



SIR ARTHUR LEWIS
INSTITUTE OF
SOCIAL AND
ECONOMIC
STUDIES

Draft Country Report: Saint Lucia

The conduct of Disability Assessments
in Borrowing Member Countries –
Caribbean Development Bank

Project
Technical Assistance – Disability Assessment
in Borrowing Member Countries

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Caribbean Development Bank
P.O Box 408, Wildey
St. Michael
Barbados, W.I. BB11000



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Acronyms

BMCs	Borrowing Member Countries
CARICOM	Caribbean Community
CCPP	CARICOM Capacity Development Programme
CDB	Caribbean Development Bank
CDG	Child Disability Grant
COVID-19	Coronavirus Disease
CRPD	Convention on Rights of Persons with Disabilities
DHS	Disability Household Survey
DPPPR	Disability Policy, Programme & Project Review
DIA	Disability Institutional Assessment
ECLAC	United Nations Economic Commission for Latin America and the Caribbean
FGD	Focus Group Discussion
GOSL	Government of Saint Lucia
HIV/AIDS	Human Immunodeficiency Virus Infection and Acquired Immunodeficiency MDAs Ministries, Departments and Agencies
NFP	National Focal Point
NGOs	Non-Government Organizations
NCPD	National Council of and for Persons with Disabilities
OECS	Organisation of Eastern Caribbean States
PAP	Public Assistance Programme
PDR	Participatory Disability Research
PWDs	Persons with Disabilities
RDI	Regional Disability Index
RTG	Road To Geneva
SSDF	Social Development Fund
SDGs	Sustainable Development Goals
SLBWA	Saint Lucia Blind Welfare Association
SL-NET	Saint Lucia National Eligibility Test
UN	United Nations
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UWI	The University of the West Indies
WG	Washington Group
WHO	World Health Organisation

Executive Summary

Introduction

The Convention on the Rights of Persons with Disabilities (CRPD) was adopted by the members of the United Nations on 13 December 2006. Through the CRPD, nations worldwide, have committed to protecting the rights of persons with disabilities. However, there is growing evidence that there is inadequate adherence to these rights, worldwide. The COVID-19 pandemic has increased the vulnerability of persons with disabilities. This situational assessment of persons with disabilities is timely as developing countries continue to battle with the ravages of the pandemic. This study focusses on persons with disabilities in Saint Lucia.

National Context

Saint Lucia, a member of the Lesser Antilles in the Caribbean, is located south of Martinique and northeast of Saint Vincent and the Grenadines. In 2019, Saint Lucia's population stood at 182,790 with 46% of the population living in the urban areas. The island's socioeconomic data are fairly reasonable. Life expectancy is 76.2 years and the country's UNDP HDI value is 0.759, which puts the country in the high human development category. A significant proportion of the eligible age cohort is enrolled in primary school.

However, poverty and inequality levels are high: 25 per cent and .432, respectively. Youth unemployment rate is higher than national level and was recorded as 36.3 per cent in 2018. The 2010 Population and Housing Census Central Statistical Office of St Lucia revealed that 12 percent of the population reported a disability. This group of persons is the focus of this study.

Research Methods

The assessment was carried out using a mixed method approach: desk review, institutional assessment, quantitative research (a household survey) and qualitative research (focus group discussions and elite interviews). The household survey was conducted by The Central Statistical Office of Saint Lucia in 2019 and the qualitative research was carried out in 2021. The COVID-19

pandemic caused significant delays in the conduct of the qualitative research. The research was also delayed as the Research Team waited for ethical approval to implement the study.

Action Research

The Conduct of Caribbean Development Bank Disability Assessment Project in Saint Lucia was timely and has already had a positive impact on the lives of persons with disabilities. This is action research in practice. There are some examples of the positive impact that is already being experienced through the project: -

(i) Focus Group Sessions: -Empowerment and Therapy

The focus group sessions with persons with disabilities proved to be a process of empowerment. Many expressed their gratitude for the opportunity to voice their concerns and appreciated the consultation process. Additionally, caregivers of persons with disabilities noted their appreciation for the sessions and highlighted the therapeutic effect of discussing their issues with other caregivers who face similar situations.

In a session with female caregivers, consensus was expressed that participants needed to maintain contact with each other and create a support system to improve their mental health. A representative from the Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports and Local Government sought to organize in-person counselling sessions with the caregivers and parents of PWDs. However, this plan was disrupted because of an increase in the number of Covid-19 cases in the island.

(ii) Focus Group Sessions: Increased Awareness of social protection programmes

Many persons with disabilities were unaware of available programmes for which they were eligible. It was by raising questions about existing programmes that the PWDs became aware of them. Additionally, as participants shared their experiences, many learned about the availability of the programmes and informed each other about other support systems. After the sessions, the social workers in collaboration with a representative from the Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports and Local Government assisted persons with the completion of applications for available programmes. Many PWDs became beneficiaries and gained assistance from social protection programmes as a result of the sessions.

(iii) Interviews as a tool for Enlightenment

During the conduct of interviews with service providers, questions about inclusion and accessibility resulted in the interviewees identifying gaps in their services to PWDs. Some interviewees explained that prior to these interviews, they had never considered some of these initiatives that could be implemented to improve the quality of lives of PWDs. All service providers committed to spending some time with their internal staff and collaborators to discuss how best to improve their services to persons with disabilities. The “bottom-up” implementation of policies has begun to ensure that the rights of persons with disabilities are protected and they realize their full potential.

Institutional Framework

Saint Lucia ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) on June 12, 2020 and has either signed or ratified the following commitments related to gender and disability:

1. The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in October 1982
2. The UN Convention on the Rights of the Child (CRC) in September 199
3. The OAS Convention of Belem do Para in April 1995
4. ILO Conventions 100 on Equal remuneration and C111 on discrimination in employment and occupation.

Saint Lucia is also committed to the United Nations Sustainable Development Goals (SDGS).

The legislative, policy and programmatic framework that informs the services to persons with disabilities: -

- Public Assistance Act of 1967, Revised in 2001
- National Insurance Act of 2005
- Education Act of 2005
- Saint Lucia National Social Protection Policy 2015
- The National Strategic Plan 2014-2019
- Saint Lucia Medium Term Development Strategies 2020-2023
- National Gender Equality Policy and Strategic Plan (NGEPSP)

There are at least 18 interventions that target persons with disabilities in Saint Lucia many of them state-supported. For example, The Public Assistance Programme (PAP) is one of the main state-run interventions that predominantly serves the elderly and, to a lesser extent, persons with disabilities. The National Insurance Corporation continues to carry out its mandate by *inter alia* providing benefits such as insurance coverage for sickness and disability (GOSL 2013). The disability grant that was initiated in 2014 by the Government provides \$200 per month to eligible households that need support to care for children with severe disabilities, the status of which is determined through specified medical screening at public health hospitals (Xavier 2015). During the Covid-19 pandemic, beneficiaries of the grant received an increase of \$100 monthly for three months beginning in October 2020 and ending December 2020. The increase in the stipend came from special funding that was received by the Ministry of Equity, Social Justice, Local Government and Empowerment.

Other main service providers that directly target persons with disabilities include the National Council of and for persons with disabilities, the Association for Retarded Children, Blind Welfare Association and the Deaf Association.

Situational Analysis of persons with disabilities

Expenditure

Estimating the total public expenditure on persons with disabilities is difficult. It is estimated that of the ECD 11.6 million spent on public assistance in 2020/21, between ECD 337 - 581 thousand was received by households with a person with a disability. The total expenditure on public assistance and support organizations funding as a share of the average total Ministry of Equity, Social Justice, Local Government and Empowerment budget of ECD 52.7 million, suggests that these two allocations received an average of 18.4 percent of the Ministry's budget over the period 2015/16 and 2020/21, varying between 26.2 percent in 2015/16 and 12 percent in 2019/20. The government of Saint Lucia spends between 2-4 percent of the Ministry of Education budget on special education.

Summary of the Review of Policies (Gender Lens)

1. Climate Change Policies – Score Gender 0; Disability- 0. While there is a National Climate change policy it is gender blind and does not address issues of gender or disabilities.
2. Disaster Preparedness Policies – Score Gender-1; Disability- 1 The Government’s National Emergency Plan is gender sensitive as it refers to gender. There is also mention of Persons with disabilities. However, the treatment of both issues is very limited.
3. Education, Training and Lifelong Learning policies – Score Gender- 2; Disability - 0. The Education Sector Development Plan 2015 – 2020 does explore the inclusion of gender in education and the treatment of boys and girls. There is however no inclusion of disabilities.
4. Gender Policy – Score Gender- 0. There is no Gender policy.
5. Health Policy – Score Gender- 1; Disability - 2. The Draft National Health Sector policy is gender sensitive and includes about five references to gender. There is however more detail on including persons with disabilities.
6. Housing policy –Score Gender- 1; Disability-1. Saint Lucia’s National Housing Policy has one reference to gender so there is some sensitivity but very limited treatment. The reference to PWDs is also limited.
7. ICT policies – Score Gender -2; Disability- 1. The ICT in Education Policy and Strategy for Saint Lucia for 2017 – 2020 is gender sensitive and explores in detail, gender and ICT issues and notes the increasing participation of women and girls in this area. The score for disability inclusion is 1 as it only mentions disability issues once – so there is limited treatment.
8. Social Protection policies – Score Gender -2; Disability - 2. The National Social Protection Policy does speak to the vulnerability of women and girls, as well as men and boys. Similarly, it also gives significant treatment to issues of vulnerable groups such as persons with disabilities.
9. Employment Policies: Score: Gender-2; Disability - 1

The gender and disability review of the main policies and programmes in St Lucia shows several areas for improvements in policies, legislation and programmes, to promote the rights of persons with disabilities, consistent with the UNCRPD.

Findings from the Quantitative Research

Of all the persons surveyed (4320) by The Central Statistical Office of Saint Lucia. 4.6 per cent reported at least one disability. Females accounted for more than half of the population of PWDs (53.1%). Persons between the 60+ age group accounted for the largest share of PWDs (57.0%). Of all the persons who reported a disability in the household survey, the majority ((86.5 %), resided in Castries, the Capital while the smallest proportion resided in Canaries (1.1%). Two-thirds of PWDs (66.3%) reported to have had children currently alive. Approximately 19 percent of PWDs in St. Lucia never attended school. A significant proportion of PWDs (45.1%) in St. Lucia had completed primary education; 29.1 per cent either completed pre-school or had no schooling. Of all the PWDs in St. Lucia, some 36.8 percent of PWDs, education was discontinued. The main reason was economic situation which accounted for 44.8 per cent. Of all the persons with disabilities who reported a disability, 74.1% have never used the internet from any location; 43.7% didn't know how to use the internet. 21.8% of the persons with disabilities could remember the last time someone hit, attacked or assaulted you without a weapon while 6.0 % were been attacked or assaulted with a weapon. This is a high incidence as it means that one in five persons with disabilities has suffered physical abuse

The findings from the Qualitative Research

1. **Negative impact of COVID-19:** The pandemic has had a negative impact on all social groups, especially persons with disabilities. The pandemic has significantly increased the vulnerability of persons with disabilities.
2. **Lack of well- coordinated vaccination plan for persons with disabilities:** - There is a lack of a well - coordinated vaccination plan for persons with disabilities.
3. **Inadequate social protection:** All categories of interviewees lamented the inadequacy (both in monetary value and scope of services) of the social protection provided by the State to persons with disabilities.
4. **Inadequate physical infrastructure:** The participants from the focus group discussants and elite interviews highlighted the inadequate physical infrastructure for persons with

disabilities. It is very difficult for persons with disabilities to navigate around their communities.

5. **Limited access to psycho-social support:** Respondents revealed that there was an urban-bias in the provision of psycho-social support.
6. **Inadequate health facilities:** Diagnostic, treatment and rehabilitative services are inadequate.
7. **Limited access to various levels of education:** children with disabilities have very few options to continue their education after leaving the Special Education Centres.
8. **Focus on their disabilities and not their abilities** Both caregivers and persons with disabilities lament that in most discussions and interactions with persons with disabilities, the focus is on their disabilities and not their abilities. Societal barriers and social perception limit persons with disabilities more than the actual disabilities
9. **High levels of stress for caregivers:** - Caregivers lamented that taking care of persons with disabilities is very stressful and challenging and called for more support for parents/caregivers.
10. **High Incidence of Sexual Abuse:** The participants in the focus group discussions (female caregivers and female young adults with disabilities) unveiled a culture of sexual abuse of persons with disabilities (PWDs) in the country.
11. **Invisibility and Voice-lessness:** The review of policies and programmes (Section 4), reviewed the PWDs are not included in the conceptualization, implementation, monitoring and evaluation. Participants in the various sessions and elite interviewees all decried the low visibility and attention paid to the persons with disabilities.
12. **Inadequate communication with persons with disabilities:** There was evidence that there is a major problem with the timeliness, format and frequency of communication between persons with disabilities and providers of services for them.
13. **Expenditure:** it is estimated that of the ECD 11.6 million spent on public assistance in 2020/21, between ECD 337 - 581 thousand was received by households with a person with a disability. An average of 18.4 percent of the Ministry of Equity, Social Justice, Local Government and Empowerment budget over the period 2015/16 and 2020/21, varying

between 26.2 percent in 2015/16 and 12 percent in 2019/20 is spent of services for persons with disabilities.

14. **Monitoring and Evaluation:** The following challenges impede effective monitoring and evaluation: Lack of basic monitoring and evaluation structures; Absence of dedicated monitoring and evaluation staff and addressing inconsistencies in the systems

Conclusion

This situational assessment of persons with disabilities has been conducted by using a mixed method approach: desk review, institutional review, assessment of policies and programmes, a national household survey and qualitative research (including elite interviews and focus group discussions)

The analyses of these data have revealed that persons with disabilities were already a highly socially excluded group before the pandemic. COVID-19 has exacerbated their vulnerabilities and risks. Both the analysis of the quantitative and qualitative data reveal that persons with disabilities face a significant amount of discrimination and neglect. Based on the findings from the elite interviews, the focus group discussions with caregivers and persons with disabilities, it is evident that urgent attention must be targeted at this extremely vulnerable groups. There is already evidence that this group will be left “*further behind*” in the fulfillment of the UN2030 Agenda if their needs are not given immediate attention. The adherence to the Convention on the Rights of Persons with Disabilities (CRPD) is low and urgent attention has to be given to this group.

Many of the issues facing persons with disabilities stem from systemic barriers. Persons with disabilities continue to be negatively affected by attitudinal, environmental and institutional barriers. The findings reveal that PWDs feel that they are treated as “lesser citizens” with limited rights and freedom. While the elite interviewees commend the increased international and policy attention to persons with disabilities in the last few decades, they lament the slow devolution of societal and cultural barriers that negatively affect the lives of persons with disabilities.

Persons with disabilities feel helpless, “invisible” and voice-less. They appreciated the opportunity to vent their frustration and meet with other persons with disabilities. They are pleading to all other members of the society to focus on their abilities and not dis-abilities and to consider the ability of person to also contribute to the development of their nations.

Access to good quality education and decent work are too deficits that persons with disabilities face. Educational opportunities are limited and cultural and institutional barriers inhibit the realization of full potential of persons with disabilities.

The situational analysis revealed that there is differential policy and programmatic attention given to persons with disabilities. Those with sight and hearing impairment receive more attention than those with other disabilities. However, the latter groups still require increased awareness to their needs. What is noteworthy is that when the necessary support is provided, persons with disabilities can flourish and gain more authority and self-worth. Increased access to basic social services and public education on the rights of persons with disabilities are of paramount importance if the current systemic barriers are to be eradicated and persons with disabilities, irrespective of sex, residence, social class, race or sexual orientation are to fulfill their full potential.

Recommended Actions

In order to fulfil the UN2030 Agenda and ensure that persons with disabilities are not Left behind” urgent action is needed. In order to improve the adherence to the Convention on the Rights of Persons with Disabilities (CRPD), interventions are needed at the macro, meso and micro levels.

The main policy or programmatic are listed in the table below.

Table A: Recommended Actions

Period	Recommended Actions
Short term (2021-2022)	Provision of food vouchers for persons with disabilities and their families.
	Implement free access to 24/7 helplines with psychiatrists, psychologists and counsellors to provide support to the persons with disabilities and their caregivers.
	Ensure that persons with disabilities can access and understand critical information that will improve the quality of their lives.
	Establishment of support groups for caregivers.
	<i>Nothing for us without us</i> ”- Increase dialogue between representatives of persons with disabilities and policy makers and service providers.

Period	Recommended Actions
	Ensure that all children with disabilities are accessing learning and provide them with the appropriate devices and data to regularly access the internet.
Medium Term (2023-2025)	<p>Complete a register of all persons with disabilities in St. Lucia</p> <p>Examine the means-tests in place for persons with disabilities to access the social protection programmes.</p> <p>Strengthen private and public partnerships for the delivery of services for persons with disabilities.</p> <p>Provision of employment opportunities for persons with disabilities.</p> <p>Public education to increase public sensitivity to persons with disabilities.</p> <p>Expansion of educational services provided to persons with disabilities to include preparation of business plans and small business support</p> <p>Expansion of health services to take into account the various types of disabilities. Health services should include diagnostic, treatment and rehabilitation.</p> <p>Training sessions for all service delivery personnel to improve customer service and treatment of persons with disabilities.</p> <p>Sensitivity sessions about the treatment of victims for police men and women and personnel in the Justice System.</p> <p>Public education programmes warning about the punishment of sexual abuse.</p> <p>Build a shelter for victims of abuse</p> <p>Swifter hearing of alleged cases. A specified day would be allocated to cases involving persons with disabilities.</p>
Long-term (2026-2030)	<p>Increase value of the benefits that persons with disabilities receive from the social protection programmes.</p> <p>Social protection programmes must be more inclusive and “<i>Think Family</i>” to ensure that all vulnerable persons in the households are covered.</p>

Period	Recommended Actions
	State budgetary allocation: Scholarships for children with disabilities at all levels of the education system.
	Legislative reform: Swifter and harsher punishment for perpetrators of violence against persons with disabilities
	Physical access to buildings providing critical social services must be improved. Implementation of building codes is paramount. Road Safety for persons with disabilities must be increased as many roads are very dangerous for persons with disabilities
	Provision of low cost housing for persons with disabilities
	More cohesive delivery of programmes and services

Policy recommendations for effective monitoring and evaluation include:

- Collaboration with regional partners including higher education institutions that have monitoring and evaluation and research capacity should be strengthened. This might include for example optimised use of the Sir Arthur Lewis Institute of Social and Economic Studies, UWI’s Derek Gordon Databank as a central regional repository of all datasets related to persons with disabilities;
- Hosting of a joint regional training of census implementers in the Washington Group questions might be necessary to promote greater harmonisation and standardisation across the BMCs;
- There is a dire need to improve the timeliness of census data. One way this might be tackled is to revise and update its implementation design towards making it more risk adaptive;
- Ensuring comparability in terms of questions asked in the census and other national survey instruments is also key. The standardised use of definitions and measurements across national and regional instruments are therefore recommended;

- More appropriate training of interviewers who will interact with households with persons with disabilities. Such training would be trauma-informed and supported by the establishment of interview protocols for census staff. This recommendation is especially important as some household heads who are persons with disabilities may, for example, require interviewers who are also interpreters;
- Reporting, publication and data sharing of monitoring data on the legal status of building codes and regulations for enforcement should be given serious consideration;
- Regular collection of gender-specific data on children with disabilities must be promoted across the board;
- The close monitoring and evaluation of the PAP graduation strategy coming on stream is highly recommended. Lessons learnt should also be used to improve the graduation strategy and support its replication in the rest of the OECS.

A regional index to measure disability inclusion was developed by Senator Floyd Morris. It was composed of several indicators as listed in Table B. Saint Lucia ranked 5th out of 10 selected Caribbean countries. While, Saint Lucia scored very well in its measures to prevent discrimination and injustice against children with disabilities, the index revealed that there is much room for improvement in other areas. Specifically, the island scored very poorly with regards to access to the health care system, information and equal opportunity for employment for persons with disabilities. It also scored poorly with regards to accessibility to buildings and legislative measures to prevent discrimination against persons with disabilities and average with regards to measures to promote justice and ensure education is accessible for persons with disabilities. The table below provides more details of St. Lucia's performance on the regional disability index.

