

Disability Inclusion in Latin America and the Caribbean



Castries, Saint Lucia: Photo: Styve Reineck

The Situation in Saint Lucia

March 2023¹

¹ This profile provides an overview of the legal and social context affecting persons with disabilities with the objective to support Government and the [World Bank's commitments on Disability Inclusion](#) adopted at the Global Disability Summit in 2018, as well as the institution's Environmental and Social Framework. The profile is based on a literature review of publicly official available documents but especially based on the World Bank Regional Report 'Disability Inclusion in Latin America and the Caribbean: A Path to Sustainable Development'. This is a joint World Bank co-financed by the Canada Caribbean Resilience Facility. The brief was prepared by a team led by María Elena García Mora and Naraya Carrasco that included Camilo Vargas Sosa, Melissa Zumaeta, Cristina Lería, Miguel Garza and Linda Anderson-Berry. It includes significant inputs from Sanjay Agarwal, Melike Egilmezler, María Inés García Calderón (edit) and Iván García Estébanez (design). For any additional inquiries on disability inclusion in LAC, task teams, and/or country teams, through the project/country Social Development Specialists, should reach out to the regional focal point on disability inclusion in LCR, Maria Elena Garcia Mora (mgarciamora@worldbank.org). For inquiries on disability inclusion globally, please contact to the WB Disability Advisor Charlotte McClain-Nhlapo (cmcclainnhlapo@worldbank.org).

OPPORTUNITIES:

- Support the Government of Saint Lucia to establish platforms and mechanisms to include persons with disabilities at all levels of consultation and planning.
- To strengthen disaggregated data collection and target awareness campaigns to increase participation of persons with disabilities.
- To support the government of St Lucia to participate in International and Regional platforms developing disability-inclusive disaster risk management strategies that will enhance the national response to the impacts of climate change.

I. Objective

The objective of this note is to identify national entry points to strengthen the inclusion of persons with disabilities in Saint Lucia. This note was prepared to accompany the operationalization of the regional report '[Disability Inclusion in Latin America and the Caribbean : A Path to Sustainable Development](#).'² It is meant to guide the Government and the World Bank to strengthen disability-inclusion at the country level and is not an exhaustive analysis on disability-inclusion in the country.

Although the regional report establishes that the inclusion of persons with disabilities in Latin America and the Caribbean has progressed in the last

² García Mora, María Elena, Steven Schwartz Orellana and Germán Freire. 2021. *Disability Inclusion in Latin America and the Caribbean: A Path to Sustainable Development*. Washington, DC: World Bank.

two decades, much remains to be done to achieve their social and economic inclusion. In general, persons with disabilities in Latin America and the Caribbean are more likely to be poor and vulnerable, have fewer years of education, have poor labor market indicators, and are more frequent victims of discrimination, among many other gaps.

II. Persons with Disabilities at a Glance

It is estimated that around 15 percent global population—one billion people—are persons with disabilities.³ Approximately 750,000 of them live in the Anglophone Caribbean, (which includes Saint Lucia), representing also 15 percent of the population of individuals living within that region.⁴

The Saint Lucia 2010 Census of Population and Housing,⁵ which produced results similar to other Caribbean countries, revealed that persons with disabilities account for approximately 12 percent of the population due to a range of congenital and acquired causes. At the time of the census, the population was around 174,000 people. Disability was spread unevenly across age groups, increasing with age. The most prevalent difficulties were walking and seeing. Across all categories, prevalence was higher among females than males at all levels of severity. It is worth noting that data in all categories were missing for over 26,000 people, which may have biased results, and led to a

TABLE 1. Indicators for Persons with Disabilities vs. Persons without Disabilities

	Persons with disabilities (%)	Persons without disabilities (%)
Percentage of children attending school (3–18 years old) (ECLAC 2017 based on census 2001)	70	77
Percentage of persons aged 18–59 who have completed secondary education (ECLAC 2017 based on census 2001)	29	45
Percentage of persons aged 15–59 that are economically active (ECLAC 2017 based on census 2001)	39	61
Employment rate	n/a	n/a
Access to internet	n/a	n/a
Household access to cellphones	n/a	n/a

significant under-count.⁶ Finally, population growth is slowing and, as life expectancy increases, the population is also rapidly aging. As disability increases with age both the rate and total number of persons with disabilities will continue to increase into the future.

