



# National Disability Policy

## — St. Kitts and Nevis —

*Promoting Inclusion, Accessibility, and Equal Opportunities for All*



— 2026 - 2030 —

*Prepared by:* Government St. Kitts and Nevis

*In collaboration with:* Government Ministries, NGOs, and the Private Sector

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# **St. Kitts and Nevis National Disability Policy – Revised 2026**

## **Brief Background & Policy Imperatives**

### **1.0 Background**

Around 15 per cent of the world’s population, or estimated 1 billion people, live with disabilities. They are the world’s largest minority. Persons with disabilities, including those living and working in St Kitts and Nevis, are widely recognized as one of society’s most vulnerable groups. Their vulnerability not only arises from their disabilities which may, in some cases, restrict their fulsome participation in all sectors of society, but also from the continued existence of negative societal stereotypes, stigma and discrimination, poverty and socio-economic disenfranchisement.

The Federation of St. Kitts and Nevis (SKN) ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRDP) in October 2019; however, progress towards the implementation of the provisions of these instruments has been slow. Notwithstanding the existence of the Convention on the Rights of Persons with Disabilities (CRPD), persons with disabilities are oftentimes the most overlooked and disenfranchised community, principally because of societal, economic and political impediments that restrict their rights, impinge on their dignity, dehumanize them, and discriminate against them in the work, home and school environments. To date there is no National Policy or Disability Act. The draft National Special Needs Policy was presented in 2017, but there was no further action on this.

In the country’s Implementation Plan for the National Development Planning Framework (NDPF) of St. Kitts and Nevis 2023 – 2037 under the Social Protection Pillar, a stated goal is to “strengthen the resilience of the poor and vulnerable by enabling them to benefit from investments in human capital”. The Plan states that an action item is the preparation of an evidence-based National Policy for persons with disabilities which is approved and implemented. This is a shift from the statement in the 2017 Situation and Special Needs Assessment, which stated, “Not having 100% updated legislation, policy or strategy in one area should not be a hindrance to working on practical, realistic activities in another area to improve the lives of ‘PwDs.’”

The Federation took the decision to revisit and update the 2017 Draft National Policy. As a result a series of consultations and document review was undertaken by a Consultant between August 25 through to October 14, 2024. These have formed the basis for reshaping the policy imperatives stated in the 2017 document. In addition, the Revised National Policy will have a strategic action plan, with a monitoring and evaluation framework.

### **2.0 Policy Imperatives/Desired Outcomes**

The Policy Imperatives are intended to achieve outcomes which persons with disabilities consider important to their quality of life. They are related to the UN Convention on the Rights of Persons with Disabilities. While there are ten desired outcomes they are all interconnected. For example, to achieve economic inclusion and financial security, an inclusive and well-resourced education sector is critical. Underpinning each desired outcome are policy imperatives such as data collection to inform programmes and an institutional framework which is empowered to ensure the outcomes are achieved.

The ten policy imperatives are:

- Removal of Built Environment Barriers to Inclusion
- A commitment to Education, Training and Lifelong Learning
- Economic Inclusion and Financial Security
- Inclusive homes and communities
- Community Perception and Attitudes
- Health Wealth and Rehabilitation
- Inclusion in Social and Public Affairs
- Access to Legal System and the Protection of Rights
- Disaggregated Data Collection and Research
- Accountability Framework for Implementation and Collaboration

For each of the policy imperatives there is a further build out of strategies intended to achieve the desired outcome.

### **3.0 Policy Imperatives and Primary Objectives**

#### **Removal of Environmental Barriers to Inclusion**

*Outcome: A barrier free environment which impacts all sectors of the disability community.*

- Persons with disabilities have equal access to public spaces (buildings and premises)
- Transportation services allow for movement of persons with disabilities with reduced barriers
- Persons with disabilities have access to affordable ICT to enhance the inclusion of persons with disabilities in education, training and the labour market
- Persons with disabilities have access to information

#### **Education, Training and Lifelong Learning**

*Outcome: Persons with disabilities achieve their full potential through, education and training*

- Inclusive Education – embarking on a principle of access to education in the least restrictive environment for children at all levels
- Pathways to post-secondary learning for skills or other qualifications to enter the labour market are introduced
- Improved access to learning opportunities to support upskilling and or retooling persons with existing or acquired disabilities

#### **Economic Inclusion & Financial Security**

*Outcome: Persons with disabilities have economic security which enables them to plan for the future and exercise choice and control over their lives.*

- Provision of jobs and career paths for persons with disabilities to include pathways for young persons with disabilities to transition from education to employment
- State agencies lead by example in building an inclusive work environment.
- Ensure access to state programmes such as initiatives to increase the pool of entrepreneurs
- Enactment of legislation which ensures there is no discrimination in hiring and retaining workers with existing or acquired disabilities
- Ensure an income support system which is adequate for persons with disabilities who are unable, by virtue of their disability, to be active in the labour market

### **Inclusive Homes and Communities**

**Outcome:** *Persons with disabilities live in inclusive, accessible and well-designed homes and communities which allow them to live in dignity and to interact with the cultural, recreational and sports activities.*

- Ensure non-discrimination when a person with a disability is seeking to lease or purchase a house, ensure government housing initiatives include accessible housing
- Ensure a transportation network and or compensation for commuting so that a person with a disability can make choices about where they live and by extension work
- Ensure that cultural, competitive sports and recreational opportunities are accessible to persons with disabilities within their community
- Ensure the removal of barriers to the built environment utilizing the elements of universal design.
- Information and Communication systems are accessible, reliable and responsive

### **Community Perceptions and Attitudes**

**Outcome:** *The institutional and environmental barriers face is more obvious that the altitudinal barriers, this policy imperative is aimed at addressing the perceptions and attitudes which will support the participations in society for persons with disabilities*

- Employers showcase and honour the contributions persons make to their workforce highlighting the benefits of employing a person with a disability
- First responders and other critical persons such as human resource personnel are able to respond and interact with persons with disabilities
- Increase representation of persons with disabilities in leadership roles
- Improve attitudes, addressing stigma to achieve an impact on the implementation of the National Policy
- The intersectionality between disability poverty and gender are recognized

### **Health, Wellness and Rehabilitation**

**Outcome:** *Persons with disabilities attain the highest possible health and well-being outcome through their lives.*

- Increase the support and capability of the health care sector to meet the needs of persons with disabilities. Address negative attitudes and stereotypes that deprioritize and in some instances dehumanizes persons with disabilities.
- Prevention and early intervention health services are comprehensive and appropriate to support the overall health outcomes of persons with disabilities
- Mental health services are effective and accessible for persons with disabilities
- Access to rehabilitation which minimize the severity of some disabilities
- No discrimination to access health insurance
- Ensure disaster preparedness and emergency responses include the needs of the spectrum of persons with disabilities

### **Inclusion in Social and Public Affairs**

- Provision of accessible facilities and services which allow for participation in cultural, recreational and sporting events
- Increase inclusion in training and competition for persons with disabilities
- Recognize the contribution that persons with disabilities make
- Persons with disabilities have the right to vote and participate in the political process

### **Access to Legal System, Projection of Rights**

*Outcome: The rights of persons with disabilities are promoted, upheld and protect, further that persons with disabilities **feel** safe and receive equality before the law.*

- Ensure the rights of people with disabilities are promoted, upheld and protected and people with disability feel safe from violence abuse and neglect
- Ensure appropriate response through both process and programmatic interventions which respond to persons with disabilities who have experienced trauma
- Ensure programme initiatives for persons with disabilities recognizes the further inequalities that gender and socio-economic status have
- Legislation which by omission discriminates people with disabilities is reviewed
- Ensure persons with disabilities have equal access to justice

### **Statistics and Data Collection to Assess Policy Implementation & Overall Inclusion**

*Outcome: Support for evidenced based decision and monitoring the roll out and impact of the policy imperatives and desired outcomes*

- Ensure that all national data collection including the national census allows for data collection on size and profile of persons with disabilities
- National data on areas such as participation in the workforce, access to government programmes, registration in education facilities is disaggregated to capture persons with disabilities.
- Confidential record of persons with disabilities by types of disabilities
- Introduce register of NGOs, CBOs stakeholders in the disability community
- Monitor budget allocation, programme initiatives of the Government of St. Kitts and Nevis

### **Accountability Framework for Implementation and Collaboration**

*Outcome: Effective execution and monitoring of the roll out towards policy imperatives and expected outcomes.*

- Identify the lead Ministry or Development Agency responsible for the adherence to the principles of the policy and monitoring of implementation of the strategic plan.
- Establish an Interministerial working group to support policy implementation and adherence to legislation.
- Collaborate through CARICOM to ensure the rights of persons with disabilities within the Caribbean region are upheld.