Table B: Disability Indicator by Measurement, Value and Source of Information

Source	Year	Indicator	Value	Definition of Indicator
Report on Regional Disability Index	2019	Regional Inclusive Ranking	5	Ranking is done based on index score. The rank provided is out of a total of 10 countries.
Report on Regional	2019	Number and quality of legislative measures to prevent	9.5	Excellent (33.5 -40), very good (26.9-33.5), good (20.2-26.8), average (13.5-

Source	Year	Indicator	Value	Definition of Indicator
Disability Index		discrimination against persons with disabilities		20.1), poor (6.8-13.4) and very poor (0-6.7)
Report on Regional Disability Index	2019	Number and quality of measures (including legislation) to prevent discrimination against persons living with a disability	13	Excellent (23.6-28), very good (18.9-23.5), good (14.2-18.8), average (9.5-14.1), poor (4.8-9.4) and very poor (0-4.7)
Report on Regional Disability Index	2019	Number and quality of measures to prevent gender discrimination against persons living with a disability	3.5	An arithmetic operation was done to create an ordinal performance strength scale which is represented by Excellent (8.5-10), very good (6.9-8.5), good (5.1-6.8), average (3.5-5.1), poor (1.8-3.4) and very poor (0-1.7)
Report on Regional Disability Index	2019	Number and quality of measures to prevent discrimination and promote justice for children with disabilities	8	Excellent (8.5-10), very good (6.9-8.5), good (5.1-6.8), average (3.5-5.1), poor (1.8-3.4) and very poor (0-1.7)
Report on Regional Disability Index	2019	Number and quality of measures to promote awareness on persons with disabilities	5	Excellent (8.5-10), very good (6.9-8.5), good (5.1-6.8), average (3.5-5.1), poor (1.8-3.4) and very poor (0-1.7)
Report on Regional Disability Index	2019	Number and quality of measures to ensure accessibility to buildings	7	Excellent (20.5-24), Very Good (16.5-20.4), Good (12.5-16.4), Average (8.5-12.4), Poor (4.5-8.4) and Very Poor (0-4.4)
Report on Regional Disability Index	2019	Number and quality of measures to ensure access to information for persons with disabilities	0.5	Excellent (4.1-5), Very Good (3.3-4.0), Good (2.5-3.2), Average (1.7-2.4), Poor (0.9-1.6) and Very Poor (0-0.8)
Report on Regional	2019	Number and quality of measures to promote justice for	12.5	Excellent (24.1-29), Very Good (19.3-24.0), Good (14.5-19.2), Average (9.7-

Source	Year	Indicator	Value	Definition of Indicator
Disability Index		persons with disabilities		14.4), Poor (4.9-9.6) and Very Poor (0-4.8).
Report on Regional Disability Index	2019	Number and quality of measures to ensure education is accessible persons with disabilities	4.5	Excellent (10.5-12.0), Very Good (8.5-10.4), Good (6.5-8.4), Average (4.5-6.4), Poor (2.5-4.4) and Very Poor (0-2.4)
Report on Regional Disability Index	2019	Number and quality of measures to ensure the health care system is accessible to persons with disabilities	1	Excellent (6.1-7.0), Very Good (4.9-6.0), Good (3.7-4.8), Average (2.5-3.6), Poor (1.3-2.4) and Very Poor (0-1.2)
Report on Regional Disability Index	2019	Number and quality to provide equal opportunity for employment for persons with disabilities	2	Excellent (10.5-12.0), Very Good (8.5-10.4), Good (6.5-8.4), Average (4.5-6.4), Poor (2.5-4.4) and Very Poor (0-2.4)
Report on Regional Disability Index	2019	Social protection for persons with disabilities	4	Excellent (6.6-8.0), Very Good (5.3-6.5), Good (4.0-5.2), Average (2.7-3.9), Poor (1.4-2.6) and Very Poor (0-1.3)
Report on Regional Disability Index	2019	Political participation of persons with disabilities	4	Excellent (4.1-5), Very Good (3.3-4.0), Good (2.5-3.2), Average (1.7-2.4), Poor (0.9-1.6) and Very Poor (0-0.8)
Report on Regional Disability Index	2019	Data collection on persons with disabilities	Not stated	Excellent (6.6-8.0), Very Good (5.3-6.5), Good (4.0-5.2), Average (2.7-3.9), Poor (1.4-2.6) and Very Poor (0-1.3)
Report on Regional Disability Index	2019	International corporation	1	Excellent (1.6-2.0), Very Good (1.3-1.5), Good (1.0-1.2), Average (0.7-0.9), Poor (0.4-0.6) and Very Poor (0-0.3)
Report on Regional Disability Index	2019	Monitoring process on persons with disabilities	6.5	Excellent (12.6-15.0), Very Good (10.1-12.5), Good (7.6-10.0), Average (5.1-7.5), Poor (2.6-5.0) and Very Poor (0-2.5)

1. Introduction

“States Parties recognize the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability” (Article 28, United Nations (2006) Convention on the Rights of Persons with Disabilities).

Globally, over the last two decades, there has been an increased recognition of the rights of persons with disabilities. The Convention on the Rights of Persons with Disabilities (CRPD) was adopted by the members of the United Nations on 13 December 2006. Through the CRPD, nations worldwide, have committed to protecting the rights of persons with disabilities. However, there is growing evidence that there is inadequate adherence to these rights, worldwide. The COVID-19 pandemic has increased the vulnerability of persons with disabilities.

In 2011, the World Health Organization (WHO) estimated that 15% of the world's population, or more than a billion people, lived with some form of disability. Of these, between 110 million (2.2%) and 190 million (3.8%) were adults identified as having very significant difficulties in functioning (WHO, 2011). It is estimated that currently, there are approximately 70 million persons with disabilities in the Latin America and the Caribbean region.¹

The Economic Commission for Latin America (UNECLAC) (2018) has projected that disabilities in the Caribbean would follow an upward trajectory from 2015 to 2050. For all persons (not age-specific), the trajectory will be 3.6 % in 2015, 3.9% by 2020 and 5.4% by 2050 (UNECLAC) (2018). For the age cohort 60 years and over, the disability rate would increase from 13.7 % in 2015 to 15.7% by 2020; and 26.1 % by 2050. If we include the families, caregivers and support networks, it becomes evident that a significant proportion of persons in the Region are affected directly or indirectly by a disability.

This reports assesses the quality of life of persons with disabilities in the Caribbean. The Caribbean consists of a group of small island developing states (SIDS). Briguglio and Kisanga (2004) highlight the economic vulnerabilities of SIDS. These include:

- (a) A very high degree of economic openness due to their dependence on exports and imports, mostly because of their small domestic markets and lack of natural resource endowments;
- (b) A high degree of export concentration, mostly due to their small economic size, leading to diversification constraints; and
- (c) High dependence on strategic imports, such as fuel and food. These vulnerabilities render a country highly exposed to external shocks (Briguglio and Kisanga 2004).

SIDS are also susceptible to climate change and natural hazards. In addition to the pandemic, in the last decade, there has been an increased number of tropical storms, hurricanes, floods, droughts, earthquakes and volcanic eruptions that directly and indirectly impacted on the Caribbean nations and their citizens. The current pandemic has increased the vulnerabilities of SIDS.

As in the rest of the world, data on persons with disabilities remains inadequate in the Caribbean. The University of the West Indies was contracted by the Caribbean Development Bank (CDB) to conduct Disability Assessments to estimate the prevalence and assess the vulnerabilities faced by persons with disabilities in Grenada, Jamaica, Saint Lucia and Trinidad and Tobago.

This assessment of the status of persons is timely and critical as the Caribbean region is ravaged, economically and socially by the COVID-19 pandemic. COVID-19 is having a severe economic impact on the Caribbean which is heavily dependent on tourism as a major source of employment and foreign exchange revenue. The pandemic has exacerbated systemic social inequalities in the Caribbean.

Persons with disabilities have been disproportionately negatively affected by the pandemic due to their pre-existing vulnerabilities, high levels of social exclusion, attitudinal, environmental and institutional barriers that are perpetuated during the pandemic. SIDS are at risk of falling further

behind in the fulfilment of the UN2030 Agenda and in the adherence to the rights of persons with disabilities entrenched in the CRPD. Urgent policy and programmatic attention, inclusive of adaptive social protection (ASP) is needed to help increase the resilience of this marginalized group to ensure that they are able to cope with the effects of the pandemic.

For this study, persons with disabilities include:

“those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (CRPD).

This report presents findings based on an analysis of survey data, secondary data collected from desk reviews, interviews with key informants and focus group discussions with caregivers and persons with disabilities in the four countries.

National Context

Saint Lucia, a member of the Lesser Antilles in the Caribbean, is located south of Martinique and northeast of Saint Vincent and the Grenadines. In 2019, Saint Lucia’s population stood at 182,790 with 46% of the population living in the urban areas (Table 1.1). The island’s socioeconomic data are fairly reasonable. Life expectancy is 76.2 years and the country’s UNDP HDI value is 0.759, which puts the country in the high human development category (Table 1.1). A significant proportion of the eligible age cohort is enrolled in primary school (Table 1.1).

However, poverty and inequality levels are high: 25 per cent and .432, respectively (Table 1.1). Youth unemployment rate is higher than national level and was recorded as 36.3 per cent in 2018. The 2010 Population and Housing Census Central Statistical Office of St Lucia revealed that 12 percent of the population reported a disability. This group of persons is the focus of this study.

Table 1.1: Basic Socioeconomic data

Indicator	Indicator Year	Data	Source
Total population	2019	182,790	United Nations Population Division, 2019 Revision
% of population living in urban areas	2018	46%	Central Statistical Office of St Lucia Population Census 2010, Urban Boundaries, 2018
Life Expectancy Rate	2019	76.2	UNDP Human Development Report, 2020
HDI value	2019	0.759	UNDP Human Development Report, 2020
HDI Rank	2019	86	UNDP Human Development Report, 2020
Total unemployment rate	2019	16.83%	Annual Statistical Digest 2019, Central Statistical Office of St Lucia Population
Youth unemployment rate	2018	36.3 %	Central Statistical Office of St Lucia Population
Primary school enrollment	2018	94% of primary school aged school children are in school	UNICEF SDG Fact Sheet- Children in Saint Lucia -September 2018
Poverty rate (including child poverty)	2016	25.0%	Saint Lucia National Report of Living Conditions 2016, Final Report (December 2018)
	2006	28.8%	Saint Lucia Country Poverty Assessment 2005/6 Volume I: Main Report

Indicator	Indicator Year	Data	Source
Gini coefficient	2016	43.2	Saint Lucia National Report of Living Conditions 2016, Final Report (December 2018)
Homicide rate	2018	21.4 per 100,000 citizens	UNDP Human Development Report, 2020 and United Nations Office on Drugs and Crime (UNODC)
% of population with disabilities	2010	12%	2010 Population and Housing Census Central Statistical Office of St Lucia Population
Languages spoken: Standard English, Kwéyòl			

Source: various data sources as listed in the table.

2. Research Methodology

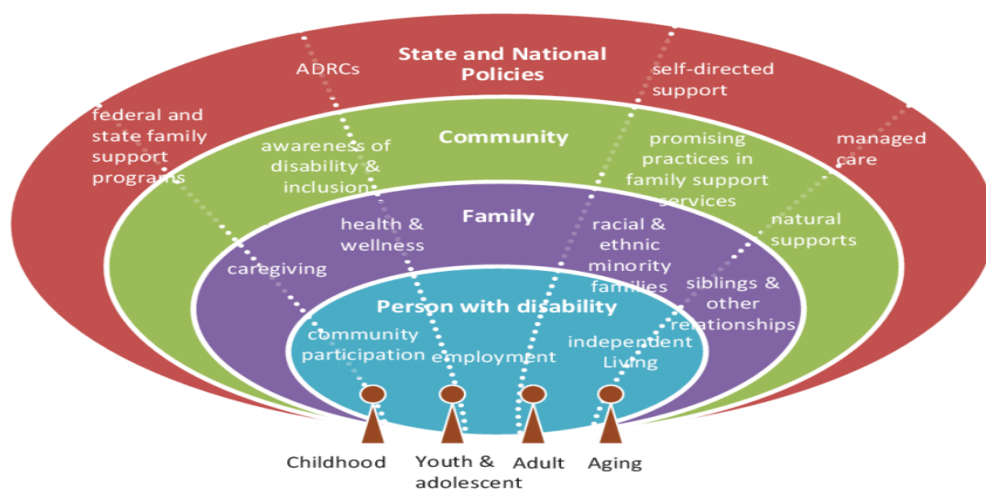
2.1 General Methodology

This section provides an overview of the overall study design and methodology, including the definitions that are utilized, ethical considerations, sample design and selection, instruments and existing data, completed fieldwork activities, and training conducted for the members of Research Team, BMC and fieldwork teams. The pandemic delayed the conduct of the qualitative research.

A conceptual framework is identified to provide an overarching view of components which are explored through the data collection and analysis phases of the study. This conceptual framework reflects elements of the Washington Group conceptual model, providing a platform for the analytical framework.

The conceptual framework by Grossman and Magaña (2016) in Figure 2.1 represents the spheres of interaction which persons with disabilities may engage in, including family, community, and support mechanisms provided at the institutional level. Employment, community participation, awareness, and inclusion are represented in the framework. These components are assessed over the life course of persons with disabilities, from childhood to aging, and overall provide a platform which can be adapted for synthesis and triangulation of the multiple methods used in this study.

Figure 2.1: Spheres of Interaction for PWDs



Source: Grossman and Magaña (2016, p. 239)

The situational assessment of persons with disabilities was carried out using a mixed method approach: desk review, institutional assessment, quantitative research (a household survey) and qualitative research (focus group discussions and elite interviews).

- (i) The qualitative phase of the study has entailed a number of research activities, coordinated by the UWI Team in collaboration with the BMC Teams and CDB.

Stages in the study are outlined below, with details of specific activities included in the Country Reports. The activities for the qualitative phase have included:

- Inception meetings of the UWI and CDB
- Review of the Disability Assessment information and Methodology Toolkit shared by the CDB
- Preparation of the Inception Report
- Review and confirmation of the Inception Report by the CDB and BMC Teams
- Discussions with CDB and the BMC Focal Points on the plans for the Quantitative Phase when the situation with the pandemic is contained
- Ongoing discussions with the BMC Focal Points
- Submission of the Study to Ethics Review Boards in each BMC for ethical review, and subsequent approval. Adherence to principles of research ethics is a key aspect of this study. Given the associated vulnerabilities for some of the study participants, related to demographic characteristics and disability status, the Study was submitted to the UWI Campus Ethics Committees (Mona and St Augustine) for review, the St George's University Institutional Review Board in Grenada and the St Lucia Medical Council.
- A key supporting mechanism for the study will entail facilitation of connection and liaison with institutions that provide counselling and support, in case this need is reflected by study participants during the data collection process.
- Gender sensitization training for the UWI and BMC Teams
- Ongoing identification and review of secondary sources of information
- Engagement with BMC Focal Points and country stakeholders in identifying the sampling and participation approaches given the COVID-19 pandemic status in each BMC
- Coordination of arrangements for interviews and focus groups

- Invitation to focus group participants and interviewees
- Conduct of virtual or socially distanced data collection activities, observing health and safety protocols and ethical considerations
- Analysis of data and preparation of draft Country Reports for review

In the earlier stages of this process, The UWI reviewed the following Disability Assessment information shared by the CDB including:

- Methodological Toolkit in the 2019 Inception Report
 - Disability Household Survey
 - Disability Policy, Programme and Project Review
 - Institutional Assessment
 - Participatory Disability Research Tools
- Handover Reports Parts A, B and C
- Country Resources
 - Disability Household Survey Methodological Report for St Lucia
 - Disability Household Survey Data for St Lucia
 - Grenada Background Report

The documents provided useful information to support further developing the methodology for the study. The study uses a Multilevel Mixed Methods approach, where quantitative and qualitative techniques are utilized in collecting and analyzing data from multiple sources.

The results from the review of components of the toolkit, in discussion with the CDB and BMC teams, informed the overall methodological approaches related to the study’s objectives.

2) Analytical Framework for Disability Household Survey

A national household survey of 4320 respondents was conducted by The Central Statistical Office of Saint Lucia. The analysis will provide a profile of the social and economic conditions of persons with disabilities, by sex and their access to health services, education/training and employment. The analysis will explore, but not be limited to, the analysis of the extent to which PWD are

economically active, the barriers faced in their efforts to be economically active and how these issues are impacted by the type of disability/impairment, sex, age, ethnicity and location.

The identification of a person with disability within the household will be based on the reporting of “a lot of difficulty” or “cannot do at all” to one or more of the WG short six functional questions in the screening questionnaires. The WG short questions which identifies 6 domains of disabilities will be used to calculate the prevalence rate. This rate, inter alia, will be used for comparative purposes since the countries will use a similar methodology. In addition to the WG short questions, questions will be used to identify additional domains of disability thereby increasing the coverage of various disability types.

The analysis of the quantitative survey will be complemented by the qualitative data collected from focus group discussions and interviews with key stakeholders.

3. Policy and Legislative Frameworks

3.1 The International Context

Saint Lucia ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) on June 12, 2020 and has either signed or ratified the following commitments related to gender and disability:

5. The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in October 1982
6. The UN Convention on the Rights of the Child (CRC) in September 199
7. The OAS Convention of Belem do Para in April 1995
8. ILO Conventions 100 on Equal remuneration and C111 on discrimination in employment and occupation.

Saint Lucia is also committed to the United Nations Sustainable Development Goals (SDGS).

3.2. Local policy and Legislative Commitments

There is also a strong local legislative framework. Some of the main ones are summarized below with a focus on how the needs of the vulnerable are met.

Public Assistance Act of 1967, Revised in 2001

The Public Assistance Act identifies some persons with disabilities as a part of the vulnerable group in society that should receive social protection. Although there is no explicit reference to persons with disabilities in the Act, provisions are mandated for persons in need owing to illness, old age, disease, bodily infirmity or mental incapacity. Persons with disabilities who are not categorized as 'needy' are not captured in this policy. The Public Assistance Programme (PAP) was created as a result of this Act.

National Insurance Act of 2005

The National Insurance Act establishes the National Insurance Scheme/Fund that provides coverage for persons with disabilities who are contributing members. It also makes provisions for contributing members who become disabled as a result of their employment. Provisions include invalidity benefit, sickness benefit, disablement benefits, employment injury benefit, medical expenses and retirement. The Act establishes the conditions for which both employers and employees are required to make contributions to the National Insurance Scheme/Fund. It highlights other liabilities for employers with regards to employees who are incapable of working due to a physical or mental disability. Additionally, it outlines guidelines for assistance to persons with disabilities who are not contributors to the National Insurance Scheme. These individuals are given a portion of the income received from the investments of the National Insurance Corporation at the discretion of the Board.

Education Act of 2005

The Education Act of 2005 established that all persons are entitled to an education. It outlines the roles, rights and responsibilities of all parties in the education system. Additionally, it provides guidelines for special education programmes in Saint Lucia. In this regard, the Act mandates that special education programmes are to be delivered to students in the 'least restrictive and most

enabling environment' in accordance with the available resources. Furthermore, the act outlines that students must be referred to the Chief Education Officer to determine whether they are eligible for Special Education Programmes.

Saint Lucia National Social Protection Policy 2015

The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development.

The National Strategic Plan 2014-2019

This Policy mandates the creation of a mechanism to improve beneficiary selection for the main social protection interventions, giving priority to the poorest and most vulnerable groups in the country.

Saint Lucia Medium Term Development Strategies 2020-2023

The 2020-2023 Medium Term Development Strategies is the Government's plan to drive development in Saint Lucia in alignment with the Sustainable Development Goals (SDGs).

National Gender Equality Policy and Strategic Plan (NGEPSP)

The framework for gender equality in St Lucia includes the National Gender Equality Policy and Strategic Plan (NGEPSP). The mainstreaming of gender is also included in Saint Lucia's National Development Plan.

In the next section, we examine the institutional and programmatic framework for the delivery of services to persons with disabilities.

4. Institutional and Programmatic Framework

There are several State and non-State programmes targeted at persons with disabilities. This section examines some of the main programmes that the State and non-State agencies. The findings from the elite interviews were discussed.

Table 4.1 and Table 4.2 below provides an overview of the main existing programmes that target or include persons with disabilities in Saint Lucia. Several Ministries provide assistance to persons with disabilities. The State Programmes include: The Public Assistance Programme, Child Disability Grant and the programmes delivered by Family Services.

The Special Education Programme's stated objective is "to maximize the learning of students with exceptionalities in the least restrictive and most enabling environment, as well as to minimize the occurrence of exceptionalities in children who are at risk" (Budget Estimated 2015/15: p344). In 2017/18 there were 79 full time staff members of the Special Education Programme, up from 63 in 2014/15. In addition, there are 58 schools with a Special Education programme, and this has remained the same since 2014/15. Similarly, 76 regular schools have Special Education programmes, and the number has remained the same over the period. The government has also facilitated in-service training for teachers at special education schools and reorientation of special education needs teachers through the establishment/preparation of a booklet on Special Education guidelines. Teachers at special education centres have also been trained in the use and incorporation of Information and Communications Technology (ICT) in teaching and learning.

