

Universal Periodic Review
(18th session, January – February 2014)
Contribution of UNESCO to Compilation of UN information
(to Part I. A. and to Part III F, J, K, and P)
Slovakia

I. BACKGROUND AND FRAMEWORK

A. Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Notification of succession 31/03/1993	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. (1989)	Not state party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	Notification of succession 31/03/1993			Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	Ratified 24/03/2006			Right to take part in cultural life
Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)	Ratified 18/12/2006			Right to take part in cultural life

II. Input to Part III. Implementation of international human rights obligations, taking into account applicable international humanitarian law to items F, J, K, and P

Right to education

Normative Framework:

2. Constitutional framework: The Constitution of the Slovak Republic of 3 September 1992 (including the Amendments of 14th July 1998 and 14th January 1999)¹ recognized the right to education. Article 42 provides that “(1) everyone shall have the right to education. School attendance is compulsory. A law shall lay down the length of attendance. (2) Citizens shall have the right to free education at elementary and secondary schools and depending on the abilities of the individual and the potential of the society also at universities. (3) The establishment of and teaching in schools other than public schools shall be possible only under the terms provided by a law; such schools may collect tuition fees. (4) A law shall lay down eligibility for financial assistance for students from public funds.”

3. Under Article 7(2) and (5) of the Constitution, international treaties have priority over Slovak law. Furthermore, under Article 154c of the Constitution, international treaties on human rights and fundamental freedoms that Slovakia has ratified and that were promulgated in the manner laid down by law prior to 30.06.2001 have priority over laws where they establish a greater extent of rights and freedoms.

4. In regard with ethnic minorities, Article 34 states that “(1) Citizens belonging to national minorities or ethnic groups in the Slovak Republic shall be guaranteed their universal development, particularly the rights to promote their culture together with other members of the minority or group, to disseminate and receive information in their mother tongues, to associate in national minority associations, to establish and maintain educational and cultural institutions. A law shall lay down details thereof. (2) In addition to the right to learn the official language, the citizens belonging to national minorities or ethnic groups shall, under the conditions laid down by a law, also be guaranteed: a) the right to be educated in their language, ...”

5. The constitution also recognizes the principle of non-discrimination as Article 12 states that “(1) all human beings are free and equal in dignity and in rights. Their fundamental rights and freedoms are sanctioned, inalienable, imprescriptible and irreversible. (2) Fundamental rights shall be guaranteed in the Slovak Republic to everyone regardless of sex, race, colour, language, belief and religion, political affiliation or other conviction, national or social origin, nationality or ethnic origin, property, descent or any other status. No one shall be aggrieved, discriminated against or favoured on any of these grounds.”

6. Under article 42(1) to (3) of the Constitution, everyone has the right to education. School attendance is compulsory. Its period and age limit are defined by law. Citizens have the right to free education in primary and secondary schools and, according to their abilities and the available social resources, also in higher education. The establishment of schools other than state schools and teaching in them is permitted only under conditions laid down by law; in such schools a fee may be charged for education.

¹ http://www.vop.gov.sk/en/legal_basis/constitution.html

7. Legislative framework: In May 2008, the Slovak Parliament (National Council) passed the new fundamental law regulating education in Slovakia, the Act No. 245/2008 on Upbringing and Education (the Schools Act)², which came into force in September 2008 and replaced the Act No. 29/1984 on the system of elementary and secondary schools and its various amendments introduced a number of fundamental changes in the school system:

