personal assistance allowance	10 100	EUR 443.49	10 657	EUR 551.00	11 117	EUR 578.92	11 515	EUR 613.29

Source: Ministry of Labour, Social Affairs and Family of the SR, Report on the social situation for years 2018, 2019, 2020 and 2021

Table 23: Capacity of social services by form

Year	TOTAL	Year-round	Weekly	Daily	Outreach
2018	67 900	44 406	615	6 885	15 994
		65.40%	0.91%	10.14%	23.56%
2019	67 810	44 873	498	6 315	16 124
		66.17%	0.73%	9.31%	23.78%
2020	66 427	44 708	506	6 045	15 168
		67.30%	0.76%	9.10%	22.83%

Source: Ministry of Labour, Social Affairs and Family of the Slovak Republic (2022), Report on the Social Situation of Population in the Slovak Republic for year 2021, <https://rokovania.gov.sk/RVL/Material/27448/1>

Table 24: Number of requests for residential social services (by type of services)

	2018	2019	2020	2021
Social services home (<i>domov sociálnych služieb</i>)	1 748	1 731	1 825	1 798
A facility for seniors (<i>zariadenie pre seniorov</i>)	5 654	6 670	6 863	4 813

⁹⁷ Eurostat Health Database: <https://ec.europa.eu/eurostat/web/health/data/database>.

Assisted living facility (<i>zariadenie podporovaného bývania</i>)	101	59	86	91
Rehabilitation centre (<i>rehabilitačné stredisko</i>)	17	62	53	60
Specialised facility (<i>špecializované zariadenie</i>)	2 123	2 257	2 291	1 763
TOTAL	9 643	10 779	11 118	8 525

Source: Ministry of Labour, Social Affairs and Family of the Slovak Republic (2022), Report on the Social Situation of Population in the Slovak Republic for year 2021, <https://rokovania.gov.sk/RVL/Material/27448/1>

7.3 EU data relevant to disability and education

Table 25: Early school leaving rates, by disability status (aged 18-24 and 18-29)⁹⁸

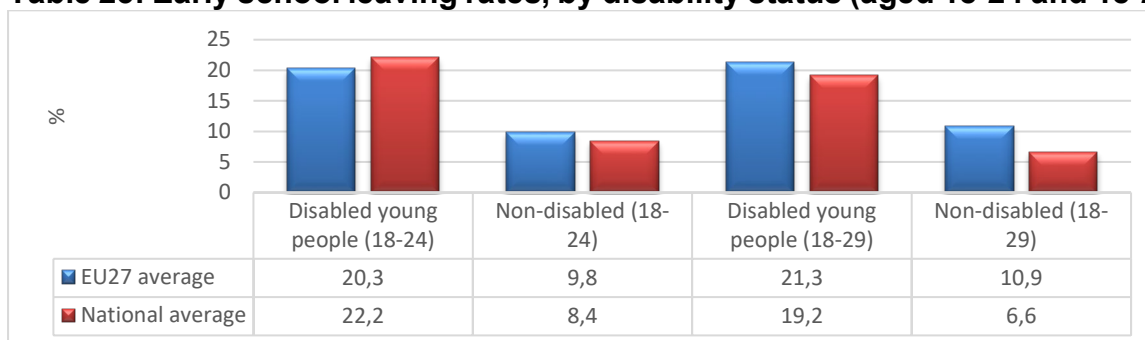
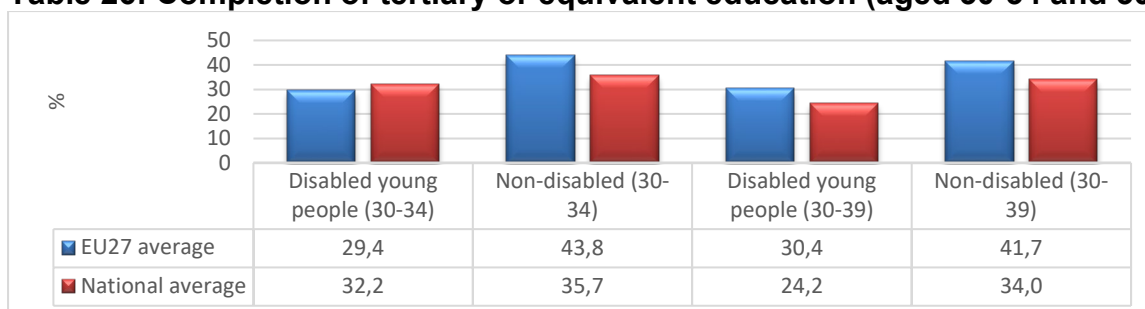