The government has also developed several benchmarks and indicators geared towards promoting and regularizing special education. In addition, there is an Island wide programme - "Early Years Monitoring", which screens all pre- kindergarteners, and the number of Pre-K students who were screened is recorded for the purpose of monitoring. Equally important is the development of an accommodations in Assessment Policy for students with special needs, promoting the use of a variety of assessment modalities and standardizing the procedures to accommodate students with special needs.

Table 4.1: Overview of Existing Programmes for Persons with Disabilities in Saint Lucia (State)

Name of Programme	Date Implemented	Scope	Value of Benefit
Ministry of Equity, Social Justice, Local Government and Empowerment			
Public Assistance Programme	1968	<p>This programme came into effect as a result of a directive from the Public Assistance Act of 1968. It has been coordinated by the Department of Social Transformation in the Ministry of Equity, Social Justice, Local Government and Empowerment since 2012. It targets the vulnerable in society including persons with disabilities. In response to the Covid 19 pandemic, Saint Lucia has partnered with the United Nations World Food Programme (WFP) to increase the number of beneficiaries in the programme by 1000. The programme now facilitates 3600 beneficiaries. Beneficiaries are selected by a means test known as SL-NET. Although the duration of the assistance is indefinite, beneficiaries must be recertified after 6 months. They are subject to biannual reviews that coincides with the Budgetary process (September and March of each fiscal year). All beneficiaries are recertified. Presently there is a thrust to institute a Life Certificate during the review periods to ascertain the status of beneficiaries particularly</p>	<p>It provides:</p> <ul style="list-style-type: none"> -A monthly cash assistance. -Free Medical Services <ul style="list-style-type: none"> • Doctors’ Visits at Public Health Care/Wellness Facilities • 1 Dental Extraction (per year) • Basic Pharmaceuticals (prescribed list of exempted medicines for Hypertension and Diabetes, basket of other medicinal goods subsidized at the PHCF) • Basic Blood Tests (CBC) -Burial Assistance <ul style="list-style-type: none"> • Burial Grant not exceeding EC\$1,500.00 to respective Funeral Homes (subsidized governmental arrangement) • Request sometimes granted based on the discretion of the Ministry in distress cases Eye Care Services: <ul style="list-style-type: none"> • Saint Lucia Blind Welfare Association (SLBWA) - One visit every two (2) years • Vision Express (only if the services are not available at the SLBWA) Emergency Services: <ul style="list-style-type: none"> • Chronic Cases

Name of Programme	Date Implemented	Scope	Value of Benefit
		<p>the elderly and physically challenged. Beneficiaries over the age of 60 years old cannot recertify.</p>	<ul style="list-style-type: none"> • Physically Challenged (severe) • Obese Clients (unable to walk or access the Public Transportation service) • Services are provided once the PAP Card and requisite picture Identification Card is provided.
Child Disability grant	2014	<p>The grant targets households with children with severe disabilities. Beneficiaries are selected through specified medical referrals and screening at public health facilities.</p>	<p>Provides a monthly cash award of EC\$200 per child. In response to the Covid 19 pandemic, the Ministry of Equity, Social Justice, Local Government and Empowerment with support from SDG Fund Joint Programme in Social Protection in the Eastern Caribbean provided additional funds to beneficiaries for three months. Beneficiaries of the programme and children in foster homes were awarded extra cash benefits of 50% for three months. UNICEF (2020, para. 1)</p>
Family Services		<p>Provides counselling and therapeutic services for dysfunctional families and children in need of protection including those with disabilities.</p>	<p>Assistance is given as needed and beneficiaries are referred to the programme.</p>
Medical Assistance Programme		<p>Targets poor families including those with disabilities to increase access to medical care.</p>	<p>Beneficiaries receive a one-time payment. The maximum award is EC\$10000 for international medical care and beneficiaries are selected through a means test. Beneficiaries have monthly meetings with the Medical</p>

Name of Programme	Date Implemented	Scope	Value of Benefit
			Assistance Committee spearheaded by the Chief Medical Officer (CMO) from the Ministry of Health and representatives from the Hospital, social Ministries. The programme's source of funding is general revenues.
Disaster Assistance		Targets uninsured poor households including persons with disabilities who have experienced a fire.	Provides a one-time grant of EC\$500 to EC\$2000 to beneficiaries.
Electricity Assistance Programme	2020	Recipients of this programme are persons living with HIV/AIDS and beneficiaries of the Child Disability Grant and Public Assistance Programme. The programme will continue for 6 months until March 2021. It was established by a memorandum of understanding between the government of Saint Lucia and Saint Lucia Electric Services Limited.	Beneficiaries receive EC\$75 credit on their electric bill.
Ministry of Education, Innovation, Gender Relations and Sustainable Development			
Book Bursary Programme		Targets vulnerable infant and primary school children including those with disabilities.	The programme provides textbooks to all beneficiaries.
School Feeding Programme		Targets poor infant and primary school children including those with disabilities.	The programme seeks to improve students' enrolment, attendance and performance by providing hot meals at school. Benefits are awarded for the entire duration of enrollment.
Champs		This programme is a sports, recreational and rehabilitation programme targets persons who are physically disabled.	PWDs are given the opportunity to participate in sports and recreational activities.

Some of the main non-Ministerial agencies which provide services to persons with disabilities include The National Council of and for persons with disabilities, the Association for Retarded

Children, Blind Welfare Association, Deaf Association also provide services for persons with disabilities. The SLBWA is an NGO, mandated by the Parliament of St Lucia to coordinate the education, rehabilitation, eye health and general welfare of the blind and visually impaired. Persons who are blind and visually impaired can also receive assistance through the Saint Lucia Blind Welfare Association (SLBWA). SLBWA offers several support services including eye tests to guarantee early detection of visual impairments in children between ages 3 and 5. They also provide a subsidy for glasses and visual aids and both teacher and student training in the appropriate use of educational materials in braille and textbooks designed for the blind (ECLAC and UNICEF 2013). Table 4.2. provides more details on the non-Ministerial agencies providing services to persons with disabilities.

Table 4.2: Non-Ministerial agencies providing services to persons with disabilities

Name of Programme	Date Implemented	Scope	Value Benefit
National Council of and for Persons with Disabilities			
Honey Production Programme		A training programme that targets persons with disabilities.	Provide beneficiaries with the skills to become a beekeeper.
Wood Carving/Sculpture Programme		An educational training programme that targets persons with disabilities.	Beneficiaries receive training in wood carving and sculpting.
Camp LaJwa		This project seeks to promote socialization for children with disabilities	Beneficiaries are given the opportunity to participate in a camp.
Disaster Preparedness Programme		This is an educational programme and a collaboration between the National Council of and for Persons with Disabilities and the National Emergency Management Organization (NEMO). It targets persons with disabilities.	It provides workshops to inform persons with disabilities, their caregivers and communities about the preparations that are necessary for natural disasters.
Computer Training Programme for Young		An educational training programme that targets young adults with disabilities.	Provide beneficiaries with computer skills

Name of Programme	Date Implemented	Scope	Value Benefit
Adults with Disabilities			
UKAID			
Skills for Youth Employment Programme (SKYE)	2019	This is a four year programme that targets youths aged 15 to 30 years old and is funded by UKAID and managed by Mott MacDonald Ltd. It was created to promote sustainable development and economic growth in Saint Lucia, Grenada, St. Vincent and the Grenadines and Dominica. The aim of the programme is to increase the occupational skills and employability of young people including those with disabilities so that they can find jobs or earn a promotion within their existing jobs. In Saint Lucia the programme commenced in September 2019. The National Skills Development Centres are tasked with executing training sessions. The programme dictates that of the total cohort to be trained, 12% should be persons with disabilities. Additionally, the programme seeks to train 1150 youths over a three-year period: 350 in year one, 400 in year two and 400 in year three.	Beneficiaries receive Technical and Vocational Educational Training Skills with certificates being awarded at Caribbean Vocational Qualification (CVQ) level and offered in districts throughout the island.
Saint Lucia Blind Welfare Association (SLBWA)			
Rehabilitation and Adjustment to Blindness Programme		This initiative targets persons who are blind or visually impaired and seeks to equip these individuals with coping and self-managing skills.	Beneficiaries will receive vocational training and counselling services, acquire mobility skills and have the opportunity to create income generating activities.
Eye Clinic Programme		Targets persons with visual impairments.	Beneficiaries receive eye tests, subsidy for glasses, visual field test for glaucoma, screening for diabetic retinopathy and counselling.

Name of Programme	Date Implemented	Scope	Value Benefit
Counselling Programme		Targets persons who are blind or visually impaired.	This programme provides counselling services
Braille and Large Print Programme		This programme targets students and adults who are blind or visually impaired.	It transcribes printed books, exams, research and other educational material into audio, braille, large print or electronic forms.
Multiple Disabilities including Vision Impairment Programme		Targets children with multiple disabilities including vision impairment.	Offers early intervention, support, therapy and simulation at beneficiaries' homes or at the SLBWA Centre.
Education Programme		SLBWA collaborates with the Ministry of Education to provide inclusive education for students who are blind or visually impaired.	Students receive braille and other resources to facilitate learning and are taught by itinerant teachers in regular schools alongside students who do not have disabilities. Additionally, classroom teachers receive training in adaptive and accommodative instructions to support students who are blind or visually impaired in the least restrictive environment.
Eye Health/Low Vision Programme		This programme targets both individuals who have normal vision and those who are visually impaired.	It seeks to raise awareness about eye health, conduct school eye screening and provide training where necessary.
Creativity Books Project		An income generation project for St Lucia Blind Welfare Association that targets persons who are blind.	Provides employment for persons who are blind and visually impaired
Japanese Medical Touch Therapy Project(JMT T)		This project targets persons who are blind or visually impaired and its main goal is to establish a Japanese Medical Touch Therapy Training Centre in Saint Lucia for their benefit.	Creates employment opportunities for beneficiaries and training in Japanese Medical Touch Therapy.
The National Insurance Scheme/Fund			

Name of Programme	Date Implemented	Scope	Value Benefit
The National Insurance Scheme/Fund	1979 (Revised in 2005)	<p>It was established by the National Insurance Cooperation Act 10 of 1978 (revised by National Insurance Act - December 31 2005). It is funded by a mandatory 10% payroll tax (5% employer contribution and 5% employee contribution) imposed on the incomes of all contributing employed and self-employed persons, including public sector employees. However, only a small percentage of self-employed, seasonal, domestic, or informal sector workers contribute. Additionally, for contributing members, the programme provides both long-term and short-term benefits.</p> <p>Short-term benefits include:</p> <ul style="list-style-type: none"> • Sickness Benefit • Employment Injury • Maternity Benefit • Maternity Grant • Hospitalization Benefit • Funeral Grant <p>Long-term Benefit include:</p> <ul style="list-style-type: none"> • Death Benefit • Invalidity Benefit • Retirement Benefit • Survivors Benefit • Disability Benefit <p>Persons with disabilities who are contributing members are covered under the following benefits: Employment Injury, Disability Benefit, Hospitalization Benefit, Invalidity Benefit, Retirement Benefit.</p>	It provides insurance benefits to persons with disabilities.
National Community Foundation			
Medical Assistance Programme		Funded by National Insurance Scheme and donations, this programme targets poor families including those with disabilities to increase access to medical care. Beneficiaries are selected	Benefits include payment of medical fees and transportation costs.

Name of Programme	Date Implemented	Scope	Value Benefit
		through a means test and receive a one-time payment however they can reapply for benefit.	
Disaster Assistance Programme		Funded by National Insurance Scheme and donations, this programme targets poor families facing unexpected shock including those with disabilities. Beneficiaries are selected through a means test.	Beneficiaries receive a one-time award of EC\$800 to replace household goods.
Saint Lucia Social Development Fund			
Housing Assistance		Targets poor households including those with persons with disabilities. It aims to improve housing. Beneficiaries are selected through a means test.	Beneficiaries receive a one-time payment. The maximum award is EC\$18,000. The programme is funded by the European Union.
Red Cross COVID 19 EMERGENCY RESPONSE			
Cash Card Programme		In response to the Covid 19 pandemic, Red Cross Saint Lucia implemented a cash card programme to target vulnerable families including persons with disabilities.	Assistance includes the distribution of cash vouchers, supermarket vouchers and food hampers. International Society of Red Cross and Red Crescent Societies (2020, p.1).
Emergency Response to COVID 19			
Economic Relief Programme	April 2020 to September 2020	The programme provided income Support to contributors of NIC who lost their jobs during the Covid-19 pandemic. The programme was administered by National Insurance Corporation.	Beneficiaries receive a monthly payment equivalent to 50 percent of the insurable earnings of an affected insured person. The minimum benefit is EC 500 and the maximum benefit is EC 1,500. As of August 2020, the average monthly pays out was EC 908. Government of Saint. Lucia (2020, para 2.)
Roving Caregivers Programme		An early childhood home-based programme that targets children from birth to three years old who do not have access to early childhood developmental services. The children often come from vulnerable families or have special needs and live in remote rural areas or poor urban environments.	Beneficiaries receive assistance with learning and early socialization in their homes.

Name of Programme	Date Implemented	Scope	Value Benefit
		It was introduced by the Caribbean Support Initiative.	

During the COVID-19 pandemic, the Ministry of Equity, Social Justice, Local Government and Empowerment provided stimulus programmes which included persons on the Child Disability Grant. Caregivers and parents of the Child Disability Grant also benefited from the Income Support Programme. Parents and caregivers of beneficiaries who lost their jobs during the period received \$500 monthly over three months. Especially parents/caregivers in the tourism sector benefited from this programme. Hot meals and food packages were also delivered to children with disabilities (beneficiaries and the 60 others on the waiting list) during lockdown. This was supported by the National Community Foundation’s sponsorship of 400 food packages for all beneficiaries and waitlisted individuals on the Child Disability Grant and beneficiaries of the PAP and Persons Living with HIV and AIDs Programme. These are the three main social assistance programmes of the Ministry of Equity, Social Justice, Local Government and Empowerment.

To be effective, social protection programmes must be inclusive. An interviewee noted that the policy and strategy address women’s empowerment and has a specific section that addresses PWDs. She also said there was some attention given to Gender Based Violence and the vulnerabilities of women with disabilities. The interviewee said that the policy had been submitted to Cabinet on March 8, 2021, but no further feedback had been given since then. She also noted that if no feedback had been received after about three months, then possibly the draft policy could be shared with a few agencies in the interim.¹

An assessment of the level of inclusion of programmes was conducted for the main policies and programmes. “Inclusion” covers two aspects: taking account of all categories of persons with disabilities and also the provision of spaces and opportunities for persons with disabilities to be

¹ On-line sources suggest that the policy has been adopted.

involved in the conceptualization, implementation, monitoring and evaluation of the policies and programmes targeted at them.

There were 10 components of the Disability Policy Review. Each component received ‘yes/positive’ with a score of (2), ‘no/negative’ (0), or ‘to some extent’ (1) score. Therefore, the maximum score that could be received for a programme was 20. The programmes reviewed were administered by Ministries and Disability Organizations. On average, the programmes offered by Disability Organizations received higher scores than those administered by Ministries. The highest score was 20/20 (Multiple Disabilities including Vision Impairment Programme offered by Saint Lucia Blind Welfare Association) and the lowest was 6/20 (Disaster Assistance).

There was a fairly reasonable attempt to include benefits for persons with disabilities in the social protection policies and programmes. However, not all disabilities received equal attention. Some programmes and policies do not define disability and the full range of disabilities has not been provided in many of them. Those with hearing and sight impairment received the most attention. Autism and other disabilities were not so advantaged.

The cohesion among the policies, programmes and project is high as the aims and objectives bear commonality. However, in the delivery of the programmes, themselves, there is much room for improvement. A person with disabilities should be able to access all benefits using one card. Accessing one benefit should increase eligibility to access another programme.

“Nothing for us without us”- The assessment shows that persons with disabilities are not included in the conceptualization, the formulation and the implementation, monitoring and evaluation of the social protection programmes.

Appendix One provides details of this assessment of some of the main programmes and policies.

about three months, then possibly the draft policy could be shared with a few agencies in the interim.²

² On-line sources suggest that the policy has been adopted.

4.1 Gender and Disability Review

Introduction

The framework for gender equality in St Lucia includes the National Gender Equality Policy and Strategic Plan (NGEPSP). The mainstreaming of gender is also included in Saint Lucia's National Development Plan. An interviewee noted that the policy and strategy address women's empowerment and has a specific section that addresses PWDs. She also said there was some attention given to Gender Based Violence and the vulnerabilities of women with disabilities. The interviewee said that the policy had been submitted to Cabinet on March 8, 2021, but no further feedback had been given since then. She also noted that if no feedback had been received after about three months, then possibly the draft policy could be shared with a few agencies in the interim.³

The Department of Gender Relations in the Ministry of Education, Innovation, Gender Relations and Sustainable Development

Institutional Capacity

The Department of Gender Relations in the Ministry of Education, Innovation, Gender Relations and Sustainable Development implemented a gender mainstreaming project with public officers and out of that training Gender Focal Points (GFPs) were selected. Approximately 100 public servants were trained in the programme sponsored by the Caribbean Development Bank. The representative of the Department of Gender Relations indicated that the Department would coordinate the formal establishment of GFPs within the public sector. She explained that the structure for gender mainstreaming training was in place and that training for staff in the public service would start in 2022. The Department has two Gender Relations Officers, one Gender Research Officer and the Director of Gender Relations. There are four technical persons overall but the Department is operating at 50 percent capacity. This means that there are two persons who are doing the bulk of the work. The gender profile of the staff complement would have been one male and 3 females. However, with the absence of the other two persons, all current staff members are females except for the Office Assistant. Technically there are 2 male members of staff and the recommendation is to have a 50:50 ratio of males and females.

³ On-line sources suggest that the policy has been adopted.

Review of the National Council of and for Persons with Disabilities (NCPD)

Staff Composition of the NCPD

A representative of the NCPD was interviewed and provided the following information on the organisation. The NCPD has an office in the North of Trinidad and one in the South. Each office employs three full time staff members. At the Head Office, there are three staff: two females, one with a disability and one without as well as one male with a disability. At the Southern Office, there are three staff: two females and one male with a disability. At the Board level, the President is a man with a disability. The First and Second Vice President, Secretary and Treasurer are women with disabilities. The Public Relations Officer and youth representatives are males with disabilities. There are also two Trustees who are both males, one of whom has a disability.

The NCPD representative also indicated that there are no specific allocations for gender sensitivity in its budget. However, the Council ensures that there is gender balance when distributing food, assistive devices, and other resources. Most of the organization's clients are females. The NCPD representative also indicated that there is a need for capacity building to incorporate gender in the organization's planning and budgeting. He also said that there needs to be structured programmes to address sexual and physical abuse of females with disabilities. He noted that the NCPD collaborates with the governmental entity responsible for gender affairs in St. Lucia and they have collaborated on sensitization and awareness workshops. There were two workshops that highlighted the services available for battered women such as shelters, reporting mechanisms for abuse and issues faced in the justice system.

According to the NCPD representative, from reports and his experience in the field, women and girls with disabilities face high rates of sexual and physical violence, unemployment as well as lack of opportunities for education and training. He noted that after most students with disabilities complete training at special education schools they often go back to their homes or communities to fulfil domestic duties. This was because of a lack of additional training/educational opportunities for Persons with Disabilities beyond special education schools. He explained that some Persons with Disabilities are shunned by communities/families and are not integrated into the communities.

He noted that girls with intellectual disabilities in poor and coastal communities are groomed to prostitute themselves when faced with the lack of educational and economic opportunities. He explained that it is almost a ‘way of life’ for these individuals.

Training Capacity

The NCPD representative indicated that there needs to be significant improvement in targeting students with varying disabilities such as autism and those with learning disabilities. While the country has moved from the times when persons believed that children with disabilities were only capable of ‘handigraph,’ the NCPD representative noted that technology could be better used to build the skillsets of persons with disabilities. He said that the technology in Special Education schools was developing and diversifying into areas such as aquaponics and Green-house technology and information technology. He explained that training opportunities for persons with disabilities are crucial for empowerment. He highlighted the **EQUIP Programme** sponsored by the Caribbean Development Bank which has made great strides in providing electronic devices for students with disabilities especially during the Covid-19 pandemic.

Institutional Vulnerabilities

The interviewee from the Department of Gender Relations indicated that there was a gap in the monitoring of Persons with Disabilities in their agency. However, the National Council had done a good job in raising awareness of disability issues. She noted that there had been societal shifts over the years such as a greater acceptance for Persons with Disabilities. The lack of policies that are specific to Persons with Disabilities is an additional challenge. For example, there are no building codes that mandate provisions for Persons with Disabilities. The lack of access is changing she noted, as some private sector organizations are taking this into consideration and are renovating their buildings to include access for Persons with Disabilities. The representative of the Department of Gender Relations also noted that the lack of policies pertaining to the rights of Persons with Disabilities encouraged persons to exploit Persons with Disabilities and expressed concern about what happens in the fisheries sector for example. Persons with Disabilities have to carry and clean the fish and are not paid for that work. A lot of care work is also given to women with disabilities in particular. She argued for a robust public education campaign to change these practices.

