



NATIONAL PLAN FOR VOCATIONAL INTEGRATION OF PEOPLE WITH DISABILITIES IN COSTA RICA



MDG ACCELERATION FRAMEWORK

National Plan for Vocational Integration of People with Disabilities in Costa Rica

December 2012

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The cover features a collage of various images showing workers with different disabilities in practical and administrative jobs. These include restaurant till operator, accountancy assistant, sales assistant, packaging and office assistant. The photos were taken in their workplaces, at their desks or work stations.

NATIONAL PLAN FOR VOCATIONAL INTEGRATION OF PEOPLE WITH DISABILITIES IN COSTA RICA



DECEMBER 2012

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FOREWORD

In 2000, 189 States Members of the United Nations signed up to the Millennium Declaration. In it, they agreed on priority targets for the development of countries. The year 2015 was chosen as the deadline. The targets were established as part of the eight Millennium Development Goals (MDGs). These became a shared framework of priorities for the international community with the aim of achieving better conditions for humanity. This would be achieved by reducing poverty and hunger and promoting access to primary education, gender equality, health and environmental sustainability, all of which would strengthen development partnerships.

The targets established at international level thus provided a foundation. The option was left open to adapt them to the challenges and realities of each country. In this regard, Costa Rica is a country with exceptional international standing and high levels of human development. When the international targets were established, Costa Rica was already well on its way to meeting each of them—for example, universal access to primary education. It was therefore decided to establish national targets as points of reference. Most of these involve greater challenges and take in new considerations, including administrative decentralization.

As part of the updates submitted by countries on their progress in meeting the MDGs, in 2010 Costa Rica presented the Second Progress Report on Meeting the Millennium Development Goals (MDGs). The outcomes of MDG monitoring, based on established national targets, revealed numerous examples of progress achieved. However, they also highlighted serious challenges that have yet to be resolved.

The country has clearly made huge efforts in attempting to reach the given targets. For example, it has managed to achieve the targets relating to the number of people with sustainable access to clean water suitable for human consumption. With regard to the goal of improving maternal health, Costa Rica has met the targets for births attended by skilled health personnel (99.1 percent) and antenatal care for pregnant women (88.7 percent). Furthermore, the country is close to achieving the target rate in terms of maternal mortality at national level, i.e., two per every 10,000 live births. Nevertheless, the challenge remains to achieve this rate at subnational level.

Costa Rica is also close to achieving the target rate for child mortality in under-fives, i.e., two in every 1,000. If special efforts are made, the country will also be well on the way to achieving other targets by 2015, specifically, those relating to: improving secondary education coverage, promoting gender equality and empowering women, and combating HIV/AIDS, malaria and other diseases.

There are areas in which the country is facing greater challenges in meeting the Millennium targets. These include reducing poverty and improving employment. In terms of employment, the target is to achieve full productive employment and decent work for all. In 2010, the rate of open unemployment was 7.3 percent, with the rate of employment at 54.8 percent. In these areas, it is predicted that, without actions to accelerate progress, the targets will not be met by 2015.

In order to assist countries in overcoming delays in achieving the MDGs, the United Nations has developed the methodology known as the MDG Acceleration Framework (MAF). This is a tool for supporting the acceleration of progress towards achieving the MDGs.

In Costa Rica, the United Nations System and the Ministry of Work and Social Security (MTSS) have decided to implement MAF in order to accelerate achieving target 1.B: "Achieve full and productive employment and decent work for all, including women and young people". It was decided that efforts would focus on accelerating access to employment for people with disabilities, as they face difficulties that are above the national average in finding productive and decent work.

Improving conditions of employment for people with disabilities is a priority in the National Development Plan 2011-2014. It is similarly prioritized in other institutional activities such as the National Disability Policy 2011-2021 developed by the National Council for Rehabilitation and Special Education (CNREE). However, to date, there is no consolidated plan enabling the identification and removal of bottlenecks occurring in this area.

The United Nations System in Costa Rica supports the great determination shown by the State of Costa Rica in response to this situation. The state is addressing the issues of employment for the disabled population through the Inter-institutional Technical Committee on Employability for People with Disabilities. The latter is led and coordinated by the Ministry of Work and Social Security (MTSS). Working in an inter-agency partnership, the United Nations Development Programme (UNDP), International Labour Organization (ILO) and MTSS have developed this plan. It has been created thanks to the broad participation and support of people and institutions representing the State, the Pan American Health Organization (PAHO), and organizations from civil society, academia and the private sector.

As a result of this great partnership, and the participation of key actors in increasing opportunities for people with disabilities, we are delighted to present this National Plan for Vocational Integration of People with Disabilities. We hope that it will serve as a tool to boost the human development of people with disabilities.



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Resident Coordinator
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Sandra Pizsk
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ABBREVIATIONS

CAIPAD: Comprehensive Care Centres for Adults with Disabilities (Centro de Atención Integral de Personas Adultas con Discapacidad)

CCSS: Costa Rican Social Security Fund (Caja Costarricense de Seguro Social)

CENARE: National Rehabilitation Centre (Centro Nacional de Rehabilitación)

CENAREC: National Resource Centre for Inclusive Education (Centro Nacional de Recursos para la Educación Inclusiva).

CES: Economic and Social Council (Consejo Económico y Social)

CIAES: Inter-university Committee on Higher Education Accessibility (Comisión Interuniversitaria de Accesibilidad a la Educación Superior)

CIDE: Centre for Research and Instruction in Education (Centro de Investigación y Docencia en Educación)

CIMAD: Institutional Committee on Disability Matters (Comisión Institucional en Materia de Accesibilidad y Discapacidad)

CNREE: National Council for Rehabilitation and Special Education (Consejo Nacional de Rehabilitación y Educación Especial)

COMAD: Municipal Accessibility Committee (Comisión Municipal de Accesibilidad)

CPJ: Council of Young People (Consejo de la Persona Joven)

CTP: Public Transport Board (Consejo de Transporte Público)

CTP: Professional Technical Schools (Colegios Técnico Profesionales)

DGSC: Directorate General of the Civil Service (Dirección General del Servicio Civil)

DIGEPYME: Directorate General for Assisting Small and Medium Sized Enterprises (Dirección General de Apoyo a la Pequeña y Mediana Empresa)

FODESAF: Fund for Development and Family Allowances (Fondo de Desarrollo y Asignaciones Familiares)

FONABE: National Grant Fund (Fondo Nacional de Becas)

HNP: National Psychiatric Hospital (Hospital Nacional Psiquiátrico)

ICF: International Classification of Functioning, Disability and Health

ILO: International Labour Organization

IMAS: Joint Institute for Social Assistance (Instituto Mixto de Ayuda Social)

INA: National Institute for Learning (Instituto Nacional de Aprendizaje)

INEC: National Institute for Statistics and Censuses (Instituto Nacional de Estadísticas y Censos)

INFOCOOP: National Institute for Cooperative Development (Instituto Nacional de Fomento Cooperativo)

IRPHK: Helen Keller Institute for Professional Rehabilitation (IRPHK, Instituto de Rehabilitación Profesional Helen Keller)

ITCR: Technological Institute of Costa Rica (Instituto Tecnológico de Costa Rica)

JICA: Japan International Cooperation Agency

JcD: Young People with Disabilities (Jóvenes con Discapacidad)

LESCO: Costa Rican Sign Language (Lengua de Señas Costarricense)

MAF: MDG Acceleration Framework

MEIC: Ministry of the Economy, Industry and Commerce (Ministerio de Economía, Industria y Comercio)

MEP: Ministry of State Education (Ministerio de Educación Pública)

MTSS: Ministry of Work and Social Security (Ministerio de Trabajo y Seguridad Social)

NGOs: Non-Governmental Organizations

PwD: organizations: Organizations for/of people with disabilities

PANACI: National Board for Blind People (Patronato Nacional de Ciegos)

PwD: People with disabilities

PND: National Development Plan (Plan Nacional de Desarrollo)

SMEs: Small and medium-sized enterprises

SIOIE: National System of Employment Information, Guidance and Intermediation (Sistema Nacional de Intermediación, Orientación e Información de Empleo)

UEOPcD: Unit for Equality of Opportunities for People with Disabilities (Unidad de Equiparación de Oportunidades para Personas con Discapacidad)

UCR: University of Costa Rica (Universidad de Costa Rica)

UNA: National University (Universidad Nacional)

UNDP: United Nations Development Programme

UNED: State Distance University (Universidad Estatal a Distancia)

UNS: United Nations System

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A photograph of three people standing in a shopping centre. They are wearing white short-sleeved shirts with green and red trim and dark trousers. The person on the left is a man with glasses and a necklace. The person in the middle is a woman. The person on the right is a man with glasses. They are standing in front of a stone wall and a large green plant. The word "INTRODUCTION" is written in large white letters across the bottom of the image.

INTRODUCTION

Three workers with disabilities who work as sales assistants in a shopping centre in the Costa Rican Metropolitan Area. The photograph was taken in their workplace.

INTRODUCTION

In Costa Rica in recent years, the challenge of achieving full productive employment and decent work for all has been affected by the impact of the international economic crisis. This hit the country hardest in 2009 and 2010. According to the National Household Survey (ENAH, Encuesta Nacional de Hogares), in 2010 the rate of open unemployment reached 7.3 percent. In 2011, it was 7.7 percent (INEC, 2011). In addition, 29.4 percent of the population in work declared that they did not have any direct insurance. Of those in work, 13.4 percent suffer underemployment due to insufficient hours of work.¹ Furthermore, studies conducted by the Ministry of Work show that 302,000 people do not receive the minimum wage.²

While employment-related difficulties affect the whole population, there are some demographic groups that are more severely affected than others. Access to employment is especially challenging for people with disabilities. There are various reasons for this, including, for example, social stigma, low levels of school attendance, and limited physical accessibility within workplaces. According to the Seventeenth State of the Nation Report (2011),³ based on the ENAH survey 2010, 63.7 percent of people with disabilities are not in work. Of those within the economically active population, 8.9 percent are unemployed.⁴ Among people with disabilities, unemployment is not only higher but also tends to last longer. For those who do have work, the conditions of integration are less stable. A third

of people with disabilities who are unemployed have been in that situation for more than a year. For people without disabilities, the figure is 12.9 percent. It is therefore not surprising that some members of this demographic group feel so deeply demotivated that they cease their unsuccessful search for work.

It is also highly significant that people with disabilities are more likely to end up in situations of poverty than people without disabilities. Households that have at least one disabled person have higher levels of poverty than other households. Furthermore, there is a direct relationship between the number of disabilities that a person has and his or her levels of poverty. In 2010, the rate of absolute poverty among people with at least one disability was 31.5 percent. Of these, 8.4 percent were in extreme poverty. These rates are higher than those among the households of people without disabilities: 25 percent in poverty and 6.8 percent in extreme poverty⁵.

¹ INEC (2011), "Cifras básicas sobre fuerza de trabajo, pobreza e ingresos, Julio 2010" ("Basic figures on the workforce, poverty and incomes, July 2010").

² MTSS (2011), "Situación Actual de los Salarios Mínimos en Costa Rica" ("Current situation of minimum wages in Costa Rica").

³ The results of this survey must be interpreted in the light of the questions asked. They cannot be compared with other national and international studies of a similar nature.

⁴ PEN, Chapter 2. Equity and social integration Decimo séptimo Informe del Estado de la Nación en Desarrollo Humano Sostenible. (Equality and social integration. Seventeenth State of the Nation Report on sustainable human development). San José: PEN, 2011, pp. 225-276.

⁵ Idem.

In order to provide countries with the tools to overcome delays and to be able to achieve the MDGs, the United Nations developed the methodology known as the 'MDG Acceleration Framework' (MAF). This is a support tool for drawing up national action plans to speed up progress towards achieving the MDGs. The methodology uses the four steps described below, once the target for acceleration has been identified.

- Identifying the **strategic interventions** that have been, or are being, applied in order to try to reach the target.
- Creating the list of **priority bottlenecks** that are preventing effective implementation of the principal interventions.
- Establishing **high-impact, feasible solutions** to remove the principal bottlenecks.
- Drawing up an **action plan** for the implementation and oversight of targets. The aforementioned action plan is a programme adapted to existing strategies. It must be managed at national level and include strategic partners.

The process of drawing up the Plan, which is the object of this document, was based on MAF application. Four workshops were held for this purpose. The outcomes of these were supplemented by interviews with experts, focus groups and a literature review. Participants in these activities included representatives from organizations of people with disabilities, government bodies, academia, non-governmental organizations and the business sector. This document represents the outcome of this participatory process. It was based on a research process that identified challenges and issues for the problem in question.

This document is structured as follows: The first chapter presents a profile of people with disabilities in the country. The second chapter summarizes the regulatory and institutional framework and policies in force in relation to disability. The third chapter describes the key interventions relating to integrating people with disabilities in the labour market and establishing steps to be taken. The fourth chapter covers the principal bottlenecks that delay or obstruct the implementation of such interventions. Finally, the fifth chapter presents the National Plan for Vocational Integration for People with Disabilities.



CHAPTER 1.

THE DISABLED POPULATION IN COSTA RICA

Two people with disabilities sitting on the floor. One of them has both hands raised. On his legs is a notice calling for accessibility for all. Behind them is a banner with the slogan: '3 December: International Day of Persons with Disabilities'. The photograph was taken during a march held in San José for 3 December.

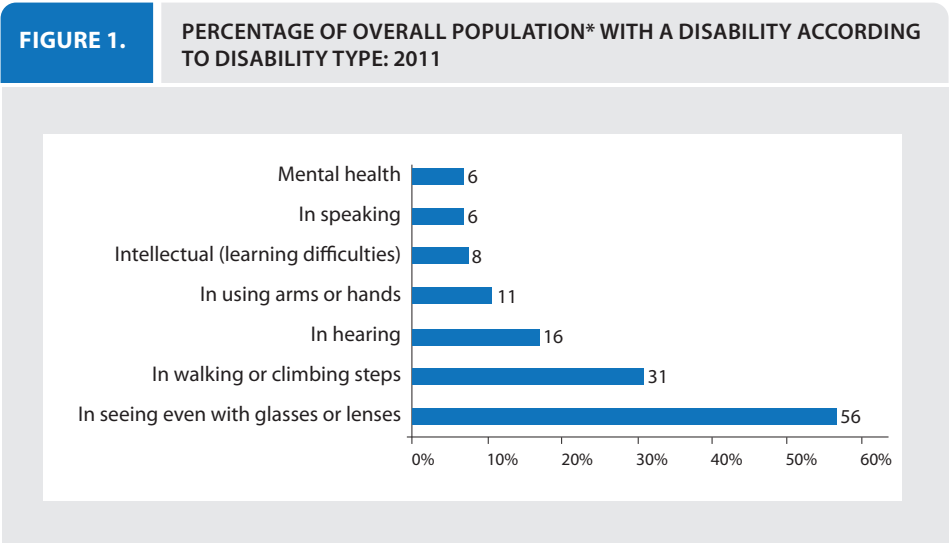
The results of the National Population Census 2011 allow a better understanding of the current situation of this population group. Among the most striking of the findings is the fact that the proportion of people with at least one disability is greater than that reported in the 2000 Census and in the Household Survey of 2010. However, it is important to state that the aforementioned results must be viewed and interpreted with caution owing to the differences in methodology and measurement used in the three studies.

This chapter describes the most significant characteristics of people with disabilities in Costa Rica. It focuses especially on citizens, male and female, aged 15 to 35. These were identified as the target population for the National Plan for Vocational Integration of People with Disabilities.

1.1 GENERAL FEATURES OF THE DISABLED POPULATION

In Costa Rica, the Tenth National Population Census and Sixth Housing Census was conducted by the National Institute for Statistics and Censuses (INEC) in 2011. It estimated that approximately 10.5 percent (452,859) of the population had some disability. By gender: women with disabilities represent 52 percent and men 48 percent.

In terms of disability type, the most common was visual impairment even when wearing glasses or lenses (56 percent). This was followed by difficulties in walking or climbing steps (31 percent); impaired hearing (16 percent) and restricted use of arms or hands (11 percent). Learning difficulties, in speaking and intellectually, affect a lower percentage of people in this population group (Figure 1).



**Note: Percentage calculated on the basis of 452,849 people with disabilities. These percentages do not total 100 due to the fact that there are people who have more than one disability.
Source: Created inhouse on the basis of data from the Tenth National Population Census, INEC, 2011.*

In terms of the target population of the Plan, i.e., those aged 15 to 35, there are 81,493 people in the country with at least one disability. This age group resembles the overall population: visual impairment, even with glasses or lenses, is the most common. This is followed by learning difficulties, which appear much higher among young people than in the overall population. This could be due to the recent classifications of disability including some functional, intellectual and cognitive impairments that were not previously considered disabilities. As such, the incidence in this population group would be increased. In third place comes difficulty in walking and climbing stairs. (Table 1).

In terms of regional distribution: 64 percent of people with disabilities aged 15 to 35 years live in the Central Region. This is followed by the Huetar Atlantic Region, Brunca, Huetar Norte, Chorotega and, finally, the Central Pacific (Figure 2).

BOX 1.

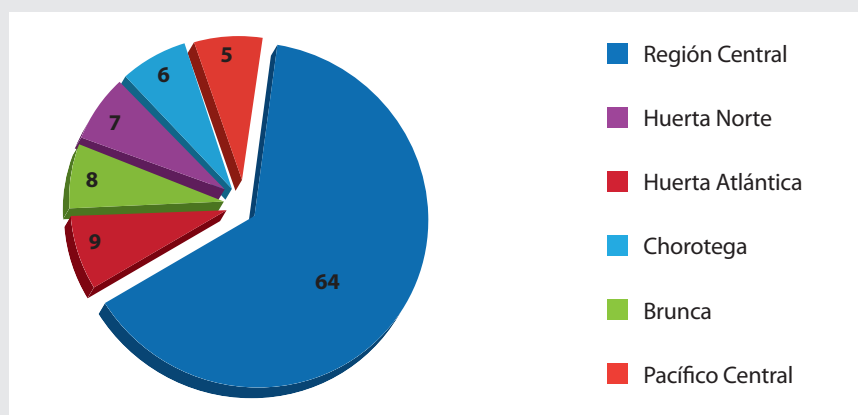
TOTAL INCIDENCE OF DISABILITY TYPES PRESENT IN PEOPLE
AGED 15 TO 35: 2011

Disability type	Number of people
Visual	42,789
Intellectual	14,289
Walking or climbing stairs	13,036
Hearing	7,320
Mental (intellectual, bipolar, other)	6,941
Speaking	6,460
Using arms and hands	6,062

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre.

FIGURE 2.

**DISTRIBUTION OF PEOPLE WITH DISABILITIES BY PERCENTAGE*
AGED 15 TO 35, BY PLANNING REGION OF RESIDENCE: 2011**



**Note: Percentage calculated on a total basis of 81,493 people.*

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 9 July 2012.

At canton level, the ten cantons with the greatest number of people aged 15 to 35, with at least one disability, account for 38 percent of that population. The canton with the highest con-

centration is San José, with 8 percent, followed by Alajuela and Desamparados, with 5.5 percent each (Table 2).

BOX 2.

**CANTONS WITH THE GREATEST NUMBER OF PEOPLE AGED 15 TO 35 WITH
AT LEAST ONE DISABILITY: 2011**

Position	Canton	Figures	Percentage*
1	San José	6.532	8,0
2	Alajuela	4.472	5,5
3	Desamparados	4.464	5,5
4	San Carlos	2.653	3,3
5	Heredia	2.651	3,3
6	Goicoechea	2.635	3,2
7	Cartago	2.625	3,2
8	Pérez Zeledón	2.545	3,1
9	Pococí	2.527	3,1
10	La Unión	1.990	2,4

**Note: Percentage calculated on a total basis of 81,493 people.*

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 9 July 2012.

1.2 ACCESS TO EDUCATION

Studies show that, in recent decades, the country has made progress in extending educational opportunities to people with disabilities.⁶ This is particularly true since the entry into force of Law 7600 on Equality of Opportunities for People with Disabilities in 1996. The Regulation of this law was issued in 1998. A significant increase in the number of disabled people in the educational system throughout the country is evidence of this progress.

Nevertheless, serious challenges remain for people with disabilities in achieving full access to the educational opportunities that the country provides. In a study conducted for the Seventeenth State of the Nation Report, based on the ENAHO survey 2010, Pacheco (2011) shows that the main reason why people with disabilities do not go to school is precisely because of their disability (59 percent). In the case of people without disabilities, the main reason is lack of interest (33.4 percent). The difficulty of funding education is the second reason for non-attendance. This was cited by both groups: 15.5 percent among people without disabilities, and 11.7 percent among the disabled population. The third reason in the case of the population without disabilities is that they find studying difficult and that they are not interested (11.3 percent). The figure is 10.3 percent in the case of people with disabilities.

The 2011 Census data show the low level of education of a significant proportion of the population with at least one disability. Among people with disabilities aged 15 to 35, 9 percent are unable to read or write; 5 percent have received no formal education; 29 percent have undergone some level of primary education or have completed it; 41 percent have undergone second-

ary education; and 19 percent have undergone higher education, completed or not.

If we compare this situation with the educational level attained by people without disabilities, it is apparent that the rate of illiteracy among young people without disabilities is only 1 percent whereas, among people with disabilities, it is 9 percent. Similarly, 12 percent of people without disabilities have experienced only primary education. This is 17 percentage points below people with disabilities. For higher education, the situation is reversed. The proportion of people with disabilities who have undergone at least one year of higher education is 8 percentage points above that of the population without disabilities (Box 3).

⁶ CNREE and JICA: 2006; POETA: 2009.

BOX 3.**DISTRIBUTION BY PERCENTAGE OF THE POPULATION AGED 15 TO 35,
BY DISABILITY AND LEVEL OF EDUCATION: 2011**

Level of education	With disabilities	Without disabilities
No schooling	5.5	1.4
Special school	5.4	0.1
Primary incomplete	9.9	9.5
Primary complete	19.2	3.2
Secondary (technical and academic) incomplete	26.3	38.2
Secondary (technical and academic) complete	14.4	19.9
Further education and university	19.4	27.8
Total	100	100

Note: Percentage calculated on a total basis of 81,493 people.

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 9 July 2012.

Analysis of the level of education of people aged 15 to 35, according to disability type, reveals differences in the levels of education achieved. As Box 4 shows, people with visual or hearing impairments, or with difficulties in using their arms and hands, or in walking and climbing steps, integrate more successfully into the education system. This judgement is based on the numbers who manage to undergo secondary and higher education. People with lower levels of education are those with difficulties in speaking or with learning difficulties or mental health problems.

BOX 4.**DISTRIBUTION BY PERCENTAGE OF PEOPLE WITH DISABILITIES AGED 15 TO 35, BY DISABILITY TYPE AND LEVEL OF EDUCATION: 2011**

Level of education	Disability type						
	Walking or climbing stairs	Speaking	Intellectual	Mental	Hearing	Using arms and hands	Visual
Total (n) *	13,036	6,460	14,289	6,941	7,320	6,062	42,789
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No schooling	7.4	19.4	18.0	12.1	7.7	9.5	1.6
Primary complete or less	39.3	32.9	28.4	36.3	35.0	37.9	22.4
Secondary complete or incomp	36.3	25.5	26.2	32.4	39.3	35.2	46.0
Higher	11.8	4.8	3.3	9.1	12.4	10.5	29.0
Special school	5.1	17.4	24.1	10.2	5.6	6.8	1.0

Note: *The total does not necessarily correspond to the number of people with disabilities as a person may have more than one disability.

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 9 July 2012.

1.3 ACCESS TO PUBLIC TRANSPORT

People with disabilities face certain obstacles to increasing their social capital and developing a competitive employment profile that will enable them to find decent, appropriate work. One of the biggest obstacles is the lack of accessible public transport services.

According to figures from the Public Transport Board (CTP), 50 percent of the buses in the public service vehicle fleet have lifting platforms to allow access to people with disabilities. This is in line with the amendment to Article 46 Bis of the Regulation of Law 7600. However, this figure does not necessarily mean that these platforms are in good working order. As a result, many people with disabilities have to use private transport

services as an alternative means for their daily travelling to education or health services, or to their workplaces. This has a significant impact on their incomes that, in general, tend to be average or low.⁷

It is important to stress that providing public transport that is accessible to all citizens, including people with disabilities, is fundamental. Accessible public transport is vital for enabling that sector of the population to be included in all aspects of life and for guaranteeing their social participation.

⁷ CNREE, JICA and OdD: 2006; cited by POETA: 2009.

1.4 EMPLOYMENT AMONG THE DISABLED POPULATION

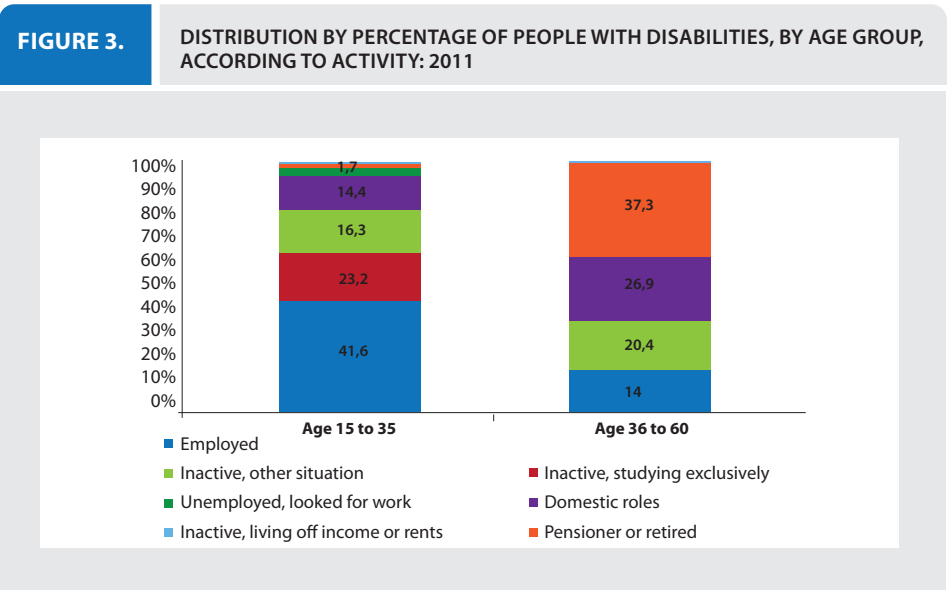
1.4.1. ACCESS TO EMPLOYMENT

Access to employment for people with disabilities has improved in recent years. Nevertheless, there is much still to be done in order for this population to be able to play a full part in the workplace.

According to 2011 Census data, 58 percent of people with disabilities aged 15 to 35 do not have a job. Around a quarter are in education; 14 percent do unpaid domestic work; 2 percent are retired; 3 percent are seeking employment; and 16 percent are “not in work for other reasons” (Figure 3). The remaining 42 percent have paid work.

Young people with disabilities, aged 15 to 35, have higher rates of employment than the older disabled population, i.e., those aged 36 to 60. The Census data show that the rate of employment among young people with disabilities is 28 percentage points higher than among the older population (Figure 3).

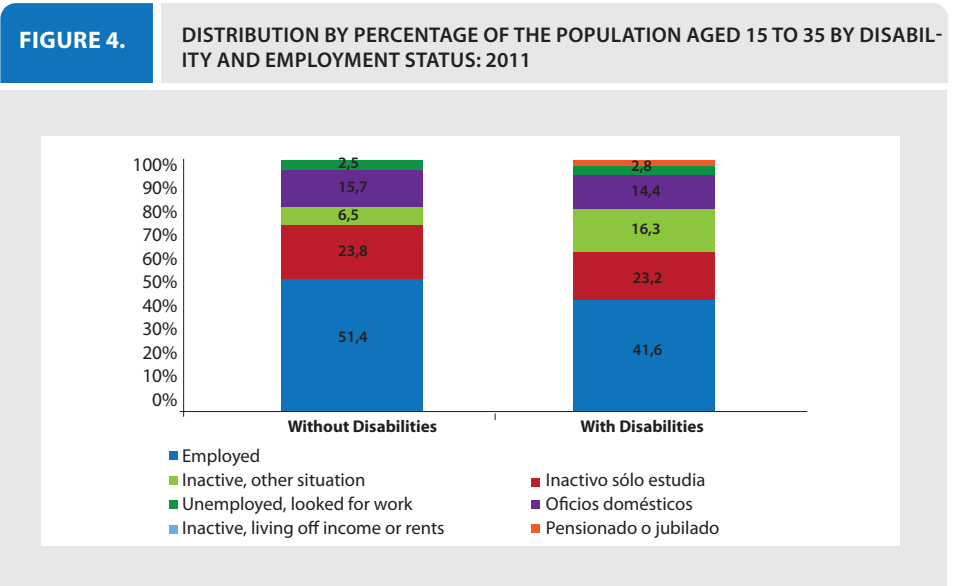
There is a difference in employment distribution among young people and older people. The percentage of young people doing unpaid domestic work is significantly lower than that of adults (14 percent compared with 27 percent, respectively). Furthermore, a greater percentage of people aged 36 to 60 are retired or receiving a pension: 37 percent compared with 2 percent of young people. (Figure 3).



*Note: Percentages calculated on the overall basis of 81,493 people aged 15 to 35, and 164,554 people aged 36 to 60.
Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 9 July 2012.*

There are significant differences in the employment structure of the young population in comparison with that of older people. This can be interpreted as an indication that opportunities for vocational integration have improved for people who have a disability. This may be connected with better educational opportunities and with the efforts made by the country to support people with disabilities. These efforts refer to access to the labour market and, in general, to improving their participation in society.

The successes achieved are important but they are not enough. There are still problems of discrimination, limited access and exclusion affecting people with disabilities and their full integration into economic activities. The data show that the population in question has a lower level of participation in economic activities in comparison with people who do not have any kind of disability. For example, the proportion of those in work is 10 percentage points higher among young people without disabilities than among young people with disabilities (Figure 4).



Note: Percentages calculated on the overall basis of 81,493 people with disabilities and 1,505,424 without disabilities aged 15 to 35. Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 9 July 2012.

Data from the 2010 National Household Survey (ENAH) show that unemployment among people with disabilities is not only higher but also tends to last longer. For those who do have work, the conditions for integration are less stable.