Table 26: Completion of tertiary or equivalent education (aged 30-34 and 30-39)



Source: EU-SILC 2020 Release April 2022 (and preceding UDBs)

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

⁹⁸ There was a change from International Standard Classification of Education (ISCED) 1997 to ISCED 2011 qualification definitions in 2014 although some Member States continued to use the older definition after this time.

7.3.1 Alternative sources of education data in Slovakia

For the European Semester 2021/2022,⁹⁹ alternative sources of national education data have been provided by the Statistical Office of the Slovak Republic (ŠÚ SR) and the Slovak Centre of Scientific and Technical Information of the SR (CVTI). The ŠÚ SR data show qualification rates (secondary / tertiary) of all persons with disabilities and are disaggregated by economic status, education and age. From a methodological perspective, with regards to early school leavers, only the ages 15-29 are available in these statistics, not the category of 18-24 years old.

Table 27: Economic active population with disabilities by age and education (in %)

Indicator	2015 (N=76 200)	2016 (N=72 900)	2017 (N=75 100)	2018 (N=82 900)	2019 (N=84 800)	2020 (N=65 700)
15 – 29 years	12.9	12.6	8.2	7.9	7.0	6.6
Without education + primary education + lower secondary education	0.9	1.0	0.5	0.1	1.0	1.1
Apprenticeship +secondary without school leaving exam	3.2	2.8	1.5	0.9	1.1	1.0
Apprenticeship + upper secondary education	4.9	5.5	3.9	4.4	3.1	4.2
Tertiary education	3.8	3.3	2.2	2.4	1.8	0.3
30 – 39 years	18.3	19.6	18.8	21.6	16.7	17.1
Without education + primary education + lower secondary education	1.2	0.7	1.2	2.7	0.7	0.0
Apprenticeship +secondary without school leaving exam	5.2	4.4	3.6	4.9	4.4	3.9
Apprenticeship + upper secondary education	8.0	9.2	9.3	9.5	8.3	8.7
Tertiary education	3.8	5.4	4.7	4.5	3.3	4.4
40 – 49 years	26.3	23.0	28.7	26.9	28.3	26.7
Without education + primary education + lower secondary education	2.0	1.0	1.4	3.0	2.5	0.6
Apprenticeship +secondary without school leaving exam	11.0	9.8	11.7	8.5	10.4	11.3

⁹⁹ European Semester 2021-2022 country fiche on disability equality. Slovakia. Available at: <https://ec.europa.eu/social/main.jsp?pager.offset=20&catId=1532&langId=en&moreDocuments=yes>.

Apprenticeship + upper secondary education	9.3	7.9	11.4	11.2	10.7	12.1
Tertiary education	3.9	4.4	4.2	4.4	4.7	2.7
50 +	42.6	44.7	44.3	43.6	48.1	49.7
Without education + primary education + lower secondary education	4.8	5.6	3.5	3.0	3.6	4.3
Apprenticeship + secondary without school leaving exam	17.1	19.6	19.8	18.3	22.0	20.4
Apprenticeship + upper secondary education	14.9	14.1	15.3	16.6	17.0	18.4
Tertiary education	5.9	5.4	5.7	5.7	5.5	6.6

Source: Statistical Office of the Slovak Republic, LFS UDB 2015-2020

Table 28: Economic inactive population with disabilities by age and education (in %)