- a) Section 3 establishes new principles for upbringing and education e.g. equal rights to access to upbringing and education taking into account the educational needs of each individual and the individual's shared responsibility for his/her education; the prohibition of all forms of discrimination, in particular segregation; the prohibition of the use of any form of corporal punishment in upbringing and education; freedom of choice in education having regard for the expectations and potential of children and pupils and the capacities of the education system; preparation for a responsible life in a free society in a spirit of understanding and tolerance, equality of men and women, friendship between nations, nationalities and ethnic groups, religious tolerance etc.;
- b) Section 2 incorporated a definition of a child or pupil from a socially disadvantaged background as "a child or pupil living in an environment whose social, family, economic and cultural conditions do not provide adequate stimulation for development of the mental and emotional characteristics and willpower of the child or pupil, do not support his/her socialisation and do not provide him/her with sufficient stimuli for the development of his/her personality";
- c) Section 4 defines the acquisition of at least two foreign languages and the development of the ability to know how to use them as objectives of education;
- d) Section 16 harmonises the levels of education with the international ISCED classification;
- e) A two-level model of education programmes in which the state set the main part of the content of education in primary and secondary schools through StEP;
- f) SchEP, on the other hand, allow schools to develop their own profiles;
- g) Nursery schools are integrated into the schools system (section 28); free upbringing and education in nursery schools for children in the last year before the start of compulsory school attendance is guaranteed (section 28(6) and (7));
- h) Regulates the education of foreigners in the territory of the Slovak Republic and creates the same conditions for their education as apply for Slovak citizens (section 146);
- i) The act established an internally differentiated vocational secondary school to cover all vocational education and training previously provided separately in vocational secondary schools, vocational secondary training centres and training centres (section 42);
- j) The name of schools for children and pupils with special educational needs was changed (section 120);
- k) Activities and education facilities are conducted according to upbringing programmes (section 8);

² http://www.minedu.sk/data/USERDATA/Legislativa/Zakony/245_2008.pdf

- l) The Curricular Council has been established as an expert, initiatory and advisory body to the minister of education for key areas in upbringing and education (section 159);
- m) A duty was set to keep a register of children, pupils and attendees (section 157);
- n) The National Institute for Certified Educational Measurements has been established to monitor and evaluate the quality of upbringing and education on the StEP level and to carry out international measurement in Slovakia for programmes that Slovakia is participating in (section 154(2));
- o) A dual counselling system has been established through centres for pedagogical-psychological counselling and prevention and special education counselling centres (section 130 and following).

8. Under section 13 of act no. 245/2008 Z.z., in accordance with the right of children and pupils belonging to national minorities and ethnic groups to education in their mother tongue, in textbooks, teaching texts and workbooks published in the language of a national minority, geographical names are used as follows:

- a) Geographical names that are established and used in the language of a national minority are used bilingually, first in the language of the national minority concerned and then in parenthesis or after a slash in the state language in the manner that was used in textbooks approved in the years 2002 to 2006,
- b) Cartographic works use the state language,
- c) A glossary is inserted at the end of the textbook listing geographical terms in the language of the national minority and in the state language.

9. Act No. 131/2002 of the Law Code on Higher Education HEI and on Changes as Supplements³ quashed the Higher Education Act No. 172/1990 and the Government Decree No. 422/1990. Under section 56(1) of the act on HEI “the basic condition for acceptance in bachelors’ study or study for the combined first and second level of higher education is the acquisition of complete secondary education or vocational secondary education.” A higher education institution or faculty, where a study programme is provided in a faculty, may set additional conditions for acceptance for study in order to ensure that successful applicants for study have the necessary abilities and potential. The set conditions and the method for testing their fulfilment must allow the selection of applicants who show the strongest capacity for study. A higher education institution must not make acceptance for study conditional upon any financial payment other than fees for material arrangements for admissions proceedings (section 57(1) of the act on HEI).

10. Other laws and basic legislative documents concerning education have played a basic role in the process of the education reform.⁴

11. Act No. 542/1990 on State Administration and Self-Government in Education, as amended in 1996, changed the system of educational management, abolished the local education authorities (LEAs) created at the beginning of the 1990s and transferred their functions to district

³ http://www.astu.tuke.sk/dokumenty/L_131.pdf

⁴ World Data on education. 6th edition, 2006/07,

http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/CENTRAL_and_EASTERN_EUROPE/Slovakia/Slovakia.pdf

and regional offices. Act No. 222/1996 on Organization of the Local State Administration, issued on 4 July 1996, transferred the functions of LEAs for basic and secondary schools to the newly-established district and regional offices. Recent changes in the system of public administration of education have been enforced by the new Act on the State Administration in Education and School Self-governance No. 596/2003. It designates the municipalities as operators of primary schools under section 6(3)(c) and self-governing regions as operators of secondary schools under section 9(4) are obliged to provide education for children and pupils with special educational needs in schools that they operate. Under these provisions it is not possible to exclude children with disabilities or weaknesses from the mainstream of education if the legal representative of the child does not decide to place the child in a special school.

