## “The right of persons with disabilities to education”

## Slovak Republic

**1.**

According to Article No.42 of **the Slovak Constitution (Constitutional Act No. 460/1992 Coll. as amended**) “Everybody has right to education. School attending is compulsory. Citizens have right for free of charge education in elementary and secondary schools, according to the individual´s abilities and society´s possibilities at high schools, as well”. Besides general access to education, the Constitution guarantees in Article No.38 for youth and persons with disabilities “the right for extraordinary protection in labour relationships and for assistance by vocational education”.

According to Article 42 of the Constitution every citizen has the right to education while the details are stipulated in special regulations. According to the Slovak constitution everybody has the right to education and to attend school. Citizens have a right to free education in elementary and secondary schools, according to the individual´s abilities and the possibilities at high schools. In addition to free education, the Constitution guarantees for youth and persons with disabilities the right to extraordinary protection in labour relations and to assistance in vocational education.

**According to the Act No. 245/2008 on education and training (Education Law**) and on the change and supplement to some acts as amended by subsequent provisions (Act of the National Council of the SR) : 245/2008, Collection of Law No.96/2008, the status is based on recognition of a child´s or pupil´s special educational needs, which means that a child or pupil requires in education a special accommodation of conditions, content, forms, methods and approaches due to his/her “disability”. A child´s or pupil´s special educational needs are assessed by a special authority–the facility for educational counseling and prevention.

According to §144 of the School act “a child/pupil with special educational needs has a right for education by utilizing of some specific forms and methods corresponding to his/her needs and for creating of necessary conditions which are needy for the education... he/she has right to utilize by education special textbooks and special didactic and compensation aids...” (e.g. sign language, Braille writing, substitute means of communication).

**The Lifelong Learning Strategy** has been adopted that includes specific measures to facilitate progress in the area of adult learning.

According section 55 article 1 and 2 of Act No. 131/2002 Coll. on higher educational institutions and on the change and supplement to some acts in wording of later amendments everybody has the right to study in higher education institution the selected study programme, provided he fulfils the basic conditions for admission to higher education study according to Section 56, the other conditions set out by the higher education institution providing the selected study programme according to Section 57 par. 1, conditions set out in the contract under Section 54a par. 2 and the conditions under Section 58a par. 4. The rights set out by the higher education act shall be equally guaranteed to all applicants and students in agreement with the principle of equal treatment in education as laid down by a special act. In agreement with the principle of equal treatment the discrimination is likewise prohibited on the grounds of sex, denomination or faith, marital status and family status, colour, language, political or other convictions, trade union activity, national or social background, **disability**, age, property, descent or other status.

**National Programme of Education and Training in the Slovak Republic for the Next 15-20 years** adopted by the Government for quality assurance of education and training, according to which each school and school facility will develop the system of quality assurance

**2.**

The leading body of state administration in education is the **Ministry of Education, Science, Research and Sport of the Slovak Republic**, but he doesn´t control an education of students with disabilities at universities. There are other ministries have control as **Ministry of Social affairs and Family of the Slovak Republic** is competent for state social benefits, social services, supporting of the social inclusion of the persons with a disability into the society and assistance in material need.

According to the Act No. 542/1990 of the Law Code on the state administration in education and school self-government, set the new competencies of decision-making subjects, which operate within the system – municipalities, self-governance regions, schools self-government bodies, state bodies which ensure the professional and methodological management, headteachers and heads of school establishments.

**3.**

The Slovakia doesn’t have complex plan for promoting the transformation of the education system into an inclusive education system.

**A:**

According the Act No. 523/2004 on budget rules of public administration and on the change and supplement to some acts as amended by subsequent provision (Act of the National Council of the SR),

Act No. 564/2004 on budget determination of tax revenue from incomes of the territorial administration as amended by subsequent provision (Act of the National Council of the SR),

Act No. 596/2003 on state administration in education and school self-government and on change and supplements of some acts as amended by subsequent provisions (Act of the National Council of the SR),

Act No. 597/2003 on financing primary schools, secondary schools and school facilities as amended by subsequent provision (Act of the National Council of the SR) the financial resources for education from the state budget have been allocated:

a) from the budget chapter of the Ministry of Education, Science, Research and Sport of the Slovak Republic:

to the schools, in which the education is considered as systematic training for profession in the founder competence of higher territorial units

b) from the budget Chapter of the Ministry of the Interior of the Slovak Republic

\* to the schools, in which the education is considered as systematic vocational training in the founding competence of the municipality, church founder, private founder and district office in the seat of the region,

\* to the kindergartens for children with special education needs in the founder competence of the district office in the seat of the region,

\* to the school facilities in the founder competence of the district office in the seat of the region.