Indicator	2015 (N=302 800)	2016 (N=296 800)	2017 (N=303 400)	2018 (N=314 000)	2019 (N=31 9500)	2020 (N=30 2 100)
15 – 29 years	8.6	7.1	7.3	7.3	7.1	5.4
Without education + primary education + lower secondary education	6.0	5.5	5.4	5.2	4.9	3.1
Apprenticeship + secondary without school leaving exam	0.7	0.4	0.8	0.8	1.0	1.3
Apprenticeship + upper secondary education	1.7	1.2	0.8	1.1	0.9	0.9
Tertiary education	0.1	0.1	0.3	0.2	0.3	0.2
30 – 39 years	8.4	8.1	8.5	8.5	8.6	9.0
Without education + primary education + lower secondary education	3.2	3.7	3.5	3.7	4.2	4.7
Apprenticeship + secondary without school leaving exam	2.4	1.9	2.2	2.5	2.1	1.8
Apprenticeship + upper secondary education	2.3	2.0	2.3	1.8	1.7	1.7
Tertiary education	0.5	0.6	0.6	0.4	0.6	0.7
40 – 49 years	10.6	10.9	11.2	10.9	11.5	12.6
Without education + primary education + lower secondary education	2.4	2.8	2.7	2.8	3.0	3.7
Apprenticeship + secondary without school leaving exam	5.2	5.2	5.5	4.6	4.0	4.8
Apprenticeship + upper secondary education	2.6	2.7	2.7	3.0	3.5	3.4
Tertiary education	0.4	0.3	0.3	0.6	1.0	0.7
50 +	72.5	73.9	72.9	73.3	72.8	73.1
Without education + primary education + lower secondary education	20.9	20.0	19.6	20.1	18.5	17.7
Apprenticeship + secondary without school leaving exam	29.9	30.3	29.8	29.9	29.5	29.3
Apprenticeship + upper secondary education	17.8	19.7	20.2	19.7	20.6	22.0
Tertiary education	3.8	3.8	3.4	3.6	4.2	4.0

Source: Statistical Office of the Slovak Republic, LFS UDB 2015-2020

Table 29: Working population with disabilities by age and education (in %)

Indicator	2015 (N=62 900)	2016 (N=61 200)	2017 (N=64 800)	2018 (N=74 300)	2019 (N=76 000)	2020 (N=55 600)
15 – 29 years	11.5	12.0	7.2	7.8	6.6	5.8
Without education + primary education + lower secondary education	0.9	0.4	0.3	0.1	1.0	0.8
Apprenticeship + secondary without school leaving exam	2.5	2.9	1.1	0.8	0.9	0.4
Apprenticeship + upper secondary education	4.5	5.5	3.4	4.6	2.9	4.3
Tertiary education	3.6	3.3	2.4	2.3	1.7	0.4
30 – 39 years	19.4	19.8	17.7	20.9	15.7	14.9
Without education + primary education + lower secondary education	1.2	0.8	1.0	2.3	0.4	0.0
Apprenticeship + secondary without school leaving exam	5.4	4.9	1.8	4.6	3.6	2.2
Apprenticeship + upper secondary education	8.4	8.8	9.5	9.2	8.5	8.6
Tertiary education	4.4	5.3	5.4	4.8	3.1	4.1
40 – 49 years	26.5	24.1	29.4	27.3	28.7	27.8
Without education + primary education + lower secondary education	1.7	0.9	1.1	2.3	1.8	0.6
Apprenticeship + secondary without school leaving exam	10.7	10.7	11.5	8.2	10.7	12.9
Apprenticeship + upper secondary education	10.2	8.2	12.1	12.2	11.1	11.2
Tertiary education	3.9	4.3	4.7	4.6	5.1	3.1
50+	42.6	44.1	45.7	44.1	49.1	51.5
Without education + primary education + lower secondary education	3.7	4.8	3.8	2.7	3.1	4.0
Apprenticeship + secondary without school leaving exam	17.0	18.9	19.8	17.4	22.6	20.2
Apprenticeship + upper secondary education	15.5	14.6	15.7	17.6	17.5	19.8
Tertiary education	6.4	5.9	6.2	6.3	5.8	7.5

Source: Statistical Office of the Slovak Republic, LFS UDB 2015-2020

Table 30: Unemployed population with disabilities by age and education (in %)