## **Policy Imperative No. 1: Removal of Environmental Barriers to Inclusion**

**Outcome:** *A barrier free environment which impacts all sectors of the disability community.*

**Alignment:** *Article 9 of the UN Convention on the Rights of Persons with Disabilities*

- Persons with disabilities have equal access to public spaces (buildings and premises)
- Transportation services allow for movement of persons with disabilities with reduced barriers;
- Ensure access to affordable ICT to enhance the inclusion of persons with disabilities in education, training and the labour market
- Ensure access to information

### **Objectives and Strategies**

#### **Objective 1.1: Access to Public Spaces & services**

- Complete the revisions to the national building code to provide the legal framework to support the move to accessible public spaces. The building code is expected to include the principles of Universal Design.
- Develop an inventory system to catalogue public government and private spaces which would allow for a rating of levels of accessibility both for entry and subsequent use of the space.
- Inventory government, private sector spaces and note barriers which exclude persons from disability from accessing facilities.
- Reports are presented to each MDA with indicative costs provided by the relevant Agencies on the cost of moving from current level of access to one which reflects universal design principles. These cost are then reflected in the budget of respective MDAs.
- Implement a system of ‘portable services’ in the event that facilities cannot be retrofitted whether for historical preservation purposes, or the age of buildings. This will allow for the delivery of services in an alternate space.
- Private sector buildings which provide services to the public will also be encouraged to initiate a programme to retrofit facilities accessed by the public. The focus would be first on those most heavily used by the public and would include those offering financial services and operators of, retail and wholesale.
- Enabling accessibility features within customer interfacing systems and equipment (e.g., ATM systems) present in commercial spaces.

#### **Objective 1.2: Transportation services allow for movement of persons with disabilities with reduced barriers**

**Note:** Further consultation is needed to gather insights and recommendations regarding public transportation provisions for persons with disabilities. Further efforts may be necessary to address these issues comprehensively and gain stakeholder consensus on public transportation accessibility. Preliminary strategies include the following:

- Specialized training of transportation service providers to better inform and support how they interact with, communicate and respond to persons with disabilities in public settings (and within their vehicles) as well as managing and working with the various forms of accessibility equipment and devices on their transportation units.

- Assist and support private sector providers of transportation with key accessibility modifications to their vehicles through a range of financial and technical incentives and resources.
- Incorporation of assistive devices and mechanisms on vehicles and transport-based facilities (e.g., stoplights, crosswalks, bus stop sites emergency vehicles) to meet the needs of persons with disabilities with mobility or orthopedic impairments (e.g., those with wheelchairs, canes and walking assistive tools); those who are blind and those with visual impairments (e.g., use of audio lights and systems); those who are deaf or hard of hearing (e.g., use of visual cues/systems and signage); including alert system safety features for emergency situations, etc.
- Introduce and enforce through both the Disability Legislation a disability parking permit system to ensure that disability parking is utilised only by Persons with disabilities as well as adequately enforce all disability parking arrangements in public spaces across the island.
- Introduce special exemptions, concessions and other incentives to better support persons with disabilities in making their own transportation vehicles or units fully accessible to their needs.
- Implement multiple visual and auditory systems/prompts on public crossroads and related building sites for those who are visually impaired, blind, hard of hearing and deaf.

### **Objective 1.3: FACILITATE ACCESS TO INFORMATION**

- Assess existing systems and processes for the design, coordination and distribution of various forms of information and communications (at national, community and institutional levels) – inclusive of private sector driven and governmental ICT policies and practices - to identify and address key obstacles and barriers in accessibility facing Persons with disabilities in the country.
- Develop and introduce appropriate accessibility standards, guidelines and practices to better support the improved access to information. This must include but not limited to information related to disaster mitigation and management.
- Incentivise and support private to make their own information and communications more accessible to persons with disabilities in the country.
- Consistent with provisions with international best practices and treaties of which St. Kitts and Nevis is a signatory – e.g., Marrakesh Treaty), manage and support the implementation of all forms of accessibility in the information and communications inclusive of:
  - Conversion of existing documents and other materials into diverse accessible formats for persons with disabilities.
  - Enhancing the accessibility of digital assets (including content, projects, digital services, apps, websites, etc.) and provision of digital accessibility training to providers and stakeholders in various sectors.
  - Provision of support for information and communications providers and users through the purchases (or via funding resources) of conversion and recording systems as well as other types of assistive technologies which convert, translate and disseminate information into more accessible ways as well as through the offering of the needed education and training for providers and consumers to interact with the same technologies and outputs.
  - Provision of a range of communication disability training services for all key providers, stakeholders in various sectors, and general members of the public to enhance the ability to effectively communicate and interact with certain categories of persons with disabilities (e.g.

those who deaf and hard of hearing as well as those with certain intellectual or cognitive disabilities).

- Provision of human resource support persons – translators, interpreters, and other accessibility-trained professionals – to better facilitate accessibility-type support in information and communications.
- Development of protocols, regulations and standards for governing, monitoring and evaluating the use/consumption and management of accessible information among parties and institutions to better support Persons with disabilities.
- Enforce nation-wide compliance with accessibility standards in the provision and dissemination of information and communications for persons with disabilities in the country.

#### **OBJECTIVE 1.4: FACILITATING ACCESS TO TECHNICAL AIDS, EQUIPMENT AND PERSONAL MOBILITY DEVICES**

- Conduct nation-wide needs assessments of persons with disabilities in the country regarding their resource needs in terms of technical aids and equipment (as well as personal mobility resources) for better supporting their diverse disability-related needs.
- Expand (and modernise) the existing base or supply of technical aids and equipment as well as personal mobility resources at government-owned/public service entities to better support the diverse needs of persons with disabilities in the country. This would be in educational facilities, the work place etc.
- Develop programmes and services in partnership with relevant agencies and stakeholders in both private and community-based sectors to procure and provide the needed technical aids and equipment, personal mobility resources, and related training, at a subsidised cost or affordable rate, to persons with disabilities in the country.
- Offer ongoing training in mobility skills to persons with disabilities (through partnerships with training institutions and related representative partners of persons with disabilities) to ensure personal mobility with the greatest possible independence.
- Provide tax exemptions (and other cost-based incentives) to persons with disabilities seeking access to various types of technical aids and equipment to better support their disability-related needs – including disability-assistive and adaptive devices, personal mobility resources, software, training and other accompanying services.
- Expand the capacity of professionals/stakeholders involved in the provision of personal mobility skills and other technical aid services for persons with disabilities through the increased/enhanced offering of needed human resource training, financial and other technical resources.

**Timeline for Strategic Actions for Policy Imperative No. 1 – Removal of Environmental Barriers to Inclusion**

|   |   |                  |                       |             |             |             |  |
|---|---|------------------|-----------------------|-------------|-------------|-------------|--|
| <b>ST. KITTS AND NEVIS</b>  |   |                  |                       |             |             |             |  |
| <b>National Disability Policy 2025</b>  |   |                  |                       |             |             |             |  |
| <b>OUTLINE: 5-Year Strategic Plan: 2026 – 2030</b>  |   |                  |                       |             |             |             |  |
| <b>POLICY IMPERATIVE NO. 1</b>  |   |                  |                       |             |             |             |  |
| <b>ACCESSIBILITY</b>  | <b><i>OUTCOME: A BARRIER FREE ENVIRONMENT</i></b>   |                  |                       |             |             |             |  |
| <b>OBJECTIVE 1.1: ACCESS TO PUBLIC SPACES &amp; SERVICES</b>  |   |                  |                       |             |             |             |  |
|   | <b>Strategic Action (s)</b>   | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |  |
|   |   | <b>2026</b>      | <b>2027</b>           | <b>2028</b> | <b>2029</b> | <b>2030</b> |  |
|   | 1.1.1 Revisions to Building Code  | X                |                       |             |             |             | Physical Planning, Cabinet, etc.         |
|   | 1.1.2 Inventory system to rank spaces for level of accessibility                              |                  | X                     |             |             |             | Portfolio Ministry and Physical Planning |
|   | 1.1.3 Estimates for MDAs to address barriers  |                  | X                     |             |             |             | Physical Planning, Ministry of Finance   |
|   | 1.1.4 Inclusion in Annual Budgets of Cost   |                  |                       | X           |             |             | All MDAs                                 |
|   | 1.1.5 Sign off on service ladder for increasing access to and within private sector buildings |                  | X                     |             |             |             | Portfolio Ministry and Physical Planning |
|   | 1.1.6 Build out the model for 'portable services'   |                  | X                     |             |             |             | Portfolio Ministry for Physical Planning |
|   | 1.1.7 Introduction of 'portable services'.  |                  | X                     |             |             |             | GoSKN                                    |
|   | 1.1.8 Accept the principles of Universal Design   | X                |                       |             |             |             | Physical Planning & Cabinet              |
| <b>OBJECTIVE 1.2: TRANSPORTATION TO ALLOW FOR MOVEMENT OF PERSONS WITH DISABILITIES WITH REDUCED BARRIERS</b> |   |                  |                       |             |             |             |  |
|   | <b>Strategic Action(s)</b>  | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |  |
|   |   | <b>2026</b>      | <b>2027</b>           | <b>2028</b> | <b>2029</b> | <b>2030</b> |  |