12. Compulsory education and school attendance: Citizens of Slovakia have the right to free education at elementary and secondary schools, in addition to colleges and universities depending on the abilities of the individual and the possibilities of the society. School attendance in the Slovak Republic is compulsory for ten years and lasts at least until the end of the school year, in which a student reaches the age of 16.

13. Act no. 245/2008 Z.z. also regulates obligatory school attendance for all children aged from 6 to 16 years. Under section 19(1) there are no exceptions from obligatory school attendance: “No one can be freed from the duty to fulfil obligatory school attendance.”

14. Under section 20(6) a legal representative has precedence when enrolling his/her child in a “local school” (in the same school district as his/her place of residence), if he/she does not decide to apply to enrol his/her child at another school. If the number of applicants is higher than the capacity of the school, the school’s operator shall assign the pupil to another school and the pupil shall be entitled to the provision of transport or reimbursement of travel costs by public transport if this is necessary.

15. Act No. 6/1998 extended the duration of compulsory education from nine to ten years.

16. Act No. 279 on Educational Establishments, approved on 21 October 1993, regulates the establishment of pre-school institutions, school clubs, school centres for special-interest activities, leisure-time centres, youth homes, open-air schools, establishments for educational prevention and substitute education, counselling centres, vocational practice centres, and school services. According to this Act, concerning the mother tongue of children, pre-school and extra curricular education of children in school education facilities (kindergartens, school clubs, school hobby centers, leisure time centers) is also provided.⁵

17. Non-discrimination and gender equality: In the Report of the Working Group on the Universal Periodic Review in May 2009, Slovakia was recommended to “63. Adopt further administrative and educational measures to narrow and close the wage gap and enact equal pay for work of equal value (Germany); make efforts to correct inequalities between men and women in the area of remuneration, especially through the introduction of effective measures as part of the National Strategy 2009-2013 for sex parity, which is being prepared (Algeria).” This was accepted.

⁵ National report submitted by Slovakia to UNESCO in 2006 within the framework of the seventh consultation of Member States on the measures taken for the implementation of the 1960 UNESCO’s Convention against Discrimination in Education (covering period 2000-2005).

18. For the Fifth session of the UPR Working Group, May 2009, Amnesty International pointed out that although Article 3 of the Schools Act, on *Principles of instruction and education*, prohibits "all forms of discrimination, mainly segregation", it does not include concrete, targeted and effective measures to eliminate the discrimination faced by Roma in the area of education. Moreover, according to AI the new Schools Act fails to remove the category of "socially disadvantaged children" from the list of those with special educational needs or to decouple the term from mental disability.⁶

19. Slovakia incorporated the EU Race Equality Directive into its 2004 Anti-Discrimination (Act No. 365/2004)⁷, which significantly strengthens the existing national legal framework. However, Amnesty International stated that the European Commission instituted infringement procedures against Slovakia in 2007 because its Anti-Discrimination Act still fails to fully conform to the Race Equality Directive, in particular in the following areas: the definition of equal treatment and harassment, limited material and personal scope, broader exemptions and definition of social advantages.⁸ An amendment of the antidiscrimination act in 2008 allowed a competent state body to adopt temporary balancing measures in response to violations of the principle of equal treatment. Such balancing measures must be used to achieve equal opportunities in practice with a view to eliminating forms of social and economic disadvantage and disadvantage due to age or disability. Temporary balancing measures include in particular measures to increase interest in employment, education, culture, health care and services amongst members of disadvantaged groups.

20. Religious instruction: Under section 15 of Act no. 245/2008 Z.z., religious education and religion is a compulsory subject with ethics as an alternative in primary and secondary schools. Schools determine wishes regarding the teaching of ethics or religious education in specific beliefs by means of written notice delivered to the legal representatives of pupils under 15 years of age or pupils themselves if they are over 15 years of age. The relevant state education programmes defining religious education and ethics fall under the education area "Person and values", which is focussed on building and cultivating the intellectual, spiritual and social dimensions of young people. It helps them to gradually form their value orientation so that they will contribute to human society as adults.