**B:**

There are transformed four resource special educational centres:

\*Resource special educational centre, Trnava

\*Resource special educational centre, Liptovský Jamník

\*Resource special educational centre, Brezolupy

\*Resource special educational centre, Levoča

**C:**

These services are supported by Universities /for example University of Trnava has adopted special programme – Programme of inclusive education in school club /. The Faculty of Education, University of Presov in Presov prepares pedagogical staff (undergraduates) for their work in pre-school institutions, school clubs, after-school centres; specialists for the field of compensatory pre-primary and primary education of socially and culturally disadvantaged children; educators in special education institutions, health care and social care institutions, young offender institutions and pedagogical staff working with individuals with mental disabilities. Graduate jobs include primary teacher positions (first four grades in primary school); primary education methodologists; managing and organizational staff in pre- school institutions; methodologists and research staff in pre-school institutions; special needs kindergartens; special needs primary school teachers, primary school teachers at diagnostic and re-education centres, curative education sanatoriums or other institutions providing care for psychosocially disadvantaged children and youth.

Other services are supported by the Methodology - Pedagogical centers. These centres provides further education of pedagogical and non- pedagogical staff guarantees expert methodological activities in the field of further education of pedagogical and non- pedagogical staff carries out research in the field in the field of further education of pedagogical and non- pedagogical staff.

**D**:

The students are supported by the resource staff as psychologist, school psychologist, school logoped, special pedagogue, school special pedagogue, terrain special pedagogue, therapeutical pedagogue, guardian, social pedagogue / Act No. 317/2009 on Professional and Pedagogical Employees and Professional Employees and on the change and supplement to some acts/.

This doesn´t apply at universities, because students with disabilities study with other students.

**E:**

For children with special education needs in the founder competence of a local state administration body in education shall be financed using a normative per child according the national legislative -[Act No. 597/2003 on financing primary schools, secondary schools and school facilities as amended by subsequent provision](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Slovakia:Legislation).

Within its chapter reserve the Ministry may, upon request from of a state school’s founder, allocate funds for the specifics as wage costs of teacher assistants for pupils with a handicap or gifted pupils, including their insurance contributions and the founder’s insurance contributions.

**F:**

According § 55 (4) of the Education Act is needed to asses of the pupil with special needs according to suggestions of counseling center and national education programme (in section - programme for pupil with disability).

Progression from lower to higher grade is conditioned by fulfilling school duties and by evaluation and marking of pupils’ achievements. The pupils with health disability pass to a higher grade of primary school in case that his/her achievements are marked "he/she passed", in agreement with the Methodical Guides for Assessment and Marking Pupils in force; in case of integrated pupils in primary school in line with principles of assessment of pupils with health disadvantages assessment who are integrated in primary school . These principles are in the annex No. 4 of the Guide No. 7/2009-R from 28 April 2009 on the Assessment of Pupils of Primary School.

After successfully completing the compulsory school attendance in primary schools for pupils with particular types of disabilities or in school integration pupils are admitted to study at mainstream secondary school, at special secondary schools or vocational school and practical schools. The possibilities of admission of the school-leavers with health disability from mainstream and special primary schools depend on the level of achievements at primary school.

**G:**

The organization, content, extent and forms of the in-service training of educational staff are laid down by the Decree of the Ministry of Education of the Slovak Republic No. 445/2009 of the Law Code on continuous education, credits and attestations of pedagogic employees and professional employees. According to the Act No. 317/2009 of the Law Code on pedagogic employees and professional employees, the teachers and specialists are required to preserve and develop their professional competences through continuing education or self-learning.

Methodology and Pedagogy Centre provides continual education for pedagogical employees and professional employees in schools.

**H:**

The conditions for teaching are not arranged in all schools mainly technical support for students, teachers. According § 94 (4) of Education Act the education is supported by special teaching materials, free books for pupils with special needs.

By entry into force of the Decree of Ministry of Education of the SR No.9/2006 of Law Code on structure and content of reports on educational activity, its results and conditions of schools and school facilities, the process of self-evaluation of school has begun and introduced innovations in schools and school facilities.