Some of the concerns that were highlighted in this section aligned with Sarah Longwe's Gender Empowerment (Social Relations) Framework (1995) which was adapted by VeneKlasen and Miller (2002) and speaks to the four dimensions of power. In relation to having *Power over*, Persons with Disabilities have limited access to and control over financial, physical, and knowledge-based assets, as noted from the data collected in the interview. This also raises concerns that, without an enabling environment to protect the rights of persons with disabilities and to empower them to advocate for their rights, policies and programmes will not change. Another gap identified by the representative of the Department of Gender Affairs was the absence of specific programmes for rural men and women with disabilities. However, she said that the National Council for Persons with Disabilities (NCPD) is a key stakeholder in all of the Ministry's processes. In relation to gender mainstreaming, she said there were two active mainstreaming projects being implemented in the country, one of which was the ENGENDER project. Additionally, there was representation of Persons with Disabilities on the Steering Committee of the ENGENDER project. This was not because of a quota system per se. It was recommended that more could be done for greater inclusion.

Gender based Violence (GBV) and Persons with Disabilities

A representative of the Ministry of Education, Innovation, Gender Relations and Sustainable Development was interviewed and provided the following information. The representative said that in 2019, there was a national consultation on GBV that resulted in the formation of an interagency committee that sought to plan essential services programme for women and girls subject to violence. Through support from UNFPA a gender violence services assessment was conducted and a report was published which highlighted the gaps. An essential service package for victims of GBV was also prepared and this includes minimal services for the affected persons in the population. Mapping of GBV services has also been done. Three projects had been developed from the needs and service gaps identified in the GBV Assessment report. These she said, would be implemented with cross Ministry collaboration and funding was being sought for these projects. Additional activities that she mentioned were conversations around women with disabilities and GBV as well as the reactivation of Community response teams which she said would help in catering specifically for Persons with Disabilities.

The legislation on Domestic Violence had also been reviewed and some promotional materials have been developed to build public awareness around the Act.

Gender Mainstreaming: The representative also explained that many government Ministries, Departments and Agencies collect sex-disaggregated data. This information was available in reports such as the Multi-Indicator Cluster Survey, the St Lucia Survey of Living Conditions and the Labour Force Survey. She also noted that an assessment of gender-data available in the public service was done and while there was interesting coverage the sharing of the assessment information was weak.

Gender Disaster Risk Management and Climate Change Adaptation (CCA)

The Representative of the Ministry of Education, Innovation, Gender Relations and Sustainable Development also provided information in this area of interest. She explained that integrating gender into climate change was still an area in the early stages of development. Some changes were initially made. For example, in the National Adaptation Plan (NAP) in 2018, there was no consideration of gender and now gender is considered an integral aspect of sector specific adaptation policies. She noted that the ENGENDER Project has helped a lot with this. St Lucia did gender assessments of six (6) of their sectors regarding Climate Change Adaptation (CCA) to mainstream gender in climate responses and those recommendations are being implemented.

Fisheries, water and agriculture sectors are the priority sectors for gender mainstreaming. A number of entry points were identified where gender can be better integrated and mainstreamed.

Gender-responsive guidelines she noted, is a good place to start. For example, to develop concepts around adaptation etc. Including gender considerations in the Climate Change Policy that can be improved if there is an approved National Gender Policy.

There is a sub-group of the NCPD, named Farmers with Disabilities Incorporated and these farmers focus on natural honey production, rainwater harvesting and aquaculture. The NCPD has been included in the plans for emergency response for PWDs by the national emergency management organization. The Council have been involved in consultations and raised issues such as accessible shelters and evacuation of Persons with Disabilities with the organization. He noted that in most cases, shelters for disasters are not accessible for Persons with Disabilities because the buildings are old. The more recent shelter building is accessible. There have been attempts to make some of

the older building accessible but most of the buildings still remain inaccessible. He also noted that there needs to be great improvements in the communication efforts to alert persons who are deaf and hearing impaired about disasters. He said that recently, during the onset of the COVID-19 pandemic, the Council strongly advocated that sign language should be made mandatory in national pronouncements. However, this is not done at all times. Currently, there are captions only for edited replays and not live broadcastings.

Summary of the Review of Policies (Gender Lens)

10. Climate Change Policies – Score Gender 0; Disability- 0. While there is a National Climate change policy it is gender blind and does not address issues of gender or disabilities.
11. Disaster Preparedness Policies – Score Gender-1; Disability- 1 The Government’s National Emergency Plan is gender sensitive as it refers to gender. There is also mention of Persons with disabilities. However, the treatment of both issues is very limited.
12. Education, Training and Lifelong Learning policies – Score Gender- 2; Disability - 0. The Education Sector Development Plan 2015 – 2020 does explore the inclusion of gender in education and the treatment of boys and girls. There is however no inclusion of disabilities.
13. Gender Policy – Score Gender- 0. There is no Gender policy.
14. Health Policy – Score Gender- 1; Disability - 2. The Draft National Health Sector policy is gender sensitive and includes about five references to gender. There is however more detail on including persons with disabilities.
15. Housing policy –Score Gender- 1; Disability-1. Saint Lucia’s National Housing Policy has one reference to gender so there is some sensitivity but very limited treatment. The reference to PWDs is also limited.
16. ICT policies – Score Gender -2; Disability- 1. The ICT in Education Policy and Strategy for Saint Lucia for 2017 – 2020 is gender sensitive and explores in detail, gender and ICT issues and notes the increasing participation of women and girls in this area. The score for disability inclusion is 1 as it only mentions disability issues once – so there is limited treatment.
17. Social Protection policies – Score Gender -2; Disability - 2. The National Social Protection Policy does speak to the vulnerability of women and girls, as well as men and boys.

Similarly, it also gives significant treatment to issues of vulnerable groups such as persons with disabilities.

18. Employment Policies: Score: Gender-2; Disability - 1

The gender and disability review of St Lucia shows several areas for improvements in policies, legislation and programmes, to promote the rights of Persons with Disabilities, consistent with the UNCRPD.

5 Situational Assessment of Persons with Disabilities

Introduction

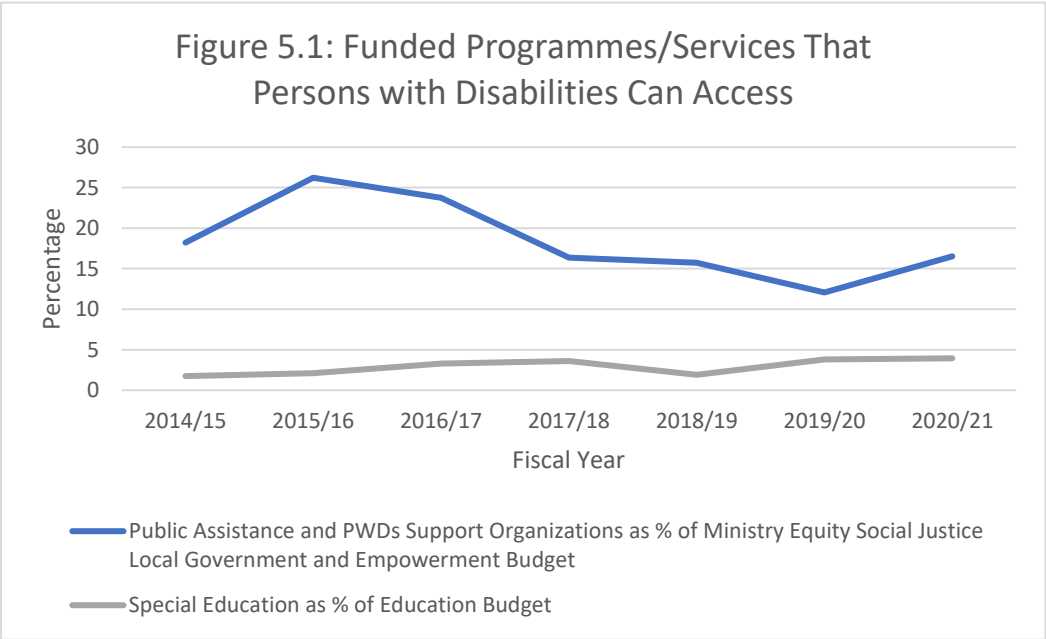
This section reviews the situation of persons with disabilities in Saint. Lucia. The assessment includes a review of public expenditure on persons with disabilities; Analyses of the data from the national survey conducted by The Central Statistical Office Saint Lucia and the data derived from focus groups and elite interviews are conducted.

5.1 Public Expenditure on persons with disabilities

Section 4 (above) provided details on the main social protection programmes accessed by persons with disabilities. They have access to several social programmes even though many of these programmes may not be designated specifically for persons with disabilities. The main social protection programme in Saint Lucia is the Public Assistance Programme (PAP) and while the share of this cash transfer received by persons with disabilities remains unclear, the government budget estimates the number of applications processed for Disability Grant (which is part of the PAP) varied between 131 in 2015/16 and 75 in 2018/19. Data from the Ministry of Equity, Social Justice, Local Government and Empowerment suggests that there were 2605 PAP beneficiary households in 2018. If we assume that each applicant for the disability grant came from one household then approximately 2.9 – 5 percent of households received public assistance because of a household member who is a person with disabilities. Using this assumption, it is estimated that of the ECD 11.6 million spent on public assistance in 2020/21, between ECD 337 - 581 thousand was received by households with a person with a disability. This is of course a rough estimate and not all persons with disabilities access the Public Assistance Programme. In fact, of the 150 physical/medical

assessments conducted for clients requesting Disability Grants, only 75 received the grant in 2018/19. This is also different from periods prior to 2017/18 when all applicants for the Disability Grant were successful and represents a much more favourable outcome relative to the general population where between 40 – 45 percent of applications for welfare assistance were approved. Other service providers that directly target persons with disabilities include the National Council of and for persons with disabilities, the Association for Retarded Children, Blind Welfare Association and the Deaf Association. Of these service providers, the National Council of and for Persons with Disabilities received more than half of the funding.

The total expenditure on Public Assistance and support organizations funding as a share of the average total Ministry of Equity, Social Justice, Local Government and Empowerment budget of ECD 52.7 million, suggests that these two allocations received an average of 18.4 percent of the Ministry’s budget over the period 2015/16 and 2020/21, varying between 26.2 percent in 2015/16 and 12 percent in 2019/20 (Figure 5.1).



The government of Saint Lucia spends between 2-4 percent of the Ministry of Education budget on special education. For the period 2014/15 – 2020/21 the government spent an average of 2.9 percent of the total Ministry of Education budget on special education. The main activities that receive the majority of Special Education budget are Special Education Programme Expenses and Special

Education Curriculum Implementation. In addition, the government also supports several organizations that provide special education services for persons with disabilities, such as Special Education Centre - Vieux Fort, Special Education Centre – Soufriere, School for the Deaf, School for the Blind and Dunnator School. Together, these organizations received over the period 2014/15 – 2020/21, an average of 8.4 percent of the Special Education Expenditures, varying between a high of 10.4 percent in 2014/15 and a low of 5.7 percent in 2016/17.

No country would be able to achieve the SDGs without having in place both effective social services that promote and protect the rights of persons with disabilities. To this end social protection can foster the realization of SDGs and the implementation of the UN Convention on the Rights of Persons with Disabilities.

Saint Lucia has its disability benefit programmes as part of and, embedded in its national social protection systems and invariably part of the Public Assistance Programme. While this can allow and ensure the seamless support for persons with disabilities, it is important that the data is collected in such a way that disaggregation is possible whereby one can still ascertain the amount/number of benefits received by persons with disabilities. In other words, administrative data should be disaggregated to allow analysis of disability status of social protection benefits. In fact, the collection of administrative data disaggregated by disability status would allow for the effective monitoring of social protection systems, contributing to both the development of evidence-based policies and the implementation of the SDGs.

Currently most Public Assistance Programmes/Conditional Cash Transfer Programmes are means tested which results in some persons with disabilities being unable to access these programmes. Some persons with disabilities live in households which may be deemed not-poor but they are among the most vulnerable and deprived. “Removing or loosening means tests on disability-specific benefits and support can help to overcome adverse effects and enable persons with disabilities to participate more actively in employment as well as in society at large” (ILO, 2017-19, P:69). This approach can also support a shift from institutionalization to independently living in the community by providing persons with disabilities at least basic income security, effective access to health care and additional benefits to cover disability-related costs.

There is growing recognition that current approaches of measuring monetary poverty for persons with disabilities produce underestimated outcomes, because the commonly accepted poverty measurement based on household income or consumption does not always take disability-related costs into account. If disability-related costs are not taken into account, poverty-targeted and other programmes potentially underestimate the needs of persons with disabilities and provide an inadequate level of benefits for poor households having persons with disabilities.

Education is particularly important to persons with disabilities when it comes to access to decent work and as presented in the governments' estimates of expenditure is much more clearly established as special education where there is a budget line item. However, it is not at all times clear if this expenditure also captures special education programmes and initiatives in regular schools. Disaggregating the data to capture the financing of special education programmes and special education schools can bring greater clarity to the data.

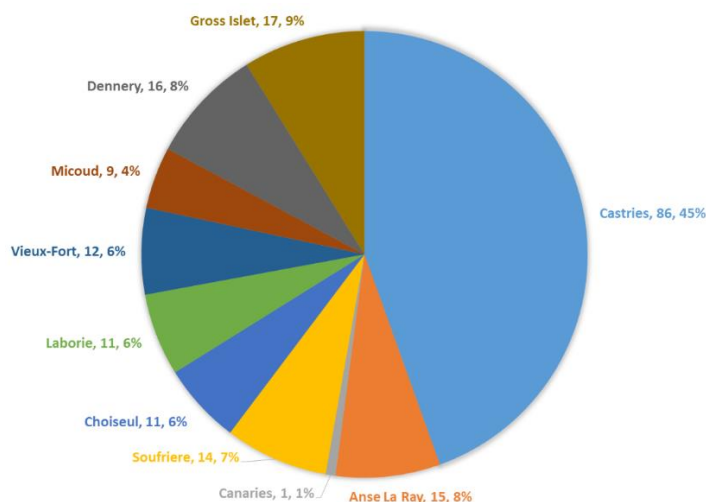
5.2 Quantitative Research: Findings

5.2.1. Introduction

This section analyses the data from the quantitative research. The Research Team noted some concerns with the data set from Saint Lucia and subsequently adjustments and further cleaning were done to the data set.

Of all the persons surveyed, 4.6 per cent reported at least one disability. The data reveals that most PWDs in the sample resided in Castries (86.5 %) while the smallest proportion resided in Canaries (1.1%) (Figure 5.2.1).

Figure 5.2.1 Distribution of PWDs by Enumeration District



Source: CDB, Saint Lucia Dataset 2019

In Saint Lucia, females accounted for more than half of the population of PWDs. There were 102 females and 90 males with disabilities. See (Table 5.1) below for a breakdown of Parish of PWDs by Sex.

In Saint Lucia, females accounted for more than half of the population of PWDs. There were 102 females and 90 males with disabilities (Table 5.1) below for a breakdown of Parish of PWDs by Sex.

Table 5.1: Parish of PWDs by Sex

Parish	Sex					
	Male		Female		Total	
	Freq.	%	Freq.	%	Freq.	%
Gros Islet	8	47.1	9	52.9	17	100.0
Castries	40	46.5	15	53.5	86	100.0
Anse La Raye	0	0.0	15	0.0	15	100.0
Canaries	1	100.0	0	0.0	1	100.0
Soufriere	9	60.0	6	40.0	15	100.0
Choiseul	4	36.4	7	63.6	11	100.0
Laborie	11	100.0	0	0.0	11	100.0

Vieux Fort	5	41.7	7	58.3	12	100.0
Micoud	4	50.0	4	50.0	8	100.0
Dennery	8	50.0	8	50.0	16	100.0
Total	90	46.9	102	53.1	192	100.0

Source: CDB, Saint Lucia Dataset 2019

Persons between the 60+ age group accounted for the largest share of PWDs (57.0%) (Table 5.2). Persons in the 35-39 age group accounted for the second largest share of PWDs (29.0 %). Children 0-17 years old accounted for 7.3% of PWDs.

Table 5.2: Age group of PWDs by Sex

Age Group	Sex				TOTAL	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
0-17	7	7.7	7	6.9	14	7.3
18-34	8	8.8	5	4.9	13	6.7
35-59	32	35.2	24	23.5	56	29.0
60+	44	48.4	66	64.7	110	57.0
TOTAL	91	100.0	102	100	193	100

Source: CDB, Saint Lucia Dataset 2019

A total of 47.5 % of PWDs were heads of their households, 22.0% were either sons or daughters while 11.8% were spouse or partners (Table 5.3).

Table 5.3: Relationship of PWDs to the head of the household

Relationship	Frequency	Percent
Head of Household	91	47.5
Spouse / Partner	23	11.8
Son / Daughter	42	22.0
Brother / Sister	4	2.2
Grandchild	8	4.2
Stepchild	1	.5
Aged Parent / In-law	16	8.4
Other Relative	2	.9
Other non-relative	4	1.8
Not Stated	2	1.0
TOTAL	193	100.0

Source: CDB, Saint Lucia Dataset 2019

Two-thirds of PWDs reported to have had children currently alive (Table 5.4). More females (78.1%, N=75) stated that they have children currently alive, when compared to their male counterpart (52.4%, N=44).

Table 5.4: PWDs who have children currently living, by Sex

Children Currently Living	Sex				TOTAL	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
Yes	45	52.9	75	78.1	120	66.3
No	40	47.1	21	21.9	61	33.7
TOTAL	85	100.0	96	100	181	100

Source: CDB, Saint Lucia Dataset 2019

A total of 92.4% of PWDs reported that they were diagnosed with their disabilities by a health professional (Table 5.5). PWDs were not diagnosed with a disability accounted for 4.3% of the total population of PWDs.

Table 5.5: PWDs who were diagnosed by a health or non-health professional in relation to their difficulties by Sex

Diagnosed	Sex				TOTAL	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
Yes, Health Professional	77	90.6	93	93.9	170	92.4
Yes, Non-Health Professional	2	2.4	2	2.0	4	2.2
Yes, Both Health Professional and Non-Health Professional	1	1.2	1	1.0	2	1.1
No	5	5.9	3	3.0	8	4.3
TOTAL	84	100.0	99	100	184	100

Source: CDB, Saint Lucia Dataset 2019

The main causes of difficulties doing an activity or disability varied for PWDs in Saint Lucia (Table 5.6). Disease or illness were the main cause of disabilities (49.2%), 16.2 % were from birth while accidents accounted for a total of 7.4 per cent (3.7 % from motor vehicle accidents and 3.7 from other accidents). For both males (41.1%) and females (56.6%), the main causes of their difficulty in doing activities were: Disease/illness, birth/congenital.

Table 5.6: PWDs main cause of difficulty in doing activities by Sex

Cause	Sex				TOTAL	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
From Birth / Congenital	16	17.8	15	14.9	31	16.2
Accident (Motor Vehicle)	6	6.7	1	1.0	7	3.7
Other Accident	4	4.4	3	3.0	7	3.7
Fall	2	2.2	12	11.9	14	7.3
Burn	1	1.1	0	0.0	1	0.5
Disease / Illness	37	41.1	57	56.4	94	49.2
Violence in the home	1	1.1	0	0.0	1	0.5
Violence outside the home	5	5.6	0	0.0	5	2.6

Cause	Sex				TOTAL	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Other	12	13.3	3	3.0	15	7.9
Don't know	6	6.7	10	9.9	16	8.4
TOTAL	90	100.0	101	100	191	100

Source: CDB, Saint Lucia Dataset 2019

Approximately 19 percent of PWDs in Saint Lucia never attended school (Table 5.7).

Table 5.7: School attendance of PWDs by Sex

Attended School	Sex				TOTAL	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Yes	73	83.9	79	78.2	152	80.9
No	14	16.1	22	21.8	36	19.1
TOTAL	87	100.0	101	100	187	100

Source: CDB, Saint Lucia Dataset 2019

Most of the PWDs in Saint Lucia (45.1%) had completed primary education, that is, grade 1 to 6; 12.1 % completed grade 7-9 (grade 7-9) and 3.8 % completed grades 10-11 (table 5.8). 29.1 per cent either completed pre-school or had no schooling.