Most significantly, 33 percent of unemployed people with disabilities have been in that situation for over a year. The figure among unemployed people without disabilities is 13 percent.⁸

8 PEN. Chapter 2. Equidad e integración Social. Decimo séptimo Informe del Estado de la Nación en Desarrollo Humano Sostenible. (Equality and social integration. Seventeenth State of the Nation Report on sustainable human development). San José: PEN, 2011, pp. 225-276.

However, people with disabilities who do work tend to do so in less favourable conditions than the rest of the population. They tend not to have fixed wages, aguinaldo (a type of Christmas bonus), paid holidays, work place insurance or overtime pay. Indeed, 45 percent are engaged in informal employment, in comparison with 29 percent of the population without disabilities.⁹

Difficulties in finding work are more severe for people with certain types of disability. The analysis of the social and employment situation conducted by POETA in 2009 concluded that among those most affected are people with “learning difficulties” or “cerebral palsy”. This could be because this particular population, in general, needs help throughout the process of training and gaining access employment in comparison with the population with other types of disability. Similarly, their social participation is more limited due to barriers caused by attitudes or physical space and to the educational support and practical help that they require throughout their lives. The results of the 2011 Census confirm that people with learning difficulties, aged 15 to 35, have the lowest rates of employment (12 percent). Similarly, they represent the highest rate of “unemployed for other reasons” (40 percent) (Box 5).

The second lowest rate of employment occurs among people with speech impairments (21 percent). This is closely followed by people with mental health problems (22 percent). The group with visual impairment has the highest rate of employment (50 percent). This is possibly related to the fact that this is the group with the highest level of attainment in education (Box 5).

The highest percentage of unemployed young people with disabilities seeking work corresponds to the subsection with mental health problems. Next come people with learning difficulties; people with difficulties in walking and climbing stairs; and people with difficulties using their arms and hands. The lowest rate of unemployed people seeking work is represented by young people with various types of visual, hearing and speech impairment (Box 5).

9 *Idem*.

BOX 5.**DISTRIBUTION BY PERCENTAGE OF THE POPULATION AGED 15 TO 35 BY
DISABILITY TYPE AND EMPLOYMENT STATUS: 2011**

Type of activity	Disability type						
	Walking or climbing stairs	Speaking	Intellectual	Mental	Hearing	Using arms and hands	Visual
Total (n)	13,036	6,460	14,289	6,941	7,320	6,062	42,789
Total (%)	100	100	100	100	100	100	100
In employment	39	21	12	22	41	37	50
Unemployed seeking work and had worked previously	3	2	2	3	2	3	2
Unemployed seeking work for the first time	1	0	1	1	0	0	1
Receiving a pension or retired	4	4	4	4	2	4	1
In education only	17	22	28	20	22	18	25
Full time domestic work	15	15	14	15	18	14	14
Not in work for other reasons	22	35	40	34	15	24	9

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 11 July 2012.

1.4.2. TYPE OF OCCUPATION

As with the general population, people with disabilities are more usually employed by private companies (42 percent) than in the public sector (15 percent). As discussed below, this difference of 27 percentage points appears to be influenced by a greater flexibility in the rules for hiring staff in the private sector. Another factor is the recruitment freeze in the public sector as a result of Directive 13-H.¹⁰

Over one third of the disabled population (36 percent) is self-employed or owns a business. This is a higher rate than for people without disabilities (26 percent). These data show that entrepreneurship is a viable option for people with disabilities (Box 6).

The option of self-employment or establishing their own businesses is also more common among young people with disabilities than among young people without disabilities. Of the former, 21 percent are self-employed or run their own businesses compared with 18 percent of the latter (Box 7).

Young people also find more employment opportunities in private companies (61 percent) than in the public sector (14 percent). As is well-known, this difference in participation in the two sectors is much greater in the case of young people. In the case of self-employed workers, the rate is lower among the younger population than among older people. (Box 7).

¹⁰ Presidential Directive No 13-H of February 2011 froze recruitment for new posts in the public sector on account of the financial difficulties facing the Government.

BOX 6.**DISTRIBUTION BY PERCENTAGE OF THE POPULATION IN EMPLOYMENT,
ACCORDING TO EMPLOYMENT CATEGORY AND DISABILITY STATUS: 2011**

Employment category	Without disabilities	With at least one disability	Total
Total (n)	1,529,075	145,200	1,674,275
Total (%)	100	100	100
Owner	6.4	7.8	6.5
Self-employed	19.9	28.0	20.6
Employee of private company	53.0	41.9	52.1
Public sector employee	15.3	15.1	15.3
Employee in private houses	4.4	5.5	4.5
Unpaid assistant	1.0	1.6	1.1

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 12 July 2012.

BOX 7.**DISTRIBUTION BY PERCENTAGE OF THE POPULATION AGED 15 TO 35 IN
EMPLOYMENT, BY EMPLOYMENT CATEGORY AND DISABILITY STATUS: 2011**

Employment category	Without disabilities	With disabilities	Total
Total (n)	774,353	33,888	808,241
Total (%)	100	100	100
Owner	4.1	4.7	4.1
Self-employed	14.2	16.0	14.3
Employee of private company	64.0	60.6	63.9
Public sector employee	13.1	13.8	13.1
Employee in private houses	3.4	3.3	3.4
Unpaid assistant	1.1	1.7	1.1

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 12 July 2012.



CHAPTER 2.

REGULATORY AND INSTITUTIONAL FRAMEWORK AND POLICIES IN FORCE

Worker with a disability, finance assistant in a banking and finance enterprise. In the photograph, she is seen seated at her work station (desk).

Costa Rica has a robust and up-to-date body of regulations and policies governing the different areas of activity related to effective access to employment for people with disabilities. However, there are weaknesses in the implementation of, and full compliance with, the existing legislation.

The body of regulations and policies in force is presented below according to three themes that are closely related to the issues in question: disability, work and entrepreneurship. The country has separate governing bodies relating to these three themes. Disability issues are overseen by the National Council for Rehabilitation and Special Education (CNREE). Employment is the responsibility of the Ministry for Work and Social Security.

2.1. REGULATORY FRAMEWORK

This section summarizes the current regulatory framework relating to services for people with disabilities.

2.1.1. DEVELOPMENT AND SCOPE

According to the national report on compliance with the Convention on the Rights of Persons with Disabilities,¹¹ Costa Rica has a regulatory framework which facilitates respect for, and implementation of, the rights of people with disabilities. These include their access to education, health, work, physical spaces, information and communications, social and political participation, and the right to a decent quality of life free from discrimination and violence.

The country has general legislation that applies to all citizens and legislation specific to people with disabilities. Panel 1 summarizes the principal international legal instruments relating to disability that Costa Rica has ratified. Some of these are binding while others provide useful guidelines. Panel 1 also highlights the specific international instruments relating to employment, as well as the principal laws, regulations, decrees and directives in this area including the National Disability Policy (PONADIS, Política Nacional en Discapacidad) 2011-2021, approved in 2011.

¹¹ CNREE: 2011.

PANEL 1. Regulatory framework relating to disability and employment ratified by Costa Rica

International legal instruments

- Convention No. 111 concerning Discrimination in Respect of Employment and Occupation of the International Labour Organization (1960).
- Convention No. 142 concerning Vocational Guidance and Vocational Training in the Development of Human Resources of the International Labour Organization (1977).
- Convention No. 159 concerning Vocational Rehabilitation and Employment (Disabled Persons) of the International Labour Organization (1985), ratified by Law No. 7219 of 18 April 1991.
- Declaration of Cartagena de Indias on comprehensive policies for people with disabilities in the Ibero-American region (1992).
- The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993).
- Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons With Disabilities (1999), ratified by the Republic of Costa Rica through Law No. 7948, published in the Official Gazette No. 238, 8 December 1999, and brought into force by the Organization of American States (OAS) on 14 September 2001.
- Programme of action for the Decade of the Americas for the Rights and Dignity of Persons with Disabilities (2006).
- Convention on the Rights of Persons with Disabilities (2007), ratified by the Republic of Costa Rica through Law No. 8661, published in the Official Gazette No. 187, 29 September 2008.
- Brasilia Rules regarding Access to Justice for Vulnerable Persons (2008).

Laws, Regulations, decrees, directives and national public policies

- Political Constitution of the Republic of Costa Rica (1949).
- Law No. 7092 on income tax and incentives for employers who hire people with disabilities. Art. 8 (1988).
- Law Establishing the Office of the Ombudsman (1992).
- General Law of the Police (Articles 10, 16, 17) (1994).
- Regulatory Law of Public Services (1996).
- Law 7600 on Equality of Opportunities for People with Disabilities (1996), published in the Official Gazette No. 112, 29 May 1996.
- Accessibility protocols of the Supreme Court of Elections (2002).
- Regulation of Law 7600 on Equality of Opportunities for People with Disabilities (1998). Decree 26831-MP, published in the Official Gazette, Monday 20 April 1998.
- Regulation of Law No. 7092 on income tax and incentives for employers who hire people with disabilities (1998).
- Presidential Directive No. 27 guaranteeing the rights of people with disabilities and to improve their quality of life (2001) and decreeing the structure of the institutional committees concerned with disability (CIMAD).
- Law to guarantee exclusive areas for people with disabilities at public events (2004).
- Presidential Directive No. 14. Creation of the Inter-institutional Technical Committee on Employability for People with Disabilities (2006).
- Law 8862 on quotas of 5 percent of positions vacant in the public sector (2010).
- Regulation of Law 8862 on quotas of 5 percent of positions vacant in the public sector (2011).
- National disability policy (PONADIS) 2011-2021.
- Institutional directives, circulars and protocols.

Source: CNREE and JICA: 2006; CNREE: 2011.

2.1.2. LAW 7600 ON EQUALITY OF OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

Law 7600 on Equality of Opportunities for People with Disabilities was passed on 29 May 1996, and its Regulation on 20 April 1998 by Decree 26,831-MP. This law is the instrument that establishes the legal and material basis for adopting the necessary measures to achieve equal opportunities and end discrimination for people with disabilities.

The objective of the law and its associated regulation is to provide a legal tool to enable people with disabilities to achieve their maximum potential. It aims to guarantee their social participation and the exercise of their rights and responsibilities, as well as equality of opportunities in all areas of society. These include health, education, work, family life, leisure, sport and culture. Discrimination of all types is to be eliminated. As such, both texts confer a set of responsibilities on the State.

In terms of access to employment, Article 23 of Law 7600 says that the State shall guarantee all

people with disabilities, both in rural and urban areas, the right to employment appropriate to their personal circumstances and needs. Similarly, Article 24 states that it shall be considered an act of discrimination if a person is denied access to employment and the use of productive resources on the grounds of his or her disability. The same applies to using employee recruitment processes involving mechanisms that are not adapted to the situations of applicants.

In the case of the Regulation of the aforesaid law, the chapters on access to work and education confer a series of powers relating to vocational integration of people with disabilities on the following institutions: the MTSS, INS, CNREE and Directorate General of the Civil Service (DGSC). In addition, the MEP, INA and state-run and private universities are required to provide academic, technical, professional and vocational training. Such training must be accessible to the disabled population to enable them to compete in the labour market and to live with dignity. Table 1 summarizes the key articles of the law and its regulation in relation to the aforesaid responsibilities and powers.

TABLE 1. POWERS AND RESPONSIBILITIES CONFERRED ON STATE INSTITUTIONS BY LAW 7600 AND ITS REGULATION

Institution	Legal framework	
	Law 7600	Regulation
MTSS	Art. 30, 56, 59, 60, 62-63	Art. 66 al 81
CNREE		Art. 5, 59, 60, 62-63 79, 87
DGSC		Art. 59, 60, 62-63, 83 al 89
MEP	Art. 14 -22, 25, 59, 60, 62-63	Art. 31 al 52
INA	Art.47 -50, 56, 59, 60, 62-63	Art. 53 al 57
INS		Art. 56,59,60, 62-63,70, 86 y 89
NGOs for people with disabilities	Art. 12, 13, 26	Art. 79
State-run and private universities	Art. 57, 58 al 60, 62-63	Art. 58 al 65
Employers	Art. 23, 27, 59, 60, 62-63, 75	Art. 67 y 82

Source: Developed in-house based on interrogation of the 2011 Population and Housing Censuses database of the Central American Population Centre, accessed 12 July 2012.

2.1.3. LAW 8861: CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

The Convention on the Rights of Persons with Disabilities and its protocol was ratified by the Republic of Costa Rica through Law No. 8661, published in the Official Gazette No. 187, 29 September 2008. The purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

In terms of employment, Article 27 of the Convention stipulates that States Parties shall safeguard and promote the realization of the right to work for people with disabilities, including for those who acquire a disability during the course of employment. States shall take appropriate steps to enable this sector of the population to gain a living by work freely chosen in a work environment that is open, inclusive and accessible. Equally, States Parties shall ensure that persons with disabilities are not held in slavery or in servitude and are protected, on an equal basis with others, from forced or compulsory labour. Table 2 sets out the measures cited in the aforementioned Article 27 of the Convention.

PANEL 2. Measures to be adopted by States for access to employment, according to Article 27 of the Convention on the Rights of Persons with Disabilities:

- Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions.
- Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances.
- Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others.
- Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training.
- Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment.
- Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business.
- Employ persons with disabilities in the public sector.
- Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures.
- Ensure that reasonable accommodation is provided to persons with disabilities in the workplace.
- Promote the acquisition by persons with disabilities of work experience in the open labour market.
- Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

Source: Law 8861: 2008.

2.1.4. LAW 5347 ON THE CREATION OF THE NATIONAL COUNCIL FOR REHABILITATION AND SPECIAL EDUCATION

The National Council for Rehabilitation and Special Education (CNREE) was created by Law 5347 of 3 December 1973 and its Regulation of 1981. It is the overseeing body for disability issues in the country. Its purpose is to plan, coordinate, advise and oversee the activities of all social actors involved in the inclusive development of people with disabilities. It aims to ensure their full enjoyment of their rights and respect for their inherent dignity in Costa Rican society.¹²

Panel 3 summarizes the principal functions and responsibilities conferred on the CNREE by the following legal instruments: Law 5347, Law 7600 on Equality of Opportunities for Persons with Disabilities in Costa Rica, Law 7948 ratifying the Ibero-American Convention on the Elimination of All Forms of Discrimination against People with Disabilities, and Law 8861 ratifying the Convention on the Rights of Persons with Disabilities.

PANEL 3. Principal functions and responsibilities of the CNREE

- Acting as coordinating and advisory body for public and private sector organizations concerned with rehabilitation and special education (Law 5347), and coordination, support, supervision and representation of disability issues in the country (Law 7600).
- Coordinating a national plan for rehabilitation and special education that integrates its programmes and services with the specific plans for health, education and work, avoiding duplication and using the available economic and human resources (Law 5347).
- Promoting training for professionals specializing in rehabilitation and special education, in partnership with universities and institutions responsible for training professional, technical and administrative personnel (Law 5347).
- Promoting measures to ensure maximum job opportunities for people with disabilities (Law 5347).
- Coordinating the National Statistical Register of Persons with Disabilities for the purpose of their identification, classification and recruitment (Law 5347).
- Providing motivation, awareness-raising and information about the difficulties, needs and treatment of people needing rehabilitation and special education (Law 5347).
- Managing the annual provision of necessary funding, in cooperation with the relevant ministries, for the needs of rehabilitation and special education programmes, ensuring that they are used for the agreed purposes (Law 5347).¹³
- Compiling reports on the state of compliance with the Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons With Disabilities (Law 7948).
- Overseeing compliance with the Convention on the Rights of Persons with Disabilities and compiling country reports on its progress (Art. 33, Law 8861).

Source: CNREE and JICA: 2006; CNREE: 2011.

¹² <http://www.cnree.go.cr/acerca-del-cnree/marco-estrategico/mision.html>

¹³ <http://www.cnree.go.cr/acerca-del-cnree.html>

2.2. NATIONAL POLICIES AND PLANS

This section gives a summary of the policies and plans developed in Costa Rica in various areas of activity. These are directly or indirectly linked to the employment or business activities of people with disabilities.

2.2.1. NATIONAL DEVELOPMENT PLAN (PND)

The National Development Plan 2011-2014, which is currently in force, has among its objectives “improving the employability of the workforce”, especially among vulnerable groups. In particular, it proposes launching a “programme of employability with participation by INA and the MTSS, aimed at improving the situation of 20 percent of the unemployed population, with specific activities for disabled peoples”.¹⁴

2.2.2. NATIONAL DISABILITY POLICY (PONADIS)

The National Disability Policy (PONADIS) constitutes the long-term political framework establishing the strategic direction of the Costa Rican State. Its aim is to achieve the effective respect for, and promotion and guarantee of, the rights of people with disabilities.¹⁵

The general aim of PONADIS is that in 2021, the year of the Bicentenary of Independence, Costa Rica should be recognized, nationally and internationally, as a leading country in the respect for, and promotion and guarantee of, the rights of people with disabilities. Proof of success will be the creation of a society with high inclusive development indices. These will be apparent in accessibility and in the effective participation of people with disabilities in different social areas. All of this will be within a framework of respect

for the principles of equality of opportunities, non-discrimination, autonomy and independent living.

This general aim represents five separate aspirations, each of which corresponds to each of the five priority areas of PONADIS. These are as follows.

Democratic institutions People with disabilities who live in the country belong to a State that recognizes, respects and promotes their rights and ensures compliance with legal requirements. As such, the State sustains its institutions and provides the necessary resources for implementing this policy and its strategies, which are aimed at the inclusive development of the disabled population.

Health People with disabilities have full access to health services that are inclusive, timely, effective and efficient, and have the latest technology and specialist personnel supplied and supervised by the State.

Education People with disabilities have access to an inclusive education system available throughout the country. The system is characterized by quality, equity and citizen participation on the part of people with disabilities, their families and organizations. As such, it is a key element in upward social mobility.

Work and employment People with disabilities are integrated into the labour market in conditions of equity. Integration is based on programmes for vocational training, creation of employment and self-employment, job adaptation, support for productive enterprises and the guarantee of respect for their labour rights.

¹⁴ Government of the Republic. National Development Plan 2011-2014. San José: 2011, pp. 53.

¹⁵ CNREE: 2011 26.

People, organizations and the inclusive environment

People with disabilities achieve personal development nationally in an inclusive environment that benefits from the positive contribution of a network of resources including municipal, national, regional and local institutions, both public and private. These resources are available to boost the development and full participation of the disabled population in all areas of society.

2.2.3. INTER-INSTITUTIONAL TECHNICAL COMMITTEE ON EMPLOYABILITY FOR PEOPLE WITH DISABILITIES

The Inter-institutional Technical Committee on Employability for People with Disabilities was established within the context of employment and disability policies. Its purpose is to conduct advocacy activities for the employability of people with disabilities, with equality of conditions and opportunities.

The Inter-institutional Technical Committee on Employability for People with Disabilities was created by Presidential Decree No. 14 of 20 November 2006. It comes under the Technical Secretariat of the National Board for Employment Mediation. Its purpose is to conduct advocacy activities for the employability of people with disabilities in the country, with equality of conditions and opportunities.¹⁶

The Committee comprises representatives from the MTSS, which acts as coordinator, as well as the from the MEP, CNREE, INA, DGSC, IMAS, Costa Rican Federation of Organizations for People with Disabilities (FECODIS, Federación Costarricense de Organizaciones de Personas con Discapacidad), Union of Business Organizations of Costa Rica and the Network Federation for People with

Disabilities in Costa Rica (FEREPRODIS, Unión de Cámaras de Costa Rica y Federación Red pro personas con discapacidad de Costa Rica).

The functions of the Committee are as follows:¹⁷

- Advising and cooperating with the Technical Secretariat of the National Employment Mediation Council on activities related to the employability of people with disabilities.
- Proposing a draft law governing the hiring of people with disabilities in the public sector and organizing employment-related workshops and occupational centres.
- Proposing mechanisms for coordination to ensure that technical education and training are available, taking into account the needs of people with disabilities and guaranteeing their employability.
- Analysing and assessing the various programmes, projects and activities conducted in the country relating to employment and suggesting steps to ensure that disability is not marginalized.
- Supporting the creation of projects to promote employment that enable harmonization of the activities of different institutions and sectors and that show how employment for people with disabilities is both viable and feasible.
- Coordinating the development of consultancy and training activities for public and private sector employees by competent institutions.
- Producing recommendations for creating employment for people with disabilities and issuing those recommendations to the appropriate bodies.
- Reviewing reports on hiring people with disabilities issued by government institutions within the scope of the application of Law 8862 and its Regulation.

¹⁶ Directive No. 14-MTSS: 2006, <http://www.cnree.go.cr/images/documentos/legislacion/Directriz014MTSS.pdf>

¹⁷ Idem: 2006.

2.2.4. NATIONAL EMPLOYMENT POLICIES

Since the 1980s, the country has consistently promoted economic policies of openness and integration with the world economy. However, the economic policy has not included a specific employment policy as an essential component aimed at ensuring that the supply of decent work meets the demand.

The Higher Council for Work (CST, Consejo Superior del Trabajo) is a tripartite body for dealing with employment in the country. It comprises representatives of the employment sector, the business sector and the government sector. The CST has been behind several initiatives to establish an institutional framework for overseeing employment-related issues in the country. In this context, a government decree was published in 2008 establishing the National Employment Mediation Council as the governing body for employment policy. However, this initiative has not yet been fully established.

Nevertheless, to date, an electronic platform has been in operation, although in very rudimentary form. Managed by INA, the platform covers employment-related intermediation, guidance and information.

In the context of the Global Jobs Pact, in Costa Rica, the ILO and UNDP have created a series of recommendations relating to employment policy. These are summarized in Panel 4.

**PANEL 4. Global Jobs Pact in Costa Rica: Route map, possible measures.
Approaches suggested by the ILO and UNDP**

1. Deal with structural problems: external vulnerability, concentration of incomes and wages policy, development gaps between regions, production chains for greater productivity, improving harmonization of the export sector and the rest of the economy, gender gaps, youth employment, migrations, among others.

2. Develop a National Employment Policy for Harmonizing Production and Employment

- Analysing barriers to productivity: needs in terms of development of human capital to meet the needs of the private sector, and potential productivity affected by inadequate training of the labour force.
- Strengthening technical and professional training so that the training needs of the private sector can be adequately met.
- Strengthening the National Employment System: low-profile, coverage still very limited; strengthening relations with the private sector.
- Strengthening employment administration, especially work inspections, to promote a culture of compliance with labour rights and the relationship with increasing productivity and competition.
- Developing value chains for the full integration of micro, small and medium-sized enterprises (MSMEs) into production chains, e.g., tourism, agro-industry, free zones etc.
- Supporting appropriate financial and non-financial services (business development services) to MSMEs; developing business training.
- Improving the business environment to promote sustainable businesses.
- Compiling regular data on business size: surveys on starts ups.
- Paying special attention to youth employment: entrepreneurship, employability, guidance and vocational integration.
- Promoting gender equity through the National Care Network: extending the care infrastructure to reduce barriers to vocational integration for women; and promoting job creation by establishing and managing care centres: developing innovative solutions for managing the care infrastructure.
- Paying special attention to work-related migration flows.
- Implementing the Institutional Gender Policy of the MTSS and disseminating business best practice in gender equity in the workplace.
- Improving health and safety conditions in MSMEs and extending social insurance, especially in the rural sector.

3. Develop a national wages policy

- Forming tripartite agreements: new consensus regarding the parameters that should define the country's minimum wage policy.

4. Engage in social dialogue

- Strengthening the Higher Council for Work; boosting the Economic and Social Council (CES) as a dialogue space.
- Vigorously involving social actors in creating, ratifying and implementing employment policies.

Source: ILO-UNDP, 2010.

2.2.5. PUBLIC POLICY TO BOOST SMES AND ENTREPRENEURSHIP

The public policy of 2010-2014 to boost small and medium sized enterprises (SMEs) and entrepreneurship dates from July 2010. Its general objective is strengthening competitiveness among micro, small and medium-sized enterprises in Costa Rica through a regionalization strategy. This is intended to enable enterprises to integrate and improve their productivity within the business sector, taking advantage of the opportunities offered by the local market and by trade liberalization.

Based on this general objective, there are four specific objectives, as follows:

1) Including a focus on SMEs as part of the strategy for improving competitiveness in Costa Rica and making it one of the primary beneficiaries of activities conducted in this area.

2) Consolidating the institutions comprising the SME support network, making it an effective tool for establishing and implementing mechanisms to boost SMEs; similarly, strengthening the leadership of the MEIC through its Directorate General for Small and Medium-Sized Enterprises (DIGEPYME), creating strategies and implementing programmes as part of institutional support for SMEs.

3) Developing and implementing programmes that complement various SME support mechanisms, with a focus on linkages around sectors or activities; once the latter improve their competitiveness, they will develop their potential to consolidate their position as productive, efficient actors in the context of current, international competition.

4) Developing SMEs and entrepreneurship in strategic areas of the country through a region-

alization strategy: this is linked to sectors and priority areas that encourage the development of production chains of local origin.

The government of Laura Chinchilla Miranda has defined eight areas of activity within the SME policy. These are:

- Strengthening governance
- Entrepreneurship
- Productive harmonization
- Business development services
- Access to finance
- Access to markets
- Regionalization
- Innovation and technical development

Interrelated activity in these eight areas results in a contribution of increased productivity, formal employment creation and the democratization of the economy.

2.2.6. NATIONAL ENTREPRENEURSHIP POLICY 2010-2014

The National Entrepreneurship Policy 2010-2014 was issued in December 2010. It was created to harmonize the efforts of existing public and private institutions in the country. The policy is based on Law 8262, which stipulates that the MEIC is the institution responsible for formalizing existing informal SMEs and for supporting the creation of new enterprises.

As such, one of the reference points for this policy is Regulation No. 33111. This emphasizes that developing projects and programmes in the areas of business culture and entrepreneurial development is one of the functions of the Directorate General for Assisting Small and Medium-Sized Enterprises (DIGEPYME). Another reference point for the policy is Art. 6 of Law No. 8634 establishing the System of Banking for Development (SBD, Sistema de Banca para el Desarrollo).

This is also intended to boost the development of enterprises by young people, women and other priority sectors.¹⁸

The National Entrepreneurship Policy has the strategic objective of boosting the growth of an entrepreneurial culture. It aims to stimulate the creation of an entrepreneurial spirit and the necessary skills so that business opportunities are effectively identified and innovative and successful ideas developed.¹⁹

The general principles of the policy are the same principles that guide the public policy of boosting SMEs, 2010-2014. These relate to the implementation of each of the proposed programmes and activities. Examples include supporting women entrepreneurs and supporting young people and also relate to the areas of innovation and technology, the commitment to the environment, cultural cohesion, the regional framework and developing networking structures among entrepreneurs.

The National Entrepreneurship Policy is structured on eight broad strategic areas. These are: entrepreneurial development, institutional harmonization, national nurturing system, information and monitoring system, opportunities bank and funding mechanisms for entrepreneurs, support for entrepreneurs, innovation and technological development for entrepreneurs, and encouraging enterprises to export.

2.2.7. NATIONAL POLICY ON COOPERATIVES

The Institutional Strategic Plan of the National Institute for Cooperative Development (INFOCOOP) for the period 2011-2015 has the following among its objectives: identifying and profiling populations according to their situation and circumstances, with the aim of achieving integra-

tion of new cooperative organizations in other regions of the country.

Specifically, strategic objective 1.3 stipulates increasing the creation of new cooperative enterprises with viable, feasible and necessary projects. Additionally, it stipulates the strengthening of existing, recently created, cooperatives that create new jobs in their regions and that are associated with networks that boost the capacities and opportunities of local people.

The corresponding strategic action is:

1.3.1. Harmonizing institutional and regional activities to give appropriate support to enterprises, with special attention to specific strategic areas: first, the care and protection of the most vulnerable; environmental projects; research and innovation; and creating jobs for young people, women, older people and people with disabilities. A second strategic area is that of supporting those business concerns that could potentially be run as cooperatives in different sectors and regions of the country. These include education, care establishments, home-care services, health, rural aqueducts, rural tourism and generating alternative energies.

In addition, there is the Institutional Operative Plan 2012 of the Department of Promotion of INFOCOOP. The latter institution has undertaken to identify 18 new enterprises in 2012. This is all within the context of promoting initiatives suitable to be run as cooperatives in strategic areas: housing, care, homecare, food security, education, eco-friendly projects, rural tourism, rural aqueducts, generation of alternative energy, and solid waste. Special emphasis is placed on strengthening businesses and cooperative governance.

¹⁸ MEIC. *National Entrepreneurship Policy "Costa Rica Emprende" (Costa Rica does business) 2010-2014*. San José: MEIC, 2010

¹⁹ *Idem*.

CHAPTER 3.

PRIORITIZED INTERVENTIONS TO INCREASE EMPLOYMENT OF PEOPLE WITH DISABILITIES

Persona con discapacidad que posee una pequeña empresa de artesanías. La toma se realizó en una Feria de Artesanías en San José. El retratado aparece sentado en un stand realizando un tejido en el sitio.

TBC

Workshops were held as part of the process of creating this plan. Initially, these workshops identified five broad areas of intervention related, directly or indirectly, to the employment of people with disabilities. These areas are: 1) job intermediation for workplace integration; 2) training and education; 3) legal regulations, policies and plans in force; 4) coordination, partnerships and networks; and 5) availability of public and private employers. Following further consultations with experts, “entrepreneurship” was subsequently added as another area of intervention. It was considered important for boosting an increase in self-employment among people with disabilities.

As the areas of “legal regulations, policies and plans in force” and “coordination, partnerships and networks” are relevant to the other areas of intervention, it was decided to include them in a cross-cutting manner according to theme.

Below is a summary of the most important interventions for each of the four priority areas identified. It begins with the interventions concerning training for people with disabilities. Next come those intended to increase the number of inclusive employers. These are followed by intermediation services for workplace integration. Finally come the initiatives intended to encourage and facilitate productive entrepreneurial projects.

3.1. TRAINING FOR PEOPLE WITH DISABILITIES

Education and training are essential for successful integration and to ensure that people remain in the labour market. Costa Rica has been making steady progress in ensuring that education services are more accessible for people with disabilities. The MEP and the state-run institutions that provide technical education services, as well as state-run universities, have all been implement-

ing a series of activities and strategies. These are intended to provide a more accessible education for the population in question, in line with the legislation in force. Such measures include curricular adjustments and the increasing availability of education support services so that the student population in general has access, in a culture of equality of opportunities.

The interventions designed to make education services more inclusive for people with disabilities are described below.