TABLE 2. Disability Prevalence in Saint Lucia by function. Expressed in terms of number in total population and as a percentage of the total population

	Response option - Yes, some difficulty		Response option - Yes, a lot of difficulty		Response option - Cannot do at all	
	Number	Percentage	Number	Percentage	Number	Percentage
Upper Body Function	1,058	0.78	515	0.37	344	0.25
Walking	3,676	2.66	1,982	1.43	860	0.62
Remembering	2,487	1.79	990	0.71	336	0.24
Seeing	7,004	4.98	1,655	1.18	482	0.34
Self-Care	1,019	0.74	541	0.39	823	0.59
Hearing	1,773	1.27	500	0.36	185	0.13

Source: 2010 Saint Lucia Population and Housing Census⁷

³ World Bank and WHO, “World Report on Disability,” 2011, https://www.who.int/disabilities/world_report/2011/report.pdf?ua=1. This prevalence is similar to that reported for the Latin America and Caribbean region (14.7percent) in the 2021 World Bank report “Disability Inclusion in Latin America and the Caribbean: A Path to Sustainable Development”, see <https://openknowledge.worldbank.org/handle/10986/36628>

⁴ Commonwealth Parliamentary Association, Human Rights and Persons with Disabilities in the Anglophone Caribbean (2018).

⁵ <https://www.stats.gov.lc/census/>

⁶ background/situational analysis/issues – OHCHR

⁷ Table constructed from <https://redatam.org/binlca/RpWebEngine.exe/Portal?BASE=PHC2010C&lang=ENG>

TABLE 3. Disability Prevalence in Saint Lucia by Type and Gender – Numbers in total population

	Male	Female	Total
Upper body function	846	1,096	1,942
Walking	2,535	4,005	6,540
Remembering	1,517	2,296	3,813
Seeing	3,324	5,818	9,142
Self-Care	1,077	1,306	2,383
Hearing	1,086	1,373	2,459

Source: 2010 Saint Lucia Population and Housing Census⁸

Note: numbers in Yes, some difficulty; Yes, a lot of difficulty; and Cannot do at all have been combined

III. Poverty and Vulnerability

Saint Lucia takes a multi-dimensional approach to defining and measuring poverty that transcends income and per-capita expenditure, and uses a range of indicators of an individual's well-being and ability to achieve valuable functions.⁹ In 2016, 24.2 percent of the population were found to be poor, although this rate is slowly declining. This measure does not specifically account for persons with physical, sensory or psycho-social disabilities, and there are no data on the poverty and vulnerability of persons with disabilities in Saint Lucia. It is known, however, that persons with disabilities in Latin America and the Caribbean are more likely to live in households that are poor, and are overrepresented among the vulnerable. In LAC, about 1 in 5 people living in extreme poverty has a disability, and approximately 70 percent of households with persons with disabilities are vulnerable to falling into poverty.¹⁰ Therefore, the Government of Saint Lucia expanded public assistance programs for persons with disabilities during the COVID-19 pandemic, and specifically raised the Child Disability Grant from \$200 to \$300 (Eastern Caribbean dollar).¹¹

IV. Education

The Saint Lucia 1999 Education Act entitles all persons to receive an education appropriate to their needs. The Special

Education Unit in the Department of Education is a focal point for children with special needs and several schools have been established for children with disabilities. There are no data on enrolment in these schools, completion of education, or employment of graduates. Children and youths with disabilities in Latin America and the Caribbean have experienced significant barriers to accessing education. Persons with disabilities aged 3–18 are less likely to attend school than their peers without disabilities, and are, therefore, less likely to graduate from secondary school. While 70 percent of persons with disability aged 3 and 18 years old are attending school, 77 percent without disability are attending. Furthermore, only 29 percent of persons with disabilities graduate from secondary school (persons between 18–59 years) compared with 45 percent without disability.¹²

V. Skills, work, and labor outcomes

Inactivity, rather than employment rates, explains the exclusion of persons with disabilities from the labor market in Latin America and the Caribbean. When persons with disabilities seek employment, they tend to find work in low-skilled positions, especially in urban areas. The economic impact of having a household member with disabilities is also evident through higher unemployment rates for disabled heads of households.¹³

The ECLAC (2017) report estimates that the inactivity rate of persons (15–59 years) is 39 percent among those with disability compared to 61 percent for those without disability.