|   |  |                  |             |             |                       |             |   |
|---|--|------------------|-------------|-------------|-----------------------|-------------|---|
|   | 1.2.1 Sensitization of transportation service providers  | X                | X           | X           | X                     | X           | MWP for Transportation & MWP for Disability       |
|   | 1.2.2 Develop Incentives for transportation service providers to modify or import appropriate vehicles     | X                |             |             |                       |             | Ministry of Finance                               |
|   | 1.2.3 Ensure emergency vehicles have alternative 'alarm systems'   | X                | X           |             |                       |             | Portfolio Responsibility - Health, Fire, Security |
|   | 1.2.4 Implement and enforce disability parking   | X                |             |             |                       |             | MWP for National Security                         |
|   | 1.2.5 Review and establish an incentive system to support persons importing disability accessible vehicles | X                | X           |             |                       |             | Ministry of Finance                               |
| <b>OBJECTIVE 1.3: FACILITATE ACCESS TO INFORMATION</b>  |  |                  |             |             |                       |             |   |
|   |  | <b>Timeframe</b> |             |             | <b>Responsibility</b> |             |   |
|   |  | <b>2026</b>      | <b>2027</b> | <b>2028</b> | <b>2029</b>           | <b>2030</b> |   |
|   | 1.3.1 Assess current systems and identify barriers   | <b>X</b>         | <b>X</b>    | <b>X</b>    | <b>X</b>              | <b>X</b>    | MWP for Disability                                |
|   | 1.3.2 Develop and introduce appropriate accessibility standards, guidelines and practices                  | <b>X</b>         | <b>X</b>    | <b>X</b>    | <b>X</b>              | <b>X</b>    | MWP for Disability & MWP for Information          |
|   | 1.3.3 Enforce the Marrakesh Treaty   | <b>X</b>         |             |             |                       |             | MWP for the Treaty                                |
|   | 1.3.4 Enforce nation-wide compliance with access to information standards                                  |                  | <b>X</b>    |             |                       |             | MWP for Information                               |
| <b>OBJECTIVE 1.4 FACILITATE ACCESS TO TECHNICAL AIDS, EQUIPMENT AND PERSONAL MOBILITY DEVICES</b> |  |                  |             |             |                       |             |   |
|   |  | <b>Timeframe</b> |             |             | <b>Responsibility</b> |             |   |
|   |  | <b>2026</b>      | <b>2027</b> | <b>2028</b> | <b>2029</b>           | <b>2030</b> |   |

|  |  |  |   |   |   |   |  |
|--|--|--|---|---|---|---|--|
|  | 1.4.1 National Assessment of need for technical aids   |  | X |   |   |   | MWP for Disability                       |
|  | 1.4.2 Ensure education facilities and government agencies are equipped with aides required to include students or workers access and inclusion |  | X | X | X | X | Relevant MDAs                            |
|  | 1.4.3 Introduce a tax relief scheme which will reduce cost to acquire assistive devices  |  | X |   |   |   | Ministry of Finance                      |
|  | 1.4.4 Establish special initiative for persons with disabilities who are unable to procure devices   |  | X |   |   |   | Ministry of Finance & MWP for Disability |
|  | 1.4.5 Enter into partnerships with suppliers to increase access to devices   |  | X |   |   |   | Ministry of Finance                      |

MWP = Ministry with Portfolio Responsibility

## **Policy Imperative No. 2: Ensure Access to Education, Training and Lifelong Learning**

**Outcome:** *An inclusive learning environment from early education to post-secondary training for students and adults with various disabilities.*

**Alignment:** *The outcome of this Policy Imperative aligns with national policies and the UN Convention on the Rights of Persons with Disabilities.*

- *"Establish a task force to draft a special education policy that clearly defines and operationalizes terms including, but not limited to, 'special education', 'inclusion', and 'least restrictive environment'."*
- *"Improve the participation and attainment in the education of young women and men through alternate teaching methodologies and cater to students with special learning needs, youth with disabilities and other youth facing social challenges." (National Youth Policy and Action Plan)*
- *"Article 24 and Article 27 of the UN Convention on the Rights of Persons with Disabilities: Right to Education, to strive for inclusive education and inclusion in vocational training."*

### **Objectives:**

- To ensure access to education in an inclusive setting with the least restrictive environment for children at all levels of impairment.
- To introduce pathways to post-secondary learning for skills or other qualifications to enter the labour market
- To ensure learning opportunities to support upskilling or retooling persons with existing or acquired disabilities.

### **Overall Strategic Imperative**

- Remove the attitudinal, institutional and environmental barriers to primary, secondary, post-secondary and life-long learning.

## **Objectives and Strategies**

### **Objective 2.1: Access Primary and Secondary Education Through Inclusion**

**Note:** Access to education is the first step to ensuring an inclusive society. It increases access to employment and engagement in a country's social and political fabric.

- Use global good practice to standardize definitions, descriptions, and criteria for different types of disabilities (from physical to the range of neurodiversity) and the appropriate 'interventions' for each group.
- Conduct workshops focused on sensitization of educators/administrators to address attitudinal barriers.
- Ensure accessibility and inclusivity of the national curricula and the general delivery of education in primary and secondary schools to adequately cater to the diverse needs of different groups of children with disabilities.
- Inventory guided by global good practices of the training requirements for principals, administrators, teachers and aides to ensure movement towards an inclusive education system and/or delivering education in the least restrictive environment.

- Inventory guided by global good practices, educational activities, interventions, support programmes, and learning resources
- Pilot Programme
- Assessment of school infrastructure to determine the level of readiness for the launch of a pilot inclusive programme
- Identify an agreed number of schools to pilot inclusive education
- Undertake a deep level of building skills of teachers and administrators to prepare them for the Pilot
- Ensure resources required are procured, and teachers receive the necessary training on the application
- Identify students both in existing ‘special needs schools’ and out of school for inclusion in the pilot programme
- Sensitize parents, students at the pilot schools and the students with disabilities who will be included in the inclusion Pilot.
- Establish markers to monitor, evaluate and share knowledge to guide further rollout of an inclusive education model.
- Prepare a comprehensive plan for expanding the inclusive education model after the evaluation.
- Ensure that schools selected for the rollout of the model educational administrators, teachers/lecturers, and support staff are equipped with the necessary inclusive educational and teaching tools, equipment, software, and other financial, physical, and technical/technological resources to adequately enhance and support the delivery of high-quality education to persons with a range of disabilities.

## **Objective 2.2: Access to Post-Secondary Training and Skills Development**

Note: Technical, Vocational Education and Training (TVET) is critical in including persons with disabilities in the economic landscape. Research has shown that 70% of young persons with disabilities can be gainfully employed if they have access to training and an appropriate school-to-work transition programme. Globally, there is increased interest in TVET and skills development to ensure a workforce which reflects changing work opportunities. The move to accessible post-secondary training will need to occur in phases, and the portfolio Ministry should implement the concept of a service ladder for education and the TVET Council. A service ladder will allow the government, the community and persons with disabilities to prepare for an inclusive post-secondary model. Extensive literature details the steps and process for curriculum revision and preparation of instructors. The Policy recommends three service levels to access training for young adults and adults with disabilities.

- Resting Perceptions - Attitudinal Barriers
- Orientation System Leaders, MDAs and the Principals and Administrators of Advanced Vocational Education Centre (AVEC) and the Clarence Fitzroy Bryan College (CFBC) – Understanding Disability
- A series of seminars for Instructors and Assessors on understanding Disability and the gains of an inclusive technical and vocational system.
- Extended Workshops for Principals and instructors, addressing concerns, sharing solutions, and establishing disability inclusion champions.
- Orientation sessions for all trainees and all parents (with and without disabilities)
- Provide Bridges to Learning – Institutional Barriers

- Review and adapt curriculum, synchronizing the process with the move from one service level to the next.
- Review entry requirements and establish a clear link between the learning offered by feeder schools and technical and vocational training.
- Establish a Disability Students Services Office on both the Advanced Vocational Education Centre (AVEC) and the Clarence Fitzroy Bryan College (CFBC)
- Ensure market-driven training by developing a working relationship with potential employers for Internships and employment opportunities.
- Establish & Monitor Service Ladder Status: The Inclusion in Vocational Training Service Ladder (IVTSL) is a tool to establish where your organization sits on the continuum to include persons with disabilities in vocational training and the starting point from which targets are set.
- Service Level 1 – Accept Trainees with Single Disabilities (Physical)
- Service Level 2 – Accepting Trainees with Sensory Disabilities
- Service Level 3 – Accepting Trainees with Multiple Disabilities and Neurodiversity

### **Environment for Inclusion – Reasonable Accommodation**

- **Physical/Built Environment**
- Conduct an assessment of CWIT and CFBC's physical plant to determine adjustments needed to include trainees with a range of needs.
- Earmark a budget for incremental changes to the physical environment
- Percentage of budget allocated to achieve reasonable accommodation in specific TVET Labs
- Consider small grants to private facilities and/or NGOs certified to conduct non-formal training once they confirm their commitment to including trainees with disabilities.
- Beyond the Physical Environment
- During the intake period, the need for assistive technology or the approach to how content is delivered would be assessed.
- Assessment & Testing: According to the ILO 2013 Practical Guide for Inclusive Technical and Vocational Education, *“strategies for accommodating trainees with disabilities during assessment and testing need to be structured so that trainees with disabilities are treated fairly, and the content of skill they are expected to know or demonstrate is not compromised.”*

### **Objective 2.3: FACILITATE LIFELONG LEARNING AND UPSKILLING**

**Note:** Lifelong learning is a purposeful learning activity, formal, non-formal, or informal, which is undertaken to improve knowledge, skills and competencies. For adults with disabilities, this path is critical as many had no access to post-primary and or post-secondary opportunities, and those who did graduate graduated without skills for meaningful employment. Lifelong learning supports access to education and training, making transitions and progressions, maximizing independence and making choices and plans. This guides the strategic actions.