The schools of all kinds and types as well as school facilities divided according to the Education Act performing educational and instructional activities have the duty to annually submit information in the form of reports, particularly on:

* material-technical conditions of the school,
* financial and material provision of educational activities,
* psycho-hygienic condition etc.

**I:**

The Act No. 245/2008 of the Law Code on Education and Training (the Education Act) and amending certain acts guarantees that pupils with sensory impairment such as deafness or visual impairments are guaranteed the right to education in their language by means of sign language. According to §144 of the Education Act “a child/pupil with special educational needs has a right for education by utilizing of some specific forms and methods corresponding to his/her needs and for creating of necessary conditions which are needy for the education... he/she has right to utilize by education special textbooks and special didactic and compensation aids...”

**J:**

According to § 24-26 of the Education Act, if pupil is allowed to have **individual education programme**  his/her legal representative creates him/her suitable conditions for educational activity with pedagogical staff, which secures individual schooling.

According to the National Educational Programme – „Individual educational programe“ includes:

* basic information on the child and the implications the diagnosis will have for the educational process,
* requirements for adjustments to the school and classroom environment,
* modification of the education content,
* application of special education procedures,
* specificities of the organisation and forms of education,
* requirements for the provision of compensatory aids and special learning aids,
* provision for specialists services – special pedagogue, therapist pedagogue,
* psychologist, speech therapist and others.

The Act also enables **individual home schooling of pupil of the first grade of primary school**. This type of education must be secured by his/her legal quardian with providing pedagogical staff who fulfils professional and pedagogical competence of a teacher at the first grade of the primary schol

**K:**

Nongovernmental organizations call for financing special needs requirements to be obligatory ther significant national organizations of disabled people include: Únia nevidiacich a slabozrakých Slovenska (Slovak Blind and Partially Sighted Union) Asociácia organizácií sluchovo postihnutých (Association of Deaf Disabled Persons in Slovakia) Združenie na pomoc ľuďom s mentálnym postihnutím v SR (Association on help for Persons with Intellectual Disabilities in Slovakia). Národná rada občanov so zdravotným postihnutím (Slovak Disability Council) has the main goal is promoting and advancing the common interests of people with disabilities, without regard to the type of disability for example advocacy of common interests of disabled people and promotion of integration of disability issues into society’s development policies.

**4.**

Our country doesn´t have accountability mechanism in place to monitor exclusion, school registration and completion of education by person with disabilities. Persons with disabilities and their families are directly involved in the process.

**Special educational counselling centres** deal with children and young people with special education needs. Their aim is to provide intervention and professional support to achieve optimum development of their personality for the benefit of their social and work involvement in the society. The counseling provides for diagnostic, psychotherapeutic, educational, rehabilitation, corrective and other services, and closely specialized activities to children and young people in the form of ambulant care, short-term training stays and visits in the environment where the child lives. The facilities also provide counseling activity, consultation activity and methodical assistance to families, guardians, pedagogical workers and other stakeholders.

**Pedagogical-psychological counselling and prevention centre** provides complex psychological, special pedagogical, diagnostic, educational, counselling and prevention care for children, beside children with health disability, mainly in the area of optimalisation, their personal, educational and professional development, care for talent development, elimination of psychological development defects and incidence of social pathologies, in children population in their territorial scope. They provide counselling services to their quardians and pedagogical staff.

The children with health disadvantages integrated in the system of special needs education and training in special primary and secondary schools and mainstream schools based on professional recommendations her/his compulsory school attendance and subsequently applies for study in secondary vocational schools and practical schools in **agreement with the Act No. 245/2008 of the Law Code on education and training (Education Act).**

**5.**

Slovak Republic has disaggregated data on children by Institute of Information and Prognoses of Education (Ústav informácií a prognóz školstva). This Institute has collected data about children, young people with special needs ( for example data about Individually Integrated Pupils in Special Classes and Schools for Mentally Handicapped, dates about gender, impairments, geographical area, types of school…). Example Table 1:

The Ministry of Social Affairs and Family of the Slovak Republic has collected data about adult with disabilities, but only – data of social allowances, disability pension.