3.1.1. INTERVENTIONS FOR PEOPLE WITH DISABILITIES BY THE MINISTRY OF STATE EDUCATION

Law 7600 stipulates that it is the duty of the State to ensure that people with disabilities living in the country receive education services as part of the general national system, and not in a segregated form. As stated in the Country Report on compliance with the Convention on the Rights of Persons with Disabilities,²⁰ during the last 10 years, the Ministry of State Education has been developing programmes and services. These are intended to give teachers the tools and materials that they need to be able to assist students with disabilities as efficiently and effectively as possible.

According to figures from the Department of Statistics of the Ministry of State Education (2012), in 2011, a total of 16,989 students with a disability were enrolled in face-to-face education services. These included preschool, primary, secondary and vocational education. Services were delivered through the Centres for Comprehensive Services to Adults with Disabilities (CAIPAD). Box 8 shows the distribution of students with disabilities enrolled in 2011 according to gender, level and sector.

20 CNREE: 2011.

BOX 8.
STUDENTS ENROLLED IN SPECIAL EDUCATION SERVICES OF THE EDUCATION SYSTEM BY LEVEL, SECTOR AND GENDER: 2011

Level	Total			Sector								
				State			Private			Private-subsidized		
	Total (T)	Men (M)	Women (W)	T	H	M	T	M	W	T	M	W
Preschool education	3.036	1.779	1.257	3.022	1.772	1.250	0	0	0	14	7	7
Primary education	4.713	2.834	1.879	4.662	2.799	1.863	8	7	1	43	28	15
Secondary education	7.893	4.668	3.225	7.798	4.617	3.181	9	5	4	86	46	40
CAIPAD vocational education	1.347	790	557	695	400	295	0	0	0	652	390	262
Total	16.989	10.07	6.918	16.17	9.588	6.589	17	12	5	795	471	324

Source: Department for Statistical Analysis MEP Education Indicators, 2012. Retrieved from: http://www.mep.go.cr/Indicadores_Educativos/ZONA-DEPENDENCIA-1.html

Some of these services and programmes are described below as part of the strategic interventions prioritized by the experts consulted in the area of training and education.

Services for students with disabilities

The education provision of the Ministry of State Education of Costa Rica comprises three services for people with disabilities. These are: personal care (atención directa), in-house assistance (apoyo fijo) and mobile support (soporte itinerante).

The personal care service provides ongoing, direct assistance for the disabled student population. It is available in establishments offering general basic education (i.e. the first nine years of compulsory education) and the ciclo diversificado (period of education for students aged 15 to 16). It is also available in special educational establishments and in care centres for adults. In the case of in-house assistance, the service is provided in a single institution. Its function is to provide permanent or temporary support for students enrolled in a specific educational establishment, whether in general basic edu-

cation and the ciclo diversificado or in special education. With in-house assistance, students with disabilities have access to both the general education services of their institution, and to the educational support service.

Finally, the mobile support service provides a temporary, or permanent, support service for students in different educational establishments, whether in general basic education and the ciclo diversificado or in special education. It involves periodic visits by teachers who provide the service to different institutions, communities or homes where there are students who need their assistance. These students also benefit from the mainstream education services, and education support services, in their respective institutions.²¹

The Country Report on compliance with the Convention on the Rights of Persons with Disabilities²² states that the support services made available by the MEP are provided by teaching personnel who are either mobile or work in a fixed location. These personnel are specialists in areas such as: hearing and speech, multiple disabilities, learning difficulties, problems with ed-

²¹ CNREE: 2011

²² Idem: 2011

ucation, emotional and behavioural problems, visual impairment and deafblindness. A large proportion of these services apply during the first and second cycles of mainstream basic education, i.e., primary education. A smaller number are available in special education centres and secondary education establishments. This is especially the case for students with impaired vision, hearing and speech. The report states that pilot projects were recently conducted in services to people with learning difficulties at secondary level.

According to data from the MEP Department for Statistics, the student population registered for personal care services in 2008 numbered 14,236. In 2009, it was 14,815, and in 2010 it was 15,055 (Box 9). In the case of the students registered for the in-house assistance or mobile services, in the same years the numbers were 82,986, 90,349 and 85,505, respectively.

In general, an increasing trend is apparent for students with disabilities to use mainstream services. This shows a “move towards more inclusive practices in the national education system” as the Convention reports states.²³

BOX 9.

STUDENTS ENROLLED IN SPECIAL EDUCATION SERVICES ACCORDING TO LEVEL: 2005-2010

Year	Preschool	1st and 2nd cycle	3rd cycle and secondary (<i>educación diversificada</i>)	Total
2005	2.569	6.028	5.436	14.033
2006	2.666	5.683	6.361	14.710
2007	2.682	5.809	6.474	14.965
2008	2.673	5.430	6.133	14.236
2009	2.770	5.306	6.739	14.815
2010	2.807	4.960	7.288	15.055

Source: MEP Department for Statistical Analysis: 2011.

With regard to curricular adjustments, data from the MEP Department for Statistical Analysis show that, in total, there were 660,348 adjustments made between 2005 and 2009. These were distributed as follows: 122,026 in 2005; 136,440 in 2006; 133,933 in 2007; and 131,507 and 136,442 in 2008 and 2009, respectively (Box 10).

According to estimates from the aforementioned department, it is the adjustments categorized as “not significant” that have shown the greatest increase in the last decade. In 2000, 68 students in every 1000 received adjustments categorized as “not significant”. In 2009, the figure was 117 students in every 1000.²⁴

²³ Idem: 2011 77

²⁴ MEP Department of Statistics. Curricular adjustments in traditional education. Bulletin 5-10. San José: 2010. Retrieved from: <http://www.mep.go.cr>

BOX 10.**CURRICULAR ADJUSTMENTS BY TYPE AND LEVEL 2005-2009**

Adjustment	2005	2006	2007	2008	2009
Preschool					
Access-related	958	1.201	729	789	1.012
Not significant	2.268	2.931	1.831	1.638	1.865
1st and 2nd cycle					
Access-related	7.199	7.884	8.028	8.116	8.158
Not significant	69.328	74.225	72.835	72.027	73.272
Significant	7.855	9.172	9.2 71	9.486	9.756
Night schools					
Access-related	66	10	3	11	0
Not significant	75	161	17	59	137
Significant	4	5	0	6	1
3rd cycle and secondary (educación diversificada)					
Access-related	2.506	2.584	2.006	1.843	2.008
Not significant	30.591	36.349	37.459	35.374	37.753
Significant	1.176	1.918	1.754	2.158	2.480
Total	122.026	136.440	133.933	131.507	136.442

Source: MEP Department of Statistics. 2010

Third cycle, educación diversificada (fourth cycle) and academic and technical colleges

In recent decades, the MEP has put great efforts into projects to encourage students to remain in secondary education. These include providing opportunities for people with disabilities to remain in the third cycle of education, in educación diversificada (fourth cycle) and in academic and technical colleges.

On 3 July 2002, Law 8283 was passed. This is the Law on Funding and Development of Training Support Teams for Students with Disabilities. It is aimed at those enrolled in the third and fourth cycles of mainstream education, and in the same cycles in special education services. This law was created for two purposes. First, it covers funding for the purchase of technical supports needed by students with disabilities who are enrolled in the third and fourth cycles of mainstream or special education who need such resources.

Second, its purpose is to fund the creation, in all of the country's educational establishments, of new services offering special education in the third and fourth cycles. This might entail building classrooms and workshops, and adapting and extending the existing ones through the purchase of equipment and materials necessary for the education of students with disabilities.²⁵

According to the aforementioned law, special education services for the third and fourth cycles must develop productive projects which sup-

plement the study plan approved by the Higher Council for Education (Panel 5). The projects must be in sympathy with the characteristics of each region, and must promote the development of micro-businesses and cooperative work in diverse areas of technical specialization.²⁶

In 2011, according to figures from the MEP Department for Statistics, a total of 7,893 students with disabilities were enrolled in the third cycle and *ciclo diversificado*.

PANEL 5. The National Plan for the Third Cycle and Vocational Diversified Cycle

In 2002, an evaluation of the study plans for the third and fourth education cycles recommended their revision. The purpose would be to evaluate how the plans related to Law 7600 and to new perspectives on disability. A committee was convened for this task. In 2007, it issued a proposal to the Higher Council for Education that it called Pilot Project: Third Cycle and Vocational Ciclo Diversificado. The aforesaid project involved applying the National Plan for the Third Cycle and Fourth Vocational Ciclo Diversificado in five schools during 2008. The schools involved were: Calle Blancos Technical School, Puntarenas Technical Professional School, Liceo de Moravia (Moravia Lyceum), Liceo del Sur, and Liceo Ricardo Fernández Guardia.

The successes attributed to the plan were as follows: higher levels of literacy; progress at the students' current level and higher rates of enrolment at the next level; significant improvements in communications; greater clarity in the processes of exploring and making choices in education; training for students in areas in which they had natural ability so that they could subsequently find a job; diversification of training options in education establishments; higher levels of satisfaction among teachers; reduction in student drop-out rates; greater involvement of families; and the availability of separate facilities but favouring more inclusive practices.

At the beginning of 2009, the Higher Council for Education decided to approve the new study plan in technical, academic, pre-practical and supervised practical fields.

Source: Patricia Ramírez, Department Special Educations, MEP.

²⁵ Law 8283: 2002. Retrieved from: <http://www.cnree.go.cr/images/documentos/legislacion/Ley8283.pdf>

²⁶ Articles 7, 8 and 9 of the law oblige the municipalities to open, extend and create classrooms and workshops. The law requires the municipal authorities to assign economic and material resources for this purpose. In addition, they must include funding for these services in their budgets. Similarly, municipalities must encourage the implementation and development of the relevant study plans. The same articles oblige INA to assign financial and human resources, as well as equipment and materials, to encourage technical training for people with disabilities and the CNREE to assign resources to support services for the third and fourth cycles of special education.

3.1.2. CENTRES FOR COMPREHENSIVE SERVICES TO ADULTS WITH DISABILITIES

The Centre for Comprehensive Services to Adults with Disabilities (CAIPAD) is an MEP programme. It was approved by the Higher Council for Education during Session 61-2000 of 14 December 2000, and amended during Session 37-2003 of 28 August 2003. The Centre functions in partnership with non-governmental organizations of and for people with disabilities.

This programme is aimed at people with disabilities over the age of 18. Its purpose is to provide them with options for personal, social, occupational or productive education, enabling them to realize their full potential and increase their personal autonomy and, as such, improve their quality of life.²⁷

The objectives of the programme are as follows:

- Providing comprehensive services to adults with disabilities who need ongoing or permanent support, and to their families, to enable them to enjoy a better quality of life.
- Supporting the work of non-governmental organizations in their efforts to ensure appropriate services for adults with disabilities.
- Achieving real commitment on the part of the State for official recognition of the centres, provision of resources, and responsibility for quality control of the services offered.
- Boosting development of new services for adults with disabilities throughout the country.
- Strengthening existing services for adults with disabilities through guidelines, supervision, commitments to training, and provision of human and material resources, according to the needs of service users.²⁸

The target population are people with disabilities over the age of 18. There are two types of service: A and B. The first type, A, is aimed at people with disabilities who can potentially integrate, at least partially, in a productive process with supervision and strengthening of ongoing or permanent support in certain aspects of their daily lives. Meanwhile, the second type, B, is for those people who have not had the opportunity of participating in other services, as well as for those who have left special education establishments. These people may require ongoing or permanent support for engaging in most professional activities, and in their daily lives.²⁹ Table 2 summarizes both types according to size of intake, professional team and working day.

27 Aguilar, Gilda. *Centres for Comprehensive Services to Adults with Disabilities (CAIPAD)*. Postgraduate paper in Interdisciplinary Studies on Disability. San José: UCR, June 2005

28 *Idem*. 2005

29 *Idem*. 2005

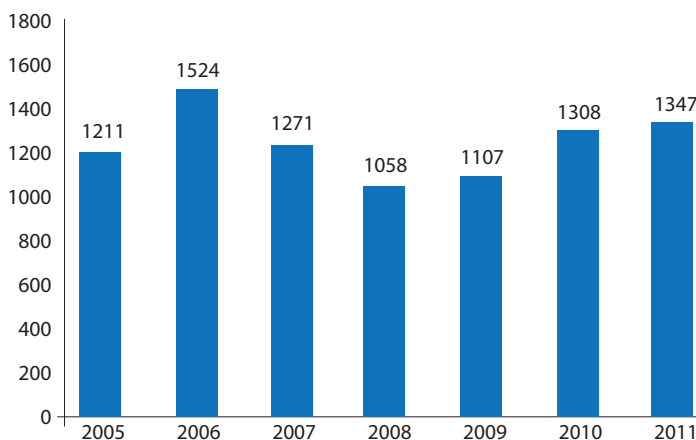
TABLE 2.**TYPE, SIZE OF INTAKE, PROFESSIONAL TEAM AND WORKING DAY OF CAIPADS**

Type	Size of intake	Professional team	Working day
A	60-90	1 director of special education 2 special education teachers 2 teachers - technical/professional sector 1 production technician occupational therapist	Standard working day of 8 hours a day and 40 lessons of 60 minutes
B	30-42	1 director of special education 1 special education teacher 1 teacher - technical/professional sector 1 occupational therapist 1 physiotherapist 1 social worker	

Source: Aguilar: 2005

Within its study plan, the CAIPAD programme contains five broad working areas: daily life, personal and social, basic occupational, practical academic, and vocational training. In the case of the latter, training is offered in social skills, communication and self-management. In addition, there is training in the specific skills and abilities necessary for the various tasks that enable people to acquire the knowledge and skills that they need in order to do a real job properly. This training process can be conducted on the premises where the programme has been implemented. Alternatively, it can be conducted in the workplace or community. In the case of the supervised type, B, whether permanent or temporary, the way in which training is delivered may depend on individual circumstances.

In 2011, the country was running 28 CAIPADs: 10 as type A; 12 as type B; one as both types, A and B; and five as employment workshops. In terms of geographical location, the distribution by province is as follows: 11 in Alajuela; 10 in San José, four in Heredia and three in Cartago. In 2011, a total of 1,347 adults with disabilities were enrolled on this programme. Of these, 790 were men and 557 women. Figure 5 shows the number of students with disabilities enrolled on this programme between 2005 and 2010.

FIGURE 5.**NUMBER OF STUDENTS WITH DISABILITIES ENROLLED IN CAIPADS: 2005-2010**

Source: MEP Department of Statistics: 2011

3.1.3. INA TECHNICAL TRAINING

The National Institute for Learning (INA) is the governing body for the education and training of the human resources that the country requires. It provides professional education and training services to people over the age of 15 and also to corporate bodies. Its purpose is to encourage productive work in all sectors of the economy, thus contributing to improving living conditions, and to the social and economic development of the country.³⁰

INA is active in 12 training fields. These are: agriculture, trade and services, food industry, printing industry, textile industry, vehicle maintenance, metal-working industry, sea fishing, crafts, electricity sector, material technology and tourism.

On 10 May 2007, INA passed a regulation on educational support. This governs the application of educational support within the framework of Law 7600 on Equality of Opportunities for People with Disabilities in Costa Rica. The regulation also guarantees equality of opportunities for people with special educational needs attending INA, in all the professional education and training services offered by the institute, regardless of type or mode of delivery.³¹

The aforementioned regulation also covers INA annual operating plans and budgets. It stipulates that the following must be included: actions, projects, measures and resources that guarantee timely access and equality of opportunities to people with disabilities who receive services INA.

³⁰ INA website: <http://www.ina.go.cr>

³¹ INA. Educational support regulation Retrieved from: http://www.ina.ac.cr/Contraloria%20Serv/Reglamentos/apoyo_educat.html

Article 4 of this institutional regulation stipulates that INA must have four collegiate bodies to attend to the special educational needs of people with disabilities. Each of the four bodies is assigned a series of functions for this purpose. The bodies in question are: the Institutional Committee on Disability Matters (CIMAD), the Committee on Educational Support (CAE), the Committee on Regional Educational Support (CAE Regional), and the Disability Coordination Service (SECODI).

The annual report INA *en cifras 2010* ('INA in figures 2010') states that a total of 2,835 people with disabilities enrolled that year. That is equivalent to 0.9 percent of the total number of students at INA. By economic sector, there are 1,507 people with disabilities enrolled in trade and services, 924 in industry, and 404 in agriculture (Box 11).

BOX 11.

POPULATIONS OF INSTITUTIONAL SIGNIFICANCE ENROLLED BY SERVICE TYPE AND ECONOMIC SECTOR:

Population	Total	Service type			Economic sector		
		Professional education and technical training	Certifiable technical assistance	Certification tests	Agriculture	Industry	Trade and services
Older people (1)	4.327	3.751	501	75	1.731	1.596	1.000
With disabilities	2.835	2.689	93	53	404	924	1.507
Indigenous	1.884	1.745	113	26	331	807	746
Young people (2)	226.026	210.111	7.421	8.496	14.934	60.912	150.182
Migrants	10.387	9.467	506	414	841	4211	5.335
Prisoners	1.557	1.547	4	6	425	489	643
Total INA (3)	301.001	275.306	13.849	11.846			

Notes:
 (1): Refers to people aged 60 and over.
 (2): Refers to people aged 15 to 35.
 (3): The total does not equal the sum of its parts in mathematical terms due to overlap among populations.
 Source: INA *en cifras 2010*. Boxes 1.23 and 1.24. Total: INA administration.

3.1.4. FERNANDO CENTENO GUELL NATIONAL CENTRE FOR SPECIAL EDUCATION

The Fernando Centeno Guell National Centre for Special Education was established in 1940. Its mission is to provide education services to students with disabilities. It aims to meet the specific needs of each pupil so that they can perform to the best of their abilities in the environment in which they are living.

The target population for this centre is children from a few months old up to 21 years of age who have visual, hearing, cognitive (learning difficulties) and multiple impairments including deaf-blindness, among others.

This education centre has three departments offering services to people with disabilities. The Department of Hearing and Speech serves deaf people and students with deafblindness. The Learning Difficulties Department serves the population with learning difficulties and students with deafblindness. The Visually Impaired Department serves students with limited sight, blind students and deafblind students with multiple disabilities.³² Furthermore, the Fernando Centeno Guell Centre offers other services and programmes such as: social work, psychology, advice, physiotherapy, speech therapy and occupational therapy, orientation and mobility, IT for educational purposes, music, physical education, visual arts and applied arts. It employs teachers specializing in the following areas: emotional trauma, hearing and speech, education of blind people and deafblindness. The school offers mobile support programmes and home care; provision of meals for students with support from a nutrition specialist; and nursing and paediatric services with support from a volunteer specialist in this field, once a week.

3.1.5. OTHER EDUCATIONAL SERVICES FOR DEAF PEOPLE³³

In addition to the education provision for people with disabilities described in the previous sections, there are also some education services especially targeted at the non-hearing population. These are as follows.

1. The Education Service for Deaf Adults (SESA, Servicio Educativo para Sordos Adultos). There are two of these currently in operation: SESA Liceo Nocturno (Night School) José Joaquín

Jiménez Núñez, in the province of San José, and SESA Liceo Nocturno Alfredo González Flores in Heredia. In the latter case, students take only the first and second cycles.

2. The project 'Services to Deaf Students Through a Specific Open Education Plan'. The project developed from a virtual learning programme to a face-to-face one. It involves at least one teacher specializing in the education of deaf people. It has been implemented in four educational establishments in the country: Colegio México (Regional Authority of San José Norte), Liceo Manuel Benavides (Regional Authority of Heredia), Liceo de San Carlos (Regional Authority of San Carlos) and Colegio Gregorio José Ramírez (Regional Authority of Alajuela)

3.1.6. HELEN KELLER INSTITUTE FOR PROFESSIONAL REHABILITATION

The Helen Keller Institute for Professional Rehabilitation (IRPHK) is an institution of the Ministry of State Education. It was created by Executive Decree No. 16831-MEP of 5 February 1986. Its purpose is to meet the needs of the country's visually impaired adolescent and adult population in terms of academic, practical and professional education.³⁴

The IRPHK provides support services to people with visual impairment who are over 14 years of age. It uses various methods including those described below.³⁵

³² Retrieved from:

http://www.sordoceguera.org/vc3/organizaciones/costa_rica/fernando_centeno_guell.php

³³ This section has been compiled on the basis of oral and written communications with Patricia Ramírez who works in the Department of Special Education of the MEP.

³⁴ Decreto 16.831: 986.

³⁵ Retrieved from the IRPHK website at <http://www.freewebs.com/institutohelenkeller>

- **Personalized Admissions and Orientation Process:** The objective is to encourage service users and their families to make decisions regarding the institutional and community support options that improve their quality of life.
- **Practical Process:** A service intended to provide maximum personal and social autonomy, using techniques for independent living such as mobility, literacy and community involvement, among others.
- **Practical/Academic Process:** The purpose is to provide specialist technical advice on adjustments and support systems for students in the formal education system, i.e., third and fourth cycles, and those engaged in higher education through distance learning. Supports include Braille transcriptions, adapted teaching materials in tactile versions or large print, talking books, physical access, etc.
- **Support Process for organized communities:** A service dedicated to consultancy and other support for organized communities to enable them to develop strategies for promoting independent living and equality of opportunities.
- **Socio-Employment Process:** Aimed at facilitating knowledge acquisition and developing attitudes and skills for employment and vocational integration. This service includes specialist technical advice regarding workplace adjustments for workers with visual impairments.

3.1.7. CENAREC

CENAREC is the National Resource Centre for Inclusive Education. Created in 2002, it is an institution of the Ministry of State Education with the status “*mínima desconcentración*” (“minimal decentralization”). Its main objective is to “fulfil its role as National Resource Centre which, in the framework of inclusive education and alongside

people with disabilities, boosts their development and active participation in society through cooperation with a variety of social actors”³⁶

CENAREC was created by Decree No. 30224 of the MEP and confers the following functions on the institution:

- Providing a national information service on personal autonomy, and on the education available to people with special educational needs.
- Offering users a consultancy service on technical supports with samples of the different items required by students with special educational needs.
- Facilitating the training of personnel involved in providing services to students with special educational needs.
- Conducting studies on the factors involved in education services for students with special educational needs and taking a more evidence-based approach to them; and making recommendations to the Ministry of State Education and the Higher Council for Education for developing policies in the field of special education.
- Facilitating the extension of services of its services by creating Affiliated Regional Centres.³⁷

Below is a summary of CENAREC services:

- Making educational materials accessible to people with disabilities.
- Collecting, classifying and making available to the public materials for a resource centre on inclusive education processes.
- Running courses on disability, inclusive education, Braille and LESCO (Costa Rican sign language), etc.

³⁶ Official website: <http://cenarec.org> visited 12 April 2012.

³⁷ Decree 30,224 MEP, on the creation of CENAREC, 2002. Retrieved from: <http://scm.oas.org/pdfs/2007/DIL/Costa%20Rica%20-%20Anexo%2010%20Decreto%2030224%20Creaci%C3%B3n%20CENAREC.htm>

- Giving advice on support products including adjustments, design, acquisition and training in their use - the advice is for students with special educational needs relating to disability, and for their families, teachers and other professionals.
- Conducting scientific research into education services for students with disabilities in Costa Rica.

3.1.8. STATE-RUN UNIVERSITIES

There have been various initiatives in the state-run university sector of Costa Rica to facilitate greater accessibility to higher education for people with disabilities. The current National Plan for State-run University Higher Education (PLANES, Plan Nacional de la Educación Superior Universitaria Estatal) includes supporting projects to assist and improve conditions for people with disabilities in universities. The latter come under the area of the plan devoted to coverage and equity. There is also an Inter-university Committee on Higher Education Accessibility (CIAES). Its purpose is harmonization of accessibility policies in higher education. These include the admissions and retention processes for students with special educational needs or disabilities, in order to facilitate their access with equality of opportunities.

Currently, there are offices providing various education support services to registered students with disabilities in the following state-run universities: the University of Costa Rica (UCR), the National University (UNA), the Technological Institute of Costa Rica (ITCR) and the State Distance University (UNED). Thanks to these services, in the majority of the aforementioned higher education establishments, the number of students who have disabilities has doubled in the last decade.

The basic study of the needs and opportunities of people with disabilities in Costa Rica³⁸ states that, in 2005, state-run universities were reporting that the number of students with disabilities had increased significantly. UCR had 155 students with disabilities registered; ITCR had 95; UNED had 92; and UNA had 37.

Nevertheless, the Country Report on compliance with the Convention on the Rights of Persons with Disabilities³⁹ shows that, in terms of access to higher education, it is difficult to calculate the number of students with disabilities among those enrolled. This is because there is no obligation to declare a disability. Additionally, some students may not request support services. In the case of private establishments for technical training and higher education, there are no statistics available that might give a picture of the situation of accessibility to their services.

3.1.9. SUPPORT FROM IMAS

IMAS, the Joint Institute for Social Assistance, supports people with disabilities living in poverty or extreme poverty by awarding grants, as part of its social programmes aimed at individual beneficiaries. These grants covers the costs of access to education services and vocational training. They are used especially for transport and the purchase of technical aids to ensure that students remain in education.

Among the social programmes, we may mention the *Avancemos* (Let's advance) programme and the programme for technical and vocational skills and human resources training.⁴⁰

³⁸ Cited by POETA 2009; CNREE, JICA and Odd: 2006.

³⁹ CNREE: 2011.

⁴⁰ IMAS website: <http://www.imas.go.cr/>

The 'Avancemos' programme is aimed at teenagers and young adults, including those with disabilities, from families experiencing difficulties in maintaining their children in the education system for economic reasons. The programme aims to promote their retention and re-integration in the formal education system.

The entry requirement for the programme is that the beneficiaries must be enrolled in the education system in one of the following modalities: day or night school offering academic education; Professional Technical Schools (CTP); *Nuevas Oportunidades* (New Opportunities) programme; IPEC-Académica; Pre-vocational Workshop; *Bachillerato por madurez* (degree course for mature students); Educación Abierta (Open Education); Formal a Distancia (formal distance learning); *Tele-secundaria* (distance learning programme), CINDEA and/or CAIPAD.

In the case of the skills training programme, the target beneficiaries are people experiencing poverty or extreme poverty. The aim is to integrate them into social and educational processes. These might include technical, vocational and academic training and personal preparation. Financial grants are awarded to cover the costs of these processes and to ensure beneficiary retention. As such, beneficiaries boost their employment prospects.

Table 3 summarizes the range of individual benefits offered by IMAS for people in situations of poverty and extreme poverty, including people with disabilities.

TABLE 3.

INDIVIDUAL BENEFITS OFFERED BY IMAS FOR PEOPLE WITH DISABILITIES IN SITUATIONS OF POVERTY

Benefit type	Description
Family services in basic needs and training	Supplementing the family income to cover basic needs including support services and technical aids, medicines, special diets, unpaid debts, non-productive periods, processes of personal and socio-educational development, and children's services.
Emergencies	Meeting basic needs related to emergency situations, for example acquiring food, paying rent on accommodation, household utensils, clothing and basic furnishings.
Avancemos programme	Help with study fees, basic needs of teenagers and young adults in situations of poverty, risk, vulnerability and social exclusion, who are enrolled in the formal education system in any of its various modalities.
Skills training	Integrating individuals into processes of technical and vocational skills training to enable them to acquire life knowledge and skills, and to strengthen existing learning and personal capacities, talents and aptitudes with the aim of either integrating them into the productive labour market or developing productive partnerships.
Improving housing	Economic resources for families to carry out improvements, extensions, repairs, maintenance, installations, completion of jobs and other tasks in their homes; resources cover the purchase of building materials, labour costs, transport, permits, building plans, site inspections, etc.

Source: Information supplied by Ana María Ramírez in the field of disability. IMAS: 2012.

Box 12 summarizes the number of families including people with disabilities supported by IMAS through its various benefits between 2001 and 2010, and the total paid.

BOX 12.

NUMBER OF FAMILIES WITH PEOPLE WITH DISABILITIES BENEFITING AND TOTAL PAID

Year	No. families	Total paid
2001-2007	119,194	20,371,225,253
2008	11,481	3,472,999,310
2009	17,108	6,309,808,487
2010	17,884	6,579,122,358
General Total		36,733,155,408

Source: Information supplied by Ana María Ramírez in the field of disability. IMAS: 2012.

3.2. INCLUSIVE EMPLOYERS

It is very important for workplace inclusivity to have employers willing to hire people with disabilities. In many cases, this is complicated by prejudice, myths and fears, as well as the specific conditions in workplace environments.

This section discusses three interventions that aim to increase the demand for workers with disabilities among employers.

3.2.1. INCLUSIVE ENTERPRISES NETWORK OF COSTA RICA

The Inclusive Enterprises Network (REI, Red de Empresas Inclusivas) of Costa Rica was created in 2009. It is an initiative within the framework of one of the projects of the POETA programme.

POETA ('poet') stands for Programa de Oportunidades para el Empleo a través de la Tecnología en las Américas ('Programme for Opportunities for Employment through Technology in the Americas'). This is a programme of the Trust for the Americas, an affiliate of the Organization of American States (OAS), in partnership with the Business Association for Development (AED, Asociación Empresarial para el Desarrollo) in Costa Rica. There is a cooperation agreement between the two bodies.

The objective of this network is to contribute to increasing and strengthening the participation of people with disabilities in the development of the country, through their own efforts, and in full enjoyment of their human rights. It works in partnership with the relevant public institutions and civil society organizations.⁴¹

⁴¹ AED. Factsheet of the Inclusive Enterprises Network of Costa Rica San José: AED, 2011.

To date, the network comprises 37 companies representing different sectors. These include: the service industry, banking and finance, trade, tourism and technology. The companies are committed to equality of opportunities in employment for people with disabilities. It was formally launched at national level in March 2010 with a mere five member companies. There were positive results such as the employment of 110 people with disabilities distributed across the members of the network. In addition, over 400 representatives of various companies received skills training.

The REI is coordinated by the AED and a Steering Committee comprising five companies. Throughout the year, the network organizes eight meetings of its members. These meetings provide skills training activities and consultancy on matters concerning employment and disability. Themes include universal design, relevant legislation, inclusive customer service, human rights, corporate social responsibility and diversity, among others. Additionally, these meetings offer peer-to-peer learning and reflection spaces for companies that favour best practices in diversity management within their organizations to ensure that they are inclusive of people with disabilities.