VI. Voice and Agency

Excluded groups lack voice and agency because they are denied platforms to speak, and participate in making decisions. In Saint Lucia, the legal framework restricts or excludes persons with psychosocial or intellectual disabilities from voting or standing for office.

The House of Assembly (Elections) Act (1979), Section N° 13 states that: "A person is disqualified from being registered as

⁸ Table constructed from <https://redatam.org/binlca/RpWebEngine.exe/Portal?BASE=PHC2010C&lang=ENG>

⁹ Saint Lucia National (Government of Saint Lucia 2015) Report on Living Conditions 2016. Available at: [file:///Users/usuario/Downloads/166535%20\(2\).pdf](file:///Users/usuario/Downloads/166535%20(2).pdf)

¹⁰ García Mora, María Elena, Steven Schwartz Orellana and Germán Freire. 2021. *Disability Inclusion in Latin America and the Caribbean: A Path to Sustainable Development*. Washington, DC: World Bank.

¹¹ Office of the Prime Minister. June, 2020. *Government to expand public assistance and increase child disability and foster care grants*. Accessed on May 18: <https://www.govt.lc/news/government-to-expand-public-assistance-and-increase-child-disability-and-foster-care-grants>

¹² Comparative education indicators: Persons with Disabilities vs. Persons without Disabilities (percent). Source: ECLAC 2018 based on census 2001.

¹³ García Mora, María Elena, Steven Schwartz Orellana and Germán Freire. 2021. *Disability Inclusion in Latin America and the Caribbean: A Path to Sustainable Development*. Washington, DC: World Bank.



Photo: Ed-Ni-Photo

an elector who (a) is a person certified to be insane or otherwise adjudged to be of unsound mind under any enactment in force in Saint Lucia...” Further, Section N° 26, subsection 1 states: “Every person who knowing, or having reasonable cause to believe that he/she is subject to any legal incapacity as is mentioned in section N° 13; makes any claim to be included in any list or register shall be liable on summary conviction to the fine of two hundred and fifty dollars or to imprisonment for six months.”

VII. Disaster Risk Management

The Disaster Management Act¹⁴ of 2006 established the country’s legislative framework for DRM. The Hazard Mitigation Policy of 2006 puts a focus on reducing risk and building the nation’s resilience to hazard impacts. Strengthening disaster resilience is a priority. A National Emergency Management (EM) Advisory Committee was formed and a Comprehensive Disaster Management framework was implemented. Thirteen national committees manage priority thematic aspects of Disaster Risk Reduction (DRR) and Emergency Management (EM), sharing responsibilities across Government and private sector agencies. Persons with disabilities, or their representatives, are members of several of these committees. Several District level committees were formed to manage local and community level issues. However, most of these are currently dysfunctional.

Within the Act, the only direct mention of persons with disability, or other marginalised or disadvantaged communities is related to emergency shelter. A key provision notes the government’s responsibility to provide persons made homeless by a disaster with temporary shelter. Support and attention are given to low-income groups, the elderly, persons with disabilities and other vulnerable groups. The Act also specifies that warnings (meteorology) and information should be disseminated over multiple technologies/platforms which directly and indirectly support persons with disabilities.

The National Emergency Management Organization (NEMO) was established in 2000 to prepare the country for natural hazards and coordinate post-disaster responses at local, regional, and international levels through the CDM. There is little evidence of plans for persons with disabilities or their inclusion in operational activities. However, the CDM approach is disability inclusive, and official procedures – as documented in policy and operational planning and processes – should include persons with disabilities or their representatives.