- Conduct an assessment, including asking people to self-declare, non-government organizations, and health care providers, to inform them about the range of lifelong learning needs of adults with disabilities.
- Review the opportunities offered by organizations such as Ade's Place and evaluate the impact on trainees there.
- Review the results of persons with disabilities who access the McNight Community Centre and the Community-Based Rehabilitation Centre (Nevis).

- Prepare a gap analysis to identify the extent to which the existing programme provides economic empowerment and soft and independent living skills for adults with disabilities. Develop and implement a comprehensive programme to address gaps.
- Transform and/or expand the capacity of spaces such as those used by persons with disabilities—McNight Community Centre and Ade’s Place—into active and structured lifelong learning centres to achieve the desired outcomes of increased opportunities to enter the workforce, increased independence and proficiency in making choices and plans, and effective self-advocacy.
- Increase the opportunities for high-quality training and development programmes that are appropriately aligned to the competency profiles of various categories of adults with disabilities, in collaboration with the private sector and guided by the training needs analysis.
- Activate a Community-Based Rehabilitation initiative in St. Kitts, building on the experience of the existing programme in Nevis.
- Guided by good practices and to ensure consistency in material delivered, especially in building capacity for transition and progression, increasing independence and making choices. This toolkit would then be available for service providers operated by the government, NGOs and the private sector.
- Ensure that diverse groups of persons with disabilities are provided with a broad cross-section of accessible and high-quality lifelong learning resources, including essential assistive/adaptive tools, disability-friendly materials, and other vital disability-related learning technologies/equipment to support their learning and other developmental needs.
- Identify opportunities within the government and, together with the private sector, establish a register of work and learning opportunities for adults with disabilities.
- Provide remedial training for adults with disabilities to position them to take advantage of the opportunities that open up by implementing an inclusive technical and vocational education and training environment.

**Timeline for Strategic Actions for Policy Imperative No. 2 – ENSURE ACCESS TO Education, Training and Lifelong Learning**

|  |   |                  |             |                       |             |             |  |  |
|--|---|------------------|-------------|-----------------------|-------------|-------------|--|--|
| <b>ST. KITTS AND NEVIS</b>                         |   |                  |             |                       |             |             |  |  |
| <b>National Disability Policy 2025</b>             |   |                  |             |                       |             |             |  |  |
| <b>OUTLINE: 5-Year Strategic Plan: 2025 – 2030</b> |   |                  |             |                       |             |             |  |  |
| <b>POLICY IMPERATIVE NO. 2</b>                     |   |                  |             |                       |             |             |  |  |
| <b>EDUCATION, TRAINING &amp; LIFELONG LEARNING</b> | <b><i>OUTCOME: ACCESS TO EDUCATION, TRAINING AND LIFELONG LEARNING IN THE LEAST RESTRICTIVE ENVIRONMENT</i></b>   |                  |             |                       |             |             |  |  |
|  | <b>OBJECTIVE 2.1: Access Primary and Secondary Education Through Inclusion</b>  |                  |             |                       |             |             |  |  |
|  | <b>Strategic Action (s)</b>   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |  |  |
|  |   | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |  |  |
|  | 2.1.1 Invest in and train resources to administer assessments to students identified as having a disability and those with indications of some level of ‘learning or behavioural’ disability. | <b>X</b>         | x           |                       |             |             | MWP Education  |  |
|  | 2.1.2 Standardize definitions, descriptions and criteria for different types of disabilities  | <b>X</b>         |             |                       |             |             | MDAs with responsibility for Education and Persons with Disabilities |  |
|  | 2.1.3 Accessibility and inclusivity of the national curricula – Primary   | <b>X</b>         | <b>X</b>    |                       |             |             | MWP Education  |  |
|  | 2.1.4 Accessibility and inclusivity of the national curricula – Secondary Level   |                  | <b>X</b>    |                       |             |             | MWP Education  |  |
|  | 2.1.5 Inventory and sourcing of capacity building needed for principals, administrators, teachers and aides.  | <b>X</b>         |             |                       |             |             | MWP Education and Finance  |  |

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|  | 2.1.6 Inventory and sourcing of learning resource needs, inclusive of assistive devices  | X |   |   |  |  | MWP Education and Finance  |
|  | 2.1.7 Pilot Programme (Launch September 2027)  |   | X | X |  |  | MWP Education  |
|  | <ul style="list-style-type: none"> <li>Assessment of school infrastructure to determine the level of readiness for the launch of a pilot inclusive programme</li> </ul>      | X |   |   |  |  | MDAs with responsibility for Education, Physical Planning and Disability |
|  | <ul style="list-style-type: none"> <li>Confirm best-fit schools for the Pilot.</li> </ul>  | X | X |   |  |  | MDAs with responsibility for Education and Persons with Disabilities     |
|  | <ul style="list-style-type: none"> <li>Building the skills of teachers and administrators</li> </ul>   | X | X |   |  |  | MWP Education  |
|  | <ul style="list-style-type: none"> <li>Procure resources needed for teachers and students.</li> </ul>  |   | X |   |  |  | MDAs with responsibility for Education and Finance                       |
|  | <ul style="list-style-type: none"> <li>Embark on sensitization programmes for parents of students with disabilities and parents of students without disabilities.</li> </ul> |   | X |   |  |  | MDA's responsibility for Education and Disability, and NGOs              |
|  | <ul style="list-style-type: none"> <li>Identify students in existing 'special needs schools' and out-of-school programs for</li> </ul>                                       | X | X |   |  |  | MDAs responsibility for Education, Health and                            |

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|  | inclusion in the Pilot.   |   |   |   |  |  | Disability and NGOs                                     |
|  | <ul style="list-style-type: none"> <li>Initiate 'school visits' to introduce incoming students with disabilities to the new learning environment (March – June 2027)</li> </ul> | X |   |   |  |  | MDAs responsible for Education and Disability, and NGOs |
|  | <ul style="list-style-type: none"> <li>Prepare a monitoring, evaluation and knowledge-sharing framework.</li> </ul>   | X |   |   |  |  | MDAs responsible for Education and Disability           |
|  | <ul style="list-style-type: none"> <li>Quarterly Reports on Pilot Initiative</li> </ul>   |   | X | X |  |  | MDAs responsible for Education and Disability           |
|  | 2.1.8 Rollout of Inclusive Education  |   |   |   |  |  | MDAs responsible for Education and Disability           |
|  | <ul style="list-style-type: none"> <li>Initiate identification of options for rollout with at least one in Nevis (March 2027)</li> </ul>  |   | X |   |  |  | MWP Education   |
|  | <ul style="list-style-type: none"> <li>Select teachers to attend regional programmes for training and certification in special education. (March 2027)</li> </ul>               |   | X |   |  |  | MWP Education   |
|  | <ul style="list-style-type: none"> <li>Teachers enrolled in</li> </ul>  |   | X |   |  |  | MWP Education   |

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|  | special education teaching programmes.   |                  |             |                       |             |             |                   |
|  | <ul style="list-style-type: none"> <li>Complete the selection of schools for roll-out.</li> </ul>  |                  | X           |                       |             |             | MWP Education     |
|  | <ul style="list-style-type: none"> <li>Undertake a similar process as for the Pilot with roll-out (September 2028)</li> </ul>                              |                  |             | X                     | X           |             | MWP for Education |
|  | 2.1.7 Existing Special Needs Schools   |                  |             |                       |             |             |                   |
|  | <ul style="list-style-type: none"> <li>Identify students who are best suited for an inclusive learning environment.</li> </ul>                             | X                | X           |                       |             |             | MWP for Education |
|  | <ul style="list-style-type: none"> <li>Assess resource needs and procure equipment.</li> </ul>   | X                | X           |                       |             |             | MWP for Education |
|  | <ul style="list-style-type: none"> <li>Initially, short-term training should be provided to teachers.</li> </ul>   | X                | X           |                       |             |             | MWP for Education |
|  | <ul style="list-style-type: none"> <li>Ensure special education teaching skills are a series of modules in the teacher certification programme.</li> </ul> |                  | X           | X                     |             |             | MWP for Education |
| <b>Objective 2.2: Access to Post-Secondary Training and Skills Development</b> |  |                  |             |                       |             |             |                   |
|  | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                   |
|  |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                   |
|  | 2.2.1 Resting Perceptions - Attitudinal Barriers   | X                | X           | X                     | X           | X           |                   |