The Ministry of Education, Science, Research and Sport of the Slovak Republic doesn´t have disaggregated data from universities.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Table 1**  **Individual integration of special needs children and pupils to september 15, 2012 – state schools** | | | | | | | | | | | | | | | | | | | | | |  | | |  | |  | |  |  | |  |
| **Geogpraphical area** | | **Number of individually integrated SEN children and pupils** | | | | | | | | | | | | | | | | | | | | | | | | **Number of social disadvantaged**  **pupils** | | | | |
| **Sum** | **with disabilities and gifted** | | | | | | | | | | | | | | | | | | | | | | |  | | | | |
| **Autism** | | | **Mentally** | | **Hearing** | | **Visually** | | **Speech disorders** | | **Physically** | | **Behavioral disorders** | | **Learnig disorders** | | **Gifted** | | | **Other** | | |  | | | | |
| **Type of the school** | |  | |  | |  | |  | | | | |
|  | | |  | |  | |  | | |  | | |  | | | | |
| **Sum** | **Girls** | **Sum** | **Girls** | **Sum** | **Girls** | **Sum** | **Girls** | **Sum** | **Girls** | **Sum** | **Girls** | **Sum** | **Girls** | **Sum** | **Girls** | **Sum** | **Girls** | **Sum** | **Girls** | | **Sum** | **Girls** | | **Sum** | | **Girls** | | |
|  | Kindergarten | 10 | 3 |  |  | 1 | 1 | 1 |  |  |  | 2 | 1 | 4 | 1 | 2 |  |  |  |  |  | |  |  | | 36 | | 20 | | |
|  | Basic schools | 1261 | 402 | 25 | 1 | 22 | 10 | 14 | 6 | 11 | 6 | 66 | 25 | 25 | 11 | 70 | 14 | 846 | 278 | 28 | 8 | | 154 | 43 | | 286 | | 141 | | |
|  | Secondary grammar schools | 89 | 37 | 3 |  |  |  | 3 | 3 | 6 | 4 |  |  | 5 | 3 |  |  | 72 | 27 |  |  | |  |  | |  | |  | | |
|  | Secondary music schools | 17 | 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 17 | 10 |  |  | |  |  | |  | |  | | |
|  | Secondary vocational schools | 495 | 143 | 8 | 1 |  |  | 10 | 6 | 7 | 3 |  |  | 10 | 5 | 12 | 5 | 448 | 123 |  |  | |  |  | |  | |  | | |
| **Bratislava region** | | **1872** | **595** | **36** | **2** | **23** | **11** | **28** | **15** | **24** | **13** | **68** | **26** | **44** | **20** | **84** | **19** | **1383** | **438** | **28** | **8** | | **154** | **43** | | **322** | | **161** | | |
|  | Kindergarten | 30 | 13 | 4 | 1 | 2 | 2 | 2 | 1 | 3 |  | 4 | 1 | 14 | 8 |  |  | 1 |  |  |  | |  |  | | 114 | | 60 | | |
|  | Basic schools | 1695 | 492 | 25 | 2 | 123 | 62 | 17 | 6 | 19 | 8 | 90 | 28 | 84 | 37 | 84 | 10 | 999 | 269 | 67 | 20 | | 187 | 50 | | 1641 | | 798 | | |
|  | Secondary grammar schools | 21 | 7 |  |  |  |  |  |  | 3 | 3 |  |  |  |  | 1 |  | 17 | 4 |  |  | |  |  | |  | |  | | |
|  | Secondary vocational schools | 476 | 113 | 4 | 1 |  |  | 2 | 1 | 3 |  |  |  | 8 | 3 | 3 |  | 456 | 108 |  |  | |  |  | |  | |  | | |
| **Trnava region** | | **2222** | **625** | **33** | **4** | **125** | **64** | **21** | **8** | **28** | **11** | **94** | **29** | **106** | **48** | **88** | **10** | **1473** | **381** | **67** | **20** | | **187** | **50** | | **1755** | | **858** | | |
|  | Kindergarten | 44 | 20 | 6 | 2 | 11 | 4 | 1 |  | 2 | 2 | 10 | 4 | 12 | 7 | 2 | 1 |  |  |  |  | |  |  | | 38 | | 15 | | |