Some Saint Lucia relevant institutions in the field are: 1) The Office of the Prime Minister responsible for the National Emergency Management Office (NEMO),¹⁵ 2) Ministry of Infrastructure, Ports, Energy and Labour responsible for Meteorological services, 3) Ministry of Economic Development, Housing, Urban Renewal, Transport and Civil

¹⁴ CEPAL (2006). Available at: https://observatoriop10.cepal.org/sites/default/files/documents/lc_-_disaster_management_act.pdf

¹⁵ Web page: <http://nemo.gov.lc>

Aviation responsible for Physical Planning, Survey and Mapping, and 4) Ministry of Public Service Information and Broadcasting responsible for communications policy.

Furthermore, Saint Lucia has a wide range of communication platforms and networks available to the local community and visitors. These include television, radio, a wide range of public and industry websites and many social media platforms, all of which make information more accessible. However, a lack of compliance with accessibility standards in the formatting of this information, such as WCAG 2.0 for web-based information, means that much of this content is unavailable to people with sensory, intellectual and psychosocial disabilities, particularly those that depend on text-to-voice web readers.

VIII. Legal and Policy Framework

Saint Lucia strive for inclusion and exercise of the rights of persons with disabilities through the following legal international instruments: 1) Saint Lucia signed the [UN Convention on the Rights of Persons with Disabilities \(CRPD\)](#) in 2011 but did not ratify it until June 2020. The Optional Protocol was also acceded in June 2020. 2) Saint Lucia is committed to [2030 Agenda for Sustainable Development and the Sustainable Development Goals \(SDGs\)](#) of 2015, which pledge that “no one will be left behind” and to “endeavor to reach the furthest behind first”, who are the most vulnerable and disadvantaged. Disability is referenced in the SDGs and specifically in parts related to education, growth and employment, inequality, accessibility of human settlements, and data collection and monitoring of the SDGs. Commitments and goals are being operationalized and delivered through the country’s National Economic and Social Development Plan (2013–2025). 3) The Country signed the [Paris Agreement](#) (2015) in 2016. This was ratified and entered into force later the same year. This builds on the United Nations Framework Convention for Climate Change (UNFCCC) and acknowledges that all countries, in their efforts to mitigate the risks of climate change, should respect their obligations on human rights, including “the rights of indigenous peoples, local communities, migrants, children, persons with disabilities and people in vulnerable situations.” 4) Saint Lucia has committed to [The Sendai Framework for DRR 2015–2030](#), which recognizes persons with disabilities and their representatives as essential stakeholders in disaster risk reduction (DRR) and acknowledges the importance of disability inclusive disaster preparedness,

response and recovery, and the need for accessible technology and communications. The United Nations Office for Disaster Risk Reduction (UNDRR) 2017 Data Readiness Review¹⁶ that reviews data for indicators to measure the global targets of the Sendai Framework, and identify current gaps, notes that a range of data is disaggregated by disability. This includes the number of injuries, deaths and missing persons, the number of dwellings and the number of people whose livelihoods were disrupted or destroyed by disasters.

On the Regional level, Saint Lucia has not yet signed the [Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons with Disabilities \(CIADDIS\)](#)¹⁷, which is the first regional legal framework for the protection of the rights of persons with disabilities.¹⁸ Saint Lucia has been a member of the Caribbean Community (CARICOM) since 1974. In 1997, Heads of Government of CARICOM signed [the Charter of Civil Society](#) which addresses the rights of persons with disabilities in its Article N° 14: “Every disabled person has, in particular, the right a) not to be discriminated against on the basis of his or her disability; b) to equal opportunities in all fields of endeavor and to be allowed to develop his or her full potential; and c) to respect for his or her human dignity so as to enjoy a life as normal and full as possible.” In terms of [The Kingston Accord \(2004\)](#), as part of CARICOM, Saint Lucia participated in the First Caribbean Ministerial Meeting on Disability where this Accord was developed. The Accord promotes CARICOM’s model on disability policy and legislation, encourages best practices for services for persons with disabilities in the Caribbean, and affirms that every Caribbean citizen has the same human, civil, social, political, economic, and cultural rights. Saint Lucia signed the [Declaration of Pétion Ville \(2015\)](#), along with the 15 CARICOM States to reiterate their commitments to the CRPD.