Table 5.8: Highest level of schooling completed by Sex of PWDs

School Completed	Sex				TOTAL	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
None / Pre-school	21	24.4	32	33.3	53	29.1
Primary (grades 1-6)	40	46.5	42	43.8	82	45.1
Secondary (grades 7-9)	13	15.1	9	9.4	22	12.1
Secondary (grades 10-11)	5	5.8	2	2.1	7	3.8
Post-secondary, Non-tertiary	1	1.2	1	1.0	2	1.1

Tertiary Certificate / Diploma	1	1.2	1	1.0	2	1.1
Undergraduate / First Degree	4	4.7	1	1.0	5	2.7
Other	1	1.2	8	8.3	9	4.9
TOTAL	86	100.0	96	100	182	100

Source: CDB, Saint Lucia Dataset 2019

A total of 88.3 percent of PWDs completed school via the regular school system, whereas 1.7 percent were homeschooled. Specialized schools provided education for 9.2 percent of the PWDs who completed school (Table 5.9).

Table 5.9: PWDs who completed schooling by Sex

Schooling	Sex				TOTAL	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
Regular schools	54	93.1	52	83.9	106	88.3
Special schools	3	5.2	8	12.9	11	9.2
Home schooled	1	1.7	1	1.6	2	1.7
Other schools	0	0.0	1	1.6	1	0.8
TOTAL	58	100.0	62	100	120	100

Source: CDB, Saint Lucia Dataset 2019

Of all the PWDs in Saint Lucia, some 36.8 percent of PWDs, education was discontinued (Table 5.10).

Table 5.10: PWDs who discontinued their education by sex

Discontinued education	Sex				TOTAL	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
Yes	30	37.5	34	36.2	64	36.8
No	50	62.5	60	63.8	110	63.2
TOTAL	80	100.0	94	100.0	174	100.0

Source: CDB, Saint Lucia Dataset 2019

The cause of the discontinuation of education in PWDs varied in Saint Lucia (Table 5.11). The main reason was economic situation which accounted for 44.8 per cent, deteriorating health accounted for 5.9 per cent and impairment accounted for another 8.8 per cent.

Table 5.11: Reasons given for discontinuation of education among PWDs

Reasons	Frequency	Percent
Deteriorating health condition	4	5.9
My impairment	6	8.8
Economic situation of my family	29	44.8
Poor condition of school building	1	1.5
Distance to the school	5	7.1
Lack of personal assistance	1	1.7
Lack of teachers for my impairment	1	1.5
Attitude of family	4	5.7
Started to work	10	16.2
Other	3	4.0
Don't know	2	2.8
TOTAL	64	100.0

Source: CDB, Saint Lucia Dataset 2019

Only 10.7 per cent of PWDs who have not received formal primary education attended classes to learn to read and write as an adult (table 5.3.15). More females than males attended classes as an adult (Table 5.12).

Table 5.12: PWDs having not received a formal primary education, attended classes to learn to read and write as an adult, by Sex

Attended classes	Sex		TOTAL
	Male	Female	

	Number	Percent	Number	Percent	Number	Percent
Yes	7	9.5	9	11.8	16	10.7
No	67	90.5	67	88.2	134	89.3
TOTAL	74	100.0	76	100.0	150	100.0

Source: CDB, Saint Lucia Dataset 2019

Various CXC certifications were received by a total of 8.4 per cent of PWDs in Saint Lucia (table 3.4.13). Approximately 80 per cent of PWDs had passed no examinations (Table 5.13).

Table 5.13: PWDs who are currently enrolled in an educational institution

Examination	Frequency	Percent
None	141	79.5
CXC BASIC/CSEC,JSC,5SSC,3RDJL	9	5.2
CXC/CSEC GEN 1-3, GCE O'LEVEL 1-3	5	2.7
CXC/CSEC GEN 4+,GCE O'LEVEL 4+	1	.5
GCE A'LEVEL 1+, CAPE 1+	1	.5
Other Certificates / Diploma	3	1.4
Bachelor's Degree	5	2.7
Graduate Degree / Professional	5	2.5
Other	5	2.7
Don't Know	4	2.3
TOTAL	177	100.0

Source: CDB, Saint Lucia Dataset 2019

A total of 95.2 per cent of PWDs in Saint Lucia were not currently enrolled in an educational institution (Table 5.14). This may be due to the fact that persons between the 60+ age group accounted for the largest share of PWDs (57.0%).

Table 5.14: PWDs who are currently enrolled in an educational institution

Enrolled	Frequency	Percent
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Yes	9	4.8
No	177	95.2
TOTAL	186	100.0

Source: CDB, Saint Lucia Dataset 2019

Of all the PWDs that were currently studying or learning, 67.9 percent were at special schools (primary level), and 10.7 percent were each at the elementary and secondary levels (Table 5.15).

Table 5.15: Current studying / learning levels of PWDs

Level of studying / learning	Frequency	Percent
At Elementary Level	1	10.7
At Secondary School	1	10.7
At Special School – Primary	6	67.9
Apprenticeship Program	1	10.7
TOTAL	9	100.0

Source: CDB, Saint Lucia Dataset 2019

PWDs reported to have been mostly unable to work in the past week of the interviews (47.4 % were unable to work) and 31.2 % were at home and not working). 2.4 % were working and 1.3 % wanted work and was available to work (Table 5.16.)

Table 5.16: Current Employment status of PWDs

Status	Frequency	Percent
Working	4	2.4
Not working but had a job	3	1.5
Operating own business	3	1.5
Non-paid work (Volunteer or Charity)	1	.5
Seeking a job which wasn't the first	1	.5
Wanted work and was available to work	2	1.3
At home not working	56	31.2

Status	Frequency	Percent
Unpaid work in household	1	.5
Retired, didn't work	17	9.2
Unable to work	86	47.4
Not interested in working	1	.8
Other	5	2.8
Don't know	1	.5
TOTAL	181	100.0

Source: CDB, Saint Lucia Dataset 2019

When examined, individual use and access of the internet for PWDs in Saint Lucia, the survey reveals that just a quarter of PWDs ever used the internet from any location. Of this amount, a smart phone (59%, N=27) was the main device used to access the internet and when asked how regular do you use the internet, the most frequent response was daily (58.8%; N=26). A little under two-third of PWDs mainly accessed the internet from home (Table 5.17).

Table 5.17: Breakdown of individual use and access of Internet for PWDs in Saint Lucia

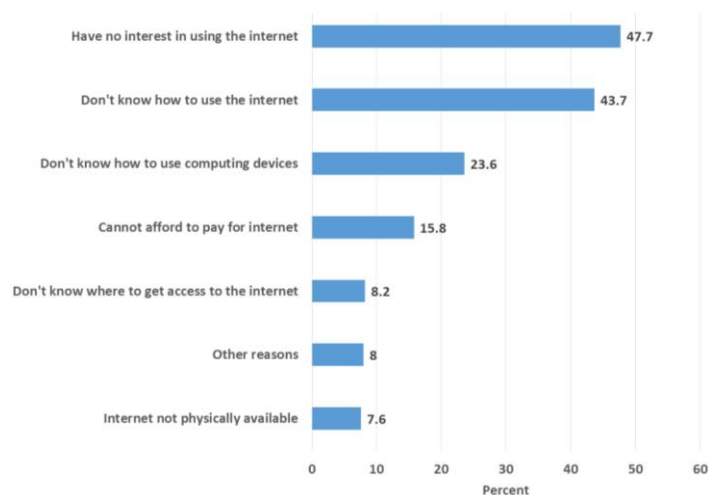
Ever used the internet from any location	Frequency	Percent
Yes	47	25.9
No	134	74.1
TOTAL	181	100.0
Device mainly use to access internet	Frequency	Percent
Desktop computers	3	6.2
Portable computer	9	18.8
Tablets or similar hand held device	7	14.2
Smart Phone	27	59.0
Other	1	1.8
TOTAL	46	100.0
Regularity of using the internet	Frequency	Percent

Ever used the internet from any location	Frequency	Percent
Daily	26	58.8
Few times per week	11	26.1
Once per week	2	4.4
At least once per month	5	10.8
TOTAL	44	100.0
Location mainly access internet	Frequency	Percent
Home	30	65.6
Workplace	2	4.5
Another person's home	6	12.3
Community internet access facility	2	4.5
Any place via mobile telephone / device	5	9.7
Other	2	3.4
TOTAL	47	100

Source: CDB, Saint Lucia Dataset 2019

Having no interest in using the internet (47.7%) was the main reason given by PWDs for not using the internet. This was followed closely by don't know how to use the internet (43.7%), don't know how to use the computing devices (23.6%) and cannot afford to pay for internet (15.8%) as seen in Figure 5.2.2.

Figure 5.2.2 Reasons for not using the internet



Source: CDB, Saint Lucia Dataset 2019

Approximately 22% (N=42) of PWDs can recall the last time being hit, attacked or assaulted by someone without a weapon (See Table 5.18)

Table 5.18: Last time someone hit, attacked or assaulted you without a weapon

Last time	Frequency	Percent
Never	4	1.9
In the past 12 months	5	2.3
Within the past 5 years	6	3.4
More than 5 years ago	31	16.1
Don't know / Can't remember	38	19.7
Not stated	109	66.5
TOTAL	192	100.0

Source: CDB, Saint Lucia Dataset 2019

When asked, has anyone ever attacked or assaulted you with a weapon like a gun, a knife, or a bat or has anyone ever tried to hurt you by throwing something on you like boiling water or acid, 83.3% said never, while 6% indicated this took place once or twice.

Table 5.19: Ever been attacked or assaulted with a weapon

Last time	Frequency	Percent
Never	160	83.3
Once	10	5.1
Twice	2	0.9
Not stated	10	10.7
TOTAL	182	100.0

Source: CDB, Saint Lucia Dataset 2019

Just under half of PWDs who mentioned being attacked or assaulted with a weapon, couldn't remember or don't know the last time they were attacked, see Table 5.20.

Table 5.20: Last time someone attacked or assaulted you with a weapon

Last time	Frequency	Percent
In the past 12 months	2	9.1
Within the past 5 years	2	9.1
More than 5 years ago	1	4.5
Don't know / Can't remember	10	45.5
Not stated	7	31.8
TOTAL	22	100.0

Source: CDB, Saint Lucia Dataset 2019

The analysis of the quantitative data revealed many important findings. These include: -

1. The data reveals that most PWDs in the sample resided in Castries (86.5 %) while the smallest proportion resided in Canaries (1.1%) (Figure 5.1).
2. Females accounted for more than half of the population of PWDs (53.1%).
3. About 48% of persons with disabilities in the sample were household heads.

4. Most of the PWDs in Saint Lucia (45.1%) had completed primary education, that is, grade 1 to 6; 12.1 % completed grade 7-9
5. Persons between the 60+ age group accounted for the largest share of PWDs (57.0%)
6. Persons with disabilities have low internet access (47%)
7. A large proportion of persons with disabilities (43.3%) do not know how to use the internet while a similar proportion have no interest in using the internet (47.7%)
8. Approximately 22% (N=42) of PWDs can recall the last time being hit, attacked or assaulted by someone without a weapon.

This is a high incidence as it means that one in five persons with disabilities has suffered physical abuse.

These findings have policy implications. Policy intervention must be targeted at persons with disabilities to ensure that their rights are protected, have equal opportunities and that fully participate in society. The current pandemic has seen an increased use of the internet as a means of communication. These data reveal that the internet may not be the best medium to transmit very important information to persons with disabilities as only a quarter of PWDs surveyed indicated ever used the internet from any location. Emphasis must be placed on increasing awareness and access by training PWDs. Devices should also be persons with disabilities.

5.3 Qualitative Research

This section presents the findings from the qualitative research carried out in the assessment of the status of persons with disabilities in Saint Lucia. A total of 16 focus group discussions and 15 elite interviews were conducted. Appendix 2 provides a list of the elite interviews and focus group discussions conducted. The data is analyzed here. Some of the findings support those from the quantitative research. However, the qualitative research revealed some profound issues facing persons with disabilities. For example, the impact of the current pandemic could not have been highlighted by the quantitative data.

Focus on their disabilities

Both caregivers and persons with disabilities lament that in most discussions and interactions with persons with disabilities, the focus is on their disabilities and not their abilities. Societal barriers and social perception limit persons with disabilities more than the actual disabilities. The participants of the focus group discussions (beneficiaries and service providers) highlighted the need to accept persons with disabilities as equal citizens in their own rights.

Persons with disabilities suffer from stigma and stereotyping. Caregivers noted that societal perceptions can be disheartening and limited the ability of persons with disabilities to gain self-autonomy. One caregiver lamented: -

“on five separate occasions people told me to tie my child up. For me he wasn’t a burden but other people made him a burden and that was hard for me to hear and to accept. You just look at my child and tell me he needs to be tied up.”

One male with a disability decried the sense of uselessness and lack of voice:

“One of the stigma given is that you are not useful. Once you have a disability you are limited and you can’t represent yourself or an organization and you have to have someone to speak on your behalf on not you directly. You can’t represent yourself.”

Both persons with disabilities and their caregivers want others to focus on humanity and not “disabilities.” Persons with disabilities should be treated as equal citizens with rights and needs. They are capable of giving and receiving love just as everyone else. During the focus group discussions, caregivers noted that children with disabilities are very caring. One caregiver noted: -

“autistic children have a special kind of love that you cannot get from anyone else.”

Both caregivers and their charges called for an acceptance by others that persons with disabilities had rights, needs and wants like all other citizens.

Negative Impact of COVID-19

The pandemic has had a negative impact on all social groups, especially persons with disabilities. A UNECLAC publication heightened the following negative effects of the pandemic on persons with disabilities:-⁴

1. Persons with disabilities are at greater risk of contracting COVID-19.
2. They are at greater risk of developing more severe health conditions and dying from COVID-19.
3. Persons with disabilities living in institutions are more likely to contract the virus and have higher rates of mortality. Persons with disabilities, including older people with disabilities, represent the majority of institutionalized people globally.
4. They are at greater risk of discrimination in accessing healthcare and life-saving procedures during the COVID-19 pandemic.
5. Persons with disabilities are particularly disadvantaged by the socio-economic consequences of COVID-19 and measures to control the pandemic. They are more likely to lose the jobs than their more abled counterparts. Their access to education is decreased as insufficient arrangements are made to meet their online needs. While, already inadequate prior to the pandemic, access to support systems, informal networks, such as personal and community-based assistance, sign language and tactile interpretation, and psychosocial support, decreased drastically.
6. The Digital Divide was widened due to the pandemic. Persons with disabilities are disproportionately represented among the poor. Consequently, they have limited access to the internet and electronic devices.

Participants in the focus group discussions and elite interviewees also highlighted these and additional issues. Persons with disabilities expressed a deep fear of becoming infected with the virus and also lamented that due to curfews and lockdowns and they were not always able to fill their prescriptions. This was especially a concern among older persons with disabilities who were not mobile and depended on neighbours and friends to procure their medication. There has been increased isolation of persons with disabilities during the lockdowns and curfews. The senior

⁴ https://repositorio.cepal.org/bitstream/handle/11362/46603/1/S2000790_en.pdf Retrieved September 13, 2021

citizens with disabilities were especially disadvantaged. They remain mostly homebound and have a reduced amount of social interactions as visits from others are now reduced.

Inadequate physical infrastructure

The participants from the focus group discussions and elite interviews highlighted the inadequate physical infrastructure for persons with disabilities. It is very difficult for persons with disabilities to navigate around their communities.

Wason (2001) notes that building codes in most Organisation of Eastern Caribbean States (OECS) states have been introduced into existing national legislation as a schedule of the Building or Planning Regulations which means that the Code can be amended easily and approved by the Minister without the requirement of parliamentary approval.⁵ There is therefore no constitutional problem with mandating the use of the Codes (Wason 2001). Of note, in Saint Lucia legislating the modification of buildings and public spaces with supporting regulations for enforcement to expand accessibility is a key priority identified in the National Sustainable Development Plan 2020-2035.

Limited access to psycho-social support

Respondents revealed that there was an urban-bias in the provision of psycho-social support. There is no counsellor permanently attached to the Special Education Centre, Vieux-Fort in Saint Lucia. There is only one guidance counsellor per educational district. The issue of mental health was highlighted by both persons with disabilities and their caregivers. In subsequent sections, the significance of mental health will be revealed as respondent's recount stories of their struggles which have been magnified during the pandemic.

Limited access to various levels of education

In the section on the quantitative research (Section 5.2), it was revealed that a significant proportion of PWDs (45.1%) had completed primary education; 29.1 per cent of them either completed pre-

⁵ They are also designed in accordance with the model building code, which is based on the Caribbean Uniform Building Code

school or had no schooling. Of all the PWDs in Saint Lucia, some 36.8% of them had discontinued their education. The main reason for the discontinuation of their education was their economic situation (44.8%)

The findings from the qualitative research supported those from the quantitative research. Interviewees all highlighted that education was a major concern for the persons with disabilities.

They identified the gaps in the educational system stating that children with disabilities have very few options to continue their education after leaving the Special Education Centres. One caregiver explained that -

“she will be leaving the Dunnato School and I’m not sure what’s the next step”.

The Principal of one of the Special Education Centres revealed that adult students with disabilities decide to withdraw from Special Education Centers because they have been taught all the skills that the Centre can provide them.

Caregivers highlighted the need for increased awareness about the rights of children with disabilities to education on an equal opportunity basis and their potential to actively contribute to society. One caregiver shares:

“I would really like to see more education you know educating our people that children with disability have a place in our world they can contribute. It may not be in the same way as a typical child or person can contribute but they can contribute and it serves them as well. People with disability is not an inability. They have as much right to this earth as anybody else.”

The Saint Lucia based Sacred Sports Foundation (SSF) also noted the lack of effective physical activity options and procedures for inclusion of children with disabilities has led to a chronic weakness in play and sport and rehabilitation services and programmes.⁶

High levels of stress for caregivers

The caregivers welcomed the opportunity to discuss the challenges that they face in the care of their loved ones. The challenges increased during the pandemic. Caregivers lamented that taking care of

⁶ Source: <https://www.sportanddev.org/en/article/news/ability-over-disability-saint-lucia>

persons with disabilities is very stressful and challenging and called for more support for parents/caregivers. Caring for a person with disabilities is a full-time job: -

“I felt like everybody was on my back because this child needs 24-hour care which means you have to watch everything and his stomach is never filled; He will put anything in his mouth and if the door is open he will go out the door and people don’t know what you’re going through they’re just there to judge.” (Mother of an epileptic child).

Caregivers/parents highlighted that emphasis is placed on the welfare of the persons with disabilities and little attention is paid to the mental health of the caregivers. One caregiver of an autistic child explained that: -

“I just listen to music to try to calm myself down because sometimes it can get really overwhelming”.

Another caregiver with two children, one autistic and the other an epileptic explained that depression arises from both financial and care-giving demands: -

“Being a single mother with no help from daddy whatsoever puts a toll on you and if you’re not able to deal with the depression you just slip into a mental disorder. A lot of parents with disabled children do go through depression and I wish there was some kind of support. I feel too often Human Services are more concerned with if you taking care of the child and nobody cares about your mental stability. Government will say I’ll give you \$200 or \$300 for the child and sometimes the medication and going to the doctor is more than the \$300. And that is not even enough because by the time you buy pampers and other stuff especially if you not working you can barely make it. There is not enough support for us.”

The same caregiver had experienced suicidal ideation: -

“There was one time where I felt it was too much and I was contemplating suicide.”

Another caregiver highlighted that

“there is no avenue for us parents, not even a counsellor or a psychologist you know someone to just vent everything out. If we can have access to someone to just talk to that would be great.”

Yet, there is an expressed distrust of confiding in others: -

“And you think you’re talking to someone and you think your business stays there but when you check it your business is all over the place. They tarnish your reputation and your character. People with disabled children their information is sensitive and people don’t know what you’re going through. “

The coping strategies used by caregivers/parents do not always work as one caregiver laments: -

“Sometimes you play the music and the music does nothing, you walk it does nothing because at that point your brain is just full. There are some parents it is just too much especially if they’re not working or if they’re depending on money. Mentally, it damages parents and I wish there was some place in Saint Lucia where we single mothers especially can go and feel comfortable to get some support.”

There was a profound cry for help for parents/caregivers. One caregiver made the case for the others: -

“Caregiver fatigue is a real thing. It is hard doing this 24 hour a day especially if you’re a single parent. I just wish we would do more to support parents in Saint Lucia. As parents you are as happy as your sickest child and when your child is not well you are not well unless you just don’t care.”