3.2.2. LAW 7092 ON INCOME TAX INCENTIVES FOR HIRING PEOPLE WITH DISABILITIES

Law 7092 on income tax was passed on 18 May 1998 and its respective Regulation in 1998. Articles 8 and 12 of the Law gave approval to incentives for employers to hire workers with disabilities.

According to Law 7092, any payments for personal services provided by disabled workers may be deducted from income tax as an additional expenditure in the same way as remunerations paid. Such payments include wages, supplementary wages, salaries, premiums, bonuses, royalties, tips and gifts. Conditions apply relating to deductions made and the payment of taxes. These are described in Chapter 11 of the law in question. A certificate issued by CNREE must be produced as proof of eligibility.

3.2.3. LAW 8862 ON WORKPLACE INCLUSION AND PROTECTION FOR PEOPLE WITH DISABILITIES IN THE PUBLIC SECTOR

Law 8862 on workplace inclusion and protection for people with disabilities in the public sector was passed on 11 November 2010.⁴² It was intended as affirmative action to promote the inclusion of workers with disabilities in public sector employment in the country. This would be achieved through a quota of at least 5 percent of posts in each of the three branches of state governance. The posts would be filled by people with disabilities “wherever a job opportunity exists and the selection and suitability criteria have been met, as established by the staff regulation in each of the three branches of state governance”.⁴³

On 21 March 2011, the Regulation of the law was approved by means of Decree No. 36462 MP-MTSS. The objective was to regulate the mechanisms for the effective application and monitoring of Law No. 8862, with the aim of achieving the widest possible inclusion of people with disabilities in the sphere of public sector work.⁴⁴

⁴² Law 8861: 2010. Retrieved from: http://www.cnree.go.cr/images/documentos/legislacion/Ley_8862.pdf

⁴³ Sole article, Law 8861 2010.

⁴⁴ Regulation of Law 8862: 2011. Retrieved from <http://www.cnree.go.cr/sobre-discapacidad/legislacion/364-decreto-36462.html>

General application of this law is obligatory for the whole public sector. In the case of the executive, this means the Government and each ministry, together with decentralized and affiliated bodies, including the Attorney General of the Republic. For the legislative, this extends to all auxiliary and affiliated bodies, including the Comptroller General of the Republic and the Office of the Ombudsman. For the judiciary, it means all its bodies, the Supreme Court of Elections and all its bodies, the decentralized autonomous and semi-autonomous institutions, non-state-run public entities and public companies.

The Regulation includes a series of regulatory measures aimed at ensuring equality of opportunities. It includes provision for special actions to be undertaken by the relevant institutions. The aim is to ensure effective and timely compliance and to facilitate full integration of people with disabilities in society.

3.3. INTERMEDIATION FOR WORKPLACE INCLUSION

Focus groups were held involving employers and people with disabilities. The outcomes of these suggest that interventions in the area of intermediation for workplace inclusion are key to achieving successful vocational integration of people with disabilities. Support from intermediators, or workplace facilitators, is considered a basic necessity in Costa Rica. This support is required by people with disabilities and by companies during the hiring process. It should be available at least until companies have fully implemented inclusive policies and practices for people with disabilities, as well as providing relevant training to staff.

3.3.1. NATIONAL SYSTEM OF EMPLOYMENT INFORMATION, GUIDANCE AND INTERMEDIATION

The National System of Employment Information, Guidance and Intermediation (SIOIE) was created by Decree No. 34936 of 17 December 2008. Its purpose is the inter-institutional and multisectoral coordination and integration of human, material and technological resources. It provides information, guidance and intermediation on matters relating to the interface between stakeholders and the job market.⁴⁵

The SIOIE is a comprehensive network of job intermediation services provided by the institutions and organizations comprising the National Intermediation Council (CNI, *Consejo Nacional de Intermediación*). The Ministry of Work and Social Security chairs the System. Other member institutes include the Ministry of State Education, the National Institute for Learning, the National Council of Rectors (*Consejo Nacional de Rectores*, i.e., university heads), together with one representative each of employers and workers, both sectors being members of the Higher Council for Work.

The main objectives of SIOIE are:

- Providing a single electronic platform, with national coverage, for job hunting and recruitment, available free of charge and conforming to criteria of transparency and promotion of equality of opportunities.
- Facilitating services to all users through local intermediation points or through an online service.
- Providing a national network of organizations and institutions cooperating in intermediation and vocational integration processes.
- Facilitating user access to the System and to training and professional education services.

⁴⁵ Decree 34936: *Creating the National System of Employment Information, Guidance and Intermediation*. San José: Official Gazette No. 244, 17 December 2008.

- Creating and updating information to support the System and the training, guidance and professional integration processes.

SIOIE coordinates a network of job intermediation services available in diverse organizations throughout the country. It has a database of human resources who conduct intermediation in the following organizations:⁴⁶

- Municipal Network of Employment Services (Red Municipal de Servicios de Empleo) comprising 22 municipalities with job centres. These include: Alajuela, Belén, Carillo, Cartago, Coronado, Coto Brus, Curridabat, Desamparados, Escazú, Goicoechea, Heredia, La Cruz, Liberia, Montes de Oca, Nicoya, Orotina, Puntarenas, San Isidro, Heredia, Santa Ana, Santa

Cruz, Turrialba and Upala.

- Job intermediation services of 115 technical professional schools throughout the country.
- Job intermediation services in 10 INA offices: Sede Central Uruca, Sedes Regiones Brunca, Chorotega, Huetar Atlántica, Huetar Norte, Occidental, Pacífico Central, Oriental, Sedes Regional Cartago and Heredia.
- UNFPA and IOM one-stop shops.
- MTSS Labour Market Observatory.
- 11 employment offices of the Empléate programme located in the local government offices of San José, Desamparados, Santa Ana, Alajuela, Cartago, Heredia, Belén, Liberia, Puntarenas and Escazú. Panel 6 shows some examples of work conducted by the municipal authorities.

PANEL 6. Municipal initiatives for promoting employment and entrepreneurship among people with disabilities

Municipality of Santa Ana

- The municipality has a job intermediation centre that counts people with disabilities among its service users.
- They have a project called Santa Ana Accesible (Accessible Santa Ana) that has involved working with local companies and other organizations in order for the latter to adopt the provisions of Law 7600 in terms of physical space.

Municipality of Belén

- Belén established its job intermediation service in 2000. Since then, it has been supplementing and strengthening its service through coordinating social and work skills. These including job hunting techniques, customer services, food handling, English, IT, quality control, etc.
- In 2008, the Local Economic Development Plan was initiated. Its purpose is to strengthen entrepreneurship in the canton (local area) through skills such as business plans, marketing, accountancy and financing for small businesses, as well as coaching, and trade and entrepreneurial fairs.
- In 2011, the Arts and Crafts Trade Centre was inaugurated within the premises of the railway station, a national heritage site. The centre is run by the Belemita Association of Arts and Crafts (ASAABE, Asociación de Arte y Artesanía Belemita), an example of a successful partnership initiative promoted by the municipality.
- There are plans to diversify the job intermediation service in 2013 for people with disabilities.

Municipality of Escazú

- The municipality worked with the company Grupo Roble, a member of the Inclusive Enterprises Network of Costa Rica, to organize a work fair.
- They offer job intermediation services through the local job centre.

⁴⁶ Information retrieved from web page <http://www.buscoempleocr.com/empleos/about/contactenos.aspx>

- In 2002, they began a programme of entrepreneurship and productive ideas, as well as a grants programme. The municipality also established a dedicated area for technical education for employment purposes for the general population.

Municipality of Cartago

- The municipality of Cartago works with the MTSS Equality of Opportunities Unit to refer candidates with disabilities and promote the involvement of companies in hiring people with disabilities.
- They work with the Liceo Braulio Carrillo Special Education School to provide employment skills to young people with special needs preparing to leave school.

Municipality of Heredia

- The municipality has a programme to promote employment and self-employment with business women through the Women's Office.
- It is running a project to make Heredia more accessible. This includes developing a municipal policy. In addition, ramps have been built in the central canton in Heredia.
- The municipality organized a work fair in which people with disabilities participated.
- It has a Disability Affairs Committee.

Municipality of Desamparados

- The municipality of Desamparados has a Job Intermediation Office run in cooperation with staff from the Equality of Opportunities Unit of the Ministry of Work and Social Security. The office refers candidates with disabilities for jobs. It also invites local companies to participate in the recruitment of people with disabilities in the canton.

Source: Developed in-house on the basis of information supplied by the municipalities.

In addition, SIOIE has an electronic platform for job intermediation, guidance and information. It was created within the framework of the National Project for Occupational Training and Vocational Integration (FOIL, *Proyecto Nacional de Formación Ocupacional e Inserción Laboral*). The latter is a project of AECID, the Spanish Agency for International Development Cooperation, in partnership with the MTSS, INA and MEP. The project was officially launched on 18 August 2009.

The aforementioned platform is located at www.buscoempleocr.com. It is managed through the customer service section of INA. The site is a public service tool promoting and facilitating interfaces between employers and job seekers. The platform is free of charge and operates on the principles of equality of opportunities for men and women in exercising their rights to work.

The National Employment Directorate of the MTSS acts as the governing body for the institutions comprising the SOIE. It has recently been harmonizing activities with the job centres of the country's various municipalities that are participating in the system. Examples of this include receiving and processing job applications, providing services to users with disabilities, etc. The purpose is to assist in getting people with disabilities into work.

3.3.2. THE EMPLEATE PROGRAMME

The Empléate (Get employed) programme is a strategy led by the MTSS to facilitate vulnerable young people getting access to decent work. It is based on a combination of the services provided by the state and the creation of public-private partnerships. The purpose is to boost youth employment programmes with a medium- or long-term perspective.⁴⁷

⁴⁷ According to the executive summary provided by the MTSS.

The target beneficiaries of this programme are people aged 17 to 24 in poverty who are not working or attending school or university. They are mainly residents of the 15 cantons selected for priority attention by the government of President Chinchilla Miranda.

The *Empléate* programme is based on five priority areas, as follows:

- a. Market research:** This involves the timely identification of future needs in the job market for the purpose of facilitating the harmonization of job supply and demand. For this purpose, the research capabilities of the MTSS, MEP, universities and INA work together. Participation and cooperation on the part of the private sector is also sought.
- b. Employability:** This seeks to strengthen the capacity of individuals to find and keep jobs. This element is conducted in two stages. First, there is an analysis of young people's skills. Second, there is education and skills training to strengthen the skills necessary to increase their employability. Participating organizations include: MTSS, INA, MEP and municipalities that have signed agreements with the MTSS.
- c. Guidance:** This means a series of scheduled and structured activities to enable young job seekers to enter the labour market in the best conditions. This element is addressed through the MTSS employment services.
- d. Intermediation:** This is the process of bringing together young people looking for job opportunities (supply) and employers (demand), through information, guidance and monitoring. It is conducted through various means such as work fairs and the National System of Employment Information, Guidance and Intermediation (SIOIE), and through the website <http://www.buscoempleocr.com>.

e. Integration: This is effected through hiring young people (salaried employment) or self-employment. For this element, establishing public-private partnerships is encouraged. It involves the creation of a legal framework to boost the participation of companies in joint training programmes.

Within the *Empléate* framework, the MTSS has assumed direct control of three programmes. These are:

- **Empléate one-stop shop:** This acts as a hub providing services with a focus on young people. It acts as a base for implementing the actions conceived as part of the overall strategy. These include various processes ranging from analysis of unmet employment needs, employability and guidance, to promoting vocational integration.
- **AVANCEMOS +:** This was created as the result of unmet employment needs in the information and communications technology (ICT) sector. Its objective is training and integration of young people with limited resources. Beneficiaries are aged 17 to 24 and live in vulnerable communities. They have completed their secondary studies. The programme provides two years of study. It includes technical training in the field of information and communications technology as well as basic English. Teaching occurs in study centres that must have industry backing through the Chamber of Information and Communications Technology (CAMTIC, Cámara de Tecnología de Información y Comunicación). Monthly grants of around 200,000 Costa Rican colones are provided. The process of selecting beneficiaries is coordinated by the 'Empléate' one-stop shop and the National Grant Fund (FONABE).

- **POR MI (XMI):** the objective of the XMI Programme is to provide employment training. It promotes developing capacities for integration into the labour market. It is aimed at young people aged 18 to 24 who are not in work or education, are of limited means, or are in poverty or extreme poverty. This programme enables beneficiaries to take employment training courses in some of the areas of greatest demand in the labour market. These take place in study centres supported by INA.

Resources for the implementation of Empléate⁴⁸ are provided by the following: Directorate of Family Allowances (DESAF), National Employment Programme (PRONAE, Programa Nacional de Empleo), National Programme of Support for Micro-business (PRONAYME, Programa Nacional de Apoyo a la Microempresa) and the National Institute for Learning (INA). Available resources total around **22,000 million Costa Rican colones** for the administrative period 2011-2014.

3.3.3. MTSS UNIT FOR EQUALITY OF OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

The MTSS Unit for Equality of Opportunities for People with Disabilities was created by Executive Decree No. 30991 of the Ministry of Work and Social Security (MTSS) and the Government of the Republic. The date of creation was 30 April 2002.

The mission of the unit is to create policy lines for services to people with disabilities. It is active in implementing the following: mainstreaming, the equality opportunities focus, non-discrimination in the workplace and accessibility of ministerial services. This applies to all areas of MTSS activity. The unit conducts its work through the implementation of actions to promote, guide and monitor processes of institutional change. These processes call for service delivery with equality and non-discrimination on the grounds of disability.⁴⁸

Panel 7 summarizes the functions of this unit as stipulated by decree.

⁴⁸ Art. 2, Decree 30391-MTSS: 2002. Retrieved from: <http://www.cnree.go.cr/sobre-discapacidad/legislacion/53-decreto-30391-mtss-unidad-de-equiparacion-de-oportunidades-para-personas-con-discapacidad-del-ministerio-de-trabajo-y-seguridad-social.html>

PANEL 7. Functions of the MTSS Unit for Equality of Opportunities for People with Disabilities

- Creating public policy lines on services to people with disabilities in the field of employment in order to advise government authorities.
- Identifying areas and actions of a strategic institutional nature with the aim of promoting the equality of opportunities platform for people with disabilities who use the institutional services.
- Ensuring that the MTSS offers equality of opportunity and non-discrimination in access to its services for people with disabilities, across all its departments.
- Cooperating with internal and external bodies in employment skills training and on questions of labour rights and obligations for people with disabilities.
- Awareness-raising and skills training for MTSS officials in services to users with disabilities.
- Creating promotional and awareness-raising strategies aimed at private and public employers in order to achieve greater willingness to hire people with disabilities on account of their economic and social potential.
- Technical coordination of the Standing Committee on Equality of Opportunities as a means of mainstreaming the equality of opportunities focus in all MTSS actions.
- Implementing decisions made by the Standing Committee on Equality of Opportunities.
- Supporting institutional authorities in making key decisions for the comprehensive development of people with disabilities within the ministry's area of influence.
- Creating strategic partnerships with key institutional entities, promoting values and practices of equality of opportunities and non-discrimination for people with disabilities.
- Boosting processes of advice and skills training on the practical application of the perspective of equality of opportunities and non-discrimination for people with disabilities, applied to management and strategic planning in internal administration processes.
- Working with the CNREE on the promotion and application of public policies for equality of opportunities and non-discrimination for people with disabilities at sector and institutional levels.
- Advising on the process of creating a strategic action plan aimed at transforming organizational culture, promoting service delivery and workplace relations with an equality of opportunities and non-discrimination focus for people with disabilities.
- Backing the creation of a mechanism for monitoring and evaluation of actions taken by the MTSS within the framework of Law No. 7600 and its Regulation.
- Disseminating the institutional commitments to equality of opportunities and non-discrimination for people with disabilities among key sectors and actors.
- Coordinating and developing actions with the equality of opportunities and non-discrimination units of other ministries and autonomous institutions to facilitate enhancing their work through experience sharing.
- Coordinating the compilation of reports on progress in the field of equality of opportunities and non-discrimination for people with disabilities, concerning progress achieved by the ministry, to be presented to interested bodies.
- Receiving and processing queries and complaints from officials and users, to be resolved or referred to the appropriate bodies, on the subject of discrimination on the grounds of disability or difficulties in accessing institutional services.
- Promoting attention, guidance and monitoring in cases of complaints of workplace discrimination against people with disabilities - cases are submitted to the unit and referred to the appropriate bodies.

Source: Art. 4, Decree No. 30391-MTSS: 2002 Retrieved from <http://www.cnree.go.cr/sobre-discapacidad/legislacion/53-decreto-30391-mtss-unidad-de-equiparacion-de-oportunidades-para-personas-con-discapacidad-del-ministerio-de-trabajo-y-seguridad-social.html>

In order to fulfil its given functions, the MTSS Equality of Opportunities Unit currently has a staff team comprising two permanent professionals. These have the support of a professional from the National Employment Directorate who is assigned to assist with compliance with the requirements of the law.

According to the Country Report on compliance with the Convention on the Rights of Persons with Disabilities,⁴⁹ the principal activities on the part of the State of Costa Rica regarding employment have been conducted by the MTSS through the aforesaid unit. The unit's approach has been directed towards advice and skills training for various social actors.

The Equality of Opportunities for People with Disabilities Unit has worked with professionals, employers, students and the public in general. Themes of work have included the following: disability legislation, tax incentives, equality of opportunities, accessibility, labour rights and workplace inclusion, among others. The unit has worked with the senior ranks of the ministry in scoping and designing policies, strategies and actions on the theme of disability.

Similarly, according to the aforementioned report, in 2008, the unit provided services to a total of 196 people, including representatives of employers, professionals and students, in the context of the skills training activities conducted in the areas stated in the preceding paragraph. Furthermore, it provided social and employment advice services to some 220 workers with disabilities, both face-to-face and by telephone.⁵⁰

In addition, there are other activities worthy of mention that have been conducted to promote vocational integration of people with disabilities. These include: coordination with organizations of and for people with disabilities, technical advice to companies, workplace facilitation, awareness-raising of the employment potential of people with disabilities, and coordination to support entrepreneurial projects of the latter.⁵¹

3.3.4. WORK FACILITATORS PROJECT

Implementation of the *Facilitadores Laborales* (Workplace Facilitators) project began in 2010 through a partnership of the MTSS with the Japan International Cooperation Agency (JICA). This cooperation involved technical strengthening of workplace inclusion services for people with disabilities. The services in question were those of the Ministry of Work and Social Security and other NGOs. The task of strengthening them was conducted through skills training in the methodology known as 'Job Coach' or '*Empleo con Apoyo*' ('Employment with Support').

The first workshop was held from 20 to 24 November 2010 at the Federation of Voluntary Organizations (FOV). The title was "The role of job coaches and the process of their support in developing skills and abilities in people with disabilities". It was attended by 70 people.

Subsequently, from 29 November to 2 December of the same year, the workshop was repeated in Pérez Zeledón. This time, 44 people attended.⁵²

49 CNREE: 2011.

50 CNREE: 2011 and MTSS. Presentation by Minister Sandra Pisk during the seminar "Avanzando en la Recuperación Económica y Social con Desarrollo Sustentable, Trabajo Decente e Inclusión Social" ("Advancing Economic and Social Recovery with Sustainable Development, Decent Work and Social Inclusion"). Information supplied by Ana Lorena Chaves, Equality of Opportunities Unit. San José: Equality of Opportunities for People with Disabilities Unit, no date.

51 Idem. 2011.

52 Chaves, Ana Lorena. "El Facilitador Laboral (Job Coach) un aporte a los procesos de Inclusión Laboral de Personas con Discapacidad que realiza el Ministerio de Trabajo y Seguridad Social en Costa Rica". ("The Job Coach, a contribution to the processes of workplace inclusion for people with disabilities conducted by the Ministry of Work and Social Security in Costa Rica"). Document supplied by the Equality of Employment Opportunities for People with Disabilities Unit. San José, MTSS, no date.

The objective of this workshop was to boost employment and facilitate workplace integration among people with disabilities, as well as promoting and improving the image of the job coach. This skills training process made it possible to give people the expertise to support the process of vocational integration for people with disabilities. This process uses the strategy of community-based inclusive development.⁵³

Once the process was finalized, within the framework of this project, five professionals were selected from among workshop participants. These five included three officials from the MTSS: one from the Human Resources Department, one from the National Employment Directorate and one from the Equality of Opportunities Unit. The other two professionals were an occupational therapist from the Fundación Servio Flores Arroyo and an official from the Helen Keller Institute. The objective was for this group of professionals to act as “workplace facilitators”. Their role was to support workplace inclusion of people with disabilities nationally and to disseminate their knowledge. They would work under the direction of, and in cooperation with, the MTSS.

The principal functions of the “workplace facilitators” were:

- Supporting people with disabilities and the companies that employ them by taking an empathetic approach to employers who hire people with disabilities, and to the business sector in general.
- Developing work plans based on direct observation of the characteristics of individuals and employment positions.
- Safeguarding the rights of people with disabilities, especially their labour rights.

- Providing support and practical skills training to people with disabilities in real-life work situations.
- Seeking and assessing workplaces and coordinating profiles (candidate-post).
- Monitoring, support and coordination with companies to aid retention of workers with disabilities and ensure that, once hired, they stay.

According to Ogawa, the function of the Job Coach is to “transform the vocational rehabilitation focus from assessment and skills training before employment to skills training and ongoing support in actual workplaces”.⁵⁴

3.3.5. PROJECT: AN EMPLOYMENT OPPORTUNITY FOR PEOPLE WITH DISABILITIES

The project ‘UNA oportunidad de empleo para las personas con discapacidad’ (‘An employment opportunity for people with disabilities’) was approved in 2008. The bodies involved were the Basic Education Division of the Centre for Research and Instruction in Education (CIDE), and the Directorates of Research and Dissemination of the National University. Implementation, however, began in February 2009. The purpose was to develop a methodology for workplace inclusion of people with disabilities leaving the Costa Rican education system.⁵⁵

⁵³ Chaves: no date.

⁵⁴ Ogawa, Iroshi. “¿Qué es Job Coach?” (“What is a Job Coach?”) Skills Training for Workplace Facilitators, organized by JICA and MTSS. San José: November 2010.

⁵⁵ Holst, Bárbara. “UNA oportunidad de empleo para personas con discapacidad” project: project summary. San José: CIDE-UNA, 2011.

The specific objectives of the project are:

- Developing a methodology for workplace inclusion of people with disabilities.
- Promoting workplace inclusion activities for people with disabilities leaving the secondary education system (educación diversificada), special education and higher education.
- Facilitating information and training activities for company directors and their employees, as well as special education programmes, particularly in the third and fourth vocational cycles and in the Centres for Comprehensive Services to Adults with Disabilities (CAIPAD).
- Encouraging UNA students to take part in the project, both in practical course work and as part of their degree projects.
- Making recommendations to the Basic Education Division of the UNA CIDE and to government bodies.

According to Bárbara Holst, M.Sc., project coordinator, the dissemination and research elements were developed in the Servio Flores Arroyo Centre for Comprehensive Services to Adults with Disabilities (CAIPAD) located in Río Segundo de Alajuela.

The project was developed in four stages. The first stage began in 2009 and involved designing and creating a series of diagnostic tools for the vocational integration of adults with disabilities. These tools included information about the needs and possibilities of young people, interviews with companies and creating job descriptions.

In 2010, once the tools and methodology for vocational integration had been developed, the second stage of the project got underway. This involved vocational integration of young people with disabilities in private companies. It is during this stage that the young people's employment process begins. An individual job plan is cre-

ated. This sets out the working objectives of the company and of those responsible for hiring. On this basis, a monitoring system is established for people in new jobs and their support needs are defined before the process is finalized.

Next, the third stage of the project aimed to have practical work included on the curriculum of the fourth vocational cycle for young people, from the age of 11, at the following institutions: Colegio de Santa Ana (Santa Ana School); Liceo de Moravia (Moravia Lyceum); Instituto Profesional de Educación Comunitaria (IPEC) de Barva (Barva Professional Institute of Community Education); and the Colegio Técnico Profesional (CTP) de Flores (Flores Technical Professional School).

Finally, in 2011, the fourth stage of the project was implemented. This sought to adapt the methodology for bodies such as the Equality of Opportunities Unit of the Ministry of Work and Social Security, as well as for the Municipality of Belén and the fourth cycle of the Learning Difficulties Department of the Fernando Centeno Güell National Centre for Special Education.

It is important to stress that the work conducted during the second stage of the project was possible thanks to the support of students studying for qualifications in special education at the National University. Between them, they produced nine degree projects among adults with disabilities and young people from the schools mentioned above.

Annex 2 contains a list of the titles of these degree projects conducted during the first phase of the UNA project.

The project involved the development of a series of products. These were: six information leaflets and four videos; five manuals on the workplace inclusion process aimed workplace facilitators from CAIPAD and other bodies,

teachers in the fourth vocational cycle, employers, parents and young people with disabilities; two manuals on micro-businesses; one CD of important documents on this theme; and three instruction manuals and nine tools on the 'Método Estrella (CR)' ('Star Method'), which has been adapted for Costa Rica.

The second phase of the UNA project began in 2012. The objective is to promote and develop activities in teaching, dissemination and research with public institutions, local governments, private companies, teachers, university students, and any other bodies that request it. The focus is on workplace inclusion of people with disabilities.

3.3.6. NATIONAL BOARD FOR BLIND PEOPLE (PANACI)

The Patronato Nacional de Ciegos (National Board for Blind People) was created by Law 2171⁵⁶ of 30 October 1957. Its purpose is to provide protection to all visually impaired people and to coordinate the activities of all organizations and associations involved in issues facing the visually impaired population.

In addition to offering skills training services, PANACI is also involved in inter-institutional coordination. It works to ensure that institutions, companies and organizations accept people with visual impairments in positions of self-management or competitive employment. During 2010 and 2011, PANACI trained a total of 200 people with disabilities in different areas. The organization placed 49 people in self-managing and competitive employment posts.

3.3.7. REHABILITATION SERVICE-OCCUPATIONAL THERAPY, NATIONAL PSYCHIATRIC HOSPITAL

The rehabilitation service-occupational therapy of the National Psychiatric Hospital (HNP) was created as a result of a restructuring process. Services to the medical centre's target population were refocused towards rehabilitation and social integration of people with learning difficulties. This was in line with the 1990 Caracas Declaration. Advances in the area of drug treatment in psychiatry during the 20th century, as well as the development of the human rights paradigm in recent decades, have also contributed to the creation and provision of these services.

The target population for these services are people over 18 years of age with a learning disability who receive treatment as part of the HNP Day Hospital service. Their treatment is delivered under various modalities within the Family Services Programme of the National Council for Rehabilitation and Special Education (CNREE). Service users are referred for different levels of care funded by the National Social Security Fund (CCSS). These include consultations outside of the centre itself. In 2012, 182 people were treated by this department.

The HNP Rehabilitation Service holds occupational workshops. These provide skills training and prepare patients to take part in various productive occupations. Such activities include: hydroponics, textiles, creating plant fertilizers, woodwork, making piñatas and money boxes, and recycling techniques.⁵⁷

⁵⁶ Art 1. Law 2171.

Retrieved from: http://www.panaci.go.cr/index.php?option=com_content&view=article&id=51&Itemid=57

⁵⁷ Information supplied by Ms. Maura Briceño and Dr. Lillia Uribe.

In recent years, an open education project has been implemented in cooperation with the MEP. In 2012, 95 people were enrolled at different educational levels ranging from basic literacy to primary and secondary education and university. Similarly, two service users are receiving a university education at the National University (UNA) and the University of Costa Rica (UCR). One of them has already completed undergraduate studies and is now studying for a masters degree.

In the case of technical education, the Rehabilitation Service has worked with different INA training centres. Over four years, 141 service users have successfully been trained in areas including: baking, food handling, welding, working with ornamental plants, art and graphic design, stock control, Internet, IT applications, and micro, small and medium-sized enterprises.

The number of people who managed to find work between 2007 and 2011 was 42. Their working modalities ranged from competitive employment to supported employment (Table 4). Of those 42 people, 28 have created micro-businesses in the following areas: 11 in recycling, seven in small neighbourhood shops, and 10 in parking facilities.⁵⁸

This population faces difficulties in integrating into competitive employment. These difficulties are largely caused by stereotyping of people with learning difficulties. For this reason, since 2008, the Rehabilitation Service has been engaged in a series of actions with INFOCOOP and other bodies in order to create a Multi-Service Cooperative for HNP Users (COOPESI, Cooperativa de Servicios Múltiples de los Usuarios). This year, it became a legally registered organization with 51 members.

TABLE 4. NUMBER OF SERVICE USERS INTEGRATED INTO JOBS AND AREAS OF WORK

Year	Number of service users	Working day
2007	1	Fast food restaurant
2008	1	Work in docks
2009	1	Fast food restaurant
2010	17	Recycling (7) Maintenance of green spaces and making plant fertilizers on a temporary basis (7) Supermarkets (2) Fast food restaurant (1)
2011	22	Security firm (1) Plastic tubing company (1) Packaging company (1) Bakery (1) Restaurant (1) Local shops (8) Parking facilities (7) Technical drawing (1) Tourism (1)
Total	42	

Note: According to information supplied by the HNP Rehabilitation Service, four service users are currently working in private companies on a formal basis, and 15 are in supported employment through AUSDI (local stores and parking facilities).

⁵⁸ *Idem.*

3.4. ENTREPRENEURSHIP

3.4.1. INDIVIDUAL AND GROUP-BASED PRODUCTIVE ENTERPRISES OF IMAS

The Joint Institute for Social Assistance (IMAS) has a programme of benefits aimed at develop-

ing individual and group-based productive enterprises among people in situations of poverty and extreme poverty, including those with disabilities. Each of these benefits is issued in line with a series of specific requirements established by IMAS. Table 5 summarizes the specific funding requirements and objectives of these benefits.