With respect to national regulation, Saint Lucia ratified the Convention on the Rights of Persons with Disabilities in 2020. Saint Lucia does not have a general law on disabilities. The Saint Lucia Constitution of 1978 in Article 13 states that no law shall make any provision that is discriminatory either of itself or in its effect but does not expressly refer to discrimination on the basis of disabilities. The Equality of Opportunity and Treatment in Employment and Occupation Act no. 9 was issued in 2000. It defines “disabled person” as a person “*who is disadvantaged by virtue of intellectual, communicative, behavioral, physical or multiple exceptionalities.*” Disability is considered as a prohibited ground for discrimination (article 3.2 b). However,

¹⁶ https://www.preventionweb.net/files/54718_saintvincentandthegrenadinesvct.pdf

¹⁷ “Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons with Disabilities,” Pub. L. No. A-65 (1999), <http://www.oas.org/juridico/english/signs/a-65.html>.

¹⁸ While both the CRPD and the CIADDIS are international instruments designed to protect the rights of persons with disabilities, they differ in their respective understandings of disability. The CIADDIS merges the medical model of disability with some elements of the social model of disability.

article 5(h) of Act 9/2000 establishes that disability can be considered as a *bona fide* occupational qualification exception when:“(i) the disability in question was a relevant consideration in relation to the particular requirements of the employment concerned and the performance of the job cannot be carried out as a result of the disability; or (ii) special facilities or modifications, whether physical, administrative, or otherwise, are required to be made at the work place to accommodate the disabled person which the employer cannot reasonably be expected to perform.”

Furthermore, the Education Act (no. 41 of 1999) refers to “Special Education” in sections 83–86. There is no mention of “inclusive” education. The special education programs are provided to students of compulsory school age who by virtue of intellectual, communicative, behavioral, physical or multiple exceptionalities need special education. A special education program may take the form of an individual education plan (section 83.3). The Act foresees the establishment of a Council on Special Education (section 86). In addition, the National Insurance Corporation, regulated under Chapter 16.01 includes a disability benefit as a mechanism for social protection. The [Social Protection Policy 2015](#) refers to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and its objectives cover a range of protections with some direct reference to persons with disabilities. Under the authority of the Ministry of Social Transformation, Local Government and Community Empowerment, the National Council of and for Persons with Disabilities has been included as a stakeholder in policy development. Furthermore, Saint Lucia has adopted and implemented the OECS Building Code (2015) into national planning policy, although it is unclear how well this is applied or monitored. Government regulations require access for persons with disabilities to all public buildings; however, only a few government buildings have access ramps.

It is important to note that currently, there is no reliable national register of persons with disabilities adequate for DRM planning. The National Council of and for Persons with Disabilities maintains a record of persons with a range of disabilities primarily to provide support services. It is based on disability data from household surveys in which it is acknowledged that questions are frequently not well understood by either the respondents or the surveyors that explain them,¹⁹ and is therefore likely to be unreliable. In addition, the Department of Human Services - within the Ministry of Health - runs several programs to build resilience in persons with disabilities and the elderly, and to provide support in disasters. Since 2014 the Smart Hospitals Program,²⁰ promoted and supported by PAHO/WHO and a number of donors, has supported several hospitals in Saint Lucia to be more resilient to disasters and environmentally sustainable and accessible for persons with disabilities. Adaptations include ramps, lifts, guardrails, and accessible toilets.

IX. World Bank Engagements on disability inclusion in Saint Lucia

No engagements in World Bank projects on disability-inclusion have been identified for Saint Lucia.

The World Bank Regional Partnership Strategy for the Organization of Eastern Caribbean States (OECS)²¹ for the period FY15–19 only mentions disability from a medical point of view. The report mentions that OECS²² countries are facing a health crisis, with rising rates of heart disease, diabetes, obesity, and other noncommunicable diseases (NCDs). NCDs disproportionately affect poor families, and raise the possibility of disability, premature death, and worsening poverty as people pay for medical treatment out of their own pockets.

¹⁹ <https://documents1.worldbank.org/curated/en/335951577485141568/pdf/Revised-Social-Assessment-Saint-Lucia-Human-Capital-Resilience-Project-P170445.pdf>

²⁰ https://www3.paho.org/disasters/index.php?option=com_docman&view=download&alias=2696-smart-health-care-facilities-in-the-caribbean-project-phase-ii-flyer&category_slug=smart-hospitals-toolkit&Itemid=1179&lang=en

²¹ It is a strategic document that outlines the World Bank Group’s engagement with OECS. It also determines how these countries can end poverty and boost shared prosperity, and the challenges that stand in the way (diagnosis).