Sexual Desires, Intimate Relationships and Parental Fears

There was a consensus among the caregivers that children with disabilities have sexual desires but do not have the ability to discern motives from interested partners. The caregivers expressed fears about the vulnerabilities of their loved ones to predators and the difficulty of providing guidance to them. One parent when speaking about her adult child with a learning disability explained: -

“she is a young woman, she is a human being, she was created by God and she was created with this feeling. She will have built up hormones, she will have that nature to have sex, she will want to have a boyfriend because she sees others having a boyfriend. I’m not sure how to deal with it. She is getting into the age of womanhood and it is a challenge for me as a mother. I try to tell her but she doesn’t really understand and I’m not sure im telling her the right thing. I’m not sure I’m going in the right direction with her. In that area I need support to guide her along that way because I have to prepare her for when I am not around. Because we will not always be there for our children, we will not always be around and maybe that is a fear I’m living with as a mother”.

Another caregiver noted: -

“the only advice the doctors will give is birth control. They do not know danger, they come in the room and everybody is their friend. They want to hug everybody, they want to hold everybody and not all the time we be there and God forbid! The people who you think will be there are not always

the people who will protect them. Every day, I talk to my daughter, he is not your friend, and they come in all smiley but I watch him. We just have to be vigilant because at the end of the day they don't understand danger.”

High Incidence of Sexual Abuse

The qualitative research was more revealing than quantitative data. In Section 5, Table 5.18 (above) we learned that approximately 22% (N=42) of PWDs can recall the last time being hit, attacked or assaulted by someone without a weapon. That is one in five persons with disabilities. National police statistics indicate there were (194) reports of sexual abuse made in 2019 in Saint Lucia. The number declined to 155 on 2021. There was in an increase in the solution rate for 2020 compared to 2019, of a percentage of 2.74%.

This achievement (decline in the number of cases) was not reflected in the data gathered from the elite interviews, focus group discussions with care givers and PWDs. Analysis of data from these respondents revealed that sexual abuse of persons with disabilities (PWDs) is a major concern in Saint Lucia. The participants in the focus group discussions (female caregivers and female young adults with disabilities) unveiled a culture of sexual abuse of persons with disabilities (PWDs) in the country. A male with disabilities lamented: -

“There are plenty cases of sexual abuse. It's a general problem, it happens in the school system, it happens in the community, it happens in your home because the persons with disabilities are vulnerable or exposed.”

Many PWDs noted experiencing some form of rape or sexual abuse and caregivers highlighted their fears of the increased risk of their loved ones being raped. One participant (caregiver) noted of her 28-year-old daughter with down syndrome that: -

“she has been attempted rape many times.”

One participant with disabilities provided the sordid details of her own experience: -

“I got raped multiple times already. When I was 13, I got raped and my mother didn't do anything about it. When I was 16 I got raped by 6 people. When I was 21 I got raped by a guy with a gun by my head. I got raped by my stepfather and nobody never do nothing about it. Not my mother nobody not even myself because I was afraid. I still afraid of people who raped me already because I still see them on the streets and I wonder maybe they doing it to other people children.”

Help from the police and parents was not always forthcoming and friends were not always supportive. One female with disabilities provided some evidence: -

“When I used to get raped I used to call the police and no police never show up. A lot of us that get rape out there it make us suicidal because I was one of them. Nobody not there to talk to. Sometimes they feel like they can go to their mother but the mother says later I talk to you but the children say okay forget about it. My mother says her father raped her too. I was suicidal because of how many times I got raped. Government and police have to do something about it because getting raped is not something easy. It had me low self-esteem. My friends stopped talking to me because of that. Family members saying I lie, it’s not easy.”

Sexual abusers ranged from family members, friends, community members to strangers. Participants also revealed that the Justice system did not provide adequate legal support when assistance was sought. Discrimination was used as a tool to diminish the believability of the victims and the culture of paying bribes to silence victims was also highly reported. Additionally, the issue of suicide was also reported as a consequence of rape.

Another participant also spoke of her experience and the impact on her: -

“I got raped when I was younger. When I was 10 years old I got raped by my own granduncle. When I told my Father made me go to the same man that raped me and my father never took any steps about it. My self-esteem was really low. I could not imagine that a family member could do that to me.”

The pain caused by the dismissal of parents was severe and victims had to fend for themselves after being sexually abused: -

“Because there is a lot of parent who don’t care about their children especially when it comes to the rape thing. They prefer to support their boyfriend over the child. So right now I think the justice is that when a young child is raped and have to go to the police it doesn’t matter about their age. If the parent not there the child cares about her own self. When I was younger and reported it they told me I had to go with a parent but the parent didn’t even care about me and don’t want to go with me. At the end of the day it is on me.”

Another PWD with speech impairment noted that the perpetrators were not afraid of the police. Reporting the matter to the police did not always end in punishment for the perpetrators. A female victim accounted how, even after 6 years, she was yet to get her day in court: -

“Someone who i grew up with in church. I never thought or imagined. I said I’m going to go to the police. He said look at me and look at you who will they believe? They called me a liar and they said the boy is too good to do that to me. His uncle offered me money. I said to myself I may have a disability but I’m much more valuable than what you think. I do not want your money I’m going to the police. The sad thing is this happened in 2015 and I never get my day in court. And no one will tell me what’s going on not even the police officers.”

A man with disabilities expressed regret that the legal system was so unsupportive: -

“You can’t go out and display information to legal minded people because law enforcement can go out and highlight you as the source of the information and you can be stigmatized called logohead.”

Males as well as females are victims of abuse but males face even more stigma and cultural barriers than females. Others would question the sexual orientation of a man who had been abused by another man. A male PWD confessed: -

“It’s happens on both sides because men get harassed as well. I personally have been a subject of that but if I have to go to the officers that would be considered like what is going on, am I a sissy?”

Undoubtedly, persons with disabilities will be more exposed to violence in the home during the pandemic as they are trapped with their abusers during curfews and lockdowns.

Inadequate social protection

In Section 4, the institutional challenges were discussed. The qualitative research revealed similar findings. All categories of interviewees lamented the inadequacy of the social protection provided by the State to persons with disabilities. The value and scope of the benefits need to be expanded. The persons with disabilities were grateful for the food hampers that were provided by the State

every two weeks during the Covid-19 pandemic. However, there were some PWDs who were unaware of this benefit and other essential ones for which they may be eligible.

Invisibility and Voice-lessness

Perhaps what persons with disabilities need more than ever are “visibility” and “voice.” The review of policies and programmes (Section 4), reviewed the PWDs are not included in the conceptualization, implementation, monitoring and evaluation. Participants in the various sessions and elite interviewees all decried the low visibility and attention paid to the persons with disabilities. PWDs feel “invisible” and denounced their lack of “voice.” In the words, they are treated as “lesser humans” and “no-bodies.” They have to rely on others to make representation for them because “others are not listening.”

Inadequate communication with persons with disabilities

Effective communication is key to the enjoyment of a good quality of life. There was evidence that there is a major problem with the timeliness, format and frequency of communication between persons with disabilities and providers of services for them. The issue arises in communication about social protection programmes, disaster management and even the transmission of national news. For example, some of the PWDs revealed a lack of awareness of existing programmes for which they were eligible. This may be due to the fact that direct communication with the PWDs is limited and they have to wait for others to convey important information to them. Even if the information is transmitted in print and electronic media, the format may not be appropriate and the information remains inaccessible to the PWDS. This inadequacy exacerbates social exclusion and marginalization.

Lack of well- coordinated vaccination plan for persons with disabilities

There is a lack of a well - coordinated vaccination plan for persons with disabilities. While some social groups have been targeted for vaccination, e.g. the senior citizens and frontline healthcare workers, participants complained that there was no plan for their vaccination. Special arrangements were not made to deal with the vaccination of persons with all types of disabilities. For example, some autistic persons do not like to be touched by strangers and therefore, it would take a long time

to vaccinate them at the public health facilities. This and other pertinent considerations must be made when targeting persons with disabilities for vaccination.

5.4. Provision of opportunities reap success

This section focuses on some of the success cases among the persons with disabilities.

Support brings positive results

Once support is provided, children with disabilities will flourish. This supports the analysis presented in Section 5.3, that when interacting with persons with disabilities, one should focus on their abilities. Teachers at the Vieux- Fort Special Education Center have made progress in the rehabilitation of students at the Centre. Some students who were initially unable to walk and talk were able to do so over time. Others have transitioned back into primary schools and move on to secondary schools. Additionally, there have been students who entered sporting activities and were successful. She explained that generally, girls are more successful than boys in academics while boys are more successful than girls in sporting activities. The Principal also highlighted that the school has a Garden Project that targets the boys. This project is an agricultural initiative where they learn how to plant crops. The programme serves many purposes. It helps to supplement the school feeding /lunch programme. The boys are taught how to sell the crops and are engrafted into the National Farmers Cooperatives where they open bank accounts to learn how to save.

Figure 5.4.1: Students Gardening at Vieux- Fort Special Education Center



Source: **Vieux- Fort Special Education Center**

Stable familial support produces tremendous progress. A caregiver provides an example: -

“One of the good thing is seeing him reach milestones. When he was first diagnosed, the doctor said he will never walk, speak or be potty trained. But we have been able to potty train him and language has improved. It’s been a long 10 years but just seeing him defy the odds where we were told he would not be able to we are seeing him do these things.”

Success stories were also recounted from the Lady Gordon Opportunity Centre (LGOC) about students with disabilities who graduated to tertiary education because they were supported by their parents and school staff.

Another success involved a student who with encouragement and support passed his Common Entrance exams and became gainfully employed. However, due to COVID-19, he is currently unemployed (Case Number 1).

Figure 5.4.2: Case Number 1: Student with Disabilities (Electronic Engineer)

Student 1 was enrolled at the Lady Gordon Opportunity Centre (LGOC) in the year 2001 at the age of 9. In 2006, he passed the Common Entrance Examinations and attended the Corinth Secondary school. He graduated in 2011. However, he was unable to attend the Sir Arthur Lewis Community College at that time. He therefore worked for one year while he pursued evening classes at there to study Elementary Physics and Mathematics.

In 2012, he attended the Sir Arthur Lewis Community College as a fulltime student. There, he studied Electronics Engineering. However, he was forced to take some time off as medical reasons would not permit him to continue. Nevertheless, he returned to the Sir Arthur Lewis Community College and focused on Computer Science.

Student 1 then gained employment but continued his studies as he became certified in CompTIA Network+. He is currently employed with a firm which assisted him in furthering his studies in Trinidad and Tobago. He is now certified in Xerox Technician and is trained in RISO Duplicator, CompTIA Security+ and Lenovo Warranty Repair. His current post is Customer Service Engineer.

Another successful student is now a carpenter (Box 5.2) but is currently seeking employed.

Figure 5.4.3: Case Number 2: Student with disabilities (Carpenter)

Case Number 2: Student with Disability

Student 2 was enrolled at the Lady Gordon Opportunity Centre (LGOC) in 2005 at the age of 9. He succeeded the Common Entrance Examination and attended the Bocage Secondary School in 2010. In 2015, he graduated and attended the Sir Arthur Lewis Community College where he studied Carpentry and Joinery. He worked with a small company but has recently become unemployed.

Volunteerism

The pandemic has seen a rise in social capital and networking to support the vulnerable. There was an increased support from non-governmental organizations. For example, in Soufriere, church groups and individuals reach out to senior citizens with disabilities who are often bed-ridden and neglected.

Action Research

The Conduct of Caribbean Development Bank Disability Assessment Project in Saint Lucia is timely and has already had a positive impact on the lives of persons with disabilities. This is action research in practice. There are some examples of the positive impact that is already being experienced through the project.

(iv) Focus Group Sessions: -Empowerment and Therapy

The focus group sessions with persons with disabilities proved to be a process of empowerment. Many expressed their gratitude for the opportunity to voice their concerns and appreciated the consultation process. Additionally, caregivers of persons with disabilities noted their appreciation for the sessions and highlighted the therapeutic effect of discussing their issues with other caregivers who face similar situations. They explained that while the government has some support systems in place for persons with disabilities, there was no similar support system for the parents/caregivers. One participant summed it up for the others, emphasizing the need for psychosocial support for parents/caregivers: -

“A lot of parents with disabled children do go through depression and I wish there was some kind of support. I feel too often Human Services are more concerned with if you taking care of the child and nobody cares about your mental stability.”

In a session with female caregivers, consensus was expressed that participants needed to maintain contact with each other and create a support system to improve their mental health. A representative from the Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports and Local Government sought to organize in-person counselling sessions with the caregivers and parents of PWDs. However, this plan was disrupted because of an increase in the number of Covid-19 cases in the island.

(v) Focus Group Sessions: Increased Awareness of social protection programmes

Many persons with disabilities were unaware of available programmes for which they were eligible. It was by raising questions about existing programmes that the PWDs became aware of them. Additionally, as participants shared their experiences, many learned about the availability of the programmes and informed each other about other support systems. After the sessions, the assisting social workers in collaboration with a representative from the Ministry of Equity, Social Justice,

Empowerment, Youth Development, Sports and Local Government assisted persons with the completion of applications for available programmes. Many PWDs became beneficiaries and gained assistance from social protection programmes as a result of the sessions.

(vi) Interviews as a tool for Enlightenment

During the conduct of interviews with service providers, questions about inclusion and accessibility resulted in the interviewees identifying gaps in their services to PWDs. Some interviewees explained that prior to these interviews, they had never considered some of these initiatives that could be implemented to improve the quality of lives of PWDs. All service providers committed to spending some time with their internal staff and collaborators to discuss how best to improve their services to persons with disabilities. The “bottom-up” implementation of policies has begun to ensure that the rights of persons with disabilities are protected and they realize their full potential.

Conclusion

This situational assessment of persons with disabilities has been conducted by using a mixed method approach: desk review, institutional review, assessment of policies and programmes, a national household survey and qualitative research (including elite interviews and focus group discussions)

The analyses of these data have revealed that persons with disabilities were already a highly socially excluded group before the pandemic. COVID-19 has exacerbated their vulnerabilities and risks. Both the analysis of the quantitative and qualitative data reveal that persons with disabilities face a significant amount of discrimination and neglect. Based on the findings from the elite interviews, the focus group discussions with caregivers and persons with disabilities, it is evident that urgent attention must be targeted at this extremely vulnerable groups. There is already evidence that this group will be left “*further behind*” in the fulfillment of the UN2030 Agenda if their needs are not given immediate attention. The adherence to the Convention on the Rights of Persons with Disabilities (CRPD) is low and urgent attention has to be given to this group.

Many of the issues facing persons with disabilities stem from systemic barriers. Persons with disabilities continue to be negatively affected by attitudinal, environmental and institutional barriers. The findings reveal that PWDs feel that they are treated as “lesser citizens” with limited

rights and freedom. While the elite interviewees commend the increased international and policy attention to persons with disabilities in the last few decades, they lament the slow devolution of societal and cultural barriers that negatively affect the lives of persons with disabilities.

Persons with disabilities feel helpless, “invisible” and voice-less. They appreciated the opportunity to vent their frustration and meet with other persons with disabilities. They are pleading to all other members of the society to focus on their abilities and not dis-abilities and to consider the ability of person to also contribute to the development of their nations.

Access to good quality education and decent work are too deficits that persons with disabilities face. Educational opportunities are limited and cultural and institutional barriers inhibit the realization of full potential of persons with disabilities.

The situational analysis revealed that there is differential policy and programmatic attention given to persons with disabilities. Those with sight and hearing impairment receive more attention than those with other disabilities. However, the latter groups still require increased awareness to their needs. What is noteworthy is that when the necessary support is provided, persons with disabilities can flourish and gain more authority and self-worth. Increased access to basic social services and public education on the rights of persons with disabilities are of paramount importance if the current systemic barriers are to be eradicated and persons with disabilities, irrespective of sex, residence, social class, race or sexual orientation are to fulfill their full potential.

6.Data Monitoring and Evaluation Systems

Introduction

Saint Lucia is amongst the Caribbean states that included Washington Group questions in its last census which was 2010. As discussed earlier, there are at least 18 interventions that target persons with disabilities in Saint Lucia many of them state-supported. For example, The Public Assistance Programme (PAP) is one of the main state-run interventions that predominantly serves the elderly and, to a lesser extent, persons with disabilities. The National Insurance Corporation continues to carry out its mandate by *inter alia* providing benefits such as insurance coverage for sickness and disability (GOSL 2013). The disability grant that was initiated in 2014 by the Government provides \$200 per month to eligible households that need support to care for children with severe disabilities, the status of which is determined through specified medical screening at

public health hospitals (Xavier 2015). During the Covid-19 pandemic, beneficiaries of the grant received an increase of \$100 monthly for three months beginning in October 2020 and ending December 2020. The increase in the stipend came from special funding that was received by the Ministry of Equity, Social Justice, Local Government and Empowerment.

A regional index to measure disability inclusion was developed by Senator Floyd Morris. It was composed of several indicators as listed in Table 6. Saint Lucia ranked 5th out of 10 selected Caribbean countries. While, Saint Lucia scored very well in its measures to prevent discrimination and injustice against children with disabilities, the index revealed that there is much room for improvement in other areas. Specifically, the island scored very poorly with regards to access to the health care system, information and equal opportunity for employment for persons with disabilities. It also scored poorly with regards to accessibility to buildings and legislative measures to prevent discrimination against persons with disabilities and average with regards to measures to promote justice and ensure education is accessible for persons with disabilities. The table below provides more details of St. Lucia’s performance on the regional disability index.

Table 6: Disability Indicator by Measurement, Value and Source of Information

Source	Year	Indicator	Value	Definition of Indicator
Report on Regional Disability Index	2019	Regional Inclusive Ranking	5	Ranking is done based on index score. The rank provided is out of a total of 10 countries.
Report on Regional Disability Index	2019	Number and quality of legislative measures to prevent discrimination against persons with disabilities	9.5	Excellent (33.5 -40), very good (26.9-33.5), good (20.2-26.8), average (13.5-20.1), poor (6.8-13.4) and very poor (0-6.7)

Source	Year	Indicator	Value	Definition of Indicator
Report on Regional Disability Index	2019	Number and quality of measures (including legislation) to prevent discrimination against persons living with a disability	13	Excellent (23.6-28), very good (18.9-23.5), good (14.2-18.8), average (9.5-14.1), poor (4.8-9.4) and very poor (0-4.7)
Report on Regional Disability Index	2019	Number and quality of measures to prevent gender discrimination against persons living with a disability	3.5	An arithmetic operation was done to create an ordinal performance strength scale which is represented by Excellent (8.5-10), very good (6.9-8.5), good (5.1-6.8), average (3.5-5.1), poor (1.8-3.4) and very poor (0-1.7)
Report on Regional Disability Index	2019	Number and quality of measures to prevent discrimination and promote justice for children with disabilities	8	Excellent (8.5-10), very good (6.9-8.5), good (5.1-6.8), average (3.5-5.1), poor (1.8-3.4) and very poor (0-1.7)
Report on Regional Disability Index	2019	Number and quality of measures to promote awareness on persons with disabilities	5	Excellent (8.5-10), very good (6.9-8.5), good (5.1-6.8), average (3.5-5.1), poor (1.8-3.4) and very poor (0-1.7)

Source	Year	Indicator	Value	Definition of Indicator
Report on Regional Disability Index	2019	Number and quality of measures to ensure accessibility to buildings	7	Excellent (20.5-24), Very Good (16.5-20.4), Good (12.5-16.4), Average (8.5-12.4), Poor (4.5-8.4) and Very Poor (0-4.4)
Report on Regional Disability Index	2019	Number and quality of measures to ensure access to information for persons with disabilities	0.5	Excellent (4.1-5), Very Good (3.3-4.0), Good (2.5-3.2), Average (1.7-2.4), Poor (0.9-1.6) and Very Poor (0-0.8)
Report on Regional Disability Index	2019	Number and quality of measures to promote justice for persons with disabilities	12.5	Excellent (24.1-29), Very Good (19.3-24.0), Good (14.5-19.2), Average (9.7-14.4), Poor (4.9-9.6) and Very Poor (0-4.8).
Report on Regional Disability Index	2019	Number and quality of measures to ensure education is accessible persons with disabilities	4.5	Excellent (10.5-12.0), Very Good (8.5-10.4), Good (6.5-8.4), Average (4.5-6.4), Poor (2.5-4.4) and Very Poor (0-2.4)
Report on Regional Disability Index	2019	Number and quality of measures to ensure the health care system is accessible to persons with disabilities	1	Excellent (6.1-7.0), Very Good (4.9-6.0), Good (3.7-4.8), Average (2.5-3.6), Poor (1.3-2.4) and Very Poor (0-1.2)

Source	Year	Indicator	Value	Definition of Indicator
Report on Regional Disability Index	2019	Number and quality to provide equal opportunity for employment for persons with disabilities	2	Excellent (10.5-12.0), Very Good (8.5-10.4), Good (6.5-8.4), Average (4.5-6.4), Poor (2.5-4.4) and Very Poor (0-2.4)
Report on Regional Disability Index	2019	Social protection for persons with disabilities	4	Excellent (6.6-8.0), Very Good (5.3-6.5), Good (4.0-5.2), Average (2.7-3.9), Poor (1.4-2.6) and Very Poor (0-1.3)
Report on Regional Disability Index	2019	Political participation of persons with disabilities	4	Excellent (4.1-5), Very Good (3.3-4.0), Good (2.5-3.2), Average (1.7-2.4), Poor (0.9-1.6) and Very Poor (0-0.8)
Report on Regional Disability Index	2019	Data collection on persons with disabilities	Not stated	Excellent (6.6-8.0), Very Good (5.3-6.5), Good (4.0-5.2), Average (2.7-3.9), Poor (1.4-2.6) and Very Poor (0-1.3)
Report on Regional Disability Index	2019	International corporation	1	Excellent (1.6-2.0), Very Good (1.3-1.5), Good (1.0-1.2), Average (0.7-0.9), Poor (0.4-0.6) and Very Poor (0-0.3)
Report on Regional Disability Index	2019	Monitoring process on persons with disabilities	6.5	Excellent (12.6-15.0), Very Good (10.1-12.5), Good (7.6-10.0), Average (5.1-7.5), Poor (2.6-5.0) and Very Poor (0-2.5)

Source: Morris, 2019

Key Challenges

While Jamaica ranks much higher than Saint Lucia in terms of regional inclusive ranking and is therefore of a higher standing in terms of progress made towards implementing the CRPD (see Regional Report), St Lucia seemed to have outperformed Jamaica in terms of “monitoring” (see Regional Report). This result is interesting since Saint Lucia’s ratification, at the time of writing, was under two years old and its data collection procedure was ranked as very poor based on the RDI. For example, Xavier (2015) highlights that the PAP database is the only source that has compiled data identifying the presence of disabilities among PAP recipients. This is not surprising as the ability to access consistent, reliable data on children was a serious challenge for the Road to Geneva (RTG) project. The RTG Child Rights Research and Advocacy project team (2011) found that standard data collection procedures and entry to a central statistical unit were non-existent, data collection and documentation were inconsistent and no collection of specific data on children with disabilities was not being done. An interview conducted with two senior government officials in the Ministry of Equity, Social Justice, Local Government and Empowerment led to identification of the following key challenges regarding monitoring and evaluating interventions that target persons with disabilities:

Type 2 error/ members of non-target groups continue to benefit from the social protection programmes that target persons with disabilities. As part of the Human Capital Resilience Project all programmes administered by the Ministry use the Saint Lucia National Eligibility Test (SL-NET) 3.0 tool to identify beneficiaries. However, SL-NET 3.0 does not disqualify beneficiaries for the Child Disability Grant. The only determining factor for the grant is the age of participants. The age limit is 21 years old. But, there are persons on the programme who have exceeded the age limit. In seeking to address this issue, the Ministry intends to implement a graduation strategy for beneficiaries of PAP. Such a strategy is needed to enable parents of individuals to locate other funding opportunities such as a job to sustain themselves since it is self-defeating to abruptly remove them from the programme.