TABLE 5. IMAS Benefits for developing individual and group-based productive enterprises and the requirements

	FUNDING OBJECTIVE	SPECIFIC REQUIREMENTS
1. Individual productive enterprises	<ul style="list-style-type: none"> • Acquiring machinery and equipment, primary materials, working capital • Support for marketing • Building work for productive infrastructure • Technical, business and organizational skills training • Paying start up costs: planning, building permits, insurance, labour • Repair and maintenance of equipment • Other expenses inherent in starting or consolidating a productive activity 	<ul style="list-style-type: none"> • Presentation of necessary paperwork • Proforma invoices and itemized quotes for necessary goods and services • Copy of operating licence from the Ministry of Health, where applicable • Copy of local operating permit • Property registration documents or contract authorizing use of land where the land constitutes a resource for productive activity • Authorization to pay suppliers
2. Group-based productive enterprises	<ul style="list-style-type: none"> • Acquiring machinery and equipment, primary materials, working capital • Support for marketing • Building work for productive infrastructure • Payment of bills for installation, repair and maintenance of equipment • Other expenses inherent in starting or consolidating a productive activity • Projects aimed at providing financial capital to the organizations for loans to producers (Local Funds) • Creating seed funds to boost, develop and/or strengthen processes of buying and selling through grass-roots organizations, in order to increase competitive opportunities for beneficiary producers 	<ul style="list-style-type: none"> • 80 percent of members of the group benefiting directly from the proposed project must fulfil the criteria established on the IMAS Social Information Sheet (FIS, Ficha de Información Social) • For Local Funds and seed funds, 100 percent of direct beneficiaries must be in a situation of poverty to be eligible (IMAS assessment required) • Presentation of relevant form signed by a legal representative, accompanied by project proposal • Statement of professionals and organizations indicating who has technical responsibility for the project: ministry, municipality, autonomous institutions, public or private programmes, other • Technical guarantee from public sector or private consultant regarding cost and quality of second-hand machinery, with resources requested • If necessary, request for skills training submitted by the organization in order to implement the proposed project or programme • Document issued by participating bodies showing the contributions of each party for project implementation: economic, financial, in kind, consultancy, etc. • Organizations should not be involved in legal proceedings regarding payments that could affect capital transferred by IMAS • Other requirements and guarantees depending on the type of project.⁵⁹

In the process of creating, executing and evaluating proposals for group-based enterprises, organizations may use the invitation to tender process and consultancy provided by the following institutions: IMAS, Ministry of Agriculture and Livestock (MAG, *Ministerio de Agricultura y Ganadería*), the National Production Council (CNP, *Consejo Nacional de la Producción*), Institute of Agrarian Development (IDA, *Instituto de Desarrollo Agrario*), INA Rural Development Programme, and other public and private institutions.

3.4.2. 'HANDS TO THE WORK' IMAS CONDITIONAL MONETARY TRANSFER PROGRAMME

The Manos a la Obra (Hands to the Work) Conditional Monetary Transfer Programme was created by Executive Decree D.E. 36870-MP-G-MBSF-MTSS of 17 November 2011. It is among the outputs of the IMAS Welfare and Family Promotion Programme.

Under Article 3 of the aforesaid executive decree, the target population of this programme includes Costa Rican people and foreigners legally residing in the country who are classed as permanent residents. They should be aged over 15 and in a situation of poverty or risk of social vulnerability according to IMAS standards. Further conditions include being unemployed and needing financial support to supply basic needs while attempting to integrate, or re-integrate, into the labour market. Within this population, priority is given to the following: women heads of households, those affected by disasters or emergencies, and those with specific problems related to employment, as well as people with disabilities.⁶⁰

Manos a la Obra has five elements for action:

- a. Monthly monetary transfer dependent on participation in community projects
- b. Initial one-off payment for purchase of tools, protective equipment and uniforms
- c. Reimbursement of payment for individual insurance policies covering occupational hazards
- d. Guidance, skills training and support for vocational integration or re-integration
- e. State health insurance as required by this decree and by the legislation in force

The amounts for transfers, grants and reimbursements are set by IMAS in line with its internal regulations. Beneficiaries may receive payments for up to one year. This may be extended depending on the duration of their projects and the availability of IMAS funds.

In addition to those projects directly organized and implemented by IMAS, other bodies may also present projects. These include the following: municipalities and district authorities in the area; community development organizations; CEN-CINAI (Centres of Education and Nutrition-Centres for Comprehensive Child Care) associations and other centres of the National Network for Child Care and Development; rural aqueduct administrative associations (ASADAS); municipal and local emergency committees; social welfare associations; solidarity organizations; cooperatives; PRONAE and MTSS *Empléate* programmes; INA; education boards; administrative boards and any public or private body involved in social interest activities. In all cases, such bodies must be legally constituted. This includes those bodies formed by people with disabilities.

⁵⁹ Guarantee from the Regional Agricultural Technical Committee (COTERE, *Comité Técnico Regional Agropecuario*) and Agricultural Sectoral Council (COSEL, *Consejo Sectorial Agropecuario*) if a project comes within the framework of the Productive Conversion Law (*Ley de Reconversión Productiva*); in the case of building developments for infrastructure, they must comply with the relevant IMAS regulations (Community Development).

⁶⁰ Executive Decree 36870-MP-G-MBSF-MTSS, *Transferencia Monetaria Condicionada Manos a la Obra* of 17 November 2011.

3.4.3. NATIONAL MICRO-ENTERPRISE SUPPORT PROGRAMME (PRONAMYPE)

The National Micro-enterprise Support Programme (PRONAMYPE, *Programa de Apoyo a la Microempresa*) works for the implementation of productive processes. It aims to strengthen the most vulnerable sectors of civil society to enable them to develop business capacities and, as such, achieve social mobility and better economic and social conditions.

PRONAMYPE was created by Executive Decree No. 21455-MEIC-MTSS of 15 July 1992. It operates as a trust: Fideicomiso, 02-99 MTSS/PRONAMYPE/BPD. The People's Community Development Bank (*Banco Popular y de Desarrollo Comunal*) acts as fiduciary (*fiduciario*); the Ministry of Work and Social Security as settlor of the trust (*fideicomitente*); and the micro-businesses themselves are the trustees (*fideicomisarios*). Resources for funding operations come from the Fund for Development and Family Allowances (FODESAF) by agreement.

The target population of the programme are Costa Rican people of limited economic resources who have not had access to the traditional banking system, but who have the capacity to create a productive micro-enterprise in a particular economic sector: agriculture, livestock, trade, industry and services, etc. They include women heads of household, young people, people with disabilities and older people.

PRONAMYPE represents a funding option with conditions adapted to the socio-economic situation of its target population. It involves two main products: credit with generous conditions for micro-business owners of limited economic resources, and skills training for micro-businesses.

The maximum credit allowance for natural persons is five million Costa Rican colones. Credit,

with individual and flexible conditions, is granted to each beneficiary with an annual fixed interest rate of 10 percent. The securities required for credit are mortgage-backed, collateral or fiduciary, for a maximum of eight years.

In terms of skills training, the target population are people of limited economic resources who wish to conduct business activities. These include young people from technical schools and telesecundarias (distance learning programmes). Programmes are implemented by specialist trainers. These are selected following an external hiring process. The skills training themes are related to developing and enhancing micro-businesses. They include English, developing productive ideas, business skills, IT and managing petty cash, among others.

During 2011, in the context of granting micro-enterprise credit with generous conditions, PRONAMYPE conducted 718 credit transactions. The total investment was 1,432,679,075 Costa Rican colones. In terms of the micro-business skills training element, 1,703 people benefited across the country. This represented a budget implementation of 186,355,670 Costa Rican colones.⁶¹

In the case of the credit component, resources were distributed through the participation of 17 intermediary organizations spread across the country. PRONAMYPE established agreements with these organizations, which are mainly co-operatives. Depending on economic activity, in operations of an agricultural nature, there was an investment of over 926.32 million Costa Rican colones. This represented 64.65 percent of the total credit issued. Similarly, credit totalling approximately 149.95 million Costa Rican colones was issued for livestock related enterprises: 10.46 percent of the total issued. For trade, the figure was around 188.89 million Costa Rican colones: 13.17 percent of the total issued (Box 13).

61 PRONAMYPE: Report on activities in 2011. San José: January 2012.

BOX 13.**DISTRIBUTION OF ECONOMIC ACTIVITIES USING PRONAMYPE CREDIT,
ACCORDING TO BENEFICIARY GENDER: 2011**

Year	No. families	Total paid
2001-2007	119,194	20,371,225,253
2008	11,481	3,472,999,310
2009	17,108	6,309,808,487
2010	17,884	6,579,122,358
General Total		36,733,155,408

Source: Technical Support Unit, PRONAMYPE, 2012

In terms of distribution of credit issued by gender, there was an investment of over 544.09 million Costa Rican colones in businesswomen, 38 percent of the total. Meanwhile, 888.58 million Costa Rican colones in credits were approved for men, 62 percent of the total issued. By economic activity, men accounted for the majority of applications for activities such as agriculture and livestock. Women, however, concentrated most of the credit issued to them on trade and services.

According to information supplied by PRONAMYPE, there are no records of credit issued to people with disabilities. Starting from last year, and in partnership with the UEO, the programme began to run skills training for groups of people with disabilities. Training covers business skills for the purpose of consolidating productive projects. For example, in Térraba, training was given to a group of indigenous people with disabilities who wanted to start a business making and selling tamales (a type of maize-based snack). In Turrialba, another group was given help to set up a café. In Buenos Aires de Puntarenas, a sub-

sidy was granted to a group wanting to set up a factory making items such as wheelchairs and sticks, as well as other items required by people with disabilities.

Finally, last year an agreement was drawn up with a cooperative of people with visual impairments (COOPECIVEL R.L), through PANACI. The cooperative can now act as intermediary for PRONAMYPE in issuing credit to its partners.⁶² To date, credit has not yet been issued through the aforesaid cooperative to its partners.

3.4.3. INSTITUTE FOR COOPERATIVE DEVELOPMENT (INFOCOOP)

As stated in Chapter 2, the Institute for Cooperative Development (INFOCOOP) works to harmonize institutional and regional activities in order to support enterprises appropriately. It gives special attention to strategic areas including creating jobs for people with disabilities.

⁶² Information supplied by Sandra Chacón, PRONAMYPE Executive Director.

Since 2004, INFOCOOP has included the Institutional Committee on Disability Affairs (CIMAD). This aims to make the institutional services accessible to people with disabilities. Furthermore, it promotes inclusion of the disabled population in the cooperative developments underway in the country.

According to information supplied by the aforesaid body, Costa Rica has five cooperatives formed by and for people with disabilities. These are: COOPEAPAD R.L, COOPECIVEL R.L, COOPRESCO R.L, COOPESI R.L and Coopesuperación R. L (Table 6).

TABLE 6.

COOPERATIVES FORMED BY AND FOR PEOPLE WITH DISABILITIES
IN COSTA RICA

Cooperative name	Location	Activity	No. of members
1.COOPEAPAD R.L: <i>Cooperativa Autogestionaria de Personas Activas con Discapacidad</i> (Self-managing Cooperative of Active People with Disabilities)	Gravilias, Desamparados	Recycling	not available
2.COOPECIVELR.L.: <i>Cooperativa Nacional de Ciegos y Discapacitados Vendedores de Lotería y Servicios Múltiples</i> (National Cooperative of Blind and Disabled Sellers of Lottery Tickets and Multi-services)	San José	Sale of lottery tickets	60
3.COOPRESCO R.L: <i>Cooperativa Prevocacional al Servicio de la Comunidad</i> (Prevocational Cooperative Serving the Community)	Abangares, Puntarenas	Rearing hens and pigs, and crafts	29
4.COOPESI: <i>Cooperativa de Servicios Múltiples de los usuarios/as de los servicios del HNP</i> (Multi-service Cooperative of HNP Service Users)	Pavas, San José	Organic fertilizer, hydroponics, nursery and cultivation of seedlings	51
5.Coopeuperación R.L: <i>Cooperativa Autogestionaria de Personas con Discapacidad Física Permanente</i> (Self-managing Cooperative of People with Permanent Physical Disabilities)	San Pablo, Heredia	Providing a telephone helpline for the Costa Rican Institute of Electricity (ICE, Instituto Costarricense de Electricidad)	67

Source: INFOCOOP: 2012

In 2008, INFOCOOP conducted a study entitled ‘Diagnóstico de la población con discapacidad para definir estrategias de desarrollo desde el INFOCOOP’ (‘Analysis of the disabled population for the purpose of creating development strategies for INFOCOOP’). The study took a sample of 37 cooperatives from the following sectors: transport, education services, savings and credit, tourism and health. It was discovered that less than 1 percent of the cooperative members interviewed were people with disabilities.

The study proposed that INFOCOOP and the cooperative movement should create partnerships with social actors from the disability sector in order to facilitate the creation of decent employment for the disabled population, within the framework of the cooperative movement.

3.4.4. INA ENTREPRENEURSHIP

The Services to Micro, Small and Medium-sized Enterprises programme (MIPYME programme) was established in 2000 by INA in order to meet the skills training needs of enterprises within this business sector. The objective of this programme is to contribute to improving competitiveness and productivity among micro, small, and medium-sized enterprises. It seeks to do this by promoting, coordinating and evaluating professional training and education services aimed at these types of enterprises. The programme takes into account the needs of the national and global economic environment.⁶³

In order to be eligible to receive the services of this programme, an enterprise must comply with either the MIPYME analysis or the entrepreneur profile created by the Ministry of the Economy, Industry and Commerce (MEIC). INA has established a network of link persons and coordination mechanisms in its training and technological services hubs, and in its regional offices. Its aim is offer its services on a national scale and make them available to MSMEs.

The areas of service of this programme are as follows: promoting business development, establishing businesses on a formal basis, specialist information for MSMEs, assessment and monitoring.

As part of the general training services, INA offers a module on "Business Ideas". This is aimed at businesses or people who have a business idea in order to provide them with the basic tools for managing a micro, small or medium-sized enterprise.

The module is taught by two professionals. One is a specialist in business administration who provides training in basic administration and accounts. The other is an industrial engineer who is responsible for skills training and consultancy in productive processes.

In addition, since 2009, INA has provided a virtual SME support platform. This is a cutting-edge technology tool developed by INA to serve the specific needs of micro, small and medium-sized enterprises in Costa Rica. It aims to strengthen their administrative processes so that they can achieve greater competitiveness, profitability and positioning in the national and international market (Panel 8).

⁶³ Information taken from <http://www.ina.ac.cr/PYMES/>

PANEL 8. INA virtual SME support platform and services

Through this link: (<http://www.inapymes.com>), INA makes free, virtual consultancies available to SMEs, along with the following services:

Toolkit:

- Creating business plans online
- Financial forecasts
- Bank statement reconciliation
- Creating forms
- Electronic invoices
- Loan repayment calculation
- Creating SWOT analyses
- Marketing plan
- Other

Chat: SME specialists answer questions on topics of interest in the sector.

Forums: Discussion forums are organized on current topics, enabling business people to share their opinions.

Productive networking users can establish commercial links with registered companies.

Source: INAPYMES website

There is no data available on the number of people with disabilities receiving the services of this programme.

CHAPTER 4.

PRIORITIZED BOTTLENECKS

Worker with disabilities at the Costa Rican Red Cross. In the photo, he is seen seated in his workplace, operating a radio control centre. Standing next to him, one of his work colleagues is seen interacting with him.

This chapter sets out the principal bottlenecks by area of intervention. It presents the factors affecting the limited availability of training that would stimulate greater employability among people with disabilities. In addition, it identifies the challenges in increasing workplace demand for people with disabilities. The chapter highlights the problems associated with the scarcity, or lack, of qualified personnel in the field of job intermediation. It discusses the absence of appropriate conditions for boosting entrepreneurship among people with disabilities. Finally, the chapter explains the barriers to resolving the bottlenecks. These range from a lack of coordination, to an absence of organizations and resources for monitoring the implementation of decisions.

4.1. TRAINING: LIMITED PROVISION FOR BOOSTING EMPLOYABILITY

On the subject of training, one of the principal bottlenecks identified is the fact that there is limited training available to the country's disabled population to increase their employability. The curriculum taught in most education and training centres is ill-adapted to the demands of the workplace. Furthermore, it does not develop the basic technical abilities and soft skills needed to boost the employment profiles of individuals.⁶⁴

One relevant factor here is the training of staff who work in education services. This is especially true of staff who work in the CAIPAD centres, in the third and fourth prevocational cycle, and in the services provided to disabled people by the MEP in general. A significant proportion of this

workforce does not have the necessary training for the appropriate implementation of the study plans. These plans are designed to move away from the medical and biological view of disability, aiming instead to foster the development of abilities, values and attitudes to enable people with disabilities to flourish in all areas of their lives.

Teachers who work in the CAIPAD centres, and in prevocational classes, do not have sufficient training to enable their students to attain sufficient levels of practical literacy. Furthermore, there is a need for more specialists to support teachers who work with different kinds of disability. For example, more of the following are needed: sign-language interpreters, trainers with Costa Rican sign-language skills, and professionals trained to assess and certify abilities and skills in people with disabilities, among others. Another element to consider is that people who have training in the field of special education are not trained to work with adults with disabilities. For this reason, when such teachers work with adults with disabilities, they have a tendency to treat them like children.

The lack of specialist staff is linked to financial resources. In addition, there is a factor of the shortage of specialists in certain fields. These include: occupational therapists competent to certify the abilities of people with disabilities; psychologists with knowledge of disability who can create curricular adjustments, inclusive psychometric tests and other educational supports; and speech therapists and other professionals.

⁶⁴ The following are among the basic abilities necessary in the current labour market: team work, being able to work under pressure, assertive communication, interpersonal relations for work, being able to cope with the daily working schedule and ongoing monitoring of workplace attendance, creating a CV, etc. In addition, it is necessary to strengthen people's skills and abilities, the areas in which they are considered 'strong', in order to provide guidance for their technical and professional development in adult life.

Alongside the lack of specialist staff, there is also evidence of insufficient technical, financial and material support of the kinds necessary for students with disabilities. These include: accessible software, textbooks, adjustments to equipment and infrastructure, adjustments to study materials, etc. The availability of these types of support services has improved in Costa Rica. However, the means of access to them is little known and, at times, rather inconvenient. Consequently, they are not used to their full advantage. As such, the lack of publicity about technical and financial support for people with disabilities, as well as a need to streamline delivery, constitute bottlenecks to people with disabilities receiving education services.

Owing to the aforementioned limitations, there are high rates of illiteracy among people with disabilities. Furthermore, there are many who lack basic academic and practical skills but who would like to find work. They seek the support of the Ministry of Work and Social Security in job hunting. However, as they lack those 'basic skills', they encounter significant difficulties in getting even unskilled jobs. This is due to the fact that, even for jobs requiring few qualifications, the labour market requires people to be able to read and write.

At present, neither the MTSS nor the MEP has a clear or effective solution for helping people with disabilities who have left the formal education system without having learned to read and write.

INA is the institution responsible for employment training. However, people with disabilities have great difficulty in accessing its services. This is because many of them do not meet the necessary requirements for registering for the training provided by INA.⁶⁵ The Disability Coordination Service (SECODI) was created in order to support

the inclusion of people with disabilities in the services of INA. SECODI was described above in the section on interventions. However, in focus groups and interviews with experts, it has become clear that, even with the existence of SECODI, difficulties remain for people with disabilities to access INA services in a convenient way.

Finally, it must be stressed that, even with education services becoming more and more accessible to people with disabilities, the need remains to extend coverage and accessibility at all educational levels and cycles, from early learning to adult life. This is especially true in the country's outlying regions. Currently, services are largely concentrated in the Gran Área Metropolitana (GAM, i.e., the main urban agglomeration) to the disadvantage of those who live in outlying areas.

Table 7 summarizes bottlenecks related to training for people with disabilities. Table A.3.8 in Annex 3 presents the principal bottlenecks by priority intervention in the area of training.

⁶⁵ In order to be eligible for the training provided by INA, it is necessary to have completed primary education or higher.

TABLE 7. Bottlenecks in the training of people with disabilities

CATEGORY	BOTTLENECKS
Policy and planning	<ul style="list-style-type: none"> • Education policies for the development of training and education plans for students with disabilities contain little regarding vocational guidance and work skills for people with disabilities.
Budget and funding	<ul style="list-style-type: none"> • No budget assigned for hiring more specialists in order to improve the quality of training for people with disabilities.
Effective provision of goods and services	<ul style="list-style-type: none"> • Training given by centres designed for people with disabilities does not encourage them to live independently. • Curricular provision does not always include support services relating to the role of families in empowering people with disabilities, in terms of training and independent living, from a human rights perspective. • Limited coverage and accessibility of training services for people with disabilities in outlying regions particularly. • Lack of human resources to provide education support services to students with disabilities at every level and cycle, from preschool to higher and technical education, in a decentralized, high quality and inclusive manner. • Weaknesses in the training of teachers and staff who work in the third and fourth vocational cycles, and in the CAIPAD centres, regarding appropriate preparation of students with disabilities for independent living and employment. • Insufficient staff to be able to assess skills and competencies of people with disabilities. • Education services provided do not manage to teach literacy skills to people with disabilities during childhood and teenage years, and there are no solutions for giving literacy skills to adults with disabilities. • Curricular provision in technical and employment training is not adapted to the needs of the local, regional and national labour markets. • Limited education support services for ensuring compliance with major and minor curricular adaptations and access needs for students with disabilities, at all levels and cycles of education, and in technical training and higher education.
Use of goods and services (demand)	<ul style="list-style-type: none"> • Lack of effective means of transportation to place of study. • Limited accessible infrastructure for providing services to students with disabilities. • Insufficient financial resources for supporting people with disabilities in situations of poverty in order to cover the costs of their special needs and ensure retention. • Lack of publicity about education and training support services for people with disabilities.
Cross-cutting	<ul style="list-style-type: none"> • Lack of coordination between organizations and lack of continuity in training plans for people with disabilities throughout their lives. • Ongoing lack of correlation between training programmes, labour market needs and workplace facilitation.

4.2. INCREASING WORKPLACE DEMAND: FEW INCLUSIVE EMPLOYERS

One of the more serious bottlenecks to increasing workplace demand for people with disabilities is the lack of inclusive employers. There have been successful examples of hiring workers with disabilities in public and private organizations. Nevertheless, it is undeniable that there is still little understanding on the part of employers about appropriate processes of recruiting, hiring, inducting and including the disabled population in their work spaces. In the private sector, employers do not have access to those work facilitation services that offer support throughout the hiring process. They are available to the public sector, albeit to a limited extent.

The experts consulted are of the opinion that this situation is exacerbated by the curriculum for training human resources specialists in the majority of the country's public and private universities. This curriculum does not include training in inclusive selection and recruitment processes for disabled people. Nor has it anything to say about their induction and integration into organizational culture. This represents a serious limitation as it increases the probability that employers will be less aware of the particular needs of this population in terms of ensuring that their labour rights are respected.

A further bottleneck is the design and construction of appropriate and adapted workplaces that incorporate the principles of universal design to include people with disabilities. Furthermore, there remains a perception among employers that it is costly to make the necessary adjustments in order to be able to hire workers with disabilities.

Added to this, another further difficulty has been identified: few institutions or businesses assign funds from their annual budgets for making reasonable adjustments in the case of posts for which they wish to hire people with disabilities, or for making their services and premises inclusive.

Similarly, in line with the bottlenecks already mentioned, there is an apparent shortage of technical consultancy services and discussion spaces for inclusive enterprises across the country. Such services and spaces would enable employers to obtain the information and support necessary for debunking myths and erroneous beliefs regarding workplace inclusion of people with disabilities. Furthermore, there is limited availability of the tools to facilitate these processes for employers.

From the point of view of the employers participating in the focus groups and workshops, the lack of genuinely attractive incentives is another aspect to take into account. These should be considered as affirmative action to promote greater demand for workers with disabilities.

The lack of coordination and synchronization between training programmes and the needs of the labour market is yet another limitation cited as relevant to employers. As employers state, awareness-raising is very important in opening up posts to people with disabilities within organizations. However, if it does not occur in conjunction with better education provision for the aforesaid population, there is little that employers can do in terms of hiring these workers for competitive jobs. This is certainly the case when taking into account the academic specifications, levels of demand and particular requirements for certain posts.

In the public sector, Law No. 8662 states that people with disabilities must be hired for at least 5 percent of new public posts. However, the law

is not effective as, under the terms of Presidential Directive No. 13-H of February 2011, there has been a recruitment freeze in the public sector. This is due to the financial problems that the government is facing. The directive stipulates that, as the State is currently implementing austerity measures, the government considers maintaining public employment levels to be a priority. Consequently, creating new posts, or filling

those that have fallen vacant, is not authorized. The only exceptions are those cases of priority interest to the State.

Table 8, below, summarizes the principal bottlenecks to increasing workplace demand for people with disabilities. In Table A.3.9 of Annex 3, there is further detail about the bottlenecks according to priority intervention in this area.

TABLE 8. Bottlenecks in the training of people with disabilities

CATEGORY	BOTTLENECKS
Policy and planning	<ul style="list-style-type: none"> • Presidential Directive No. 13-H that has ‘frozen’ jobs in the public sector.
Budget and funding	<ul style="list-style-type: none"> • Technical consultancy and discussion spaces for inclusive enterprises are confined to the central region of the country. • Insufficient awareness among employers regarding hiring people with disabilities due to lack of financial resources. • Few institutions or businesses assign funds from their annual budgets for making reasonable adjustments in the case of posts for which they wish to hire people with disabilities, or for making their services and premises inclusive.
Effective provision of goods and services	<ul style="list-style-type: none"> • Shortage of services offering technical support and assistance for hiring and interacting with people with disabilities, for example: workplace facilitators, occupational therapists, training for human resources personnel. • Limited availability of tools to assist advice and support for employers and workplace facilitators. • Limited accessible infrastructure for people with disabilities in public enterprises and institutions. • Limited coverage in outlying areas by the Inclusive Enterprises Network.
Use of goods and services (demand)	<ul style="list-style-type: none"> • Lack of information to enable business owners to find people with disabilities seeking employment. • Low levels of information and knowledge regarding Law 7092 for employers, on processes and procedures.
Cross-cutting	<ul style="list-style-type: none"> • Little intrasectoral harmonization or coordination among training programmes, labour market needs and workplace facilitation. • Few incentives making it attractive for companies to hire people with disabilities. • Low level of commitment and lack of positioning of the issue on the public agenda.

4.3. INTERMEDIATION FOR WORKPLACE INCLUSION: ISOLATED EFFORTS AND FEW RESOURCES AVAILABLE

The principal bottlenecks in terms of intermediation for workplace inclusion are, first, the limited availability of human resources trained to offer these services; and second, the isolated efforts conducted with the resources available. The latter do not take advantage of potential synergies among people working formally and informally in this field.

In the first case, i.e., limited availability of human resources to provide job intermediation services suitable for people with disabilities, the problem also involves both a lack of personnel with the technical knowledge of disability issues and a lack of financial resources and tools for support. As such, it is not possible to meet this objective. The lack of resources is felt in local government job centres, in the MTSS Equality of Opportunities Unit and National Employment Directorate, and in the CAIPAD centres. It affects the executive capacity of these organizations to provide support, advice and work facilitation services to employers, and to the people with disabilities who need them.

The shortage of human resources is also apparent in the lack of services for certifying the work skills of people with disabilities. This task is conducted by occupational therapy professionals. Increasing the number of bodies competent to certify the work skills of people with disabilities is especially important in enabling organizations to make reasonable adjustments to jobs. It is also important in assessing the skills profiles of those workers who did not have access to formal

education. The aim is always to ensure that vocational integration is as successful as possible.

The second big bottleneck in this area of intervention is the isolated efforts made with the resources available. These do not harness the potential synergies of people working formally and informally in this field. In terms of policy, regulations and planning, there are sufficient mechanisms for supporting the task of job intermediation. Nevertheless, effective implementation has not been successfully achieved. Furthermore, there is an absence of procedures, protocols, and monitoring and evaluation mechanisms, as well as an absence of cooperation among institutions working in this field.

A further limitation preventing effective provision of job intermediation services is the absence of job profiles for positions vacant in enterprises. It is necessary to know the characteristics of the positions for which employers wish to hire workers in order to be able to work on the skills profiles, or leaving qualifications, of people with disabilities in education services. Additionally, there is a need for centralized information about people with disabilities of working age who are unemployed or seeking work. This information should be held in job centres. Unfortunately, there is still a lack of willingness on the part of local employers to hire people with disabilities.

Also among the bottlenecks affecting the use of job intermediation services by people with disabilities is the lack of information about the availability of these services. This should be available in accessible formats for people with disabilities and employers. Any solution to this problem must go hand-in-hand with an increase in capacities for offering services as promoting intermediation services could accelerate demand for them. The currently limited human resources would not be able to cope with this.

Table 9 specifies the bottlenecks to intermediation for workplace inclusion. Table A.3.10 in Annex 3 details the same bottlenecks according to priority intervention in this area.

TABLE 9. Bottlenecks to intermediation for workplace inclusion	
CATEGORY	BOTTLENECKS
Policy and planning	<ul style="list-style-type: none"> State employment policies are not inclusive of the whole population. Their mechanisms, procedures, protocols and publicity strategies are not designed and implemented in the accessible formats and media that would guarantee effective access to information for people with disabilities.
Budget and funding	<ul style="list-style-type: none"> There is no budget assigned for funding inputs, especially staff and specialist resources. Existing resources are not used appropriately to ensure that services to people with disabilities are maximized.
Effective provision of goods and services	<ul style="list-style-type: none"> Isolated efforts do not take advantage of synergies among those working formally and informally in job intermediation. There are no studies or analyses producing skills profiles of the disabled population of working age, in relation to the demand for jobs or the possibilities of linking the two. Absence of centralized information about people with disabilities of working age who are unemployed or seeking work (job centre). Shortage of bodies able to certify work skills of people with disabilities. Shortage of trained personnel for work facilitation and resources to assist in their work. Limited understanding on the part of job intermediaries in municipal job centres regarding receiving and managing job applications from people with disabilities. Lack of information and awareness-raising for employers at local level regarding hiring people with disabilities. Limited availability of tools to assist advice and support for employers and workplace facilitators.
Use of goods and services (demand)	<ul style="list-style-type: none"> Limited information about job intermediation services in accessible formats for people with disabilities and employers.
Cross-cutting	<ul style="list-style-type: none"> Isolated actions on the part of various institutions and sectors. Gaps in the training and perception of job intermediators, and requirements and acceptance on the part of enterprises. Little correlation between training programmes, labour market needs and workplace facilitation.

4.4. ENTREPRENEURSHIP: LIMITED OPPORTUNITIES FOR ACCESS

One of the cross-cutting bottlenecks in the area of entrepreneurship is that people with disabilities have limited opportunities for access to programmes offering consultancy or skills training in developing entrepreneurial skills and approaches. Similarly, they have limited access to seed capital for the creation of individual, or group-based, productive projects.