²² The latest OECS has a Regional Partnership Framework covers the FY22–25 period. This covers all the OECS countries: Antigua and Barbuda, Dominica, Grenada, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines.

X. ANNEXES

Annex 1. Relevant Figures

The regional report does not contain relevant figures for Saint Lucia.

Annex 2. Legal framework analysis

A legal and institutional analysis of 30 countries across the Latin America and Caribbean region²³ examined the strengths and weaknesses of existing national frameworks with respect to the World Bank's commitments on disability inclusion. The principal purpose of the data is to support research and policy discussions about how legal and institutional frameworks

influence the social inclusion of persons with disabilities and their meaningful participation in society. In analyzing existing national legal frameworks on disability inclusion, the principal benchmarks used in the study are (a) the universally ratified Convention on the Rights of Persons with Disabilities; (b) the World Bank's Ten Commitments to Disability-Inclusive Development; and (c) the World Bank Environmental and Social Framework, and the accompanying Good Practice Note on Disability. There is insufficient information for an in-depth analysis of the legal and institutional framework, but existing protections are described in section VIII above and in the Table below.

		St. Lucia
1. Principle of non-discrimination. Does the legal framework...?		
1.1	Recognize the principle of non-discrimination on the basis of disability?	Insufficient information
1.2	Recognize the duty to provide reasonable accommodation as an element of non-discrimination?	Insufficient information
1.3	Apply to private enterprises/companies?	Insufficient information
1.4	Include physical, mental, intellectual and sensory impairments?	Insufficient information
1.5	Devote specific protection to women/girls with disabilities?	Insufficient information
1.6	Devote specific protection to children with disabilities?	Insufficient information
1.7	Devote specific protection to older persons with disabilities?	Insufficient information
1.8	Devote specific protection to indigenous persons with disabilities?	Insufficient information
1.9	Cover direct and indirect discrimination?	Insufficient information
1.10	Provide for measures to prevent, eliminate or compensate any form of discrimination on the basis of disability?	Insufficient information
Does the Constitution...?		
1.11	Expressly prohibit discrimination on the basis of disability?	Insufficient information
1.12	Include protections for persons with disabilities among provisions on fundamental rights?	Insufficient information
1.13	Reflect a social model orientation of disability?	Insufficient information
2. Full and effective participation and inclusion in society. Does the legal framework...?		
2.1	Recognize the effective participation of persons with disabilities in society on an equal basis?	Insufficient information
2.2	Provide equal opportunities for persons with disabilities to participate in the civil, political, economic, social and cultural spheres?	Insufficient information
2.3	Recognize the right of persons with disabilities to be actively involved in decision-making concerning persons with disabilities?	Insufficient information
2.4	Recognize the equal capacity before the law of persons with disabilities?	Insufficient information
2.5	Promote training of public servants on the rights of persons with disabilities?	Insufficient information

²³ García Mora, María Elena, Steven Schwartz Orellana and Germán Freire. 2021. *Disability Inclusion in Latin America and the Caribbean: A Path to Sustainable Development*. Washington, DC: World Bank.