Monitoring their recipients becomes problematic as the contact details for beneficiaries need

updating. Due to communication challenges, the Ministry finds it difficult to monitor beneficiaries in terms of how the award/benefit is being used. The contact information in the Ministry's database is not routinely updated as caregivers/parents/beneficiaries are not required to call and provide an update. Even if the contact information of a beneficiary has changed, their award would be unaffected as the Ministry does direct transfers through the banks. Furthermore, if the address of the beneficiary changes it is difficult for the Ministry to reach out to these individuals.

Lack of basic monitoring and evaluation structures

Personnel in the Research and Policy Unit inherited a system, and the system does not have the basic foundations of monitoring and evaluation. As such, existing staff are starting from scratch. Starting from scratch takes time, capacity and manpower that are currently unavailable. Much capacity development is therefore required including ensuring that the Unit is properly equipped with trained staff.

Absence of dedicated monitoring and evaluation staff

A research officer who was qualified monitoring and evaluation personnel at the Ministry was recruited by the Human Capital Resilience Project. As such, there is no longer a monitoring and evaluation specialist in the Ministry. However, there are consultants who specialise in monitoring and evaluation that assist in the various projects. Even so, one specialist is not enough as the Ministry was not able to complete all the requirements of the monitoring and evaluation process.

In the absence of the monitoring and evaluation specialist, there is a consultant who is assisting with monitoring and evaluation, but that person only provides raw scores. Receiving only raw scores has been challenging as they still need to be cleaned and analysed. However, the Ministry is short-staffed and under pressure as there are auditors who are coming in to do assessments. Some of this pressure derives from the Research and Policy Unit being tasked with running other programmes both within the Ministry and other Ministries. As such, sometimes, there is not enough time to invest in the monitoring and evaluation of programmes that target persons with disabilities including the Child Disability Grant and the PAP. The Unit simply does not have the resources or

capacity to evaluate the programmes as there are only four persons in the Unit and these individuals have other responsibilities in the Ministry.

Addressing inconsistencies in the systems

The Ministry is currently seeking to implement an integrated Social Information System as many programmes are running separately and lack coordination. The new information system would produce one beneficiary registry and one payment system for all programmes. Currently, individuals are benefitting from more than one programme. For example, persons with disabilities who receive PAP might also be benefitting from the Child Disability Grant. While this is an issue with the targeting mechanism, a more integrated digitised management information system is needed to support more effective targeting.

Conclusions and Recommendations for Data Monitoring and Evaluation Systems in Saint Lucia

Despite Saint Lucia's average regional inclusive score and standing, its National Sustainable Development Plan 2020-2035 acknowledges the need to expand and enhance supporting services that cater to persons with disabilities. There is also the need to strengthen institutional coordination amongst the various agencies that serve the needs of the community, examine the causes of preventable disability, and implement appropriate actions to prevent or reduce its occurrence, protect persons with disabilities from violence and abuse and strengthen the capacity of the community, health, and education services to support community-based rehabilitation programmes (National Plan Secretariat 2019).

Monitoring and evaluation must therefore become a central component of the above-mentioned strategies starting with making meaningful investments in basic monitoring and evaluation infrastructure and staff. In seeking to ensure that persons with disabilities are recognised and integrated into mainstream of society without discrimination and within the confines of available budgets, the government continues to work with various civil society organisations, including the

National Council of and for Persons with Disabilities and Saint Lucia Blind Welfare Association, Towards this end, the following recommendations deserve consideration:

- Collaboration with regional partners including higher education institutions that have monitoring and evaluation and research capacity should be strengthened. This might include for example optimised use of the Sir Arthur Lewis Institute of Social and Economic Studies, Derek Gordon Databank as a central regional repository of all datasets related to persons with disabilities;
- Hosting of a Joint regional training of census implementers in the Washington Group Questions might be necessary to promote greater harmonisation and standardisation across the BMCs;
- There is a dire need to improve the timeliness of census data. One way this might be tackled is to revise and update its implementation design towards making it more risk adaptive;
- Ensuring comparability in terms of questions asked in the census and other national survey instruments is also key. The standardised use of definitions and measurements across national and regional instruments are therefore recommended;
- Respondents not understanding questions being asked might be linked to inadequately trained staff. This challenge can be addressed through more appropriate training of interviewers who will interact with households with persons with disabilities. Such training would be trauma-informed and supported by the establishment of interview protocols for census staff. This recommendation is especially important as some household heads who are persons with disabilities may, for example, require interviewers who are also interpreters;
- Reporting, publication and data sharing of monitoring data on the legal status of building codes and regulations for enforcement should be given serious consideration;
- Regular collection of gender-specific data on children with disabilities must be promoted across the board;
- The close monitoring and evaluation of the PAP graduation strategy coming on stream is highly recommended. Lessons learnt should also be used to improve the graduation strategy and support its replication in the rest of the OECS;

Much capacity development is therefore required including ensuring that the Unit is properly equipped with trained staff. If the Ministry of Equity, Social Justice, Local Government and Empowerment intends to undertake any serious monitoring and evaluation activities then creative ways must be found to invest in the relevant monitoring and evaluation capacities and manpower despite the limited fiscal space further induced by the contraction of the economy due to the pandemic.

7. Strategic Priority Areas for Programme/Project Support

“States Parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability” Article 4, Convention on the Rights of Children with Disabilities.” (CRPD).

Based on the preliminary findings, the following programme and project recommendations are proposed in Table 7.1. Some of the recommendations were provided by some the participants in the qualitative research and others from a review of the secondary data. Others emerged from the analysis of the quantitative data. The secondary data are also referenced. The immediate recommended policy action is to ensure that persons with disabilities have access to food and medication given the restriction in movement during the pandemic. Urgent psycho – social support is also needed for persons with disabilities and their care givers. Medium term goals should include the expansion of the social protection programmes, increased access to basic social services and the justice system for persons with disabilities. Medium to long term recommendations include: scholarships, increased number of skills training centers for persons with disabilities and access to employment, where possible.

Table 7.1: Issues and proposed programme and policy recommendations for improvement in adherence to the Convention on the Rights of the Persons with Disabilities (CRPD)

Issue	Proposed Programme and Project Recommendations
Food insecurity	<ul style="list-style-type: none"> Increased access to food hampers (UNICEF and other agencies supplied food hampers during the first wave of

Issue	Proposed Programme and Project Recommendations
	<p>the pandemic but there is an expressed need for more food hampers)</p> <ul style="list-style-type: none"> • The money received from the PAP and CDG is insufficient. After other essential items (e.g. pampers) are bought, there is not enough money left to buy food.
<p>Limited access to psycho social support for persons with disabilities</p>	<ul style="list-style-type: none"> • Implement free access to 24/7 helplines with psychiatrists, psychologists and counsellors • The qualitative data revealed the inadequate access to psycho-social support. There is an urgent need for an increased number of counsellors in the education system.
<p>High levels of stress for caregivers</p>	<ul style="list-style-type: none"> • Implement free access to 24/7 helplines with psychiatrists and counsellors • Establishment of support groups for caregivers
<p>High Incidence of Sexual Abuse: There is increased exposure to the abusers in the home</p>	<ul style="list-style-type: none"> • Public education programmes warning about the punishment of sexual abuse • 24/7 helplines to report sexual abuse • Swifter and harsher punishment for perpetrators.
<p>Alleged low response of the Justice System</p>	<ul style="list-style-type: none"> • Sensitivity sessions about the treatment of victims for police men and women and personnel in the Justice System • Swifter hearing of alleged cases. A specified day would be allocated to cases involving persons with disabilities. Those cases involving persons with intellectual disabilities and autism should be held as quickly as possible due to their memory lapses. • Counsellors in the Justice systems for victims with disabilities. • Increased number of sign language interpreters within the Justice system. There is an insufficient number of sign

Issue	Proposed Programme and Project Recommendations
<p>Insensitivity of some parents and care givers to alleged cases of sexual abuse</p>	<p>language interpreters in the police force.</p> <ul style="list-style-type: none"> • Increased public education programme targeted all parents to increase awareness of the various types and forms of abuse • Legal sanctions should be put in place for parents who facilitate or do not report cases of abuse of their children • Harsher punishment for individuals who abuse persons with disabilities • Increased access to employment and social protection would reduce dependency on the abusers. Support of abusers is inexcusable but sometimes economic deprivation forces some women to harbor abusers (who are often the main income earners). • Increased access to shelters for victims of abuse.
<p>Inadequate social protection for persons with disabilities. The inadequacy has increased during the pandemic.</p>	<ul style="list-style-type: none"> • Ensure mainstreaming of disability in all COVID-19 response and recovery strategies together with targeted actions (UN May 2020 p.2). The qualitative research reveals that there is an urban bias and most of the services are based in the capital (Castries). • Public education of the programmes. Communication must be gender and language sensitive to improve social inclusion.
<p>Limited access to various levels of education</p>	<p>Increased access to:</p> <ul style="list-style-type: none"> • vocational education • scholarships for tertiary education • skills training centers

Issue	Proposed Programme and Project Recommendations
	<ul style="list-style-type: none"> • more inclusive education- allowing persons with disabilities to join their more able counterparts, where possible
PWDs’ Invisibility and Voice-lessness	<ul style="list-style-type: none"> • Increased support to disability organizations such as NCPD, SLBWA and Cerebral Palsy Association • Ensure meaningful consultation with and active participation of persons with disabilities and their representative organizations in all stages of the policy conceptualization, implementation, monitoring and evaluation process (UN May 2020 p.2).
Inadequate Physical Infrastructure	<ul style="list-style-type: none"> • Implementation of the business codes
Inadequate access to appropriate and timely communication	<ul style="list-style-type: none"> • Ensure accessibility of gender and language sensitive information, facilities, services and programmes (especially during pandemics and natural disasters). • Ensure appropriate medium of communication (e.g. sign language interpreters). • Increased number of sign language interpreters for TV news • Provide news/information on disaster prevention and management in Braille

Issue	Proposed Programme and Project Recommendations
Inadequate vaccination plan for persons with disabilities	<ul style="list-style-type: none">• Conduct sensitization and training sessions for healthcare professionals on vaccinating persons with disabilities• Ensure there are specified times and venues allocated for persons with disabilities• Special arrangements for various groups of disabilities have to be made e.g. some autistic individuals who do not liked to be touched. More time must be given to their vaccination.

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9. Appendices

Appendix One: Analysis of Policies and Programmes

Name of Policy: Public Assistance Act of 2005

	Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
1	Inclusion of Persons with Disabilities			<p>✓</p> <p>Beneficiaries are persons who are needy. Persons with disabilities are only eligible if they are classified as 'needy'. Therefore they are a subset of the target population.</p>
2	Disability Definition & Model			<p>✓</p> <p>The policy makes provisions for needy persons who by reason of infancy, old age, illness, disease, bodily infirmity or mental incapacity is unable to maintain himself or herself. It does not explicitly identify persons with blindness, visual, hearing,</p>

	Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
				physical or learning disabilities.
3	Profile & Data		✓	
4	Recognition of Disability Diversity			✓
5	Policy, Programme or Project Intention			✓ It provides needy persons with disabilities with the opportunity to receive benefits but does not allocate enough resources for them to realize equal opportunities as with non-disabled persons.
6	Policy, Programme & Project Coherence	✓ It aligns with: <ul style="list-style-type: none"> • The National Strategic Plan 2014-2019 (Objective 1.1: This Policy mandates the creation of a mechanism to improve beneficiary selection for the main social protection interventions, giving priority to the poorest and most vulnerable groups in the country.) • Saint Lucia Medium Term Development Strategies • Saint Lucia National Social Protection Policy 2015 (<i>Policy Goal: The</i> 		

	Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
		<p>overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development Objective 8 : Develop a common targeting mechanism for the effectively reaching poorest and most vulnerable population and to minimize errors of inclusion and exclusion)</p>		
7	Resource Allocation			<p>✓ All beneficiaries are regarded equally. There is no distinction between the needs of needy persons with disabilities and the needs of needy persons without disabilities. There is no consideration for the provision of assistive devices or disability support for PWDs.</p>

Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
8 Authors of Policy/Programme/ Project		✓	
9 Intersectionality			✓
10 Implementation & Review			✓
Overall Score			7/20

Name of Policy: National Insurance Act 2005

Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
1 Inclusion of Persons with Disabilities	✓ Provisions are made for persons with disabilities who are contributors to the National Insurance Scheme/Fund. Additionally, assistance is given to non-contributing persons with disabilities.		
2 Disability Definition & Model	✓ 'Disablement means a loss of capacity for any of the ordinary activities of life. means the partial or total loss of the normal use of an organ or part of the body or the destruction or impairment of any bodily or mental function, including disfigurement whether or not accompanied by any disablement'.		
3 Profile & Data			✓
4 Recognition of Disability Diversity	✓		
5 Policy, Programme or Project Intention	✓		
6 Policy, Programme & Project Coherence	✓ It aligns with: <ul style="list-style-type: none"> • Saint Lucia Medium Term Development Strategies • Saint Lucia National Social Protection Policy 2015(<i>Policy Goal: The overall goal of this Policy is to provide a</i> 		

Disability Lens Element		Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
		<i>framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development)</i>		
7	Resource Allocation	✓		
8	Authors of Policy/Programme/ Project		✓	
9	Intersectionality			✓
10	Implementation & Review	✓		
Overall Score				16/20

Name of Policy: Education Act of 2005

Disability Lens Element		Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
1	Inclusion of Persons with Disabilities	✓		
2	Disability Definition & Model			✓ Medical definition. Students suffering with medical or physical disabilities confirmed by registered practitioner are have valid excuses for

	Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
				absence from mainstream schools. Provisions are made for special education programmes. However, students must be referred to Chief Education Officer to determine eligibility for such programmes.
3	Profile & Data		✓	
4	Recognition of Disability Diversity			✓
5	Policy, Programme or Project Intention	✓ The Act outlines guidelines for special education programmes that are to be delivered in the least restrictive and most enabling environments in accordance with the available resources.		
6	Policy, Programme & Project Coherence	✓ It aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(<i>Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their</i> 		

Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
	<i>consumption; invest in their future; and contribute meaningfully to national sustainable development)</i>		
7 Resource Allocation	✓ The Act outlines guidelines for special education programmes that are to be delivered in the least restrictive and most enabling environments in accordance with the available resources.		
8 Authors of Policy/Programme/ Project		✓	
9 Intersectionality			✓
10 Implementation & Review	✓ The Act outlines guidelines for a periodic review of the education system.		
Overall Score			13/20

Name of Policy: Saint Lucia National Social Protection Policy 2015

Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
1 Inclusion of Persons with Disabilities	✓		
2 Disability Definition & Model		✓ Disability is not defined	
3 Profile & Data	✓		
4 Recognition of Disability Diversity		✓ Not explicitly stated	
5 Policy, Programme or Project Intention	✓		

	Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
6	Policy, Programme & Project Coherence	✓ It aligns with: <ul style="list-style-type: none"> The National Strategic Plan 2014-2019 (Objective 1.1: This Policy mandates the creation of a mechanism to improve beneficiary selection for the main social protection interventions, giving priority to the poorest and most vulnerable groups in the country.) 		
7	Resource Allocation			✓
8	Authors of Policy/Programme/ Project	✓ The National Council of and for Persons with Disabilities were contributors to this policy.		
9	Intersectionality			✓ The policy makes provision for social protection for all citizens with specific attention to persons with disabilities, the elderly, children, the unemployed and underemployed.
10	Implementation & Review	✓ Policy Objective viii: Develop a Research, Monitoring and Evaluation Systems for evidence based programming and policy formulation, and for		

Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
	the routine and periodic review and management of the Social Protection programmes		
Overall Score			15/20

Name of Programme: Public Assistance Programme

Offered by: Ministry of Equity, Social Justice, Local Government and Empowerment

Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
1 Inclusion of Persons with Disabilities			✓ Beneficiaries are persons who are needy. “Needy person’ means any and every person who by reason of infancy, old age, illness, disease, bodily infirmity or mental incapacity is unable to maintain himself or herself” (Public Assistance Act, 2001). Persons with disabilities are a subset of the target population. The data is not available to indicate what percentage of the needy population they represent.
2 Disability Definition Model &			✓ The Programme through the mandate of the Public Assistance Act focuses

	Disability Element	Lens	Yes/Positive(2)	No/Negative(0) To Some Extent (1)
				<p>on ‘Needy person’ means any and every person who by reason of infancy, old age, illness, disease, bodily infirmity or mental incapacity is unable to maintain himself or herself’ (Public Assistance Act, 2001). The programme does not explicitly identify persons with blindness, visual, hearing, physical, learning or sensory impairments.</p>
3	Profile & Data			<p>✓ The programmes uses the SLNET 3.0 eligibility test to determine beneficiaries. The profile of beneficiaries is outlined. Persons</p>

	Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
				with disabilities who are unable to maintain themselves are included in the list of eligible beneficiaries.
4	Recognition of Disability Diversity			✓
5	Policy, Programme or Project Intention			✓ It provides poor persons with disabilities with the opportunity to participate but does not provide enough resources for them to realize equal opportunities with non-disabled persons.
6	Policy, Programme & Project Coherence	✓ It aligns with: <ul style="list-style-type: none"> • The National Strategic Plan 2014-2019 (Objective 1.1: This Policy mandates the creation of a mechanism to improve beneficiary selection for the main social protection interventions, giving priority to the poorest and most vulnerable groups in the country.) • Saint Lucia Medium Term Development Strategies 		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
		<ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(<i>Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development</i> <i>Objective 8 : Develop a common targeting mechanism for the effectively reaching poorest and most vulnerable population and to minimize errors of inclusion and exclusion)</i> 		
7	Resource Allocation			<p style="text-align: center;">✓</p> <p>All beneficiaries are given the same monthly stipend. There are no additional resources given to PWDs to gain access to assistive devices.</p>
8	Authors of Policy/Programme/ Project			<p style="text-align: center;">✓</p> <p>MoESJE designed the policy document;</p>