In general, there is little publicity about the existing services or programmes offering funding and technical support for the development of productive projects by people with disabilities and their families. This affects service use (demand). It is clear that people with disabilities are unaware of these opportunities.

In the same way, with regard to the effective supply of these services, one of the most serious limitations is the shortage of personnel trained to assist and advise this sector of the population, taking their particular needs into account. Significant numbers of the staff responsible for programmes such as the PRONAMYPE *Manos a la Obra*, and individual and group-based schemes of IMAS and INA, among others, lack the technical knowledge to be able to offer this support appropriately.

Equally, another huge barrier identified is the fact that the bank credit services available are not 'sensitive' to disability. In other words, the services are not adapted to the circumstances of people with disabilities. For example, the sureties required might be fiduciary, collateral or mortgage-backed. Along with interest rates and other requirements, these exclude the possibility of access for people with disabilities. It is true that,

in Costa Rica, bodies such as PRONAMYPE have 'soft' credit schemes for people in situations of poverty. Nevertheless, there is a further difficulty in that there are no programmes offering seed capital so that people with disabilities can obtain start-up support in developing their productive projects, taking into account their difficulties in complying with the requirements of the financial bodies.

Table 10 summarizes the bottlenecks in this area. Table A.3.11 in Annex 3 sets out the bottlenecks according to priority interventions for enterprises.

TABLE 10. Bottlenecks to entrepreneurship

CATEGORY	BOTTLENECKS
Policy and planning	<ul style="list-style-type: none"> • Little publicity regarding the scope of the national enterprise policy.
Budget and funding	<ul style="list-style-type: none"> • Available bank credit is not 'sensitive' to disability. • Seed capital not available for people with disabilities to develop productive projects.
Effective provision of goods and services	<ul style="list-style-type: none"> • Shortage of personnel trained to assist and advise on productive projects by people with disabilities. • High interest rates and requests for sureties that are not appropriate to the situation of most people with disabilities.
Use of goods and services (demand)	<ul style="list-style-type: none"> • Little knowledge of funding opportunities and technical support for developing productive projects on the part of people with disabilities, lack of publicity regarding services available in accessible forms.
Cross-cutting	<ul style="list-style-type: none"> • Limited opportunities for access to consultancy and skills training programmes to develop entrepreneurial skills and approaches and to seed capital.

4.5. GOVERNANCE: WEAKNESS IN COMPLYING WITH LEGISLATION AND AUDITING

In terms of governance, it should be emphasized that the country has a reasonably good legal and political framework in comparison with other Latin American countries. The problem is the failure to comply with all of its provisions. One of the reasons for this is the limited information and understanding of these legal instruments, plans and policies on the part of various key State actors and of civil society. Added to this is the lack of political will, or sense of priority, for the issue within some institutions, together with financial limitations.

A further barrier to governance is the ongoing absence of up-to-date information about people with disabilities in all their dimensions. In particular, there is a lack of information relevant to facilitating their access to employment.

The in-depth interviews with experts, and the participatory workshops, revealed the existence of gaps in institutional and programmatic coordination of efforts in favour of vocational integration of people with disabilities. The absence of monitoring and auditing of the execution and coordination of actions, as well as the lack of a body or unit responsible for this monitoring, is considered a significant limiting factor.

The Employability Commission is the mechanism established to encourage better inter-institutional coordination regarding the employment of people with disabilities. According to those consulted, this last year (2011) has been a positive experience. This is especially true of the creation of the Regulation of Law 8862 and also of the visibility that this issue has achieved on the political agenda of the current administration, particularly in the MTSS. Nevertheless, it should be emphasized that real harmonization and streamlined coordination among all social actors involved in the issue remains to be achieved.

One of the limitations facing the Employability Commission is that some of the representatives who participate are not high-level decision makers. As such, their impact in terms of the competencies of the organizations that they represent is low. Perhaps this is why there is a perception that there is little political will in the participating organizations to prioritize the implementation of decisions taken within the Commission.

The effectiveness of the Commission's work is also restricted by the lack of mechanisms and resources to guarantee effective monitoring of the decisions taken. These are similarly lacking for the task of facilitating coordination of actions by the various bodies represented on the Commission.

Table 11 summarizes the principal bottlenecks found in governance connected with regulations, policies and coordination of plans.

TABLE 11. Bottlenecks in governance (regulations, policy and plans)	
CATEGORY	BOTTLENECKS
Policy and planning	<ul style="list-style-type: none"> • Policies and regulations exist, but there are gaps in their effective application. • Little priority given to disability issues on the public agenda. • Limited representation of high-level decision makers on the Employability Commission.
Budget and funding	<ul style="list-style-type: none"> • Budgets are not assigned to provide staff to implement actions in networks or in an intra/inter-sectoral manner, nor for monitoring of compliance with regulations and plans.
Effective provision of goods and services	<ul style="list-style-type: none"> • Lack of programme coordination in the implementation of initiatives related to vocational integration of people with disabilities and support for entrepreneurial initiatives on the part of this population. • Lack of information among the various actors to enable them to coordinate or work in networks. • Lack of staff with appropriate skills to monitor the implementation of plans, policies and regulations in force regarding employment and disability in the organizations that hold a formal mandate in this area.
Use of goods and services (demand)	<ul style="list-style-type: none"> • Insufficient information and knowledge of existing policies, plans and regulations, as well as awareness of the reality for people with disabilities.
Cross-cutting	<ul style="list-style-type: none"> • There is no body effectively in charge of compliance with regulations. • Intrasectoral and institutional lack of coordination affects effective compliance with regulations. • There is no coordinating arm in operation for decisions taken by the Employability Commission. • There are no unified, reliable statistics, valid at national level, on people with disabilities. This includes statistics showing the effective rate of vocational integration of people with disabilities at national, regional and local levels and by programme. Each programme manages its data individually, according to its own institutional criteria.



CHAPTER 5.

VOCATIONAL INTEGRATION PLAN FOR PEOPLE WITH DISABILITIES

A worker with disabilities, office assistant, in a vehicle servicing company.
In the photograph, she is seen seated at her work station (desk).

The preceding chapters provide a basis for the development of solutions enabling acceleration of vocational integration of people with disabilities. The proposed solutions focus on eliminating the most serious bottlenecks identified.

The plan aims to meet five objectives:

1. Boosting the employability profile of people with disabilities through managing training processes aimed at developing the basic skills necessary for their participation in the labour market.
2. Increasing workplace demand for people with disabilities through awareness-raising, consultancy and involvement of more inclusive employers.
3. Strengthening job intermediation services for people with disabilities through the creation of tools and networks.
4. Encouraging development of enterprises by people with disabilities through managing services offering technical consultancy, skills training and credit; these services should be accessible to the population in question and promote their entrepreneurial skills.
5. Promoting institutional synergies and coordination of actions aimed at vocational integration of people with disabilities.

Below is a brief summary of the actions involved in the proposed acceleration solutions, presented by priority area.

5.1 BETTER TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

Priority area 1, **Better training opportunities for people with disabilities**, aims to boost the employability of people with disabilities through managing training processes. These processes are aimed at developing the basic skills necessary for their participation in the labour market.

In response to weaknesses in the training of teachers in the third and fourth prevocational cycles, in academic schools (*liceos*) and in Centres for Comprehensive Services to Adults with Disabilities (CAIPADs), the plan proposes the implementation of a training programme. This is aimed at teaching staff, vocational counsellors and managerial staff in 56 education centres that provide education services and training to students with disabilities (see Panel 9).

It was decided to concentrate attention on the teachers in the 39 prevocational and IPEC centres already selected by the Ministry of Education as priority cases. They will receive greater levels of support in the process of implementing the new study programmes. The CAIPAD centres selected are those of Type A. These are the ones that, by nature of their modality, serve a population with greater possibilities of labour market integration owing to the nature of their disabilities.

PANEL 9. Target education centres for the skills training for teachers programme

Academic and technical schools

1.	C.T.P. Acosta	21.	Liceo Alajuelita
2.	C.T.P. Buenos Aires	22.	Liceo Ambientalista
3.	C.T.P. Calle Blancos	23.	Liceo Braulio Carrillo Colina
4.	C.T.P. Carlos Ml. Vicente	24.	Liceo de Coronado
5.	C.T.P. de Flores	25.	Liceo de Escazú
6.	C.T.P. de Parrita	26.	Liceo de Frailes
7.	C.T.P. de Pococí	27.	Liceo de Moravia
8.	C.T.P. La Suiza	28.	Liceo de Poás
9.	C.T.P. Liberia	29.	Liceo de San Carlos
10.	C.T.P. Nicoya	30.	Liceo de Tarrazú
11.	C.T.P. Padre Roberto Evans	31.	Liceo del Sur
12.	C.T.P. Puerto Viejo	32.	Liceo El Purral
13.	C.T.P. Puntarenas	33.	Liceo León Cortés Castro
14.	C.T.P. Puriscal	34.	Liceo Martha Mirambel (Athe-
15.	C.T.P. San Isidro	nas)	
16.	C.T.P. Santa Cruz	35.	Liceo Miramar
17.	C.T.P. Upala	36.	Liceo Paraíso
18.	Colegio Dr. Ricardo Moreno C.	37.	Liceo Pavas
19.	Colegio Gravilias	38.	Liceo Ricardo Fernández Guardia
20.	Colegio Miguel Araya Venegas	39.	Liceo Santa Ana

Comprehensive Care Centres for Adults with Disabilities

1.	ACOPANE Guadalupe	9.9.	Taller Protegido (Supervised
2.	ACOCONE Coronado	Workshop)	Alajuela
3.	Paso Ancho	10.	Serbio Flores
4.	Gravilias	11.	ATAICA Grecia
5.	San Ignacio	12.	AYUMISANCA, San Carlos
6.	APNAE, Alajuela	13.	Turrialba, URP
7.	ACEFOPAVAS	14.	San Ramón El Sol Brilla
8.	APRODISA	15.	Talita Cumí, Naranjo
		16.	Zarcelo APAMAR

IPEC

Professional Institutes of Community Education (IPEC) Barva.

Source: MEP: 2012

In schools that teach the third cycle and fourth diversificado vocational cycle, efforts will be made first to consolidate staff understanding of the philosophical framework underpinning the new study plan. This includes the teachers, head-teacher and vocational counsellors. The framework philosophy covers the human rights perspective, the new perspective of disability and diversity, personal autonomy versus over-protection, social inclusion and workplace

inclusion. Next, there will be skills training to strengthen the knowledge of special education teachers in order to develop competencies in the field of reading and writing. In the case of teachers of industrial arts and domestic science, under the national plan, in the third cycle and diversificado vocational cycle, the emphasis will be on strengthening the soft skills that students need for the labour market.

The CAIPAD centres have greater numbers of people with 'serious' disabilities (modality B) in comparison with the prevocational schools. In these centres, special education teachers will be given skills training in strengthening the students' education in areas such as reading and writing and in preparation for living more independently and living in the community. In terms of technical education, emphasis will be on developing vocational activities and productive enterprises. This will be managed as part of the 'entrepreneurship' priority area of this plan.

The second line of work aims to respond to those people with disabilities who request the help of the MTSS for their vocational integration but who lack the basic education required in order to apply even for jobs considered 'unskilled'. It is also directed at people who have recently graduated from the education system and who need employment guidance. For this, the plan intends to establish two coordination protocols between the MTSS and MEP. The aim, first, is to guide people with disabilities towards an education option to enable them to improve their employability profiles. Second, the aim is to direct them to existing support services for vocational integration.

The third line of work concerns the design and implementation of a publicity campaign about the technical and educational training available to people with disabilities as provided by INA, MEP, organizations for people with disabilities, and branches of IMAS and FODESAF. The aim of this publicity strategy is for the information to reach people with disabilities directly. It is for them to be aware, and take full advantage, of the technical and educational training provided by INA and the MEP. In addition, the campaign covers the financial assistance available to fund transport, materials and other expenses, especially for the population in situations of poverty and extreme poverty.

The plan includes a pilot project to coordinate the three priority areas: training, intermediation and inclusive employers. In the area of training, there are plans to give skills training to a group of 120 young people with disabilities. This will be in skills for which there is demand in the following sectors: medical devices, information technologies, communication, tourism and other sectors identified as potential employers. The other priority areas of the pilot project are explained in the sections that follow.

Skills training will be given by INA, Cenfotec and other education centres considered competent to provide high-quality training to the project participants. The training is intended to facilitate their subsequent vocational integration. In tandem with the skills training, financial assistance will be available for those people with disabilities in situations of poverty who need it. The purpose is to ensure that they have access to these training processes and can complete them. In this area, it is envisaged that the Empléate programme, the Council of Young People (CPJ), FONABE and IMAS will participate. These have the financial resources to support funding for developing skills in young people, including young people with disabilities.

5.2 EXTENDING WORKPLACE DEMAND FOR PEOPLE WITH DISABILITIES: INCREASING INCLUSIVE EMPLOYERS

Priority area 2, **Inclusive employers**, is aimed at extending workplace demand for people with disabilities. This will be achieved by recruiting more employers willing to include the disabled population.

There are plans to repeat the experience of the Inclusive Enterprises Network of Costa Rica in the outlying areas of the country, i.e., Brunca and Chorotega.⁶⁶ This would provide a space for relevant technical consultancy and exchange of best practice among employers. In the first phase, an attempt to find resources to fund this activity must be implemented as a strategic action. As stated in the previous chapter, funding is one of the principal bottlenecks preventing the repeat and consolidation of this important experience.

The plan includes developing an awareness-raising and information campaign on the subject of hiring people with disabilities. The aim is to reach some 130 to 180 employers. This campaign will involve, first, the design and implementation of a skills training strategy for the business sector in outlying areas (GAM, and Brunca and Chorotega regions). Second, it will involve production and dissemination of information about workplace inclusion of people with disabilities. Areas covered will include the tax incentives provided by Law 7092, reasonable adjustments to jobs, myths about people with disabilities, and Law 8862, which sets employment quotas for such people in the public sector, among other topics.

In order to implement the aforementioned actions, there should be coordination among inclusive enterprises and the network of job intermediators. Creation of the latter comes within the framework of this plan. The aim is to facilitate referral of candidates with disabilities in processes of selection, recruitment, hiring and induction among the target population.

The principal partners in these two lines of work are: the Business Association for Development (AED), and the Inclusive Enterprises Network

(REI). They are leading in the process on account of their experience in the field. Support is provided by government bodies including the MTSS Equality of Opportunities Unit and CNREE, and by national business federations. The latter include: CANAECO, CANATUR, UCCAEP, CAMTIC, the National Network of Small Hotels, chambers of industry and CINDE. Also involved are the local government job centres mentioned under the 'job intermediation' priority area in the following section.

Another activity that comes under this priority area in the plan is that of organizing an annual award for those enterprises that implement relevant practices for the inclusion of people with disabilities. This award aims to increase the incentives to employers to adopt these practices and promote more inclusive organizational cultures. Leadership of this part of the project will be provided by the MTSS as the governing body in this field. There will be support from the AED-REI, Equality of Opportunities for People with Disabilities Unit, chambers of commerce of Costa Rica and local governments.

Finally, activities are included within this priority area which relate to extending workplace demand for the pilot project referred to in the 'training' priority area. In this case, the aim is to identify some 50 enterprises in the following sectors: medical devices, information and communications technologies, and tourism. These will be incorporated into the project. The idea is for this action to enable broader participation of the business sector in the *Empléate* programme, as well as in the Inclusive Enterprises Network (REI). This will be achieved through establishing coordination with CINDE and other business organizations such as those relevant to industries,

⁶⁶ The region of Brunca was selected as it is the area with the third largest population of people with disabilities. It is also where the Kaloie Project was implemented. This established the foundations for improving the situation of people with disabilities. The region of Chorotega was selected as it has a broad business base dedicated to tourism. That sector was chosen as part of the pilot project as international experiences have shown its potential for employment of people with disabilities.

tourism, medical devices and design technology. Eventually, it should be possible to include other interested business sector as participants in this initiative.

5.3. INTERMEDIATION FOR WORKPLACE INCLUSION OF PEOPLE WITH DISABILITIES

Priority area 3, **job intermediation** proposes various acceleration activities. These include, first, the creation of a network of job intermediators. This network would serve as a space for exchanging best practice and for coordinating the intermediation services currently functioning within Costa Rica.

This solution aims to fill the existing gap at national level in terms of a coordination space. As such, it would be possible to strengthen the actions of the 'direct' job intermediators belonging to the National System of Employment Information, Guidance and Intermediation (SIOIE). They include staff of the CAIPAD centres, prevocational schools and professional technical schools, INA intermediation services, municipal job centres, organizations of people with disabilities, the National Employment Directorate, the Empléate programme, and other MTSS bodies. Also included are staff from the National Psychiatric Hospital, which has a programme for reintegration into the community of people with mental health problems.

Skills training for 10 job centres, including those participating in the Empléate programme, is among the planned activities. The job centres in question are run by the following local governments: San José, Desamparados, Alajuela,

Cartago, Heredia, Belén, Escazú, Pérez Zeledón, Santa Ana, San Vito and Coto Brus. The training will cover issues of job intermediation for people with disabilities. The aim is to strengthen technical capacities and, as such, support workplace inclusion of this population sector.

In the case of the pilot project, the intention is to facilitate the creation of five local job intermediation networks in the cantons of San José, Desamparados, Heredia, Escazú and Belén. These communities have been selected because potential support networks have been identified in them. Examples include professional technical schools, academic schools (*liceos*), CAIPADs, municipal job centres and specific projects of organizations of people with disabilities. These existing bodies will facilitate the creation of exchange spaces and networks at community level. The two lines of work cited above are intended to impact on some 1,200 to 1,600 people with disabilities integrated into the workplace through selected local government job centres. These same lines of work are also intended to impact on some 200 to 240 people with disabilities integrated into the workplace through the participating CAIPADs, in the same communities.

Another important element in the area of work facilitation is that of developing a toolkit for job intermediators and employers. This would give them access to guides, manuals and various tools to facilitate the process of hiring people with disabilities and their promotion in the workplace. The aforesaid 'tools' will cover areas such as key concepts in disability, inclusive recruitment and selection processes, reasonable adjustments to positions, the human rights perspective, social responsibility and inclusive enterprises, basic advice on interacting with people with disabilities, a resource directory, and employment products and services, among others.

These are some examples of tools suggested by organizations of people with disabilities and by participating employers and focus groups involved within the framework of the plan. The recent experiences of the UNA *Oportunidad de Empleo* project, and the Business Association for Development with the Inclusive Enterprises Network, could make important contributions to the process of designing and creating these tools.

Furthermore, one of the most important activities in this priority area is the attempt to find funding. This is needed to strengthen the work of the National Employment Directorate and the MTSS *Empléate* programme. The work in question concerns certifying the skills of people with disabilities, and developing consultancy and support activities for employers and potential workers with disabilities. Key to this process is the figure of the 'job facilitator'. As stated in the previous chapter, the shortage of these services, and of personnel trained in this work, is one of the most serious bottlenecks to achieving greater impact on vocational integration of people with disabilities. This plan therefore aims to strengthen the capacities of the various MTSS units that conduct job intermediation so that they can provide services to people with disabilities.

Among the enabling tasks for conducting an effective work facilitation exercise, there will be an attempt to reduce the disincentive that currently exists when people with disabilities manage to find work. This disincentive is related to the fear of losing a steady income, i.e., 'disability benefit', for something uncertain, in this case starting a new job. For this reason, the case will be made for a measure making it possible to guarantee that people with disabilities will be able to resume their disability benefits if they lose their jobs.

Finally, within the 'job intermediation' priority area, the *Empléate* Inclusivo pilot project seeks to support vocational integration of young people

with disabilities. This is part of the work that is already underway within the framework of this programme. The project aims to place 225 young people with disabilities in enterprises within the following four sectors: medical devices, information and communications technologies, industry and tourism. Some of these young people will participate in the skills training programmed under Priority area 1. Meanwhile, others will be able to use the job intermediation services without being required to have participated in the skills training provided.

5.4. BOOSTING ENTREPRENEURSHIP OF PEOPLE WITH DISABILITIES

Priority area 4, **Entrepreneurship**, aims to encourage development of enterprises by people with disabilities. It covers managing services offering technical consultancy, skills training and credit that are accessible to the population in question, promoting their entrepreneurial skills and their ability to run enterprises.

The first activity proposed is that of incorporating training and development of personal entrepreneurial skills among people with disabilities into the *Cultura Emprendedor* programme. This activity would be linked to acceleration of solution A.1: "Skills training programme from a perspective of autonomy, independence and rights of people with disabilities, and technical and academic abilities of staff in the third and fourth vocational cycles and in CAIPADs". This is set out in the 'training' priority area.

At the start of the project, the aim is to identify teachers and staff of CTPs, academic schools and CAIPADs being selected by the MEP to participate in this initiative. Subsequently, skills

training sessions would be implemented. These would cover areas such as fostering an entrepreneurial culture, the entrepreneurial spirit, identifying opportunities and developing business plans and ideas, among others. The needs and experiences of people with disabilities would be taken into account. These activities would be led by the MEP with support from INA, MEIC, CNREE and organizations of people with disabilities.

Additionally, it is recognized that opportunities are limited for people with disabilities to have access to consultancy and skills training programmes in order to develop productive projects. In response to this situation, the plan proposes developing a pilot programme for support and consolidation of individual and group-based enterprises. The pilot programme would be conducted in a CAIPAD centre, in the Occupational Therapy section of the HNP Rehabilitation Services, and in a CTP. The project would affect 300 people with disabilities distributed as follows: 160 from the HNP; 60 from the Serbio Flores CAIPAD; and 80 students from a prevocational school to be selected by the MEP. The target is for at least 150 people with disabilities to be able to develop and consolidate individual and group-based projects by the end of 2015.

The first action proposed in this line of work consists of conducting an analysis. This will make it possible to describe the profile of this target population. This in turn will allow a decision on potential productive projects and business ideas that could be put into practice. As such, the appropriate consultancy, skills training and support activities would be initiated in order to create the respective business plans.

In order to set these productive projects in motion, use would be made of the usual IMAS resources through its *Manos a la Obra* programme and its programmes for individual and group-based enterprises. Resources of the MTSS PRON-

AMYPE programme would also be used. Similarly, on the subject of consultancy and support, the intention is to coordinate with the MYPE-INA programme, the department for promotion of INFOCOOP, and the MEIC consultancy service.

The final activity proposed in this priority area is linked with the previous two. It is that of collating and publicizing the existing range of opportunities available for funding and technical support for productive projects by people with disabilities. In this case, the aim is the effective dissemination of these existing opportunities in formats and media accessible to the target population. This will enable people with disabilities to have access to available financial resources for developing the productive projects proposed as part of the pilot project, described above.

5.5. GOVERNANCE

The plan aims to tackle two serious bottlenecks that are hindering the effective implementation of solutions. The first of these is the lack of inter-institutional coordination. As a result of this, not only are there low levels of synergy, but it is also impossible to make progress in certain solutions. The second bottleneck is the low level of monitoring and implementation in the case of decisions taken, plans and existing regulations in general in this area. In order to tackle these bottlenecks, the system of governance is being considered with a structure and functions described below.

1. Coordination and General Management of the Plan: This will be the responsibility of the Inter-institutional Technical Committee on Employability for People with Disabilities. Its role will be to take strategic decisions regarding implementation of the plan; to coordinate with the upper echelons of relevant institutions;

and to ensure that the plan is implemented. The aforesaid committee will be supported by a coordinator for the execution and legal implementation of the plan.

2. Coordinating Committee for Each of the Priority Areas: This will comprise representatives of the institutions which have a role in implementing the programmes relevant to the priority area in question. Its task will be to coordinate

and align programmes within each priority area of this plan. For this purpose, the Coordinating Committee will have a coordinator who will be responsible for calling meetings, recording agreements and other tasks. The plan will include four committee coordinators corresponding to the following priority areas: training, increasing workplace demand, intermediation for workplace inclusion and entrepreneurship, as described in Table 12.

<div>TABLE 12.</div> <div>COORDINATING COMMITTEES FOR PLAN PRIORITY AREAS AND MEMBERS</div>		
Priority Area Committee	Coordinator-leader	Members
Training	MEP Curriculum Directorate	CENAREC, IMAS, MEP Curriculum Directorate, MEP Department of Special Education, SECODI of INA, UNA <i>Oportunidad de Empleo, Empléate</i> , CNREE
Increasing Workplace Demand	AED-REI	AED-REI, UEOPcD-MTSS, <i>Empléate</i>
Intermediation for Workplace Inclusion	MTSS Vice-Ministry	MTSS UEOPcD, MTSS Vice-Ministry, National Employment Directorate, SIOIE, local government job centres
Entrepreneurship	MTSS Vice-Ministry	MEIC, PRONAMYPE, INFOCOOP, IMAS (Entrepreneurship), INA (Entrepreneurship), MEP Curriculum Directorate, UNA <i>Oportunidad de Empleo</i> , National Psychiatric Hospital, CAIPAD Servio Flores, prevocational school

3. Monitoring and Follow-up Unit: This will comprise representatives of the following organizations: REI-AED (1), organizations of people with disabilities (2), CNREE (1), the Office of the Ombudsman (1), as well as the ILO (1) and UNDP (1) as observers. The role of the unit will be to monitor the implementation of the plan and to prepare and disseminate a report on its progress every four months. The unit will be responsible for coordinating an improvement in the statistics with regard to vocational integration of people

with disabilities and rates of retention in their posts. The statistics will be produced by the various organizations participating in the plan.

The matrix below shows the relationship between areas of intervention, priority bottlenecks, acceleration solutions and the institutions that would be involved in their implementation.

MATRICES FOR THE ACTION PLAN FOR VOCATIONAL INTEGRATION OF PEOPLE WITH DISABILITIES

AREA OF INTERVENTION: BETTER TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

Key: EC-education centres; SwD-students with disabilities; P-personnel; IS-1st semester; IIS-2nd semester; PwD-people with disabilities

Bottleneck	Bottleneck type	Acceleration solution	Impact	Baseline
a.1. Limited provision of training to boost the employability of people with disabilities: weaknesses in the training of teachers and staff who work in the third and fourth diversified vocational cycles and in the CAIPAD centres regarding appropriate preparation of students with disabilities for independent living and employment.	a.1. Effective provision of goods and services: human resources.	a.1. Skills training programme from a perspective of autonomy, independence and rights of people with disabilities, and technical and academic abilities of staff in the third and fourth diversified vocational cycles and in CAIPADs.	Students: 3000 - 3500 SwD benefiting Education centres: 50 - 60 centres benefiting Staff: 180 - 250 teachers, counsellors, managers trained - IIS_12: 4 EC, 300 SwD, 30 P - IS_13: 8 EC, 600 SwD, 40 P - IIS_13: 8 EC, 600 SwD, 40 P - IS_14: 8 EC, 600 SwD, 40 P - IIS_14: 8 EC, 600 SwD, 40 P - IS_15: 8 EC, 600 SwD, 40 P - IIS_15: 2 EC, 150 SwD, 20 P	Students benefiting: 0 SwD annually Education centres benefiting: 0 Staff trained: 0 teachers, counsellors, managers trained Source: MEP: 2012
a.2. Limited training provision for boosting employability of people with disabilities: literacy and basic training.	a.2. Effective provision of goods and services: sector governance.	a.2. Coordination protocols between MTSS and MEP to attend to basic training needs of PwD who request MTSS support in finding a job, and to support vocational integration of school leavers.	100-150 PwD participating in MEP education services - IIS_12: 0 - IS_13: 20 SwD - IIS_13: 20 SwD - IS_14: 20 SwD - IIS_14: 20 SwD - IS_15: 20 SwD - IIS_15: 20 SwD	0 People with disabilities in education options for literacy and basic training
a.3. Lack of publicity about education and training support services for people with disabilities.	a.3. Use of goods and services: accessibility (information about the service)	a.3.1 Publicity campaign about: • Services provided by INA (for individuals with disabilities and productive groups). • Education services of MEP and organizations of people with disabilities. • Financial subsidies of IMAS and FODESAF.	300-600 more PwD on INA courses for professional training and technical skills training (3135-3335 PwD in total at INA). 150-200 additional PwD participating in MEP education services and PwD organizations. 1500 PwD with additional subsidies for training PwD. - IIS_12: 0 - IS_13: 50 INA, 40 MEP/organizations of PwD, 500 IMAS - IIS_13: 100 INA, - IS_14: 100 INA, 80 MEP/organizations of PwD, 500 IMAS - IIS_14: 100 INA - 100 INA, 80 MEP/organizations of PwD, 500 IMAS - IIS_15: 100 INA	-INA: 2.835 PwD Source: INA annual statistics: 2011. -MEP: 16,363 PwD Source: MEP Statistics Department (MEP: 2011. Education Indicators: 2010 Data) -Organizations PwD: No data -IMAS: Total PwD benefiting from study grant (no figures)
a.4. Little correlation between training programmes, labour market needs and workplace facilitation.	a.4. Cross-cutting: coordination and alignment	a.4. Pilot project: coordinating courses in order to employ groups of PwD in the medical devices industry, information and communications technologies, industries and tourism.	120 additional PwD trained in the medical devices industry, design technology and tourism. - IIS_12: 0 PwD - IS_13: 20 PwD - IIS_13: 20 PwD - IS_14: 20 PwD - IIS_14: 20 PwD - IS_15: 20 PwD - IIS_15: 20 PwD	0 people with disabilities trained in medical equipment, ICTs, Tourism. Source: MTSS Empléate: 2012