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|  | <ul style="list-style-type: none"> <li>Prepare content for sessions with a range of stakeholders</li> </ul>                          | X |   |   |   |   | MWP for Disability supported by an appropriate practitioner |
|  | <ul style="list-style-type: none"> <li>Orientation sessions for systems leaders</li> </ul>   |   | X |   |   |   | MWP for Disability supported by an appropriate practitioner |
|  | <ul style="list-style-type: none"> <li>Series of seminars for Instructors, Assessors</li> </ul>                                      |   | X |   |   |   | MWP for Disability supported by an appropriate practitioner |
|  | <ul style="list-style-type: none"> <li>Extended Workshops for Principals &amp; Instructors</li> </ul>                                |   | X |   |   |   | MWP for Disability supported by an appropriate practitioner |
|  | 2.2.2 Provide Bridges to Learning – Institutional Barriers   | X |   |   |   |   | Ministry of Finance   |
|  | <ul style="list-style-type: none"> <li>Review and adapt the curriculum.</li> </ul>   |   | X |   |   |   | MWP Education and TVET Council                              |
|  | <ul style="list-style-type: none"> <li>Review entry requirements</li> </ul>  | X | X |   |   |   | MWP Education and TVET Council                              |
|  | <ul style="list-style-type: none"> <li>Establish a Disability Students Services Office on both the CWIT and CFBC Campuses</li> </ul> |   | X |   |   |   | MWP Education and TVET Council                              |
|  | <ul style="list-style-type: none"> <li>Develop a working</li> </ul>  |   | X | X | X | X | MWP Education   |

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|  | relationship with potential employers for Internships and employment opportunities.  |   |   |   |   |   | and TVET Council                                  |
|  | <ul style="list-style-type: none"> <li>Establish &amp; Monitor Service Ladder Status: The Inclusion in Vocational Training Service Ladder</li> </ul> | X | X | X | X | X | MWP Education and TVET Council                    |
|  | <ul style="list-style-type: none"> <li>Service Level 1 – Accept Trainees with Single Disabilities (Physical)</li> </ul>                              | X | X |   |   |   | MWP Education and TVET Council                    |
|  | <ul style="list-style-type: none"> <li>Service Level 2 – Accepting Trainees with Sensory Disabilities</li> </ul>                                     |   | X | X |   |   | MWP Education and TVET Council                    |
|  | <ul style="list-style-type: none"> <li>Service Level 3 – Accepting Trainees with Multiple Disabilities and Neurodiversity</li> </ul>                 |   |   | X | X | X | MWP Education and TVET Council                    |
|  | 2.2.4 Environment for Inclusion – Reasonable Accommodation   |   |   |   |   |   |   |
|  | <ul style="list-style-type: none"> <li>Physical/Built Environment</li> </ul>   |   |   |   |   |   |   |
|  | <ul style="list-style-type: none"> <li>Audit of the physical plant of both CWIT and CFBC</li> </ul>  | X |   |   |   |   | MWP Education, Disability, Physical Planning Dept |
|  | <ul style="list-style-type: none"> <li>Earmark a budget for incremental adaptation.</li> </ul>   |   | X |   |   |   | MWP Education and Finance                         |

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|   | <ul style="list-style-type: none"> <li>Undertake retrofitting to allow for Service Level 1</li> </ul>  |                  | X           |                       |             |             | MWP Education and Finance      |
|   | <ul style="list-style-type: none"> <li>Establish a budget to achieve reasonable accommodation.</li> </ul>  | X                | X           |                       |             |             | MWP Education and Finance      |
|   | <ul style="list-style-type: none"> <li>Undertake retrofitting to allow for Service Levels 2 &amp; 3</li> </ul>                                       |                  |             | X                     | X           |             | MWP Education and Finance      |
|   | <ul style="list-style-type: none"> <li>Beyond the Physical/Built Environment</li> </ul>  |                  |             |                       |             |             |                                |
|   | <ul style="list-style-type: none"> <li>Assessing the need for assistive technology</li> </ul>  |                  | X           |                       |             |             | MWP Education and TVET Council |
|   | <ul style="list-style-type: none"> <li>Assessment &amp; Testing</li> </ul>   |                  | X           |                       |             |             | MWP Education and TVET Council |
| <b>Objective 2.3: FACILITATE LIFELONG LEARNING AND UPSKILLING</b> |  |                  |             |                       |             |             |                                |
|   |  | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                                |
|   |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                                |
|   | 2.3.1 Assess the range of lifelong learning needs  | X                | X           |                       |             |             | MWP for Disability             |
|   | 2.3.2 Review the opportunities offered by Ade's place and evaluate the impact on trainees there.   | X                | X           |                       |             |             | MWP for Disability             |
|   | 2.3.3 Review the results of persons with disabilities who access the McNight Community Centre and the Community Based Rehabilitation Centre (Nevis). | X                | X           |                       |             |             | MWP for the Disability         |

|  |  |          |          |          |          |          |  |
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|  | 2.3.4 Gap Analysis   | <b>X</b> |          |          |          |          | MWP for Disability   |
|  | 2.3.5 Build-out Programme for Building Capacity  |          | <b>X</b> |          |          |          | MWP for Disability Leads with support from the Ministry with responsibility for Education and Training |
|  | 2.3.6 Identify and create MOUs with the private sector and NGO Providers   |          | <b>X</b> |          |          |          | MWP for Disability   |
|  | 2.3.7 Research and develop toolkits to guide the delivery of key elements of lifelong learning for adults with a range of disabilities | <b>X</b> | <b>X</b> |          |          |          | MWP for Disability   |
|  | 2.3.8 Support private sector and NGO providers through grants for the procurement of learning resources                                |          | <b>X</b> | <b>X</b> |          |          | MWP for Disability and the Ministry of Finance   |
|  | 2.3.9 Provide remedial training to facilitate access to formal, non-formal post-secondary training                                     |          | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | MWP for Education and Disability   |
|  | 2.3.10 MOUs with the Private sector for work placements  |          | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | MWP for Education & Industry   |

MWP = Ministry with Portfolio Responsibility

**Appendix 1**  
**Service Ladder for Inclusive TVET**

|  |   |              |   |              |   |              |
|--|---|--------------|---|--------------|---|--------------|
| TVET Service Ladder – Building a Framework for Accountability for Inclusion of Persons with Disabilities in TVET |   |              |   |              |   |              |
|  | <b>Service Level 1</b>  | <b>Score</b> | <b>Service Level 2</b>  | <b>Score</b> | <b>Service Level 3</b>  | <b>Score</b> |
| TVET Stakeholders sensitised – Principals, Instructors, etc. (Attitudinal)                                       | Brief Disability Awareness Workshop                                 |              | Extended Workshop - What does the CRPD mean   |              | Annual workshops for TVET Stakeholders.   |              |
|  | Champion Confirmed & Data collected on Disability Landscape         |              | Person(s) with Disabilities invited to share their journey and make recommendations                             |              | TVET Graduates as Instructors   |              |
| System-Wide Commitment (Institutional)   | Principal & Board commit. Goal & Targets set, including time frame. |              | Instructors, Assessors, and Verifiers review and sign off on targets.   |              | Goals & Targets Achieved. New Goals set to increase access.   |              |
|  | Funding found internally and/or targeted sponsors                   |              | Joint initiatives to mobilise CSO, IDP and State funding. The Ministry responsible for TVET has been onboarded. |              | Established % of the Budget earmarked to ensure Reasonable Accommodation                            |              |
|  | Working Relationship with a Potential Employer for Internships      |              | Partnership with individual Employers for employment opportunities  |              | Formal MOU with umbrella employers' organisations and/or region-wide and major in-country employers |              |

|  |   |  |  |  |   |  |
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|  | Instructors for the targeted subject area (s) were trained.   |  | Instructors for more than one vocational area are trained.   |  | All instructors will be prepared to deliver vocational instruction to any student with an impairment. |  |
| Curriculum and Learning Aides (Environmental)                          | Conduct an environmental scan to prepare for student intake and assess adjustments needed for a single entry in the market-driven area. |  | Conduct an environmental scan and prepare for more than one disability in more than one occupational standard. |  |   |  |
|  | No adjustments are needed to include students with a physical impairment (PI)   |  | Aides are available to support people who are deaf or hard of hearing and the visually impaired (VI)           |  | Revamp content to meet the learning needs of an expanded range of impairments.                        |  |
| Building Adaptations (Environmental)                                   | Access to select classrooms/labs, select toilets for persons with physical impairment (PI)  |  | Access to select classrooms/labs and bathrooms is available for various impairments. The Deaf, PI, HI, VI      |  | Access to all classrooms/labs, bathrooms accessible for persons with disabilities, PI, HI, VI         |  |
| PWD Students – Single Disability through to a larger range (Inclusion) | Review Entry Requirements and match them with likely achievement levels.  |  | Revamp entry requirements and assessments for agreed categories of applicants with impairments.                |  | Universal Access  |  |
|  | Persons with a single impairment enter a designated training area.  |  | PWD with Visual and Hearing Impairments (VI, HI)   |  | PWD with Learning Impairment (LI) & Multiple Impairments (MI)   |  |
| Scores for Each Level  |   |  |  |  |   |  |
| Maximum Score  |   |  |  |  |   |  |

| Your Score   |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| The score for each category is a '1' if yes. Then, multiply your score by the level. Therefore, if you are at Service Level 1, then it is 1*1; if you are at Service Level 2 and you score for an activity, then it is 1*2 |  |  |  |  |  |  |

