



24/06/2016

RAP/RCha/SVK/6(2016)Add

## **EUROPEAN SOCIAL CHARTER**

Addendum to the  
6<sup>th</sup> National Report on the implementation of  
the European Social Charter  
submitted by

**THE GOVERNMENT OF THE SLOVAK REPUBLIC**

(Articles 10§5 and 15§1)  
for the period 01/01/2011 – 31/12/2014

Report registered by the Secretariat on  
24 June 2016

**CYCLE 2016**



## **Article 10§5 - The Right to vocational training - Full use of facilities available**

Regarding the first question of the ECSR whether the national legislation enables all students to apply for scholarships and loans associated with studies, the Slovak Republic would like to confirm the previous information in the National Report that each student studying full-time is able to apply for scholarships and loans associated with studies. There is no requirement for any length of prior residence in order to be able to apply for scholarships in the currently valid legislation of the Slovak Republic.

Regarding the second question of the ECSR, the Slovak Republic would like to inform the ECSR that there is no permanent residence requirement for foreign nationals studying in the Slovak Republic for social scholarship in the currently effective version of the Decree 102/2006.

## **Article 15§1 - Right of persons with disabilities to independence, social integration and participation in the life of the community - Vocational training for persons with disabilities**

Regarding the first question of the ECSR on the total number of persons with disabilities, in particular, that of children (0-18 years old), the Slovak Republic has to inform the ECSR that there are no official statistics on the total number of persons with disabilities, as these persons have no obligation to report their health condition anywhere. This could result in discrimination based on health condition against these persons. The number of children with disabilities entering education (primary and secondary) is as follows:

In the school year 2014/2015 – 21 045 students and pupils were integrated in the mainstream education in state schools, 26 772 were integrated in private schools and 73 were integrated in religious schools.

As far as the total number of disabled students attending special education is concerned, in the same schools year – 12 494 students and pupils were attending special education in state schools, 3 231 were attending special education in private schools and 244 were attending special education in religious schools.

Regarding the number of places at mainstream vocational training facilities, in the same school year there were 3 026 disabled students attending vocational education in mainstream education in state schools, 2 398 disabled students attending vocational education in mainstream education in private schools and 13 disabled students attending vocational education in mainstream education in religious schools.

As far as the total number of disabled students attending special vocational education in special vocational schools is concerned, in the same schools year there were 1 247 disabled students attending vocational education in special state facilities, 217 disabled students attending vocational education in special private facilities and 29 disabled students attending vocational education in special religious facilities.

The number of university students with disabilities is not monitored centrally, as the universities have no obligation to report on the number of disabled students, therefore the Slovak Republic is unable to provide this information, similarly with

number of disabled students entering the labour market. Nevertheless, there is a new statistics system being developed by the Ministry of Labour, Social Affairs and Family and the Ministry of Education, Science, Research and Sport which plans to introduce such monitoring – more specifically the employment rates of students entering the labour market from different types of education, including the disabled students. The Slovak Republic would like to take this opportunity to ensure the ECSR on providing the relevant information as soon as the new system is fully developed and made use of.

Nevertheless, it has to be stated that there is no limit on the number of places at educational facilities available for disabled pupils and all fields of study and training branches are available to all students, there are no obstacles for disabled students to apply and study for any programme, provided their disability does not pose a major obstacle in certain types of study programmes (e.g. certain specific programmes at police academies or military schools). Each educational institution has the obligation to provide adequate accommodation for persons with disabilities according to their needs and abilities - Article 55 paragraph 4 of the Act 245/2008 – the Schools Act - examination process has to take into account the specific needs and abilities of disabled students.

It is also important to note Article 94 paragraph 1 of the same act which states that disabled students are attending the educational process in mainstream education and only if their health condition does not allow it, should they attend classes for children with special needs.

Paragraph 2 of the same article imposes an obligation on all institutions to apply different type of accommodation and teaching plans for the following types of students:

- a) Mentally handicapped students;
- b) Hearing impaired students;
- c) Sight impaired students;
- d) Physically handicapped students;
- e) Students with communication disadvantages;
- f) Students suffering from autism;
- g) Students with weakened health;
- h) Hearing and sight impaired students;
- i) Students with learning difficulties;
- j) Students with concentration difficulties;
- k) Students with multiple disabilities;
- l) Students with behavioural problems.

These separate accommodation and education plans are available at all educational facilities.

As far as accommodation of university studies is concerned, this is governed by the Act 131/2002 on Universities. Article 100 of this act deals with support and accommodation of disabled students. Paragraph 1 of this provision states that universities have to ensure adequate environment for students with special needs, more specifically for students with (paragraph 2):

- a) Physical disability, multiple disabilities, sense disability;
- b) Chronic diseases;
- c) Weakened health;
- d) Mental disability;

- e) Autism or other development malfunction;
- f) Learning difficulties.

The accommodation itself concerns, but is not limited to (paragraph 4), provision of special educational devices by the university; individual teaching methods; separate conditions for carrying out duties associated with the study process without lowering the student's performance; individual approach of teachers and teaching staff; if the study programme has to be paid for, the disabled student may receive the education free of charge.

In accordance with paragraph 7, each university is obliged to have special educational departments for students with special needs. Their employees – coordinators (paragraph 9) – actively participate on identifying students with special needs; evaluate the needs and requirements of disabled students; provide guidance for disabled students; etc.

Should a person feel they have been unlawfully treated within the educational process, they are able to seek remedy within the administrative judicial procedures on a court. Nevertheless, there is currently no relevant case law on unlawful exclusion, as the education on primary and secondary schools (at least 10 years of compulsory school attendance) is compulsory.

The Slovak Republic would also like to state that daily studies at public universities are free of charge for all students, including the disabled ones.