Indicator	2015 (N=11 100)	2016 (N=11 700)	2017 (N=10 300)	2018 (N=8 600)	2019 (N=8 800)	2020 (N=10 100)
15 – 29 years	19.0	15.7	14.5	8.7	10.4	10.6
Without education + primary education + lower secondary education	1.0	4.4	1.9	0.0	1.2	2.4
Apprenticeship + secondary without school leaving exam	6.5	2.6	4.5	1.7	2.5	4.6
Apprenticeship + upper secondary education	6.9	5.3	7.3	3.0	4.5	3.7
Tertiary education	4.7	3.3	0.8	4.0	2.2	0.0
30 – 39 years	13.1	18.3	25.9	27.8	25.3	28.9
Without education + primary education + lower secondary education	1.4	0.0	2.5	6.2	3.2	0.0
Apprenticeship + secondary without school leaving exam	4.2	1.8	14.8	8.1	11.1	13.5
Apprenticeship + upper secondary education	6.2	10.8	7.8	11.4	6.3	9.3
Tertiary education	1.3	5.7	0.8	2.1	4.8	6.1
40 – 49 years	25.3	17.8	24.0	24.2	24.5	20.6
Without education + primary education + lower secondary education	3.4	1.7	3.0	8.5	8.4	0.7
Apprenticeship + secondary without school leaving exam	12.6	4.7	13.1	10.8	7.5	2.4
Apprenticeship + upper secondary education	5.2	6.2	7.0	2.5	7.8	17.6
Tertiary education	4.1	5.2	0.9	2.4	0.8	0.0
50+	42.6	48.1	35.5	39.3	39.8	39.8
Without education + primary education + lower secondary education	9.8	10.3	1.5	5.6	7.7	6.1
Apprenticeship + secondary without school leaving exam	17.3	23.2	19.5	26.0	17.2	21.4
Apprenticeship + upper secondary education	11.9	11.5	12.5	7.7	12.8	10.7
Tertiary education	3.7	3.1	2.0	0.0	2.1	1.6

Source: Statistical Office of the Slovak Republic, LFS UDB 2015-2020

From the disability perspective CVTI provides *Statistical Yearbooks of Education* containing data on children and pupils with special educational needs individually integrated in mainstream schools and attending special education streams, such as schools for pupils with certain type of disability. Data are presented in following tables.

Table 31: Pupils with special educational needs at mainstream and special schools (frequencies)

	Mainstream schools	Special schools	Total
2006	16 512	31 252	47 764
2007	18 426	31 510	49 936
2008	19 459	31 451	50 910
2009	21 471	31 893	53 364
2010	23 612	32 272	55 884
2011	25 875	32 289	58 164
2012	27 611	32 294	59 905
2013	29 976	32 274	62 250
2014	33 682	32 145	65 827
2015	34 848	31 684	66 532
2016	36 075	30 946	67 021
2017	37 590	30 566	68 156
2018	38 895	30 488	69 383
2019	40 070	30 038	70 108
2020	41 335	29 475	70 810
2021	42 967	29 619	72 586

Source: Statistical Yearbook of Education. Slovak Centre of Scientific and Technical Information.¹⁰⁰

Note: High-skilled pupils and children / pupils from socially disadvantaged background belong to the children / pupils with special educational needs according to the legislation, as well. They are not included in the table. This table focuses only on pupils with disability / impairment / disorder.

¹⁰⁰ Available at: https://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/statisticka-rocenka-publikacia/statisticka-rocenka-specialne-skoly.html?page_id=9600 and authors' processing.

Table 32: Pupils with special educational needs at mainstream schools by the type of disability (frequencies)

	Autism	Intellectual disability	Hearing impairment	Visual impairment	Communication disorder	Physical disability	Behavioural disorders	Developmental learning difficulties	Other	Total
2006	107	3 896	441	353	880	1 359	728	8 739	9	16 512
2007	105	3 879	447	370	929	1 434	992	10 270	n/a	18 426
2008	153	3 792	471	386	841	1 418	1 119	11 279	n/a	19 459
2009	190	3 778	492	385	831	1 454	1 292	13 049	n/a	21 471
2010	204	3 754	504	378	885	1 416	1 488	14 983	n/a	23 612
2011	274	3 860	508	387	1 022	1 388	1 674	16 762	n/a	25 875
2012	327	3 653	509	405	1 112	1 116	1 031	16 981	2 477	27 611
2013	417	3 634	522	401	1 315	1 104	1 122	18 210	3 251	29 976
2014	541	3 750	565	496	1 563	1 007	1 112	19 752	4 896	33 682
2015	678	3 953	605	462	1 747	934	900	20 033	5 536	34 848
2016	804	3 864	622	487	1 879	946	680	20 768	6 025	36 075
2017	943	3 717	663	490	2 238	859	704	21 553	6 423	37 590
2018	1 109	3 352	682	459	2 668	813	657	23 029	6 126	38 895
2019	1 303	3 432	620	401	3 159	801	533	22 159	7 662	40 070
2020	1 614	3 277	647	430	3 628	768	527	22 342	8 102	41 335
2021	1 962	3 532	599	387	4 642	686	436	21 495	9 228	42 967