St. Lucia	
3. Accessibility. Does the legal framework...?	
3.1 Recognize the principle of universal access?	Insufficient information
3.2 Recognize access to communication?	Insufficient information
3.3 Is sign language recognized as an official national language or otherwise given official recognition?	Insufficient information
3.4 Access to physical environment and transport	
3.4.1 Mandate universal access for public buildings and other public facilities (private/government offices) including schools, housing, medical facilities and workplaces; and including accessibility standards for public buildings?	Insufficient information
3.4.2 Mandate universal access to transport infrastructure and services?	Insufficient information
3.4.3 Provide subsidized transport?	Insufficient information
3.4.4 Mandate reasonable accommodation to access public services?	Insufficient information
3.5 Access to Information	
3.5.1 Provide public information to persons with disabilities in accessible formats and technologies without additional cost? (including Braille, tactile communication, audio, plain-language, human-reader, augmented modes, etc.)	Insufficient information
3.5.2 Allow for the use of alternative modes of communication and other accessible means for official interactions (i.e. use of sign languages, Braille, etc.)?	Insufficient information
3.5.3 Mandate accessibility of information and technology including electronic services?	Insufficient information
3.5.4 Provide accessibility standards for audio-visual media?	Insufficient information
1. Education. Does the legal framework...?	
1.1 Expressly recognize the principle of an inclusive education system and articulate the aims of inclusive education?	Insufficient information
1.2 Prohibit the exclusion of persons with disabilities from the general education system?	Insufficient information
1.3 Cover all levels of education for persons with disabilities?	Insufficient information
1.4 Ensure access of persons with disabilities to the general education system?	Insufficient information
1.5 Include reasonable accommodation based on individual student's requirements?	Insufficient information
1.6 Support persons with disabilities, including individualized support within the general education system?	Insufficient information
2. Health. Does the legal framework...?	
2.1 Provide persons with disabilities with health services of the same quality and standard of free or affordable health care as provided to other persons?	Insufficient information
2.2 Provide reproductive health care to persons with disabilities?	Insufficient information
2.3 Provide health services which specifically minimize and prevent secondary disabilities?	Insufficient information
2.4 Mandate funds/public programs for rehabilitation services?	Insufficient information
2.5 Recognize free and informed consent of persons with disabilities and establish ethical standards for the provision of public and private health care?	Insufficient information
3. Work and Employment. Does the legal framework...?	
3.1 Prohibit discrimination in the workplace, including conditions of recruitment, hiring and employment, and provide safe and healthy working conditions?	Insufficient information
3.2 Mandate the employment of persons with disabilities in the public sector?	Insufficient information
3.3 Establish a quota system for the employment of persons with disabilities in the public sector?	Insufficient information

	St. Lucia
3.4 Promote the employment of persons with disabilities in the private sector through appropriate policies and measures which may include affirmative action programs, incentives and other measures?	Insufficient information
3.5 Mandate reasonable accommodation in the workplace?	Insufficient information
4. Participation in political and public life. Does the legal framework...?	
4.1 Contain restrictions or exclusions on the right to vote for persons with disabilities, such as an exclusion based on legal capacity?	Yes
4.2 Persons with disabilities might be denied the right to stand for office on account of discriminatory criteria that exclude them.	Yes
4.3 Guarantee equal and effective access to voting procedures, facilities and materials in order for persons with disabilities to exercise their right to vote, including reasonable accommodations and other measures for accessibility?	No
4.4 Include representation of persons with disabilities in the legislature through quotas or other positive measures?	No
4.5 Expressly mandate assisted voting for persons with disabilities, including selection of an assistant of their own choosing?	Partial
4.6 Provide for voting for persons who are in long-term institutions or home-bound?	No
4.7 Include accessibility standards for the internet?	No
4.8 Accessibility standards for polling stations?	No
5. Social Protection. Does the legal framework...?	
5.1 Recognize disability-related expenses in social protection programs?	Insufficient information
5.2 Recognize the right of persons with disabilities to access public housing programs?	Insufficient information
5.3 Prohibit discrimination in access to and supply of goods and services?	Insufficient information
6. Protection in situations of risk. Does the legal framework...?	
6.1 Ensure the protection and safety of persons with disabilities in situations of risk/emergency including armed conflict, public health emergencies, humanitarian emergencies and natural disaster?	Insufficient information
1. National Monitoring	
1.1 Does the State have focal points within Government to implement the Convention?	Insufficient information
1.2 Does the State coordinate within Government to facilitate related actions in different sectors and at different levels?	Insufficient information
2. Establish an independent monitoring	
2.1 Does the State have an independent framework to promote, protect and monitor implementation of the Convention?	Insufficient information
2.2 Does the designated framework meet the requirements of independence?	Insufficient information
3. Participation in monitoring	
3.1 Does the State involve civil society?	Insufficient information
3.2 Does the State involve persons with disabilities?	Insufficient information
3.3 Has the State taken measures to include gender perspectives?	Insufficient information
3.4 Has the State supported people with disabilities to participate in public matters that affect them?	Insufficient information
3.5 Does the State allow for participation in preparing the State report and in monitoring?	Insufficient information

Annex 3. Stakeholder mapping²⁴

There are a range of government bodies and disability support organisations in the country which provide practical support to meet the day-to-day needs of persons with disabilities.