### **Policy Imperative No. 3: Economic Inclusion & Financial Security**

**Outcome:** *Persons with disabilities have economic security, which enables them to plan for the future, exercise choice, and control over their lives.*

**Alignment:** *The outcome of this Policy Imperative aligns with the UN Convention on the Rights of Persons with Disabilities.*

- *"Article 27 of the UN Convention on the Rights of Persons with Disabilities: "State Parties shall ...promote employment opportunities and career advancement for persons with disabilities in the labour market as well as assistance in finding, obtaining, and returning to employment."*

#### **Objectives:**

- Address the attitudinal, institutional and environmental barriers which block the participation of persons with disabilities from entering the workforce.
- Create an Inclusive workplace throughout the Public Sector.
- Support the expansion of opportunities for persons with disabilities in the Private Sector.
- Provide opportunities for self-employment and entrepreneurship.

**Overall Strategic Imperative:** *Providing jobs and career paths for persons with disabilities to transition from education or specialized training to employment or self-employment*

### **Objectives and Strategies**

#### **Objective 3.1: Create an Inclusive workplace throughout the Public Sector**

- Remove Attitudinal, Institutional and Environmental barriers which keep persons with disabilities outside the workforce.
- Attitudinal Barriers
- Present a series of awareness sessions for employers in both the public and private sectors, underscoring the benefits to a firm when a person/persons with a disability are team members.
- Ensure that the overall public education programme sensitizes citizens on the rights and capacities of persons with disabilities.
- Develop Manuals to guide the recruitment and retention of persons with disabilities in the workplace.
- Institutional Barriers
- Establish Your Service Ladder Status; see Appendix 1 for recommended service levels.
- Diversity (Disability) Policy – Adopt the relevant elements of the National Disability Policy and supporting legislation.
- Develop a budget for incremental changes to the physical environment
- Aligned with your service level plan, ensure there is a budget allocation for further changes to achieve the percentage of budget allocated to achieve reasonable accommodation in specific workspaces and eventually across the entire MDA or private sector firm.
- MDAs build relationships with technical and vocational training facilities and centres, upskill persons with disabilities to provide internships, and, equally important, share upcoming work opportunities.
- Environmental Barriers
- Workspace/physical environment adjustments to include a specific disability group
- Expanding access to the workspace to increase interaction

- Universal Access
- Job coaches to support a single disability group
- Aides to support persons with hearing and learning impairment
- Adaptation/Job Coaches to support multiple impairments
- Identify a system-wide Disability Champion who will drive and monitor the inclusion of persons with Disabilities in the workplace. S/He will consistently promote awareness of all issues related to persons with disabilities across all Ministries and Development Agencies (MDAs), including steps to hiring and retaining persons with disabilities. They will also lead in building the bridge, which connects the firm to training providers and the NGO community, which advocates and/or provides services for persons with disabilities.
- An internal inclusion policy, approved by the relevant body in the sector, would establish, among other things, the introduction of Innovative technology to advance digital accessibility, mental health and wellness benefits, and flexible work options.
- The government prepares, with consultation from the community of persons with disabilities and supported by the training capacities of the post-secondary training facilities, a five-year plan to achieve Service Level 2 and the building blocks for Service Level 3.
- The government launches an internal sensitization initiative to promote its commitment to including persons with disabilities in the workplace. Focusing on the MDAs will pilot the shift to an inclusive workplace.
- The government establishes an ‘affirmative’ action programme, indicating that new work opportunities advertised by the government will state that persons with disabilities who meet the requirements are encouraged to apply.
- The government establishes a zero-tolerance policy for excluding a person with a disability who meets the requirements for being hired because of their disability. Human Resource personnel attend special workshops on good practices.
- Government offices must, guided by the requirements, ensure they meet the universal design requirements and make changes to remove the physical barriers that persons with disabilities encounter.
- All government special programmes to increase employability and economic empowerment, including ASPIRE and YSEP, should be accessible to persons with disabilities. Reasonable accommodations should be made to ensure the inclusion of youth and young adults with disabilities.

### **Objective 3.2: Increase Opportunities for employment within the Private Sector**

#### **Strategic Imperatives: The role of Government**

- Launch an initiative through the relevant MDAs to support workplace inclusion and accessibility in the private sector. The government’s Disability Champion will work closely with employers across industries to identify and address existing and anticipated challenges, constraints, and other difficulties that emerge in their efforts to make their workplaces fully accessible, inclusive, and accommodating to diverse groups of persons with disabilities.
- Provide different kinds of support (e.g., resources, services) to employers and their management representatives in providing meaningful, accessible, and disability-friendly support systems, accessible employee resources, and other relevant services in the workplace that are consistent with and essential to the needs of persons with disabilities.
- Actively encourage and incentivise employers in different sectors in designing and providing the necessary education, training and other awareness-building programmes (inclusive of

disability sensitivity, etiquette, and accessibility training initiatives) for their general workforce populations on disabilities and persons with disabilities to better facilitate and sustain more positive, accepting and non-discriminatory attitudes and organizational cultures.

### **Strategic Imperatives: The Private Sector**

- Work consistently to remove Attitudinal, Institutional and Environmental barriers which keep persons with disabilities outside the workforce.
- Attitudinal Barriers
- Umbrella organization presents a series of awareness sessions for employers, underscoring the benefits to a firm when a person/persons with a disability are team members.
- Sessions will be held with staff to receive feedback on the intention to move to an inclusive workspace where persons with disabilities will be actively recruited.
- Prepare a toolkit to guide human resource departments in recruiting persons with disabilities.
- • The umbrella organization implements a recognition system which acknowledges firms that have implemented disability inclusion programmes and have retained persons with disabilities in meaningful apprenticeship and long-term employment.
- Institutional Barriers
- Enterprises identify a Disability Champion within their organization. S/He will work to develop and implement strategies to remove institutional barriers and create pathways for the inclusion of persons with disabilities in the workplace.
- Your Service Ladder Status; see Appendix 1 for recommended service levels.
- Adopt the relevant elements of the National Disability Policy and supporting legislation. Have staff buy-in and feedback.
- Develop a budget for incremental changes to the physical environment
- Aligned with the organization's service level plan, ensure there is a budget allocation for further changes to achieve the percentage of budget allocated to reasonable accommodation in specific workspaces and eventually across the entire MDA or private sector firm.
- The firm's human resource officer builds a relationship with technical and vocational training facilities and centres, upskilling persons with disabilities to provide internships and, equally important, sharing upcoming work opportunities.
- Through the Disability Champion, build relationships with post-secondary training providers and lifelong learning facilities to match the skills of persons with disabilities with work opportunities in their organization.
- Environmental Barriers
- Workspace/physical environment adjustments should include a specific disability group.
- Expanding access to the workspace to increase interaction among all workers.
- Universal Access (if you intend to arrive at Service Level 3)
- Job coaches to support a single disability group
- Aides to support persons with hearing and learning impairment
- Adaptation/Job Coaches to support multiple impairments

### **Objective 3.3: Provide Opportunities for Self-Employment and Entrepreneurship**

- Conduct a comprehensive assessment of the standard and unique barriers faced by persons with disabilities, which affect the start-up or expansion of their income-generating activities.
- Guided by the assessment, develop and execute an action plan to eliminate institutional and environmental barriers affecting persons with disabilities pursuing entrepreneurship and self-employment

- Ensure that persons with disabilities can access all government programmes targeting potential and existing entrepreneurs. Training sites should be accessible, and the mode of delivery will need to accommodate learners with various disabilities.
- Ensure that small business incubators and special shared spaces are accessible to persons with disabilities.
- Ensure that any existing business development support services and unique financing options for self-employed persons are accessible to persons with disabilities who intend to establish or seek to consolidate an entrepreneurial business.
- Guided by review and lessons, enhance and build additional Community-Based Rehabilitation initiatives to provide work and economic empowerment for persons with disabilities, including models such as horticultural therapy.