AREA OF INTERVENTION: INCLUSIVE EMPLOYERS

Bottleneck	Bottleneck type	Acceleration solution	Impact	Baseline
b.1. Technical consultancy and discussion spaces for inclusive enterprises are confined to the central region of the country.	b.1. Budget and funding	b.1. Creating a fundraising strategy for financing extension of the REI, and the technical consultancy services and exchange spaces for important practices in inclusion of PwD, into outlying areas (Bruna region, Metropolitan area and Chorotega).	20-25 enterprises participating in outlying REIs (Source: POETA and AED) - IIS_12: 0 Enterprises - IS_13: 4 Enterprises - IIS_13: 4 Enterprises - IS_14: 4 Enterprises - IIS_14: 4 Enterprises - IS_15: 4 Enterprises - IIS_15: 4 Enterprises	37 Enterprises belonging to REI. (Source AED: 2012)
b.2. Insufficient awareness among employers regarding hiring PwD	b.2. Budget and funding	b.2. Creating a fundraising strategy to finance an awareness-raising campaign among employers regarding advantages, myths and information about hiring PwD (Brunca region, Metropolitan area and Chorotega).	130-180 employers' representatives (ER) (Source: POETA) - IIS_12: 0 ER - IS_13: 30 ER - IIS_13: 30 ER - IS_14: 30 ER - IIS_14: 30 ER - IS_15: 30 ER - IIS_15: 30 ER	273 employers' representatives receiving training and awareness-raising (Source: POETA: 2011)
b.3. Limited availability of tools to assist advice and support for employers and workplace facilitators.	b.3.1 Effective provision of goods and services: human resources and sector governance. b.3.2 Budget and funding: resource mobilization	b.3. Creating a toolkit for employers, and publishing it online, on reasonable adjustments to positions, legislation, inclusive selection and recruitment, universal design, basic concepts regarding disability, human rights perspective, social responsibility, inclusive enterprises, basic advice for interacting with PwD, directory of resources, services and products for employment and disability, etc.	130-180 employers' representatives (ER) (Source: POETA) - IIS_12: 0 ER - IS_13: 30 ER - IIS_13: 30 ER - IS_14: 30 ER - IIS_14: 30 ER - IS_15: 30 ER - IIS_15: 30 ER	273 employers' representatives receiving training and awareness-raising (Source: POETA: 2011)
b.4. Few incentives for enterprises to hire PwD.	b.4 Cross-cutting: commitment and positioning of the issue on the public agenda.	b.4. Recognizing and rewarding enterprises for inclusive practices for PwD.	20-30 enterprises rewarded (Source: MTSS) - II S_12: 0 Enterprises - I and II S_13: 10 Enterprises - I and II S_14: 10 Enterprises - I and II S_15: 10 Enterprises	20 Enterprises (Source MTSS: 2011)
b.5. Little correlation between training programmes, labour market needs and workplace facilitation.	b.5. Cross-cutting: Coordination and alignment.	b.5. Pilot project: coordinating courses in order to employ groups of PwD in the medical devices industry, information and communications technologies, industries and tourism (linked to activity a.4 and c.4).	40 - 60 enterprises (Source: Empleate-MTSS) - IIS_12: 0 Enterprises - IS_13: 10 Enterprises - IIS_13: 10 Empresas - IS_14: 10 Enterprises - IIS_14: 10 Enterprises - IS_15: 10 Enterprises - IIS_15: 10 Enterprises	12 Enterprises, members of Empleate programme network (Source AED 2012)

AREA OF INTERVENTION: JOB INTERMEDIATION

Bottleneck	Bottleneck type	Acceleration solution	Impact	Baseline
<p>c.1. Isolated efforts do not take advantage of potential synergies among those working (formally and informally) in job intermediation.</p> <p>c.2. Shortage of people trained to conduct work facilitation for PwD.</p> <p>c.3 Gaps in the training and perception of job intermediators, and requirements and acceptance on the part of enterprises.</p>	<p>c.1. Effective provision of goods and services: sector governance.</p> <p>c.2. Effective provision of goods and services: human resources.</p> <p>c.3. Cross-cutting: coordination and alignment.</p>	<p>c.1. Creating a network of job intermediators to promote best practices in collaborating on existing programmes and initiatives.</p>	<p>1200-1620 PwD in Job Centres</p> <ul style="list-style-type: none"> - IIS_12: 0 PwD - IS_13: 270 PwD - IIS_13: 270 PwD - IS_14: 270 PwD - IIS_14: 270 PwD - IS_15: 270 PwD - IIS_15: 270 PwD <p>10 Municipal Job Centres given training: San José, Desamparados, Alajuela, Cartago, Heredia, Belén, Escazú, Pérez Zeledón, Santa Ana, San Vito, Coto Brus.</p> <p>5 local networks established: San José, Desamparados, Heredia, Escazú, Belén</p> <p>200-240 PwD in CAIPADs</p> <ul style="list-style-type: none"> - IIS_12: 0 PwD - IS_13: 40 PwD - IIS_13: 40 PwD - IS_14: 40 PwD - IIS_14: 40 PwD - IS_15: 40 PwD - IIS_15: 40 PwD 	<p>No data: Number of people with disabilities placed in jobs by programmes: Local Government Job Centres, CAIPADs.</p>
<p>c.4. Limited availability of tools to assist advice and support for employers and workplace facilitators.</p>	<p>c.4.1 Effective provision of goods and services: human resources and sector governance.</p> <p>c.4.2 Budget and funding: resource mobilization.</p>	<p>c.4. Creating a toolkit for job intermediators, and publishing it online, on reasonable adjustments to positions, legislation, inclusive selection and recruitment, universal design, basic concepts regarding disability, human rights perspective, social responsibility, inclusive enterprises, basic advice for interacting with PwD, directory of resources, services and products for employment and disability, etc.</p>	<p>1200-1620 PwD in Job Centres</p> <ul style="list-style-type: none"> - IIS_12: 0 PwD - IS_13: 270 PwD - IIS_13: 270 PwD - IS_14: 270 PwD - IIS_14: 270 PwD - IS_15: 270 PwD - IIS_15: 270 PwD <p>10 Municipal Job Centres given training: San José, Desamparados, Alajuela, Cartago, Heredia, Belén, Escazú, Pérez Zeledón, Santa Ana, San Vito, Coto Brus.</p> <p>200-240 PwD in CAIPADs</p> <ul style="list-style-type: none"> - IIS_12: 0 PwD - IS_13: 40 PwD - IIS_13: 40 PwD - IS_14: 40 PwD - IIS_14: 40 PwD - IS_15: 40 PwD - IIS_15: 40 PwD 	<p>No data: Number of PwD placed in jobs by programmes: Local Government Job Centres and CAIPADs.</p>

Bottleneck	Bottleneck type	Acceleration solution	Impact	Baseline
c.5. Limited work facilitation services.	c.5.1 Effective provision of goods and services: human resources. c.5.2 Budget and funding: resource mobilization	c.5. Increasing institutional capacities for establishing work facilitation services within the MTSS.	1200-1620 PwD in Job Centres - IIS_12: 0 PwD - IS_13: 270 PwD - IIS_13: 270 PwD - IS_14: 270 PwD - IIS_14: 270 PwD - IS_15: 270 PwD - IIS_15: 270 PwD 10 Municipal Job Centres given training: San José, Desamparados, Alajuela, Cartago, Heredia, Belén, Escazú, Pérez Zeledón, Santa Ana, San Vito, Coto Brus.	No data
c.6. Limited services for certifying skills for PwD.	c.6.1 Effective provision of goods and services: human resources. c.6.2 Budget and funding: resource mobilization.	c.6. Establishing accessible services for certifying skills for PwD.	200-240 PwD in CAIPADs - IIS_12: 0 PwD - IS_13: 40 PwD - IIS_13: 40 PwD - IS_14: 40 PwD - IIS_14: 40 PwD - IS_15: 40 PwD - IIS_15: 40 PwD	No data: Number of PwD skills certifications.
c.7. Little correlation between training programmes, labour market needs and workplace facilitation.	c.7. Cross-cutting: coordination and alignment.	c.7. Pilot project: employing groups of PwD in the medical devices industry, information and communications technologies, industries and tourism (linked to activities a.4 and b.5).	180-225 PwD (Source: Empléate -MTSS) IIS_12: 15 PwD IS_13: 35 PwD IIS_13: 35 PwD IS_14: 35 PwD IIS_14: 35 PwD IS_15: 35 PwD IIS_15: 35 PwD	No data: Number of young PwD placed in jobs in the Empléate programme.

AREA OF INTERVENTION: ENTREPRENEURSHIP

Bottleneck	Bottleneck type	Acceleration solution	Impact	Baseline
d.1. Limited opportunities for access to consultancy and skills training programmes to develop entrepreneurial skills and approaches, to credit on favourable terms, and to seed capital.	d.1.1 Cross-cutting: co-ordination and alignment of services required to facilitate entrepreneurship among PwD. d.1.2. Use of goods and services: lack of entrepreneurial initiative.	d.1.1. Skills training project Cultura Emprendedora for teachers in participating centres. d.1.2. Project for support and consolidation of individual and group-based enterprises of PwD in CAIPAD- HNP-CTP.	CAIPAD Serbio Flores: 60 PwD, 20 Enterprises of PwD (EPwD). CTP suggested by MEP: 20 PwD, EPwD. HNP: 160 PwD, 20 EPwD. - IIS_12: 0 PwD - IS_13: 10 PwD - IIS_13: 10 PwD - IS_14: 10 PwD - IIS_14: 10 PwD - IS_15: 10 PwD - IIS_15: 10 PwD	Individual and group-based enterprises No data 5 Cooperatives of PwD established in 2012. (INFOCOOP: 2012)
d.2. Little understanding of funding opportunities and technical support for productive projects.	d.2.1. Use of goods and services: accessibility and internal efficiency.	d.2.1 Collation and communication of existing funding and technical support opportunities available for productive projects of PwD.		

AREA OF INTERVENTION: GOVERNANCE

Bottleneck	Bottleneck type	Acceleration solution	Impact	Baseline
e.1. Failure to implement decisions taken in relation to promoting workplace inclusion of PwD.	e.1. Cross-cutting: coordination and alignment.	e.1 Establishing governance structure for the Action Plan.	Impact 600-800 PwD placed in work (350-465 annually to 2015). 60 Enterprises of PcD.	No data
e.2. Lack of information on vocational integration of PcD.	e.2. Cross-cutting: coordination and alignment.	e.2. Creating a system to document vocational integration and retention of PwD facilitated by each organization, and a means of sharing this information with other organizations of the work facilitation network, and applying it permanently.	Available rate of vocational integration of PwD and other statistics.	No data

SCHEDULE AND RESOURCE MATRIX FOR THE ACTION PLAN FOR VOCATIONAL INTEGRATION OF PEOPLE WITH DISABILITIES

PRIORITY AREA: BETTER TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

Acceleration solution	Activity	Partners responsible	Budget			Time frame						
			Available	Total Needed	Shortfall	IIS 2012	IS 2013	IIS 2013	IS 2014	IIS 2014	IS 2015	IIS 2015
a.1. Skills training project from a perspective of autonomy, independence and rights of people with disabilities, and technical and academic abilities of staff in the third and fourth diversified vocational cycles and in CAIPADs.	a.1. Identifying themes for skills training.	MEP Curriculum Directorate*, MEP Department of Special Education, Curriculum Development Directorate, CENAREC, UNA Oportunidad de Empleo, UNA Basic Education Division, UNA Emprendedurismo ("Entrepreneurial spirit"), MEP Technical Education Directorate, MEP Department of Young People and Adults, CAIPADs.	\$16,000 MEP general resources (no data) CENAREC (\$4000 2012). UNA Oportunidad de Empleo (\$3000).	\$109.000	\$93.000							
	a.2. Designing skills training.											
	a.3. Running skills training.											
a.2. Coordination protocols between MTSS and MEP to attend to basic training needs of PwD who request MTSS support in finding a job, and to support vocational integration of school leavers.	a.2.1. Conferring responsibility for creating protocols.	MEP Curriculum Directorate*, UEO, MEP Department of Special Education, CAIPADs, SIOIE, Empléate, UNA Oportunidad de Empleo, municipal job centres, INA-Intermediation.	\$5,000 MTSS, UNA and MEP general resources.	\$5.000	0							
	a.2.2. Creating protocols.											
	a.2.3. Activating Committee (quarterly meeting).											
a.3.1 Publicity campaign about: • Services provided by INA (for individuals with disabilities and productive groups). • Education services of MEP and organizations of people with disabilities. • Financial subsidies of IMAS and FODESAF.	a.3.1. Creating publicity strategy for services to students with disabilities (SwD)	CENAREC*, INA, UEOPcD, MEP Special Education Dept. and CIMAD with support from Instituto Helen Keller, Education Services for Deaf Adults (SESA, Servicios Educativos para Adultos Sordos), MEP III and IV Cycle, CAIPADs, organizations for PwD, CNREE, IMAS CIMAD, SECODI and INA CIMAD, PANACI, COINDIS and local government job centres.	\$3,000 General resources of ENAREC, IMAS, MEP, INA, UNA Oportunidad de Empleo, CNREE, MTSS and local government job centres.	\$3.000	0							
	a.3.2. Activating publicity strategy.		\$5,000	\$15.000	\$10.000							
a.4. Pilot project: coordinating INA courses in order to employ groups of PwD in the medical devices industry, information and communications technologies, industries and tourism.	a.4.1. Identifying groups of PwD as project participants.	Empléate* with support from SECODI-INA, PwD organizations, CAIPADs, III and IV cycle, UEOPcD, POETA, OPcD, REI-AED, CINDE.	\$205,000 General resources of MTSS, INA, IMAS. 72 million Empléate. 30 million (CPJ -2012).	\$205.000	0							
	a.4.2. Managing financial subsidies for funding transport and other expenses for participating PwD who need them.											
	a.4.3. Application to open courses and implement skills training.											

PRIORITY AREA: INCLUSIVE EMPLOYERS

Acceleration solution	Activity	Partners responsible	Budget			Time frame						
			Available	Total Needed	Shortfall	IIS 2012	IIS 2013	IIS 2013	IIS 2014	IIS 2014	IIS 2015	IIS 2015
b.1 Extending the REI, and the technical consultancy services and exchange spaces for important practices in inclusion of PwD, into outlying areas (Bruna region and Chorotega).	b.1.1. Creating fundraising strategy to fund extension of the REI.	AED-REI* with support from business organizations (CANAEEO, CANATUR, UCCAEP, CAMTIC, National Network of Small Hotels, PROTUR, Chamber of Industries, CINDE), local governments.	\$2,000 Standard AED resources.	\$2.000								
	b.1.2. Repeating the strategy of creating and consolidating REI in outlying areas (Brunca and Chorotega).	AED-REI* with support from UEOPcD, CNREE, PwD organizations, business organizations (CANAEEO, CANATUR, UCCAEP, CAMTIC, National Network of Small Hotels, PROTUR, Chamber of Industries, CINDE), local governments.	\$5,000 General resources of AED, UEO, Empléate.	\$46.000	\$41.000							
b.2. Awareness-raising campaign for employers covering advantages, myths and information about hiring PwD (Brunca area, GAM and Chorotega).	b.2.1 Creating skills training for the business sector in outlying areas to extend the REI, technical consultancy services and exchange spaces for best practice (GAM, Bruna and Chorotega regions).	AED-REI* with support from UEOPcD, CNREE, business organizations (CANAEEO, CANATUR, UCCAEP, CAMTIC, National Network of Small Hotels, PROTUR, Chamber of Industries, CINDE), local governments, PwD organizations, POETA.	\$2,000 General resources of AED-REI, CNREE, UEOPcD.	\$2.000	0							
	b.2.2. Implementing skills training for the business sector in outlying areas, covering hiring people with disabilities, adjustments to jobs, inclusive recruitment and selection processes, legislation on disability issues, and extending the REI, among others.	AED-REI* with support from UEOPcD, CNREE, business organizations (CANAEEO, CANATUR, UCCAEP, CAMTIC, National Network of Small Hotels, PROTUR, Chamber of Industries, CINDE), local governments, PwD organizations, POETA.	\$4,000 General resources of AED-REI, UEOPcD, CNREE.	\$15.000	\$11.000							
b.2. Awareness-raising campaign among employers regarding advantages, myths and information about hiring PwD.	b.2.3. Design and publication of information materials in digital and print media, aimed at the business sector, on workplace inclusion of PwD (Law 7092, reasonable adjustments to jobs, myths about PwD, etc.) Chamber of Industries Bulletin, 'Financiero'.	AED-REI* with support from UEOPcD, CNREE, PwD organizations, business organizations (CANAEEO, CANATUR, UCCAEP, CAMTIC, National Network of Small Hotels, PROTUR, Chamber of Industries, CINDE).	\$1,000 General resources of AED-REI, MTSS.	\$1.000	0							

Acceleration solution	Activity	Partners responsible	Budget			Time frame					
			Available	Total Needed	Shortfall	IIS 2012	IIS 2013	IIS 2013	IIS 2014	IIS 2014	IIS 2015
b.3. Creating a toolkit for employers, and publishing it online, on reasonable adjustments to jobs, legislation, inclusive selection and recruitment, universal design, basic concepts regarding disability, human rights perspective, social responsibility, inclusive enterprises, basic advice for interacting with PwD, directory of resources, services and products for employment and disability, etc.	b.3.1. Designing toolkit for employers.	AED-REI* with support from CNREE, UEOPcD, PwD organizations, UNA Oportunidad de Empleo.	\$3,000	\$13.000	\$10.000						
b.3. Recognizing and rewarding enterprises for inclusive practices for PwD.	b.3.1. Organizing annual awards for PwD inclusive enterprises in different categories.	MTSS* AED-REI with support from UEO, CNREE, business organizations (CANAECO, CANATUR, UCCAEP, CAMTIC, National Network of Small Hotels, PROTUR, Chamber of Industries, CINDE), local governments.	\$1,000 General resources of MTSS, REI-AED.	\$6.000	\$5.000						
b.4. Pilot project: coordinating courses in order to employ groups of PwD in the medical devices industry, information and communications technologies, industries and tourism (linked to activities a.4 and c.4).	b.4.1. Identifying 50 companies interested in being part of the CINDE-CAMTIC-REI pilot plan.	AED-REI* with support from Empléate, business organizations (CANAECO, CANATUR, UCCAEP, CAMTIC, National Network of Small Hotels, PROTUR, Chamber of Industries, CINDE).	\$6,000 General resources of AED-REI and Empléate.	\$6.000	0						
	b.4.1. Skills training and technical consultancy for enterprises interested in hiring people with disabilities (pilot plan: develop work plan within enterprise).	AED-REI* with support from Empléate, UEOPcD, CNREE, CENAREC, PwD organizations.	\$2,000 General resources of AED-REI, UEOPcD, CNREE, CENAREC, PwD organizations.	\$15.000	\$13.000						

PRIORITY AREA: INTERMEDIATION FOR WORKPLACE INCLUSION

Acceleration solution	Activity	Partners responsible	Budget			Time frame						
			Available	Total Needed	Shortfall	IIS 2012	IIS 2013	IIS 2013	IIS 2014	IIS 2014	IIS 2015	IIS 2015
c.1. Creating a network of job intermediators to promote best practices in collaborating on existing programmes and initiatives.	c.1.1. Skills training for 10 local government job centres with the toolkit (during job centre meetings in MTSS).	UEOPcD* with support from CNREE, local governments, PwD organizations, CENAREC, AED-REI.	\$1,000 General resources of UEOPcD, SIOIE, CNREE, PwD organizations, CENAREC	\$5.000	\$4.000							
	c.1.2. Creating 5 local job intermediation networks (San José, Desamparados, Heredia, Escazú, Belén).	UEOPcD*, Empléate, REI-AED, Helen Keller, PANACI, POETA SIOIE (Prevocational schools, local governments with job centres, HNP, DNE) CNREE and PwD organizations.	\$1,000 General resources of MTSS, AED-REI, local governments, PwD organizations, POETA.	\$1.000	0							
	C.1.3. Activation and sustainability of local networks.	UEOPcD*, Empléate, REI-AED, POETA, local governments, Helen Keller, PANACI, POETA SIOIE (Prevocational schools, local governments with job centres, DNE) CNREE, PwD organizations and HNP.	\$5,000 General resources of MTSS, AED-REI, local governments, PwD organizations, POETA, HNP.	\$7.000	\$2.000							
c.2. Developing a toolkit for facilitators and job intermediators.	c.2.1. Designing and preparing a toolkit for job intermediators, and publishing it online, on reasonable adjustments to jobs, legislation, inclusive selection and recruitment, universal design, basic concepts regarding disability, human rights perspective, CSR, inclusive enterprises, basic advice for interacting with PwD, directory of resources, services and products for employment and disability, etc.	UNA "Oportunidad de Empleo"*, REI-AED*, POETA, UEOPcD, CNREE, CENAREC, Civil Service General Directorate, business organizations, INA, SIOIE.	\$6,000 General resources of MTSS, AED-REI, POETA, CNREE, CENAREC.	\$16.000	\$10.000							
c.3. Increasing institutional capacities for establishing work facilitation services within the MTSS.	c.3.1. Finding funding for hiring the staff. c.3.2. Managing inter-institutional mechanism so that these services can be formally established in the country.	Employability Commission with support from MTSS, CNREE, PwD organizations, AED-REI.	No data	\$72.000	\$72.000							

Acceleration solution	Activity	Partners responsible	Budget			Time frame						
			Available	Total Needed	Shortfall	IIS 2012	IIS 2013	IIS 2013	IIS 2014	IIS 2014	IIS 2015	IIS 2015
c.4. Establishing accessible services for certifying skills for PwD.	c.4.1. Finding funding for hiring the staff. c.4.2. Managing inter-institutional mechanism so that these services can be formally established in the country.	Employability Commission with support from MTSS, CNREE, PwD organizations, AED-REI.	No data	\$72.000	\$72.000							
c.5. Pilot project: employing groups of PwD in the medical devices industry, information and communications technologies, industries and tourism (linked to activities a.4 and b.4).	c.5.1. Identifying employment posts available to PwD in the 50 enterprises interested in being part of the pilot plan.	Empléate* with support from AED-REI.	\$9,000 General resources of Empléate AED-REI, POETA, business organizations.	\$9.000	0							
	c.5.2. Creating a profile of candidates who will benefit from the plan, in line with demand (linked to c.5.1). c.5.3. Referring these candidates to enterprises interested in hiring people with disabilities for the purpose of their vocational integration.	Empléate* with support from job centres, UEO, III and IV cycle, CTPs and academic schools (Académicos), CAIPADs.	\$9,000 General resources of Empléate, UEO, III and IV cycle, CTPs and academic schools (Académicos), CAIPADs.	\$9.000	0							

PRIORITY AREA: ENTREPRENEURSHIP

Acceleration solution	Activity	Partners responsible	Budget			Time frame						
			Available	Total Needed	Shortfall	IIS 2012	IIS 2013	IIS 2013	IIS 2014	IIS 2014	IIS 2015	IIS 2015
d.1.1. Skills training for the Cultura Emprendedora project for teachers in training and creation of personal and business skills for entrepreneurs with disabilities.	d.1.1. Implementing skills training for teachers in selected education centres on themes of entrepreneurship, fostering an entrepreneurial culture, entrepreneurial spirit, opportunities, ideas, business plans, etc.; taking into account the needs and situations of PwD (linked with activity a.1).	MEP and INA* with support from MEIC, PRONAMYPE, INFOCOOP.	\$10,000 General resources of MEP, INA, MEIC, PRONAMYPE, INFOCOOP.	\$23.000	\$13.000							
d.1.2. Project for support and consolidation of individual and group-based enterprises of PwD.	d.1.2 Implementing project for support and consolidation of individual and group-based enterprises of PwD, coordinating actions among available services: CAIPAD, CTP and HNP.	Office of the Vice-Ministry of MTSS-MEIC* with support from IMAS (Manos a la Obra, individual and group-based enterprises), INA-Emprendimientos, INFOCOOP, MTSS-PRONAMYPE, UNA Oportunidad de Empleo, MEP.	\$332,000 \$6,000 INFOCOOP \$6,000 MEIC \$6,000 INA \$6,000 UNA Oportunidad de Empleo \$270,000 PRONAMYPE (2013-2015). \$20,000 Manos a la Obra (2013-2015). \$18,000 Emprendimientos IMAS (2013-2015).	\$332.000	0							
d.2.1. Collation and communication of existing funding and technical support opportunities available for productive projects of PwD (CAIPAD-HNP-CTP).	d.2.1 Creating publicity strategy regarding existing provision for PwD in accessible formats and media (linked with activity d.2).	MEIC* with support from CNREE, MEP, PwD organizations, IMAS, INFOCOOP, MTSS- PRONAMYPE-UEOPcD, UNA Oportunidad de Empleo.	\$3,000 General resources of MEIC, IMAS, INFOCOOP, MTSS, PRONAMYPE.	\$3.000	0							
	d.2.2 Strategy implementation (linked with activity d.2).	MEIC* with support from CNREE, MEP, PwD organizations, UEOPcD, IMAS, INFOCOOP, MTSS-PRONAMYPE.	\$3,000 General resources of MEIC, IMAS, INFOCOOP, MTSS, PRONAMYPE.	\$5.500	\$2.500							

PRIORITY AREA: GOVERNANCE

Acceleration solution	Activity	Partners responsible	Budget			Time frame						
			Available	Total Needed	Shortfall	IIS 2012	IIS 2013	IIS 2013	IIS 2014	IIS 2014	IIS 2015	IIS 2015
E.1. Establishing governance structure for the Action Plan.	e.1. Presenting plan to decision-makers.	Office of the Vice-Ministry*	0 General resources of MTSS.	0	0							
	e.2. Launching plan.	Office of the Vice-Ministry-UEO*, CNREE, PwD organizations.	\$1,000 General resources of MTSS.	\$2.000	\$1.000							
	e.3. Defining a strategy internally for coordinating plan with the Employability Commission.	Employability Commission.	0 General resources of MTSS and member organizations of the Priority Area Committee.	0	0							
	e.4. Defining a strategy internally for assuming coordination for executing the plan and each of its priority areas.	Office of the Vice-Ministry and UEO*	0 General resources of MTSS-UEOPcD.	0	0							
E.1. Establishing governance structure for the Action Plan.	e.5. Creating Monitoring Committee, activation and establishing strategy for assuming responsibility for overseeing plan.	CNREE* with support from PwD organizations, REI-AED, UNDP, ILO.	\$2,000 General resources of CNREE, OPcD, REI-AED, UNDP, ILO.	\$4.000	\$2.000							
	e.6. Strengthening management and oversight of PwD organizations.	CNREE* with support from UNDP, ILO.	0	\$25.000	\$25.000							
	e.5. Appointing Project Coordinator.	Office of the Vice-Ministry* with support from UNDP, ILO.	0	\$108.000	\$108.000							
	e.6 Materials and equipment.	Office of the Vice-Ministry* with support from UNDP, ILO.	\$10.000	\$25.000	\$15.000							

MATRIZ DE RECURSOS TOTALES DISPONIBLES Y REQUERIDOS POR EJE DEL PLAN (US\$)

Priority area	Total Needed	Resources available	Shortfall
Training	337.000	234.000	103.000
Expanding demand: increase in inclusive employers	106.000	26.000	80.000
Job intermediation	191.000	31.000	160.000
Entrepreneurship	363.500	348.000	15.500
Governance	162.000	18.000	144.000
Total	1.157.500	655.000	502.500

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ANEXOS

Person with disabilities who is a student in a CAIPAD centre in the Metropolitan Area. In the photograph, he is seen seated, packing tooth paste and brushes.

ANNEX 1: GLOSSARY

Accessibility: multidimensional concept linked to the legal principle of equality of opportunities. It implies that all areas of social participation within an environment are open to everyone, including people with disabilities. Accessibility as a concept involves promoting the inclusion of people with disabilities in all aspects of society, including information and communications, physical space, assistance and technical support services, judicial services, transport, administration, policy, organizational standards and procedures, and attitudes.⁶⁷

Curricular adjustment: adapting or adjusting educational provision to the characteristics and needs of each pupil, with the aim of taking their unique differences into account.

Access adjustments: refer to alterations and the use of alternative systems of communication, infrastructure, material resources and ways of presenting information, all adapted to the characteristics and needs of pupils.

Non-significant curricular adjustments: adjustments to the content of the materials. They do not involve changing the objectives of pupil study plans. A 'specific test' may be applied during assessment.

Significant curricular adjustments: these are important alterations in the school study plan. They may involve removing content and general objectives considered fundamental in different courses and selecting others appropriate to the personal characteristics of each student.

Universal design: strategy used within the technology sector for products and services in order to achieve a physical environment that is more user-friendly for the general population. That includes people who have a disability and older people. Universal design or 'design for all' is closely linked to the principle of accessibility. It enables people with disabilities, and the rest of the population, to enjoy access to different social environments, in a convenient, safe and efficient manner.⁶⁸

⁶⁷ Lépiz: 1999; cited by the Trust for the Americas: 2009.

⁶⁸ García: 2003; cited by the Trust for the Americas: 2009.

ANNEX 2: DEGREE PROJECTS IN THE FIRST PHASE OF THE *UNA OPORTUNIDAD DE EMPLEO PARA PERSONAS CON DISCAPACIDAD* PROJECT

1. Seminar on "Creating a methodology enabling development of micro-enterprises as employment alternatives for the adult population with cognitive disabilities"; delivered 19 September 2011, passed with a final grade of 10, by Estibaliz Robles, Daniela Acuña and Cindy Vásquez.
2. Seminar on "Awareness of employment rights of young people with learning difficulties, with the alternative of the micro-enterprise with family support"; delivered 29 August 2011, passed with a final grade of 10, by Sofía Durán, María Barrera, Nathalia Castillo and Laura Aguilar.
3. Thesis on "Creating a methodology enabling development of micro-enterprises for people with visual impairment", by Patrick Rodríguez, 2009-2010.
4. Seminar on "Assistance needed by people with disabilities and others involved in the process of workplace inclusion in private sector enterprises"; delivered 6 October 2011, passed with a final grade of 10, by Ma. Laura Castillo, Merlyn Jara, Paola Calvo and Ma. Fernanda Navarro.
5. Seminar on "The workplace inclusion process as a means of improving quality of life for a group of students with disabilities in the canton of Santa Ana", by Laura Alpizar and Melissa Chinchilla, 2010-2011.
6. Supervised practical on "The workplace inclusion process as a means of improving quality of life for a group of students with disabilities in the canton of Flores and the PROIN programme of the University of Costa Rica", by Dayana Vargas (2010-2011).
7. Supervised practical on "Methodology for workplace inclusion for pilots from the Ministry of Work and Social Security", by Graciela Navarro and Cynthia Araya (2011-2012).
8. Supervised practical on "Workplace inclusion process for people with disabilities across the municipality of Belén", by Paola Arias (2011-2012).
9. Supervised practical on "How to achieve effective workplace inclusion of students from the Learning Difficulties Department of the Fernando Centeno Güell National Centre for Special Education", by Susana Murillo and Ingrid Calderón (2011-2012).