- **National Council of and for Persons with Disabilities (NCPD)**²⁵ was established in 1981 as a statutory body by an Act of Parliament to support individuals with disabilities and to empower communities to achieve equality, independence and economic self-sufficiency. The NCPD is now the umbrella body for all organizations helping persons with disabilities within St. Lucia. The Council has a defined role in the National Emergency Management System and works with EM on emergency preparedness and response for persons with disabilities. Recent activities include *Preparedness for Response for Persons with Disabilities and their Caretakers* workshops in 2019. The Council relies heavily on volunteers for its work and engagement with DRM. NCPD has a strong social media and Facebook presence and a dedicated webpage.
- **National Community Foundation:** Through the NCF, Special Education Centers are funded so that children with disabilities can attend school and feel integrated into society. Small projects are funded to help persons with disabilities improve their economic status.
- St. Lucia Blind Welfare Association provides education, vocational training and employment, and helps to provide social and other services for persons with blindness and visual disabilities. The association is guided by the mission of the Caribbean Council for the Blind.
- **The Caribbean Development Bank:** The Caribbean Development Bank has launched the Disability Assessment Project (2018) to develop evidence-based projects and services to mainstream disability awareness in the region. The project seeks to provide robust disability data in social, economic, and political domains; examine the differential impacts of disability and their intersection with other vulnerabilities associated with sex, age cohort (children, youth, elderly and working age), ethnicity, and race (as relevant); identify constraints and enablers to equal participation of persons with disabilities compared to those without in growth sectors of the formal and informal economy; and examine vulnerabilities to natural disasters, economic shocks and climate change.
- Since 2014 the Smart Hospitals Program, promoted by PAHO/WHO and a number of donors, has supported several hospitals in Saint Lucia to become more resilient to

disasters, and environmentally sustainable and accessible for persons with disabilities. Adaptations include ramps, lifts and guardrails or accessible toilets.

Annex 4. Glossary - Empower with words

- Language used on disability varies across countries and cultures. In a country context, it is useful to ask persons with disabilities which words and phrases they prefer. It is also important to find out whether an individual is willing to disclose their disability. When describing an individual, do not reference his or her disability unless it is clearly pertinent to the issue or story.
- It is recommended to use 'person-first language', which puts the person before his or her impairment (a person who uses a wheelchair, a person with visual impairment) which is in line with the United Nations' Convention on the Rights of Persons with Disabilities (UN CRPD).
- The use of terms such as "handicapped", "a person suffering from...", "mentally retarded", "able-bodied/normal", "the disabled", "the blind", "paraplegic", "wheelchair-bound" are not recommended. Disability is not an illness and hence it is important to refrain from using terms such as healthy versus sick.

The following brief glossary provides guidelines to portray individuals with disabilities in a respectful and balanced way with language that is neutral:

- Person(s) with disabilities
- Person who is blind/ or person with visual disabilities
- Person who is deaf/ person who is deaf or hard of hearing/ person with hearing disabilities: Many people in the Deaf community prefer the use of a lowercase "d" to refer to audiological status and the use of a capital "D" when referring to the culture and community of Deaf people.
- Person who is deaf/blind
- Person with mobility/physical disabilities
- Person using a wheelchair/a wheelchair user
- Person with intellectual/developmental disabilities
- Person with albinism
- Person with short stature or little person
- Person with psychosocial disabilities
- Person with Down syndrome
- Organization of Persons with Disabilities (OPDs)
- Assistive devices (white cane, hearing aid, wheelchair, tricycle).

²⁴ This is a living document that is constantly being updated. Therefore, the list of OPDs may change from time to time. Following appropriate accessibility features (sign interpretation, closed caption) is key to ensure that persons with disabilities can efficiently and openly participate of meetings and consultations.

²⁵ <https://www.facebook.com/ncpdinc/>