|  | Basic schools | 1622 | 468 | 25 | 5 | 68 | 33 | 28 | 12 | 37 | 17 | 91 | 17 | 75 | 28 | 91 | 13 | 877 | 235 | 27 | 9 | | 303 | 99 | | 1113 | | 564 | | |
|  | Secondary grammar schools | 49 | 14 | 2 |  |  |  | 2 | 2 | 1 | 1 |  |  | 6 | 4 | 1 |  | 35 | 7 | 2 |  | |  |  | |  | |  | | |
|  | Secondary vocational schools | 712 | 169 | 4 | 1 |  |  | 21 | 7 | 9 | 4 |  |  | 61 | 27 | 21 | 5 | 596 | 125 |  |  | |  |  | |  | |  | | |
| **Trencin region** | | **2427** | **671** | **37** | **8** | **79** | **37** | **52** | **21** | **49** | **24** | **101** | **21** | **154** | **66** | **115** | **19** | **1508** | **367** | **29** | **9** | | **303** | **99** | | **1151** | | **579** | | |
|  | Kindergarten | 55 | 25 | 6 | 1 | 11 | 8 | 10 | 4 | 4 | 1 | 12 | 5 | 7 | 5 | 4 | 1 | 1 |  |  |  | |  |  | | 201 | | 88 | | |
|  | Basic schools | 2684 | 884 | 27 | 3 | 561 | 241 | 30 | 17 | 20 | 10 | 110 | 38 | 68 | 27 | 78 | 16 | 1405 | 443 | 89 | 28 | | 296 | 61 | | 3871 | | 1803 | | |
|  | Secondary grammar schools | 91 | 32 |  |  |  |  | 3 | 2 | 3 |  |  |  | 1 |  | 1 |  | 42 | 11 | 41 | 19 | |  |  | |  | |  | | |
|  | Secondary vocational schools | 493 | 128 | 2 | 1 |  |  | 10 | 4 | 2 |  |  |  | 18 | 8 | 12 | 2 | 449 | 113 |  |  | |  |  | |  | |  | | |
| **Nitra region** | | **3323** | **1069** | **35** | **5** | **572** | **249** | **53** | **27** | **29** | **11** | **122** | **43** | **94** | **40** | **95** | **19** | **1897** | **567** | **130** | **47** | | **296** | **61** | | **4072** | | **1891** | | |
|  | Kindergarten | 74 | 23 | 6 |  | 14 | 9 | 6 |  | 7 | 3 | 13 |  | 17 | 8 | 6 |  |  |  | 5 | 3 | |  |  | | 162 | | 83 | | |
|  | Basic schools | 2688 | 753 | 24 | 4 | 83 | 34 | 40 | 21 | 37 | 13 | 233 | 68 | 120 | 55 | 144 | 19 | 1452 | 376 | 51 | 22 | | 504 | 141 | | 2272 | | 1106 | | |
|  | Secondary grammar schools | 39 | 10 |  |  |  |  |  |  | 5 |  |  |  | 9 | 6 | 2 |  | 23 | 4 |  |  | |  |  | |  | |  | | |
|  | Secondary music schools | 3 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 |  |  | |  |  | |  | |  | | |
|  | Secondary vocational schools | 637 | 139 | 5 | 2 |  |  | 10 | 5 | 9 | 3 |  |  | 56 | 23 | 27 | 2 | 530 | 104 |  |  | |  |  | |  | |  | | |
| **Zilina region** | | **3441** | **926** | **35** | **6** | **97** | **43** | **56** | **26** | **58** | **19** | **246** | **68** | **202** | **92** | **179** | **21** | **2008** | **485** | **56** | **25** | | **504** | **141** | | **2434** | | **1189** | | |
|  | Kindergarten | 86 | 25 | 8 | 2 | 9 | 4 | 7 | 3 | 15 | 5 | 28 | 6 | 5 | 4 | 12 |  | 2 | 1 |  |  | |  |  | | 926 | | 460 | | |
|  | Basic schools | 2978 | 960 | 27 | 4 | 643 | 276 | 32 | 18 | 42 | 17 | 158 | 59 | 69 | 33 | 141 | 20 | 1306 | 380 | 115 | 38 | | 445 | 115 | | 10821 | | 5268 | | |
|  | Secondary grammar schools | 63 | 22 | 2 |  |  |  | 4 | 2 | 5 | 2 |  |  | 7 | 5 |  |  | 35 | 8 | 10 | 5 | |  |  | |  | |  | | |
|  | Secondary music schools | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  |  |  | |  |  | |  | |  | | |
|  | Secondary vocational schools | 629 | 180 | 2 |  |  |  | 16 | 6 | 11 | 6 |  |  | 21 | 8 | 12 | 3 | 567 | 157 |  |  | |  |  | |  | |  | | |