**Timeline for Strategic Actions for Policy Imperative No. 3 – Economic Inclusion & Financial Security**

|  |   |                  |                       |             |             |             |   |  |
|--|---|------------------|-----------------------|-------------|-------------|-------------|---|--|
| <b>ST. KITTS AND NEVIS</b>                         |   |                  |                       |             |             |             |   |  |
| <b>National Disability Policy 2026</b>             |   |                  |                       |             |             |             |   |  |
| <b>OUTLINE: 5-Year Strategic Plan: 2026 – 2030</b> |   |                  |                       |             |             |             |   |  |
|  | <b>POLICY IMPERATIVE NO. 3: Economic Inclusion &amp; Financial Security</b>   |                  |                       |             |             |             |   |  |
| <b>ECONOMIC INCLUSION AND FINANCIAL SECURITY</b>   | <i><b>OUTCOME: Persons with disabilities have economic security, which enables them to plan for the future, exercise choice, and control over their lives</b></i>                   |                  |                       |             |             |             |   |  |
|  | <b>OBJECTIVE 3.1: Create An Inclusive Workplace throughout the Public Sector</b>  |                  |                       |             |             |             |   |  |
|  | <b>Strategic Action (s)</b>   | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |   |  |
|  |   | <b>2026</b>      | <b>2027</b>           | <b>2028</b> | <b>2029</b> | <b>2030</b> |   |  |
|  | Addressing Barriers to Inclusion in the Workplace in the Public Sector  |                  |                       |             |             |             |   |  |
|  | 3.1.1 Resetting Perceptions of Capacity of Persons with Disabilities - Attitudinal Barriers   | X                | X                     | X           | X           | X           | Led by MWP for Disability and the Labour Department |  |
|  | <ul style="list-style-type: none"> <li>Awareness sessions for MDAs underscore the benefits to a workplace when a person or persons with a disability are team members.</li> </ul>   | X                | x                     |             |             |             | Led by MWP for Disability and the Labour Department |  |
|  | <ul style="list-style-type: none"> <li>Ensure that the overall public education programme sensitizes citizens on the rights and capacities of persons with disabilities.</li> </ul> |                  | X                     |             |             |             | Led by MWP for Disability and the Labour Department |  |
|  | <ul style="list-style-type: none"> <li>Develop Manuals to guide the recruitment and retention of persons with disabilities in the workplace.</li> </ul>                             |                  | X                     |             |             |             | Department of Labour                                |  |

|   |   |   |   |   |   |  |  |
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| 3.1.2 Provide Bridges to Economic Inclusion – Institutional Barriers  |   |   |   |   |   |  |  |
| <ul style="list-style-type: none"> <li>Identify a Disability Champion and supporting team.</li> </ul>   | X |   |   |   |   |  | Cabinet  |
| <ul style="list-style-type: none"> <li>Establish current Service Ladder Status and set targets. See Appendix 1 for recommended service levels.</li> </ul>                           | X | X |   |   |   |  | Office of the Disability Champion and the Department of Labour |
| <ul style="list-style-type: none"> <li>Internal Disability Employment Policy – Adopt the relevant elements of the National Disability Policy and supporting legislation.</li> </ul> |   | X |   |   |   |  | Office of the Disability Champion and the Department of Labour |
| <ul style="list-style-type: none"> <li>Develop a budget for incremental changes to the physical environment of targeted MDAs</li> </ul>   |   | X | X | X |   |  | Respective MDAs in collaboration with the MWP for Finance      |
| <ul style="list-style-type: none"> <li>Ensure there is a budget allocation to achieve reasonable accommodation in specific workspaces and, eventually, system-wide</li> </ul>       |   |   | X | X | X |  | Respective MDAs in collaboration with the MWP for Finance      |
| <ul style="list-style-type: none"> <li>Build relationships with the technical and vocational training facilities and centres, upskilling persons with disabilities.</li> </ul>      |   | X | X | X | X |  | Disability Champion, in collaboration with Respective MDAs     |
| <ul style="list-style-type: none"> <li>Offer internships and summer opportunities equally to students and trainees from post-</li> </ul>  |   | x | x | x | x |  | MDAs   |

|  |   |   |             |             |             |             |  |                       |
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|  | secondary or specialized facilities.  |   |             |             |             |             |  |                       |
|  | <ul style="list-style-type: none"> <li>Establish &amp; Monitor Service Ladder Status, providing reports annually.</li> </ul>  | X | X           | X           | X           | X           | Office of the Disability Champion and Department of Labour |                       |
|  | 3.1.3 Environment for Inclusion at the Workplace – Reasonable Accommodation   |   |             |             |             |             |  |                       |
|  | <ul style="list-style-type: none"> <li>Workspace/physical environment adjustments to include a specific disability group</li> </ul>   |   | X           | X           |             |             | Respective MDAs and the Physical Planning Department       |                       |
|  | <ul style="list-style-type: none"> <li>Expanding access to the workspace to increase interaction</li> </ul>   |   | X           | X           | X           |             | Respective MDAs and the Physical Planning Department       |                       |
|  | <ul style="list-style-type: none"> <li>Universal Access to increase inclusion. (Note: This strategy is consistent with the agenda of accessible government spaces to persons with disabilities.)</li> </ul> |   |             | X           | X           | X           | Respective MDAs and the Physical Planning Department       |                       |
|  | <ul style="list-style-type: none"> <li>Aides to support a single disability group</li> </ul>  |   | X           |             |             |             | Respective MDAs and the Department of Labour               |                       |
|  | <ul style="list-style-type: none"> <li>Aides to support persons with hearing and learning impairment</li> </ul>   |   | X           | X           |             |             | Respective MDAs and the Department of Labour               |                       |
|  | <ul style="list-style-type: none"> <li>Adaptation/Job Coaches to support multiple impairments</li> </ul>  |   |             |             | X           | X           | Respective MDAs and the Department of Labour               |                       |
|  | <b>OBJECTIVE 3.2: Support the Private Sector in Providing Economic Opportunities for Persons with Disabilities</b>  |   |             |             |             |             |  |                       |
|  |   |   | <b>2026</b> | <b>2027</b> | <b>2028</b> | <b>2029</b> | <b>2030</b>  | <b>Responsibility</b> |
|  | <b>3.2.1 Strategic Imperatives of the Government</b>  |   |             |             |             |             |  |                       |

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|  | <ul style="list-style-type: none"> <li>Launch an initiative through the relevant MDAs, led by the government's Disability Champion, to support workplace inclusion and accessibility in the private sector.</li> </ul> | X |   |   |   |   | Disability Champion   |
|  | <ul style="list-style-type: none"> <li>Confirm the resource needs of private sector firms to increase the inclusion of persons with disabilities.</li> </ul>   |   | X |   |   |   | Disability Champion, Private Sector Umbrella Organization(s)      |
|  | <ul style="list-style-type: none"> <li>The government's Disability Champion can create an MOU with committed private sector firms to access support resources.</li> </ul>  |   | X | X |   |   | Disability Champion   |
|  | <ul style="list-style-type: none"> <li>Provide an incentive/recognition system for private sector firms that actively recruit and retain persons with disabilities.</li> </ul>   |   | X | X | X | X | Disability Champion and MWP for Economic Development and Finance. |
|  | <ul style="list-style-type: none"> <li>Provide a recognition system for firms that consistently educate their workers on inclusion.</li> </ul>   |   | X | X | X | X | Disability Champion and MWP for Economic Development              |
|  | <b>3.2.2 Strategic Imperatives of the Private Sector to resolve barriers to inclusion in the workplace</b>   |   |   |   |   |   |   |
|  | a) Resetting Perceptions of Capacity of Persons with Disabilities - Attitudinal Barriers   | X | X | X | X | X |   |
|  | <ul style="list-style-type: none"> <li>Present a series of awareness sessions for private-sector</li> </ul>  | X | x |   |   |   | Government's Disability Champion,                                 |