21. Teachers: Conditions for pedagogical employees are regulated by universally applicable legislation that creates objective, non-discriminatory and generally acceptable conditions for the performance of their work, in particular Act no. 317/2009 Z.z. and Act no. 552/2003 Z.z. on the performance of work in the public interest, as amended. The Ministry's regional education section is not aware of any cases of discrimination in the teaching profession. The pay of pedagogical employees depends on the level of education that they have achieved, the progress that they have made in their career and their relevant experience. The pay of state employees depends on the difficulty of the activity they perform and their length of service.

22. Rates of pay are increased according to relevant experience, or length of service in the case of state employees, up to 32 years of experience. Besides the basic rates of pay and experience-related increases in pay rates, both groups of employees can receive non-obligatory

⁶http://lib.ohchr.org/HRBodies/UPR/Documents/Session5/SK/AI_SVK_UPR_S5_2009_AmnestyInternational.pdf

⁷<http://www.government.gov.sk/data/files/4176.doc>

⁸http://lib.ohchr.org/HRBodies/UPR/Documents/Session5/SK/AI_SVK_UPR_S5_2009_AmnestyInternational.pdf

pay components – personal supplements and bonuses. Pedagogical employees who acquire credits in continuing education can also receive a credit supplement and if they perform the specialised activities of a class teacher or teacher mentor they can be paid a supplement for such activities.

23. In order to improve living and working conditions for pedagogical employees, Slovakia aims to increase their basic rates of pay and make commensurate increases in other pay components, in the credit system and the career system.

24. The profession of teacher's assistant was established (§50b) pursuant to Act No. 29/1984 Coll. on the system of elementary and secondary schools (the School Act) as amended by later regulations in the wording of Act No. 408/2002 Coll. with effect as of September 1, 2002. The teacher's assistant is involved in the educational process at schools and school facilities and participates in the creation of necessary conditions to help children overcome language, health and social barriers in the course of the educational process.⁹

25. Act no. 317/2009 Z.z. on pedagogical employees and specialised employees and on the amendment of certain acts, as amended (act no. 317/2009 Z.z.) provided comprehensive regulation of the status and activity of pedagogical and specialised employees, defined their rights and duties, set the conditions for the performance of pedagogical and specialised activities and introduced professional development, career levels, career positions, attestations for pedagogical and specialised employees and a system of continuing education.

26. The Ministry of Education and Science's Decree No. 41/1996 on Professional and Pedagogical Competence of Educational Staff, issued on 26 January 1996, stipulates the qualification requirements for teachers in kindergartens, special schools, basic schools (Grades I-IV), and for general and professional subject teachers in basic schools (Grades V-VIII) and secondary schools.

Policy measures:

27. Human Rights Education: In Slovakia, a **National Action Plan on Human Rights (NPHRE)** was approved on 8 February 2005 at the operative meeting of the Minister of Education for the period 2005 to 2014. The plan contains a strategy and concept for human rights education and proposes conceptual steps for implementing human rights education.¹⁰ The main parts of the NPHRE are the following basic areas of activity and their prerequisites:

- 1) Continuing education for teachers
- 2) Publication of methodological materials and teaching materials
- 3) A system for monitoring and assessing the scope and quality of human rights teaching.¹¹

⁹ Ibid.

¹⁰ National report submitted by Slovakia to UNESCO in 2006 within the framework of the seventh consultation of Member States on the measures taken for the implementation of the 1960 UNESCO's Convention against Discrimination in Education (covering period 2000-2005).

¹¹ National report submitted by Slovakia to UNESCO in 2009 within the framework of the fourth consultation of Member States on the measures taken for the implementation of the 1974 UNESCO's Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (covering the period 2005-2008).

28. In the country, human rights issues are included in the teaching in the first and second stage of elementary school and in secondary schools by dealing with the following matters.

29. The problem of education and the application of human rights in schools and in the family is addressed through the approved **Plan for human rights education in the school system for the years 2005 to 2014, which includes a project “Effective system for monitoring and evaluation of the scope and quality of human rights teaching”**. This project is implemented by the Institute of Information and Prognoses of Education in cooperation with the State Pedagogical Institute and the State School Inspection.