| **Banska Bystrica region** | | **3759** | **1187** | **39** | **6** | **652** | **280** | **59** | **29** | **73** | **30** | **186** | **65** | **102** | **50** | **165** | **23** | **1913** | **546** | **125** | **43** | | **445** | **115** | | **11747** | | **5728** | | |
|  | Kindergarten | 95 | 38 | 6 |  | 22 | 7 | 6 | 3 |  |  | 21 | 8 | 30 | 17 | 8 | 2 | 1 |  | 1 | 1 | |  |  | | 1224 | | 561 | | |
|  | Basic schools | 3813 | 1448 | 20 | 3 | 1046 | 508 | 72 | 32 | 24 | 6 | 158 | 63 | 100 | 38 | 67 | 10 | 1890 | 627 | 210 | 94 | | 226 | 67 | | 16182 | | 7879 | | |
|  | Secondary grammar schools | 82 | 9 |  |  |  |  | 2 | 1 | 2 | 1 |  |  | 14 | 5 |  |  | 62 | 1 | 2 | 1 | |  |  | |  | |  | | |
|  | Secondary vocational schools | 490 | 187 | 2 | 1 |  |  | 15 | 5 | 6 | 4 |  |  | 37 | 22 | 17 | 3 | 410 | 151 | 3 | 1 | |  |  | |  | |  | | |
| **Presov region** | | **4480** | **1682** | **28** | **4** | **1068** | **515** | **95** | **41** | **32** | **11** | **179** | **71** | **181** | **82** | **92** | **15** | **2363** | **779** | **216** | **97** | | **226** | **67** | | **17406** | | **8440** | | |
|  | Kindergarten | 52 | 16 | 5 |  | 8 | 4 | 3 | 2 |  |  | 16 | 3 | 11 | 6 | 6 |  | 3 | 1 |  |  | |  |  | | 940 | | 459 | | |
|  | Basic schools | 3505 | 1302 | 33 | 2 | 904 | 451 | 56 | 28 | 41 | 25 | 39 | 9 | 77 | 36 | 96 | 15 | 2053 | 673 | 58 | 23 | | 148 | 40 | | 14430 | | 6974 | | |
|  | Secondary grammar schools | 84 | 25 |  |  |  |  | 5 | 1 | 4 | 4 |  |  | 5 | 2 |  |  | 69 | 18 | 1 |  | |  |  | |  | |  | | |
|  | Secondary music schools | 21 | 4 | 1 |  |  |  |  |  | 3 | 2 |  |  | 1 | 1 |  |  | 15 | 1 | 1 |  | |  |  | |  | |  | | |
|  | Secondary vocational schools | 838 | 228 | 3 |  |  |  | 13 | 6 | 5 | 1 |  |  | 15 | 6 | 14 | 3 | 787 | 212 | 1 |  | |  |  | |  | |  | | |
| **Kosice region** | | **4500** | **1575** | **42** | **2** | **912** | **455** | **77** | **37** | **53** | **32** | **55** | **12** | **109** | **51** | **116** | **18** | **2927** | **905** | **61** | **23** | | **148** | **40** | | **15370** | | **7433** | | |
|  | Kindergarten | 446 | 163 | 41 | 6 | 78 | 39 | 36 | 13 | 31 | 11 | 106 | 28 | 100 | 56 | 40 | 4 | 8 | 2 | 6 | 4 | |  |  | | 3641 | | 1746 | | |
|  | Basic schools | 20246 | 6709 | 206 | 24 | 3450 | 1615 | 289 | 140 | 231 | 102 | 945 | 307 | 618 | 265 | 771 | 117 | 10828 | 3281 | 645 | 242 | | 2263 | 616 | | 50616 | | 24533 | | |
|  | Secondary grammar schools | 518 | 156 | 7 |  |  |  | 19 | 11 | 29 | 15 |  |  | 47 | 25 | 5 |  | 355 | 80 | 56 | 25 | |  |  | |  | |  | | |
|  | Secondary music schools | 44 | 15 | 1 |  |  |  |  |  | 3 | 2 |  |  | 1 | 1 |  |  | 38 | 12 | 1 |  | |  |  | |  | |  | | |
|  | Secondary vocational schools | 4770 | 1287 | 30 | 7 |  |  | 97 | 40 | 52 | 21 |  |  | 226 | 102 | 118 | 23 | 4243 | 1093 | 4 | 1 | |  |  | |  | |  | | |
| **Slovak Republic** | | **26024** | **8330** | **285** | **37** | **3528** | **1654** | **441** | **204** | **346** | **151** | **###** | **335** | **992** | **449** | **934** | **144** | **15472** | **4468** | **712** | **272** | | **###** | **616** | | **54257** | | **26279** | | |

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