Source: Statistical Yearbook of Education. Slovak Centre of Scientific and Technical Information.¹⁰¹

Note: High-skilled pupils and children / pupils from socially disadvantaged background belong to the children / pupils with special educational needs according to the legislation, as well. They are not included in the table. This table focuses only on pupils with disability / impairment / disorder.

Table 33: Persons with special educational needs at special and mainstream schools by level of education

	Preschools		Primary schools		Secondary schools	
	special	mainstream	special	mainstream	special	mainstream
2006	797	642	24 985	13 828	5 470	2 042
2007	816	592	25 256	15 016	5 438	2 818
2008	839	498	25 118	15 425	5 494	3 536
2009	952	490	25 380	16 747	5 561	4 234
2010	984	468	25 615	18 244	5 673	4 900
2011	1 023	513	25 580	19 887	5 686	5 475
2012	1 067	475	25 528	21 040	5 699	6 096
2013	1 105	513	25 386	22 576	5 783	6 887
2014	1 209	579	25 143	25 443	5 793	7 660
2015	1 317	592	24 889	25 954	5 478	8 302
2016	1 416	496	24 177	26 781	5 353	8 798
2017	1 521	550	23 712	27 868	5 333	9 172

¹⁰¹ Available at: https://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/statisticka-rocenka-publikacia/statisticka-rocenka-specialne-skoly.html?page_id=9600.

2018	1 667	554	23 626	28 822	5 195	9 519
2019	1 785	519	22 987	29 697	5 266	9 854
2020	1 762	810	22 298	30 179	5 415	10 346
2021	1 886	864	22 274	31 274	5 459	10 829

Source: Statistical Yearbook of Education. Slovak Centre of Scientific and Technical Information.¹⁰²

Note: High-skilled pupils and children / pupils from socially disadvantaged background belong to the children / pupils with special educational needs according to the legislation, as well. They are not included in the table. This table focuses only on pupils with disability / impairment / disorder.

Table 34: Pupils with intellectual and other disabilities at special schools by variant

	Intellectual disability			Other disability / disorder / impairment	Total	Intellectual disability (%)
	Total	variant A	variant B and C			
2006	20 099	17 509	2 590	4 886	24 985	80.4
2007	20 598	17 461	3 137	4 658	25 256	81.6
2008	20 789	17 406	3 383	4 329	25 118	82.8
2009	20 943	17 289	3 654	4 437	25 380	82.5
2010	21 057	17 195	3 862	4 558	25 615	82.2
2011	21 084	17 052	4 032	4 496	25 580	82.4
2012	21 060	16 870	4 190	4 468	25 528	82.5
2013	20 996	16 509	4 487	4 390	25 386	82.7
2014	20 639	16 158	4 481	4 504	25 143	82.1
2015	20 502	16 103	4 399	4 387	24 889	82.4
2016	19 746	15 466	4 280	4 431	24 177	81.7
2017	19 055	14 811	4 244	4 657	23 712	80.4
2018	18 698	14 417	4 281	4 928	23 626	79.1
2019	17 217	13 675	3 542	5 770	22 987	74.9
2020	16 412	12 941	3 471	5 886	22 298	73.6
2021	16 122	12 577	3 545	6 152	22 274	72.4

Source: Statistical Yearbook of Education. Slovak Centre of Scientific and Technical Information.¹⁰³

Note: High-skilled pupils and children / pupils from socially disadvantaged background belong to the children / pupils with special educational needs according to the legislation, as well. They are not included in the table. This table focuses only on pupils with disability / impairment / disorder.

¹⁰² Available at: https://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/statisticka-rocenka-publikacia/statisticka-rocenka-specialne-skoly.html?page_id=9600.

¹⁰³ Available at: https://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/statisticka-rocenka-publikacia/statisticka-rocenka-specialne-skoly.html?page_id=9600 and authors' processing.

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