ANNEX 3: DESCRIPTION OF THE PROCESS FOR APPLYING THE MAF METHODOLOGY TO DEVELOPING THE ACTION PLAN

The process of creating the Action Plan was based on applying the Millennium Development Goals Acceleration Framework (MAF). As part of this process, four participatory workshops were held. The outcomes of these workshops were supplemented by interviews with experts, focus groups and a literature review. Participants in these activities included representatives from organizations of people with disabilities, government bodies, academia, non-governmental organizations and the business sector.

The first phase of this process began with identification of the most important interventions. These were agreed by the participants at the workshops. They are set out below.

Interventions to boost employment of people with disabilities

1. Coordination of the MTSS National Employment Directorate with job centres in the various municipalities of the country, in order to support the placing of people with disabilities.
2. The experience of the Centre for Comprehensive Services to Adults with Disabilities (CAIPAD) programme of the Servio Flores Arroyo Foundation (FSFA), where work is being done on employment training for people with disabilities to facilitate their workplace inclusion.
3. The UNA Oportunidad de Empleo project, currently coordinated by the National University (UNA) and operated in partnership with the FSFA. The objective of this project is to promote the workplace inclusion of people with disabilities.
4. The Facilitadores Laborales (Job Facilitators) project that is currently coordinated by the MTSS.
5. The National Board of Blind People (PANACI) offers education and training in entrepreneurship and has training positions for people with visual impairment. In addition, PANACI manages inter-institutional coordination so that institutions hire people with visual impairment in self-managing position.

Interventions in the area of inclusive training and education

1. The experience of the MEP in disability matters, in line with the Convention on the Rights of Persons with Disabilities (2006), in a rights-based framework and paradigm. The MEP has supported secondary education projects that encourage student retention, providing equality of opportunities for people with disabilities in the third and fourth cycles, and in academic and technical schools. It provides support for their retention. The change to the study plan for the third cycle and the diversificado cycle, also known as 'prevocational'. The participating representative of the MEP clarified, "There is a commitment to the general implementation of this project by 2013, but due to the country's circumstances, it has not been possible to fulfil this." (See Law 8283, strengthening III and IV MEP Special Education Cycle

<http://www.cnree.go.cr/images/documentos/legislacion/Ley8283.pdf>)

- Strengthening mechanisms and action plans for embarking on working life, on the part of technical schools and CAIPADs, with skills training for people with disabilities.
- The MEP Department of Special Education coordinates with the Helen Keller Institute for Professional Rehabilitation (IRHP) with the aim of giving people with disabilities tools to enable them to integrate in the working environment.
- Special Education Services such as those of the MEP.
- Extending technical education to more schools; converting academic schools to technical schools, and increasing coverage of night schools.

2. Employment training of the National Institute for Learning (INA) in informal education for people with disabilities.

3. University of Santa Paula (USP) programmes for people with disabilities on university courses.

4. Training in information and communications technology for people with disabilities through seven POETA centres.

5. Support from the Joint Institute for Social Assistance (IMAS) in the formal and technical education of people with disabilities: support includes financial subsidies for technical assistance and other expenses in accessing the system.

6. Creating the Social Development Consultancy at the National Institute for Learning (INA) and the work of the INA Institutional Committee on Disability Affairs (CIMAD) for including people with disabilities in their services.

Interventions in the area of legal regulations, and policies and plans in force

1. Law 7092, incentives for hiring people with disabilities (Art. 8) and Regulation (Art. 12). A participant commented, "The country has sufficient legislation on this issue and the issue of inclusion. Proof of this is that Law 7092 pre-dates Law 7600 which established tax incentives as affirmative action in favour of hiring people with disabilities."
2. Law 7600 on Equality of Opportunities and its Regulation, with clearly defined powers on the subject of employability conferred on the MTSS and on the Employment Directorate and other institutions.
3. Law 8862 on inclusion and workplace protection in the public sector: 5 percent of vacant posts are reserved for people with disabilities. Possibilities for the Costa Rican public sector (see Law 8862, http://www.cnree.go.cr/images/documentos/legislacion/Ley_8862.pdf).
4. Public policy on the subject 2011-2021.
5. Creating the Employability Commission for People with Disabilities by means of Presidential Directive No. 14 (See Directive 14, <http://www.cnree.go.cr/images/documentos/legislacion/Directriz014MTSS.pdf>).
6. Inclusion in the National Development Plan of certain actions making it possible to position the issue in specific and concrete actions such as "giving more skills training to people with disabilities so that they can have access to the world of work, with people selected in specific areas of the country".
7. Operation undertaken by the Equality of Opportunities Unit (2001). Actions on the part of the Equality of Opportunities Unit such as visits to employers, effective responses to employers, job profiling, best practice in coordination, and monitoring, guidance and orientation for employers and job seekers on workplace integration of the disabled population.

Interventions in the area of employer availability

1. Creating the Inclusive Enterprises Network of Costa Rica within the framework of the Programme for Opportunities for Employment through Technology in the Americas (POETA), in partnership with the Business Association for Development (AED), 2010.

Interventions in the area of job intermediation

1. Job intermediation activities to link enterprises with people with disabilities seeking work within the POETA project framework and in partnership with the MTSS and Enterprise Network.
2. Work placement service in the 1970s and 1980s.
3. Employment fairs for people with disabilities.

Interventions in the area of access to credit for people with disabilities

1. National Bank Trust, which provides assistance to people in situations of poverty who have disabilities.
2. Micro-enterprise programme.

Interventions in the area of publicity and access to information on the theme of employment

1. MTSS experience of recording a CD about employment rights for people with visual impairments. The recordings will be uploaded to the website so that people will know their rights.
2. Networking among the public with an interest in the subject.
3. Dissemination of Laws 7600 and 8661 in order to bring about specific actions.

On the basis of the preceding list, a re-grouping process was applied to the interventions cited. Participants then voted for the interventions that they considered to be matters of priority. Table

A.3.1 shows how the votes were distributed by each workshop participant, according to each group of interventions identified.

TABLE A.3.1. DISTRIBUTION OF VOTES AMONG INTERVENTIONS IDENTIFIED BY WORKSHOP PARTICIPANTS

#	Interventions	Participants																			Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	Intermediation for workplace inclusion	1		2		2	1	2		1	2	2	2	2	2	1	1	1	2		24
2	Training	1		2		1	1	1	2	1	2	1	1	1	1	1	1	1	1	2	21
3	Regulations, policies and plans	2	2		2				2			1				1		1	1		12
4	Coordination, partnerships and networks				1	1	2						1	1	1	1	1			2	11
5	Availability of public and private enterprises		2		1					2								1			6
6	Communication																1				1
7	Access to credit							1													1
8	Political representation																				0

Note: In order to select the priority interventions, participants were able to cast their votes using four points. These points could be assigned or distributed among the intervention(s) that they considered to be of the highest priority.

Following the identification of interventions, an exercise was conducted using the group work method. This purpose of this was to identify bottlenecks in each of the categories and interventions assigned to each working group. The results are presented in the tables below.

TABLE A.3.2: BOTTLENECKS TO INTERMEDIATION FOR WORKPLACE INCLUSION

Policy and planning	Budget and funding	Effective provision of goods and services	Use of goods and services (demand)	Cross-cutting
<ul style="list-style-type: none"> • Coordination: intra-sectoral and between sectors (public and private). • Inter-institutional coordination. 	<ul style="list-style-type: none"> • Using existing resources and other alternatives 	<ul style="list-style-type: none"> • Creating profiles of demand and supply (to create market-based profiles). • Inclusive information and communication so that it reaches the whole population: this information should be the mechanism for producing harmonization between demand and supply. 	<ul style="list-style-type: none"> • Harmonization between demand and supply. 	<ul style="list-style-type: none"> Budget and funding

TABLE A.3.3: BOTTLENECKS TO TRAINING

Policy and planning	Budget and funding	Effective provision of goods and services	Use of goods and services (demand)	Cross-cutting
<ul style="list-style-type: none"> • Revising curriculum design at MEP, university and INA level. • Preparation of people with disabilities for the world of work (inclusion in institutions). • University curriculum programme in human resource management including skills training for hiring PwD. 	<ul style="list-style-type: none"> • Need for greater coverage and accessibility for people with disabilities. 	<ul style="list-style-type: none"> • Effective supply of goods and services, including in human resources. • Training for teachers in identifying skills and abilities in PwD. • No provision of effective skills training services for PwD. • Lack of occupational therapists who can offer their services to enable inclusion of PwD. 	<ul style="list-style-type: none"> • Use of goods and services and resource sharing to maximize resources. 	<ul style="list-style-type: none"> • Training for parents of PwD in autonomy. • Training for trainers. • Training for other professionals. • Vocational training for children, young people and adults with disabilities.

TABLE A.3.4: BOTTLENECKS TO REGULATIONS, POLICY AND PLANS

Policy and planning	Budget and funding	Effective provision of goods and services	Use of goods and services (demand)	Cross-cutting
<ul style="list-style-type: none"> • Including PwD in processes of formulating public policy, standards and plans. • Awareness-raising and understanding of existing policies, plans and standards. • Gap in auditing to ensure compliance with regulations and implementation of plans and programmes. • There is no body in charge of regulatory compliance. 	<ul style="list-style-type: none"> • Training and monitoring should be the responsibility of staff specializing in training for PwD inclusion. • Freezing of vacant posts by Presidential Directive No. 13-H, which affects compliance with, and implementation of, affirmative regulations. • Budget for providing auditing personnel for the aforesaid regulations pertaining to those people who will ultimately be affected by workplace inclusivity processes. • Tax incentive at risk with new taxation plan. It is considered vital to salvage this one affirmative action for the employer sector. 	<ul style="list-style-type: none"> • Having trained and informed human resources to ensure that the various services are available as widely as possible. • Lack of work facilitators. 	<ul style="list-style-type: none"> • Insufficient positions to meet demand. • Human resources unavailable for monitoring plans and regulations. • Existing work facilitators will need advice and support in the future. • Lack of consultancy and information about services. Nevertheless, it should be said that publicizing the services could cause a huge increase in demand that the existing human resources could not meet. 	<ul style="list-style-type: none"> The lack of intra-sectoral and institutional cooperation must be addressed in order to ensure effective compliance with proposals.

TABLE A.3.5: BOTTLENECKS TO COORDINATION, PARTNERSHIPS AND NETWORKS

Policy and planning	Budget and funding	Effective provision of goods and services	Use of goods and services (demand)	Cross-cutting
<ul style="list-style-type: none"> • Policies and regulations exist, but they are not very clear. • There are indications that organizations from these sectors do attend various meetings and are committed. However, they are not allowed, or not able, to take the necessary practical steps. • There are many efforts but no coordination. • There is legislation, but it is not put into practice. • Lack of commitment and alignment. 	<ul style="list-style-type: none"> • There is no budget because there is no real coordination among partnerships and networks. 	<ul style="list-style-type: none"> • Various professionals are working on the subject, but they do so independently. • Lack of information among the various actors to enable them to coordinate or work in networks. • There is no real network: work goes on here and there. • There is no coordinating body dedicated to acting as a guide for harmonization in this respect. 	<ul style="list-style-type: none"> • Lack of reference to demand indicates that such networks do not currently exist. 	<ul style="list-style-type: none"> • Commitment to work through the Ministry (MTSS). • Agreements are reached, but they are not all put into practice as required. • Advantage is not taken of coordination spaces. • There is no formal follow-up process

TABLE A.3.6: BOTTLENECKS TO AVAILABILITY OF PUBLIC AND PRIVATE EMPLOYERS

Policy and planning	Budget and funding	Effective provision of goods and services	Use of goods and services (demand)	Cross-cutting
<ul style="list-style-type: none"> • There are laws such as Law 8862. However, the bottleneck is Presidential Directive No. 13-H, which has frozen recruitment in the public sector. Law 7092 exists, but there is little awareness-raising among employers regarding administration and procedures. The law is at risk with the new taxation plan. 	<ul style="list-style-type: none"> • Budget execution in line with priorities. • Publicity • Lack of trained work facilitators. • Lack of material resources, travel allowances, transport and promotional materials for monitoring and support for employers and PwD regarding employability. 	<ul style="list-style-type: none"> • Great demand for service, but lack of supply 'with two people working like Trojans' 	<ul style="list-style-type: none"> • Greater intra-sectoral coordination 	<ul style="list-style-type: none"> • Need for coordination of principal actors MEP-INA-MTSS. • Lack of occupational therapists in public and private education (training).

Once bottlenecks had been identified, the next phase involved suggesting potential solutions for tackling the problems in question. The solutions were evaluated and considered according to two criteria: i) impact and ii) feasibility.

Under criterion i) "impact", analysis was based on the following points: size, speed, sustainability and adverse impacts of each. In the case of criterion ii) "feasibility", the following were considered: governance, capacity, availability of funds and additional factors. Participants were asked to grade each of the aforesaid criteria on a scale of 1 to 5, with 5 being the highest. Averages were then calculated in order to identify the order of priority. Table A.3.7 below presents the outcome of this process.

TABLE A.3.7 INITIAL SCORING OF ACCELERATION SOLUTIONS

Potential solution	Impact					Feasibility				
	Size	Speed	Sustainability	Adverse effect	Average	Governance	Capacity	Availability of funds	Additional factors	Average
Adjusting INA entry requirements and making them flexible for PwD.	4,00	3,50	4,00	3,50	3,75	4,00	4,00	4,00	4,00	4,00
Strengthening the Inclusive Enterprises Network, consultancy services for enterprises and sharing experiences.	4,00	4,00	4,00	3,50	3,88	2,00	4,00	4,00	3,50	3,38
Vocational guidance at school, at primary stage and elsewhere.	4,00	4,00	4,00	3,50	3,88	4,00	4,00		2,50	3,25
Information booklets on workplace inclusion of PwD.	4,00	4,00	3,50	4,00	3,88	2,00	4,00	3,50	3,50	3,25
Universities running courses on workplace inclusion of PwD.	4,00	3,00	4,00	3,50	3,63	3,50	3,50	3,00	3,00	3,25
Skills training for the business sector regarding the Law 7092 incentive.	4,00	4,00	3,00	4,00	3,75	2,00	4,00	3,00	3,50	3,13
Creating an inclusive enterprise badge.	2,50	2,50	3,50	3,50	3,00	3,50	3,50	3,50	3,50	3,50
Involving the private sector in creating policies and activities relating to inclusion of PwD.	4,00	3,50	4,00	3,00	3,63	2,00	3,50	3,50	2,50	2,88
Mapping of positions required by the market.	4,00	4,00	3,00	3,50	3,63	3,00	2,50	2,50	3,00	2,75
Strengthening CAIPADs with work facilitators and coordinating them with municipal job centres.	4,00	3,00	3,00	2,50	3,13	3,50	3,50	2,00	2,50	2,88
Strengthening the MTSS programme: Employment Administrators and Work Facilitators.	4,00	3,00	3,00	3,00	3,25	3,00	3,00	2,00	2,00	2,50
Municipal job intermediation offices: skills training and preparation for staff in assisting PwD.	4,00	2,50	3,00	2,00	2,88	2,00	3,00	2,50	2,50	2,50
Municipalities offering incentives locally to enterprises to include PwD.	2,00	2,00	2,00	4,00	2,50	1,50	3,00	3,50	2,00	2,50
Consultancy services for public employers on Law 8862.	4,00	3,50	4,00	3,50	3,75	2,00	2,00	1,50	2,00	1,88
Database for job intermediation so that services are interconnected.	3,50	2,50	3,00	3,50	3,13	1,00	2,50	2,00	2,00	1,88
Suspending, rather than stopping, benefits when a person finds work.	2,00	2,00	2,00	2,00	2,00	1,50	2,00	1,00	2,00	1,63
Harmonizing requirements among INA, MEP, universities.	2,00	2,00	1,50	2,00	1,88	1,50	2,00	1,00	1,00	1,38
Conducting periodic monitoring to measure progress of actions.	2,00	2,00	1,50	2,00	1,88	0,50	0,50	0,50	0,50	0,50

Following the initial identification of bottlenecks and potential solutions, the process was backed up with a literature review of the topics identified. In addition, a series of interviews and focus groups were held. These considered and selected the interventions, bottlenecks and solutions. The purpose was to conduct a highly detailed assessment of the possibilities of implementing the proposed solutions.

The outcome of this process was the matrices that collated the interventions, bottlenecks and solutions. There was repeated reference to these matrices in consultation with participants and experts, through workshops and individual feedback.

The matrices are presented below. They show the specific bottlenecks, according to intervention, as presented in the main body of this document.

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The matrices are presented below. They show the specific bottlenecks, according to intervention, as presented in the main body of this document.

TABLE A.3.8. BOTTLENECKS ACCORDING TO PRIORITY INTERVENTIONS IN THE AREA OF TRAINING

Priority interventions	Bottlenecks
1. National Institute for Learning (INA)	<ul style="list-style-type: none"> • Curriculum content out of step with business needs. • Curriculum content is not adapted to the special educational needs of people with disabilities at regional and local levels. • Limited accessibility of buildings and regional offices. • Limited skills among instructors and staff responsible for INA job centres, customer service and service points for attending to participants with disabilities. • Limited information and communication of curricular content in accessible formats to people with disabilities.
2. MEP	
2.1. MEP services for students with disabilities	<ul style="list-style-type: none"> • Limited accessibility of education spaces in terms of infrastructure for people with reduced mobility. • Shortage of human resources who can help in giving mobile support in the mainstream education system. • Shortage of more specialized education in outlying regions of the country as they are concentrated in the Metropolitan Area.
2.2. Third cycle and secondary (diversificado), and MEP technical and academic schools	<ul style="list-style-type: none"> • Lack of material resources and trained personnel for prevocational schools. • Lack of technical professional schools located in different areas of the country offering employment training to students with disabilities and workplace inclusion options. • Lack of a database of work skills profiles of registered students with disabilities with the aim of strengthening their capacities to be more employable. • Mismatch of courses taught as part of the curriculum with respect to the needs and local, regional and national workplace demand.

Priority interventions	Bottlenecks
2.3. CAIPAD	<ul style="list-style-type: none"> • Shortage of dedicated staff for promoting employment opportunities in enterprises and other alternatives for workplace inclusion of service users at local level. • Absence of a database of work skills profiles of the target population with the aim of strengthening their capacities to be more employable (exit profile). • Mismatch between employment training offered and local, regional and national demand. • Weaknesses among staff in teaching practical literacy skills to a population including people with disabilities.
3. Centro Nacional de Educación Fernando Centeno Guell	<ul style="list-style-type: none"> • Limited human resources for meeting the needs of students with disabilities. • Limited coverage in outlying regions.
Helen Keller Institute for Professional Rehabilitation	<ul style="list-style-type: none"> • Lack of material resources and staff to offer employment training for people with disabilities and workplace inclusion options. • Lack of an information system with work skills profiles of registered students with disabilities with the aim of strengthening their capacities to be more employable (exit profiles). • Mismatch between courses taught as part of the curriculum and local, regional and national workplace demand.
5. Education Services for Deaf Adults (SESA)	<ul style="list-style-type: none"> • Lack of personnel specializing in Costa Rican Sign Language (LESCO) and literacy for adults with disabilities. • Lack of financial resources for extending coverage to outlying areas.
6. CENAREC	<ul style="list-style-type: none"> • Failure to publicize its services at national level.
7. State-run universities	<ul style="list-style-type: none"> • The costs of special educational supports in the form of curricular adjustments for students with disabilities are not always covered by the financial assistance available. Examples of these costs include: purchasing materials, photocopying, and specific software such as JAWS and Zoom Text. This affects the degree to which students can access and make use of information. • Lack of information about university students who have graduated with professional qualifications at first degree or at post-graduate level in order to be able to connect their potential employment supply to the demand. • There is no reliable register of students with disabilities enrolled in state-run universities or of the educational support that they receive. Students are not obliged to declare their disabilities on arrival or during their time in these education institutes.
8. IMAS	<ul style="list-style-type: none"> • Limited information and communication about financial benefits in formats accessible to people with disabilities. • Limited adaptation of benefits to the specific needs of people with disabilities in setting a poverty line, e.g.: expenses of special transport, technical assistance, specialist medication not covered by basic CCSS provision, etc. • It is necessary to include the cost of special educational supports in the benefits for students with disabilities issued as part of financial assistance packages. Such costs include, for example: purchase of materials, photocopying and specific software such as JAWS and Zoom Text.

TABLE A.3.9. BOTTLENECKS ACCORDING TO PRIORITY INTERVENTIONS IN THE AREA OF EXTENDING DEMAND

Priority interventions	Bottlenecks
1. Inclusive Enterprises Network of Costa Rica	<ul style="list-style-type: none"> • Limited extension of the network at national, regional and local levels; indeed, many employers are unaware of the initiative. • Insufficient coordination between the network and other key actors in the area. • Lack of sufficient services for providing advice, skills training and support for employers in the hiring process. • Lack of sufficient guides, manuals and mechanisms to facilitate the process of hiring people with disabilities. • Limited attraction of incentives for hiring people with disabilities.
2. Law 7092, incentives for hiring people with disabilities (Art. 8) and Regulation (Art. 12).	<ul style="list-style-type: none"> • It is not a sufficiently attractive incentive for employers to encourage of hiring people with disabilities.
3. Law 8862 on inclusion and workplace protection in the public sector and its Regulation	<ul style="list-style-type: none"> • The law cannot be applied because of the recently published Directive No. 13-H of February 2011. The latter stipulates that, as the State is applying austerity policies, the Government considers it a matter of priority to maintain levels of public employment and not to conduct further recruitment except in cases approved by the Government.

TABLE A.3.10. BOTTLENECKS ACCORDING TO PRIORITY INTERVENTIONS IN THE AREA OF INTERMEDIATION FOR WORKPLACE INCLUSION

Priority interventions	Bottlenecks
National System of Employment Information, Guidance and Intermediation	<ul style="list-style-type: none"> • Technological formats of limited accessibility for people with disabilities. For example, its website does not comply with the Triple-A standards established by the W3C. These standards ensure access to all content on a website without barriers. • Publicity about services is not conducted using media that reach an audience with disabilities directly, e.g., websites, magazines or organizations that have direct relationships with the disabled population. • Limited technical capacity of intermediators involved in the system for providing appropriate services to people with disabilities, especially in terms of resources available in municipalities and service points. • Limited coverage of the information system relevant to people with disabilities who are unemployed or seeking work.
Empléate	<ul style="list-style-type: none"> • Publicity about services is not conducted using media that reach an audience with disabilities directly, e.g., websites, magazines or organizations that have direct relationships with the disabled population. • Few trained staff who can attend to the needs of people with disabilities within this programme.

Priority interventions	Bottlenecks
MTSS Equality of Opportunities Unit	<ul style="list-style-type: none"> • Lack of human resources. • Limited coordination between the actions of the Equality of Opportunities Unit, the National Employment Directorate and SIOIE preventing a more streamlined and harmonized approach at national level to placing people with disabilities in work. • Shortage of professionals including occupational therapists, psychologists and occupational health specialists in the Unit. Such people would be able to assist in the workplace inclusion process for the disabled population in two specific areas. First, they are needed to conduct assessments on the skills profiles of people with disabilities. Second, they are needed for assessment of workplaces and environments. These assessments would be aimed at identifying and recommending the reasonable adjustments that should be implemented in order to integrate workers with disabilities in specific posts.
Facilitadores Laborales project	<ul style="list-style-type: none"> • There is a lack of clarity in how the support of these professionals can be channelled in enterprises and for the people with disabilities who need it. • There is a lack of clarity about the inter-institutional coordination mechanisms for maximizing and replicating project knowledge. • Limited availability of time and resources on the part of the professionals trained in this methodology. • Absence of coordination mechanisms for channelling support to companies and people with disabilities who need assistance of this kind.
UNA Oportunidad de Empleo project	<ul style="list-style-type: none"> • Limited dissemination of the outcomes achieved by this project.
PANACI	<ul style="list-style-type: none"> • Limited number of staff for conducting further promotion of employment opportunities among enterprises in favour of workplace inclusion of people with disabilities at local level. This is true of competitive employment and the production chains of micro-enterprises that service users develop through their services. • Specialist services for people with visual impairment: these are concentrated in the Greater Metropolitan Area, where the central offices are based. There is little presence in the regions.
HNP	<ul style="list-style-type: none"> • Specialist occupational therapy services for people with disabilities concentrated in the Greater Metropolitan Area. • Limited coordination with programmes that enable development of productive projects.

TABLE A.3.11. BOTTLENECKS ACCORDING TO PRIORITY INTERVENTIONS IN THE AREA OF ENTREPRENEURSHIP

Priority interventions	Bottlenecks
Individual and group-based productive enterprises of IMAS	<ul style="list-style-type: none"> • Few staff members with the technical training to be able to offer consultancy to people with disabilities who wish to develop a productive project. • Limited coverage as only people with disabilities in a situation of poverty are eligible to benefit, according to IMAS regulation. • Limited publicity about these benefits aimed at people with disabilities.
<i>Manos a la Obra</i> IMAS Conditional Monetary Transfer Programme	<ul style="list-style-type: none"> • Limited programme publicity. • Limited coverage as benefits only apply to people with disabilities in a situation of poverty and unemployment who comply with IMAS stipulations.
National Micro-enterprise Support Programme (PRONAMYPE)	<ul style="list-style-type: none"> • Lack of staff with the technical training to be able to offer consultancy to people with disabilities who wish to develop a productive project. • Benefit applies only to people with disabilities in a situation of poverty. • Limited publicity of services and requirements in a format accessible to people with disabilities. • Seed capital not provided. • Sureties required that are not realistic for all people with disabilities.
Institute for Cooperative Development (INFOCOOP)	<ul style="list-style-type: none"> • Shortage of personnel trained to assist and advise on productive projects of people with disabilities. • Limited support services enabling people with disabilities to organize and comply with the established regulations for forming a cooperative.
INA Entrepreneurship	<ul style="list-style-type: none"> • Curricular provision not adapted to the needs of people with disabilities. • Virtual support platform for SMEs not accessible to people with disabilities. • Lack of publicity about entrepreneurial support services for people with disabilities.

De igual manera, la siguiente tabla presenta las soluciones de aceleración propuestas en este documento, según los cuellos de botella e intervenciones priorizadas que dieron fundamento al presente plan.

TABLE A.3.12. MATRIX SHOWING INTERVENTIONS, BOTTLENECKS AND PRIORITY ACCELERATION SOLUTIONS

Area of intervention	Priority bottleneck	Acceleration solution
1. Training	Limited provision of training to boost the employability of people with disabilities: weaknesses in the training of teachers and staff who work in the third and fourth vocational cycles and in the CAIPAD centres regarding appropriate preparation of students with disabilities for independent living and employment.	Skills training programme from a perspective of autonomy, independence and rights of people with disabilities, and technical and academic abilities of staff in the third and fourth vocational cycles and in CAIPADs
	Limited training provision for boosting employability of people with disabilities: literacy and basic training.	Coordination protocols between MTSS and MEP to attend to basic training needs of PwD who request MTSS support in finding a job and to support vocational integration of school leavers.
	Lack of publicity about education and training support services for people with disabilities.	Publicity campaign about: • Services provided by INA (for individuals with disabilities and productive groups). • Education services of MEP and organizations of people with disabilities. • Financial subsidies of IMAS and FODESAF.
	Little correlation among training programmes, labour market needs and workplace facilitation.	Pilot project for coordinating courses in order to employ groups of PwD in the medical devices industry, information and communications technologies, industries and tourism.
2. Increasing demand: Inclusive Employers	Technical consultancy and discussion spaces for inclusive enterprises are confined to the central region of the country.	Creating a fundraising strategy for financing extending the REI, and the technical consultancy services and exchange spaces for important practices in inclusion of PwD, into outlying areas (Bruna region, Metropolitan area and Chorotega).
	Insufficient awareness among employers regarding hiring PwD.	Creating a fundraising strategy to finance an awareness-raising campaign for employers covering advantages, myths and information about hiring PwD (Brunca area, GAM and Chorotega).
	Limited availability of tools to assist advice and support for employers and workplace facilitators.	Creating a toolkit for employers, and publishing it online, on reasonable adjustments to jobs, legislation, inclusive selection and recruitment, universal design, basic concepts regarding disability, human rights perspective, social responsibility, inclusive enterprises, basic advice for interacting with PwD, directory of resources, services and products for employment and disability, etc.
	Few incentives for enterprises to hire PwD	Recognizing and rewarding enterprises for inclusive practices for PwD.
	Little correlation between training programmes, labour market needs and workplace facilitation.	Pilot project in coordination in order to employ groups of PwD in the medical devices industry, information and communications technologies, industries and tourism.

Area of intervention	Priority bottleneck	Acceleration solution
3. Job intermediation	Isolated efforts do not take advantage of potential synergies among those working (formally and informally) in job intermediation.	Creating a network of job intermediators to promote best practices in collaborating on existing programmes and initiatives.
	Shortage of people trained to conduct work facilitation for PwD.	
	Gaps in the training and perception of job intermediators, and requirements and acceptance on the part of enterprises.	
	Limited availability of tools to assist advice and support for employers and workplace facilitators.	Creating a toolkit for job intermediators, and publishing it online, on reasonable adjustments to jobs, legislation, inclusive selection and recruitment, universal design, basic concepts regarding disability, human rights perspective, social responsibility, inclusive enterprises, basic advice for interacting with PwD, directory of resources, services and products for employment and disability, etc.
	Limited work facilitation services.	Increasing institutional capacities for establishing work facilitation services within the MTSS.
	Limited services for certifying skills for PwD.	Establishing accessible services for certifying skills for PwD.
	Little correlation between training programmes, labour market needs and workplace facilitation.	Pilot project to employ groups of PwD in the medical devices industry, information and communications technologies, industries and tourism.
4. Entrepreneurship	Limited opportunities for access to consultancy and skills training programmes to develop entrepreneurial skills and approaches, to credit on favourable terms, and to seed capital.	Skills training project Cultura Emprendedora for teachers in participating centres. Project for support and consolidation of individual and group-based enterprises of PwD in CAIPAD- HNP-CTP.
	Little understanding of funding opportunities and technical support for productive projects.	Collation and communication of existing funding and technical support opportunities available for productive projects of PwD.
5. Governance	Failure to implement decisions taken in relation to promoting workplace inclusion of PwD.	Establishing governance structure for the Action Plan.
	Lack of information on vocational integration of PwD	Creating a system to document vocational integration and retention of PwD facilitated by each organization, and a means of sharing this information with other organizations of the work facilitation network, and applying it permanently.