30. Studies concerning the opinions of primary and secondary school pupils on human rights education have been conducted in Slovakia in order to evaluate the teaching and learning in this domain.

31. The Ministry of Education of the Slovak Republic in cooperation with UNICEF Slovakia and the Slovak National Center for Human Rights provided for the **publication and distribution of the methodological publication entitled *Every Child Counts***. It includes effective procedures and techniques in the teaching of tolerance, acceptance of diversity and respect of human rights. It was distributed through the regional school offices to all pedagogical-psychological clinics that use them in educational activities designated for students of elementary and secondary schools.¹²

32. Vocational and technical education: Act No. 184/2009 on Vocational Education and Training and on the Change and Supplement to Some Acts¹³ lays down mechanisms that did not exist prior to its adoption to provide for the participation of employers in vocational education and training and also creates conditions for improvement in vocational education and training through the establishment of advisory bodies for vocational education and training.

33. **Act No 568/2009 on Lifelong Learning and on the Change and Supplement to Some Acts** by which the Act No. 386/1997 of the Law Code on further education and on the change of some acts was abolished.¹⁴

34. **Cooperation:** Slovakia is party to 1960 UNESCO Convention against Discrimination in Education, and reported within the framework of the:

- 1) Sixth Consultation of Member States (covering the period 1994-1999)
- 2) Seventh Consultation of Member States (covering the period 2000-2005)
- 3) Eight Consultation of Member States (covering the period 2006-2011)

35. Slovakia reported within the framework of the Fourth Consultation of Member States on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to

¹² National report submitted by Slovakia to UNESCO 2006 within the framework of the seventh consultation of Member States on the measures taken for the implementation of the 1960 UNESCO's Convention against Discrimination in Education (covering period 2000-2005).

¹³ http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SK_EN.pdf

¹⁴ Report submitted by Slovakia to UNESCO in 2009 within the framework of the fourth consultation of Member States on the measures taken for the implementation of the 1974 UNESCO's Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (covering the period 2005-2008),

http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SK_EN.pdf

Human Rights and Fundamental Freedoms (covering the period 2005-2008). It has not yet reported within the framework of the Fifth Consultation of Member States on the measures taken for the implementation of the 1974 UNESCO Recommendation (2013).

36. Slovakia reported within the framework of the Second Consultation (2011) on the measures taken for the implementation of the 1976 Recommendation on the Development of Adult Education. However, it did not report for the First Consultation (1993).

37. Slovakia is not party to the 1989 UNESCO Convention on Technical and Vocational Education.

Freedom of opinion and expression

38. Constitutional and Legislative Framework: Freedom of expression and of the press are guaranteed under the Constitution of the Slovak Republic specifically Article 26 of the Constitution. There is a freedom of information law in the country since 2000. Defamation has been decriminalized since 2003.

39. Media Self-Regulation: Self-regulatory mechanisms exist in Slovakia, such as the Slovak Republic Press Council, The Slovak Syndicate of Journalists, the Slovak Association of Publishers of Periodical Press and the Association for the Protection of Journalists' Ethics in the Slovak Republic.

40. Safety of Journalists: UNESCO recorded no killing of journalists and media workers in Slovakia between 2008 and 2012.

Right to development and environmental issues¹⁵

41. Slovakia is committed to ensuring the increasing input of science and technology to sustainable human development. There is a very active research community in Slovakia which takes place through the universities managed by Ministry of Education of the Slovak Republic and the network of the Slovak Academy of Sciences each with different approaches to publishing, disseminating and archiving scientific information. The most important scientific institution in the country is the Slovak Center of Scientific and Technical Information. There are no OpenAIRE repositories in Slovakia but there are 25 OA journals. However, “most of them are only available from the web pages of the institutions, which do not have any long-term preservation strategies so they often disappear from institutional websites”.¹⁶

¹⁵ http://portal.unesco.org/science/en/ev.php-URL_ID=5689&URL_DO=DO_TOPIC&URL_SECTION=201.html.

¹⁶ <http://www.unesco.org/new/en/communication-and-information/portals-and-platforms/goap/access-by-region/europe-and-north-america/slovakia/>.