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent (1)
				programme components and expansion of the programme
9	Intersectionality			✓
10	Implementation & Review			✓
	Overall Score			10/20

Name of Programme: Electricity Assistance Programme

Organization: Ministry of Equity, Social Justice, Local Government and Empowerment

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities				✓ Recipients of this programme are persons living with HIV/AIDS and beneficiaries of the Child Disability Grant and Public Assistance Programme. Some of these beneficiaries are also PWDs.
Disability Definition & Model			✓ Not specified	
Profile & Data				✓ The programmes uses the SLNET 3.0 eligibility test to determine

Disability Element	Lens	Yes/Positive(2)	No/Negative(0) To Some Extent(1)
			<p>beneficiaries. The profile of beneficiaries is outlined. Persons with disabilities who are unable to maintain themselves are included in the list of eligible beneficiaries.</p>
Recognition of Disability Diversity			<p>✓ Not specified. However, beneficiaries of the Child Disability Grant and Public Assistance Programme includes PWDs of various ages and types of disabilities.</p>
Policy, Programme or Project Intention			<p>✓ This programme provides support to PWDs who are vulnerable during times of disaster (Covid-19). However, PWDs who are not recipients of the Child Disability Grant, Public Assistance Programme or</p>

Disability Element	Lens	Yes/Positive(2)	No/Negative(0) To Some Extent(1)
			<p>are living with HIV/AIDs are not able to access the benefits of this programme. It is envisaged that with the introduction of the Vulnerability Index, it would provide greater direction and clarity.</p>
<p>Policy, Programme & Project Coherence</p>	<p>✓ This programme aligns with:</p> <ul style="list-style-type: none"> • Public Assistance Programme • Saint Lucia National Strategic Action Plan 2014-2019 (Objective 2.2: Develop, reform and strengthen the emergency and housing interventions for the poor and vulnerable) • Saint Lucia National Social Protection Policy 2015 (Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their 		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
		consumption; invest in their future; and contribute meaningfully to national sustainable development)		
Resource Allocation		✓		
Authors of Policy/Programme/Project			✓	
Intersectionality				✓ PWDs who are poor, children, elderly and/or have HIV/AIDs have access to this programme. However, those who do not fit this criteria are excluded.
Implementation & Review			✓	
Overall Score				9/20

Name of Programme: Book Bursary Programme

Organization: Ministry of Education, Innovation, Gender Relations and Sustainable Development

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities				✓
Disability Definition & Model Profile & Data			✓ Not specified	
			✓ Not specified	

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Recognition of Disability Diversity Policy, Programme or Project Intention			<p>✓ Not specified</p>	
Policy, Programme & Project Coherence	<p>✓</p> <p>This programme aligns with:</p> <ul style="list-style-type: none"> • Public Assistance Programme • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of <i>poor</i> and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) 			<p>✓</p> <p>“To provide students of low socio-economic background attending Infant and Primary Schools with textbooks and workbooks as prescribed by the Ministry” (Department of Education, Innovation, Science, Technology and Vocational Training, n.d, para. 2).</p>

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Resource Allocation		✓		
Authors of Policy/Programme/ Project			✓	
Intersectionality				✓ Children with disabilities from low socio-economic backgrounds
Implementation & Review		✓ “Bursaries will be awarded to 2 students per household to allow for equitable distribution within the society. Identified students will be provided with prescribed textbooks and workbooks for the academic year. Students are to return the textbooks at the end of each academic year before they can be considered for books for the next academic year. Students must present Report Books in order to be issued with required books [textbooks and workbooks.] Books will not be issued to students under the following conditions: - gross misconduct, if student is repeating a grade, Consistent poor performance, damaged or failure to return books, the student no longer falls in needy category” (Department of Education, Innovation, Science, Technology and Vocational Training, n.d, para. 11).		
Overall Score				9/20

Name of Programme: Braille and Large Print Programme

Organization: Saint Lucia Blind Welfare Association

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model		✓		
Profile & Data		✓		
Recognition of Disability Diversity				✓ Only targets persons with blindness and visual impairments.
Policy, Programme or Project Intention		✓		
Policy, Programme & Project Coherence		✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015 (Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) • Saint Lucia Medium Term Development Strategy 2020-2023 (Objective 3: 3. Ensure that all subgroupings of the Saint Lucian society are adequately accommodated and represented in the development process) 		
Resource Allocation		✓		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Authors of Policy/Programme/Project		✓		
Intersectionality		✓		
Implementation & Review		✓		
Overall Score				19/20

Name of Programme: Camp LaJwa

Organization: National Council of and for Persons with Disabilities

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model		✓		
Profile & Data		✓		
Recognition of Disability Diversity		✓		
Policy, Programme or Project Intention		✓		
Policy, Programme & Project Coherence		✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(<i>Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development</i>) 		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Resource Allocation		✓		•
Authors of Policy/Programme/Project		✓		
Intersectionality				✓
Implementation & Review				✓
Overall Score				18/20

Name of Programme: Child Disability Grant

Offered by: Ministry of Equity

	Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
1	Inclusion of Persons with Disabilities		✓		
2	Disability Definition Model	&	✓ The Government of Saint Lucia defines children with disabilities as individuals under 21 years old with a disability.		
3	Profile & Data				✓ Action items reflect an attempt at good practice for removing barriers which persons with disabilities face. Caregivers and parents of the Child Disability Grant also benefited from the Income Support Programme during the pandemic. This programme gave parents and caregivers of

	Disability Element	Lens	Yes/Positive(2)	No/Negative(0) To Some Extent(1)
				<p>beneficiaries who lost their jobs during the pandemic \$500 monthly for a period of three months. Parents/Caregivers in the tourism sector especially benefited from this programme. However, the stipend given to the children are insufficient according to caregivers.</p>
4	Recognition of Disability Diversity	<p>✓ Children with all types of disabilities are eligible. There is a focus on severe disabilities. However, there is a waitlist for children who are not admitted. Children on the waitlist have access to partial benefits.</p>		
5	Policy, Programme or Project Intention			<p>✓ To provide support for children with disabilities. However, the support provided is insufficient with regards to giving these children what is needed for them to realise equal outcomes with non-disabled people. It does not provide access to children with disabilities to</p>

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
				participate in activities.
6	Policy, Programme & Project Coherence	<p>✓</p> <p>This programme aligns with</p> <ul style="list-style-type: none"> • Public Assistance Programme • Income Support Programme and all Covid-19 support programmes/initiatives • Saint Lucia National Social Protection Policy 2015(<i>Policy Goal:</i> The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) 		
7	Resource Allocation			✓
8	Authors of Policy/Programme/Project		✓	
9	Intersectionality			✓
10	Implementation & Review		✓	
	Overall Score			12/20

Name of Programme: Computer Training Programme for Young Adults with Disabilities

Organization: National Council of and for Persons with Disabilities

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model		✓		
Profile & Data				✓
Recognition of Disability Diversity		✓		
Policy, Programme or Project Intention		✓		
Policy, Programme & Project Coherence		✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) • Saint Lucia Medium Term Development Strategy 2020-2023 (Objective 3: 3. Ensure that all subgroupings of the Saint Lucian society are adequately accommodated and represented in the development process) 		
Resource Allocation		✓		
Authors of Policy/Programme/ Project		✓		
Intersectionality		✓		

Implementation & Review		✓	•
Overall Score			17/20

Name of Programme: Counselling Programme

Organization: Saint Lucia Blind Welfare Association

Disability Lens Element	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities	✓ Persons who are blind or visually impaired are the primary targets of this programme.		
Disability Definition & Model	✓		
Profile & Data	✓		
Recognition of Disability Diversity			✓ Targets only persons with blindness or visual impairments.
Policy, Programme or Project Intention	✓		
Policy, Programme & Project Coherence	✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) 		
Resource Allocation	✓		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Authors of Policy/Programme/Project		✓		
Intersectionality		✓		
Implementation & Review		✓		
Overall Score				19/20

Name of Programme: Disaster Assistance

Organization: Ministry of Equity, Social Justice, Local Government and Empowerment

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities				✓ Targets uninsured poor households including persons with disabilities who have experienced a fire.
Disability Definition & Model Profile & Data			✓ Not specified	
			✓ ✓ Not specified	
Recognition of Disability Diversity			✓ This information is not specified. Only PWDs who are from poor households are eligible.	
Policy, Programme or Project Intention				✓ While this programme recognises the vulnerability of PWDs in times

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
				of disaster, the benefits are limited to PWDs who are poor.
Policy, Programme & Project Coherence		<p>✓</p> <p>This programme aligns with:</p> <ul style="list-style-type: none"> • Public Assistance Programme • National Strategic Plan 2014-2019 (Objective 2.2: Develop, reform and strengthen the emergency and housing interventions for the poor and vulnerable.) • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) 		
Resource Allocation				✓
Authors of Policy/Programme/ Project			✓	
Intersectionality				<p>✓</p> <p>Persons who are poor and have a disability benefit from this programme.</p>

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
				However, the programme restricts access to PWDs from other socio-economic backgrounds
Implementation & Review			✓	
Overall Score				6/20

Name of Programme: Disaster Preparedness Programme

Organization: National Council of and for Persons with Disabilities

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model		✓		
Profile & Data				✓
Recognition of Disability Diversity		✓		
Policy, Programme or Project Intention		✓ It provides workshops to inform persons with disabilities, their caregivers and communities about the preparations that are necessary for natural disasters.		
Policy, Programme & Project Coherence		✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their 		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
		future; and contribute meaningfully to national sustainable development) <ul style="list-style-type: none"> Disaster Management Act 2006(Article 13, p : to develop and implement a comprehensive public awareness, information and education programme involving media houses, schools, voluntary agency and other institutions to ensure public participation and community involvement in the disaster management system) 		
Resource Allocation		✓		
Authors of Policy/Programme/ Project		✓ The authors of this programme is the National Council of and for Persons with Disabilities.		
Intersectionality		✓		.
Implementation & Review		✓		
Overall Score				19/20

Name of Programme: Education Programme

Organization: Saint Lucia Blind Welfare Association

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓ Students with blindness or visual impairments are the primary targets of this programme.		
Disability Definition & Model		✓		
Profile & Data		✓		
Recognition of Disability Diversity				✓

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
				Targets only students who are blind or visually impaired
Policy, Programme or Project Intention		✓		
Policy, Programme & Project Coherence		✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) • Education Act of 1999 (This Act declared that all persons are entitled to receive an educational programme suitable to their needs based on the availability of resources). • Saint Lucia Medium Term Development Strategy 2020-2023 (Objective 3: 3. Ensure that all subgroupings of the Saint Lucian society are adequately accommodated and represented in the development process) 		
Resource Allocation		✓ Students receive braille and other resources to facilitate learning and are taught by itinerant teachers in regular schools alongside students who are not		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
		disabled. Additionally, classroom teachers receive training in adaptive and accommodative instructions to support students who are blind or visually impaired in the least restrictive environment.		
Authors of Policy/Programme/Project		✓		
Intersectionality		✓		
Implementation & Review		✓		
Overall Score				19/20

Name of Programme: Eye Clinic Programme

Organization: Saint Lucia Blind Welfare Association

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model		✓		
Profile & Data		✓		
Recognition of Disability Diversity				✓ This programme targets persons who are blind or visually impaired. The conditions range from mild to severe.
Policy, Programme or Project Intention		✓		
Policy, Programme & Project Coherence		✓ This programme aligns with:		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
		<ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) 		
Resource Allocation		✓		
Authors of Policy/Programme/Project		✓		
Intersectionality		✓		
Implementation & Review		✓		
Overall Score				19/20

Name of Programme: Eye Health/Low Vision Programme

Organization: Saint Lucia Blind Welfare Association

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓ This programme targets both individuals who have normal vision and those who are visually impaired.		
Disability Definition & Model		✓		
Profile & Data		✓		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Recognition of Disability Diversity				✓ Focuses on blindness and visual impairments.
Policy, Programme or Project Intention	✓	It seeks to raise awareness about eye health, conduct school eye screening and provide training where necessary.		
Policy, Programme & Project Coherence	✓	This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) • Education Act of 1999 (This Act declared that all persons are entitled to receive an educational programme suitable to their needs based on the availability of resources). • Saint Lucia Medium Term Development Strategy 2020-2023 (Objective 3: 3. Ensure that all subgroupings of the Saint Lucian society are adequately accommodated and represented in the development process) 		
Resource Allocation	✓			

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Authors of Policy/Programme/Project		✓		
Intersectionality		✓		
Implementation & Review		✓		
Overall Score				19/20

Name of Programme: Family Services

Organization: Ministry of Equity, Social Justice, Local Government and Empowerment

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model			✓	
Profile & Data			✓ Beneficiaries are referred to the programme.	
Recognition of Disability Diversity		✓		
Policy, Programme or Project Intention				✓
Policy, Programme & Project Coherence		✓ ✓ (Public Assistance Programme)		
Resource Allocation				✓
Authors of Policy/Programme/Project			✓	
Intersectionality				✓ Provides counselling and therapeutic services for dysfunctional families and children in need of

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
				protection including those with disabilities
Implementation & Review			✓	
Overall Score				10/20

Name of Programme: Medical Assistance Programme

Organization: Ministry of Equity, Social Justice, Local Government and Empowerment

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities				✓ Targets poor families including those with disabilities to increase access to medical care.
Disability Definition & Model			✓	
Profile & Data			✓	
Recognition of Disability Diversity			✓ This information is not specified. Only PWDs who are poor are eligible. Beneficiaries are selected through a means test.	
Policy, Programme or Project Intention				✓ There is no policy document for this programme. However, the programme aims to support eligible PWDs by providing resources so that their special needs can be addressed.

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
				However, it limits access to PWDs from all socio-economic background who have a need.
Policy, Programme & Project Coherence		<p>✓</p> <p>This programme aligns with:</p> <p>The National Strategic Action Plan 2014-2019 (Objective 1.1: This Policy mandates the creation of a mechanism to improve beneficiary selection for the main social protection interventions, giving priority to the poorest and most vulnerable groups in the country.)</p> <p>Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development)</p>		
Resource Allocation				✓
Authors of Policy/Programme/ Project			✓	

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Intersectionality				✓ Persons who are poor and have a disability benefit from this programme. However, the programme restricts access to PWDs from other socio-economic backgrounds
Implementation & Review		✓ Beneficiaries have monthly meetings with the Medical Assistance Committee spearheaded by the Chief Medical Officer (CMO) from the Ministry of Health and representatives from the Hospital, social Ministries.		
Overall Score				9/20

Name of Programme: Multiple Disabilities including Vision Impairment Programme

Organization: Saint Lucia Blind Welfare Association

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model		✓		
Profile & Data		✓		
Recognition of Disability Diversity		✓		
Policy, Programme or Project Intention		✓		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Policy, Programme & Project Coherence		<ul style="list-style-type: none"> This programme aligns with: Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) Saint Lucia Medium Term Development Strategy 2020-2023 		
Resource Allocation		✓		
Authors of Policy/Programme/ Project		✓		
Intersectionality		✓		
Implementation & Review		✓		
Overall Score				20/20

Name of Programme: Rehabilitation and Adjustment to Blindness Programme

Organization: Saint Lucia Blind Welfare Association

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model		✓		
Profile & Data		✓		
Recognition of Disability Diversity				✓

			This programme targets persons who are blind
Policy, Programme or Project Intention	✓		
Policy, Programme & Project Coherence	✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) 		
Resource Allocation	✓		
Authors of Policy/Programme/ Project	✓		
Intersectionality	✓		
Implementation & Review	✓		
Overall Score			19/20

Name of Programme: Disaster Assistance

Organization: Ministry of Education, Innovation, Gender Relations and Sustainable Development

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities				✓ Children with disabilities who are enrolled in infant or primary school.
Disability Definition & Model			✓ Not specified	
Profile & Data			✓ Not specified	
Recognition of Disability Diversity			✓ Not specified.	
Policy, Programme or Project Intention		✓ “To develop the country’s human resource base, through the provision of basic nutritional support to children in Infant and Primary Schools in urban and rural communities. To provide basic nutritional support to children in Infant and Primary Schools aimed at eradicating malnutrition among the vulnerable children in society.” (Department of Education, Innovation, Science, Technology and Vocational Training, n.d, para. 1).		
Policy, Programme & Project Coherence		✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and 		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
		contribute meaningfully to national sustainable development)		
Resource Allocation		✓		
Authors of Policy/Programme/Project			✓	
Intersectionality		✓		
Implementation & Review		✓ “The Department of Education, Innovation and Gender Relations currently employs one hundred and fifteen (115) Cooks, assigned to Infant and Primary Schools to manage the Feeding Programme, specifically to prepare meals and serve the students. In addition to lunch which is sold at EC\$1.00 per meal, Cooks are required to prepare and serve Breakfast to needy students, daily” (Department of Education, Innovation, Science, Technology and Vocational Training, n.d, para. 8)		
Overall Score				11/20

Name of Programme: Skills for Youth Employment Programme (SKYE)

Organization: UKAID

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities				✓ 12% of beneficiaries must be persons with disabilities
Disability Definition & Model			✓ Not specified	
Profile & Data		✓		

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Recognition of Disability Diversity		✓		
Policy, Programme or Project Intention		✓		
Policy, Programme & Project Coherence		✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) • Saint Lucia Medium Term Development Strategy 2020-2023 (Objective 3: 3. Ensure that all subgroupings of the Saint Lucian society are adequately accommodated and represented in the development process) 		
Resource Allocation		✓		
Authors of Policy/Programme/ Project			✓	
Intersectionality		✓		
Implementation & Review		✓		
Overall Score				16/20

Name of Programme: Wood Carving/Sculpture Programme

Organization: National Council of and for Persons with Disabilities

Disability Element	Lens	Yes/Positive(2)	No/Negative(0)	To Some Extent(1)
Inclusion of Persons with Disabilities		✓		
Disability Definition & Model		✓		
Profile & Data			✓ Not specified	•
Recognition of Disability Diversity		✓		
Policy, Programme or Project Intention		✓ This programme is a “ training program to educate those interested in wood carving skills as a vocation” (National Council of and for Persons with Disabilities, n.d, p.1)		
Policy, Programme & Project Coherence		✓ This programme aligns with: <ul style="list-style-type: none"> • Saint Lucia National Social Protection Policy 2015(Policy Goal: The overall goal of this Policy is to provide a framework, which promotes equity and enhances the well-being and capacity of poor and vulnerable households and populations in Saint Lucia to protect their consumption; invest in their future; and contribute meaningfully to national sustainable development) 		
Resource Allocation				•
Authors of Policy/Programme/ Project		✓		
Intersectionality		✓		
Implementation & Review			✓ Not specified	
Overall Score				16/20

Appendix Two: List of Elite Interviews and Focus Group Discussions

Interviews Conducted for St. Lucia CDB Disability Project

1. Interview with Director of Social Transformation in the Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports and Local Government
2. Interview with President of National Council of and for Persons with Disabilities
3. Interview with Director of Research and Planning Unit in the Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports and Local Government
4. Interview with Director of Gender Relations in the Ministry of Education, Innovation, Gender Relations and Sustainable Development
5. Interview with President of St. Lucia Blind Welfare Association
6. Interview with Head of St. Lucia Chamber of Commerce
7. Interview with Superintendent of Police
8. Interview with President of Cerebral Palsy Association
9. Interview with Principal of Vieux Fort Special Education
10. Interview with Senior Teacher of Lady Gordon Opportunity Centre
11. Interview with Managing Director, CTV
12. Interview with Representative from the Ministry of Health
13. Interview with Vulnerable Victims Unit
14. Interview with Head of Banking Association of St. Lucia
15. Interview with Director, National Emergency Management Organization

Focus Group Sessions Conducted for St. Lucia CDB Disability Project [Completed]

1. Women with disabilities (Age 20+ & Rural) Group 1
2. Women with disabilities (Age 20+ & Rural) Group 2
3. Women with disabilities (Age 20+ & Urban) Group 1
4. Women with disabilities (20+ & Urban) Group 2
5. Men with disabilities (Age 20+ Rural)
6. Men with disabilities (Age 20+ 7 Urban)
7. Female adolescents with disabilities (Age 14-19& Rural and Urban Mixed) Group 1
8. Female adolescents with disabilities (Age 14-19& Rural and Urban Mixed) Group 2
9. Female adolescents with disabilities (Age 14-19& Rural and Urban Mixed) Group 3

10. Male Adolescents with disabilities (Age 14-19 & Rural)
11. Males Adolescents with disabilities (Age 14-19 & Urban)
12. Boys with Disabilities (Age 8-13 & Urban)
13. Girls with disabilities (Age 8-13 & Rural)
14. Caregivers of PWDs (Rural and Urban) Group 1
15. Caregivers of PWDs (Rural and Urban) Group 2
16. Disability Stakeholders