42. Slovakia is involved in a number of earth science projects under UNESCO, ranging from the study of A-type granites to that of the origins of the Rheic Ocean. There are 2 Transboundary Biosphere Reserves in the country: the East Carpathians Transboundary Biosphere Reserve, shared with Poland and Ukraine, and the Tatra Biosphere Reserve, shared with Poland. Poland, Slovakia and Ukraine created the Foundation for the Eastern Carpathians biodiversity Conservation (ECBC) to support transboundary cooperation¹⁷. There are also a number of Freshwater projects: Northern European Flow Regimes from International Experimental and Network Data (FRIEND); World Water Assessment Programme (WWAP) Danube River Basin case study; Alpine and Mediterranean Flow Regimes from International Experimental and Network Data (AMHY FRIEND); Hindu Kush Himalayan Flow Regimes from the International Experimental and Network Data (HKH FRIEND); UNESCO Chair on Sustainable Development and Ecological Awareness, established in 1994 at the Technical University of Zvolen, etc.

43. Slovakia transmitted its national submission to UNESCO on the application of the 1974 Recommendation on the Status of Scientific Researchers and took part in the consultations concerning the issue of a possible revision of the 1974 Recommendation discussed currently at UNESCO. In the areas covered by the 1974 Recommendation on the Status of Scientific Researchers of UNESCO, Slovakia's national legislation is in conformity to the principles laid down in the 1974 Recommendation. In the areas covered by the Recommendation, Slovakia's institutional practices are consistent with the principles laid down in the 1974 Recommendation.

44. The most important advisory body for the preparation and execution of the state-governed policy for science and technology was the Slovak Republic Government Board for Science and Technology (SRGBST). The SRGBST was under the aegis of the Slovak Ministry of Education, Science, Research and Sports. This body, however, was abolished in 2012. The technology foresight exercise, annual reports on R&D and regular evaluations of State R&D Programmes are major tools for policy advice. The Rectors' Conference is an informal body to advise the authorities on a wide range of issues, especially budgetary policy with respect to higher education institutions, and science policy. The government consults drafts of laws and regulations on science and technology policy also with the Association of Industrial Research Institutes and the employers' associations.

45. Slovakia co-operates with UNESCO on issues on ethics of science and technology and is member of the World Commission on the Ethics of Scientific Knowledge and Technology whose 8th Ordinary Session was organized by UNESCO in co-operation with the Slovak Commission for UNESCO in Bratislava in May 2013.

Cultural rights

Normative Framework: constitutional and legislative frameworks:

46. In 2005 an Amendment to the Act on State Economic Securing of Churches and Religious Societies (primary passed in 1949) was passed. More recently, in 2008, a number of legislative

¹⁷ http://portal.unesco.org/science/en/ev.php-URL_ID=5689&URL_DO=DO_TOPIC&URL_SECTION=201.html.

actions were taken: Act on public financing of culture, Act on preservation of immaterial cultural heritage and an Amendment to the Act on Preservation of Cultural Monuments.¹⁸

47. Institutional framework: The Ministry of Culture is in charge of the implementation of the 2005 Convention in cooperation with the Ministry of Foreign Affairs.

48. Policy measures: The Ministry of Culture has created a working group to promote the Convention and develop activities regarding its implementation.

49. Work with civil society: The National Coalition for Cultural Diversity hosted in October 2012 the third Congress of the International Federation of Coalitions for Cultural Diversity – IFCCD.

III. RECOMMENDATIONS

Right to education

50. Slovakia could be encouraged to improve the access to education of girls and women, in from ethnic minorities.

51. Slovakia could be encouraged to continue its efforts to ensure that minorities have access to suitable and affordable education and without discrimination.

52. Slovakia could be encouraged to strengthen its efforts to monitor the implementation of anti-discrimination legislation, initiate investigations and recommend remedies in individual cases involving discrimination in the enjoyment of the right to education.

¹⁸ <http://www.culturalpolicies.net/web/monitoring-ssi.php?aid=95&cid=114&lid=en&language=fr&PHPSESSID=ilenpcd2k51vgkhvciiasd4hd5>