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|  | employers, underscoring the benefits to a firm when a person/persons with a disability are team members.  |   |   |   |   |   | Private Sector Umbrella Organization (s)   |
|  | <ul style="list-style-type: none"> <li>Ensure that the overall public education programme sensitizes citizens on the rights and capacities of persons with disabilities.</li> </ul> |   | X |   |   |   | Government's Disability Champion, Private Sector Umbrella Organization (s), MWP for Disability |
|  | <ul style="list-style-type: none"> <li>Develop Manuals to guide the recruitment and retention of persons with disabilities in the workplace.</li> </ul>                             |   | X |   |   |   | Private Sector HR, Government's Disability Champion & External Support                         |
|  | <ul style="list-style-type: none"> <li>Provide Bridges to Economic Inclusion – Institutional Barriers</li> </ul>  |   |   |   |   |   |  |
|  | <ul style="list-style-type: none"> <li>Identifying a Disability Champion for the firm</li> </ul>  |   | X |   |   |   | Board  |
|  | <ul style="list-style-type: none"> <li>Establish Service Ladder Status and prepare Inclusion Plan. See Appendix 1 for recommended service levels.</li> </ul>                        | X | X |   |   |   | Disability Champion. Board for Approval  |
|  | <ul style="list-style-type: none"> <li>Diversity (Disability) Policy – Adopt the relevant elements of the National Disability Policy and supporting legislation.</li> </ul>         |   | X |   |   |   | Disability Champion. Board for Approval  |
|  | <ul style="list-style-type: none"> <li>Develop a budget for incremental changes</li> </ul>  |   | X | X | X | X | Chief Financial Officer and  |

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|  | to the physical environment.  |   |   |   |   |   | Disability Champion  |
|  | <ul style="list-style-type: none"> <li>Develop and approve a budget allocation to achieve reasonable accommodation in specific workspaces and, eventually, system-wide</li> </ul> |   |   | X | X | X | Chief Financial Officer and Disability Champion                        |
|  | <ul style="list-style-type: none"> <li>Build relationships with the TVET training facilities and centres, upskilling persons with disabilities.</li> </ul>                        |   | X | X | X | X | Disability Champion  |
|  | <ul style="list-style-type: none"> <li>Establish &amp; Monitor Service Ladder Status with updates to the Board, benchmarking impact on the enterprise.</li> </ul>                 | X | X | X | X | X | Disability Champion and Chief Financial Officer                        |
|  | <ul style="list-style-type: none"> <li>Environment for Inclusion at the Workplace – Reasonable Accommodation</li> </ul>   |   |   |   |   |   |  |
|  | <ul style="list-style-type: none"> <li>Workspace/physical environment adjustments to include a specific disability group</li> </ul>   |   | X | X |   |   | Disability Champion. Guidelines from the Physical Planning Department. |
|  | <ul style="list-style-type: none"> <li>Expanding access to the workspace to increase interaction</li> </ul>   |   |   | X | X | X |  |
|  | <ul style="list-style-type: none"> <li>Implement Universal Access</li> </ul>  |   |   |   |   | X |  |
|  | <ul style="list-style-type: none"> <li>Aides to support a single disability group</li> </ul>  |   | X |   |   |   | Disability Champion and HR Manager                                     |
|  | <ul style="list-style-type: none"> <li>Aides to support persons with hearing and learning impairment</li> </ul>   |   | X | X |   |   | Disability Champion and HR Manager                                     |

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|  | <ul style="list-style-type: none"> <li>Adaptation of work options and Job Coaches to support multiple impairments</li> </ul>   |                  |             |             | X                     | X           | Disability Champion, Line Supervisor          |
| <b>Objective 3.3: Provide Opportunities for Self-Employment and Entrepreneurship</b> |  |                  |             |             |                       |             |   |
|  |  | <b>Timeframe</b> |             |             | <b>Responsibility</b> |             |   |
|  |  | <b>2026</b>      | <b>2027</b> | <b>2028</b> | <b>2029</b>           | <b>2030</b> |   |
|  | 3.3.1 Assessment of the standard and unique barriers   | X                |             |             |                       |             | MWP for Disability and Small Business         |
|  | 3.3.2 Action plan to address unique barriers.  | X                | X           |             |                       |             | MWP for Disability and Small Business         |
|  | 3.3.3 Ensure that persons with disabilities can access all government programmes targeting potential and existing entrepreneurs.                                       |                  | X           | X           | X                     | X           | MWP for Disability and MWP For Small Business |
|  | <ul style="list-style-type: none"> <li>Assess how applications and announcements for opportunities are 'accessible' to persons with disabilities.</li> </ul>           |                  | X           | X           | X                     | X           | MWP for Disability and MWP For Small Business |
|  | <ul style="list-style-type: none"> <li>Ensure that training workshops, and business development services are held/delivered in accessible spaces.</li> </ul>           |                  | X           | X           | X                     | X           | MWP for Disability and MWP For Small Business |
|  | <ul style="list-style-type: none"> <li>Review training material and add relevant features to ensure accessibility.</li> </ul>  |                  | X           | X           |                       |             | MWP for Disability and MWP For Small Business |
|  | <ul style="list-style-type: none"> <li>Spaces designated as shared spaces, incubators, and greenhouses are accessible to persons with various disabilities.</li> </ul> |                  | X           | X           | X                     | X           | MWP for Disability and MWP For Small Business |
|  | 3.3.4 In collaboration with NGOs, consider specialized   |                  |             | X           | X                     | X           | MWP for Disability                            |

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|  | entrepreneurship initiatives guided by unique barriers existing programmes cannot address.  |  |   |   |   |   | MWP, For Small Businesses, and NGOs                       |
|  | 3.3.5 Ensure that any existing business development support services and unique financing options for self-employed persons are accessible. |  |   | X | X | X | MWP for Small Business, Development Bank                  |
|  | 3.3.6 Build out Community-Based Rehabilitation programmes at strategic points throughout the Federation.                                    |  | X | X | x | X | CBR (Nevis) MWP for Disability and MWP for Small Business |
|  |   |  |   |   |   |   |   |

MWP = Ministry with Portfolio Responsibility

## Appendix 1: Employer's Disability Inclusion Service Ladder

### A Framework for Accountability for the Inclusion of Persons with Disabilities in the Workplace

The Disability Inclusion Service Ladder will establish where your firm sits on the Service Ladder. The Service Ladder is akin to the Disability Equality Index, which is used to assess and provide a score for an organization's work on including persons with disabilities. The service ladder is a simplified version of the Disability Equality Index, with firms moving from the bronze service level to the gold level. A range of indicators is linked to strategic priorities presented in this strategy document. While there are discrete service levels, it will be possible for a firm to achieve recognition for some Service Level 2 indicators while not having the results for all the Service Level 1 indicators. See Appendix 1 for the Employer's Disability Inclusion Service Ladder.

|  |  |  |  |  |   |  |
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|  |  |  |  |  |   |  |
| Build Awareness and Acceptance – Attitudinal Barrier     | Orientation and Workshops for Permanent Secretary and Senior Managers (Public Sector) Board, Management & Staff (Private Sector) |  | Extended internal workshops to prepare immediate staff who will interact with incoming team members with a disability. |  | All staff participate in workshops to increase interaction with employees with disabilities, including those working in the firm. |  |
|  | HR Participates in Sensitisation Workshop(s)   |  | Review of the HR manual to reflect the inclusion of all persons with disabilities in the enterprise.                   |  | Revised HR Manual   |  |
|  | Client/Customer Sensitivity Survey   |  | Sensitisation of Customers/Clients   |  | Client/Customer Feedback Survey   |  |
| Provide Bridges to the Workplace – Institutional Barrier | An Individual in the Firm/MDA is confirmed and trained as the Disability Champion.   |  | Management Initiates Drafting of Company Diversity Policy.   |  | Public Sector/Board and Management establish Diversity Policy.  |  |
|  | Commit to Inclusion Service Ladder   |  | Monitor movement on the Inclusion Service Ladder.  |  | Disability Inclusion becomes a Key Performance Indicator for the organisation.  |  |
|  | The Firm/MDA can accommodate   |  | Percentage of the budget allocated   |  | Reasonable Accommodation is   |  |

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|  | minor changes for a pilot within their existing budget.   |  | to achieve reasonable accommodation.  |  | acknowledged as a Budget line item.   |  |
|  | The MDA/Firm provides internships during training for TVET Trainees with disabilities.  |  | The MDA/Firm provides post-training internships, where possible, for employees.                                       |  | The MDA/Firm provides internship training with reasonable accommodations for various impairments.   |  |
| Provide Support and Aides - Environmental Barriers                       | Workspace/physical environment adjustments to include persons with physical impairment (PI) and visual impairment (VI)              |  | Expand access within the building to allow for interaction with colleagues.   |  | Universal Access  |  |
|  | Identify priority aides to support inclusion.   |  | Aides added to support persons with disabilities with hearing impairment (HI), Deaf and mild learning impairment (LI) |  | Adaptation/Job Coaches to support Multiple Impairments, cognitive impairment (CI), etc.             |  |
| Employees – Single Disability (PI) through to the full range = inclusion | The MDA/Firm hires person(s) with Physical Impairment (PI)  |  | The MDA/firm hires person(s) with Visual and Hearing Impairments (VI, HI) for specific departments.                   |  | The MDA/Firm hires persons with Learning Impairment (LI) and & Multiple Impairments (MI).           |  |
|  |   |  |   |  | The MDA/Firm moves to system-wide employment of persons with disabilities.                          |  |
|  | The MDA/Firm establishes a relationship with a technical training provider and commits to hiring a graduate with an impairment that |  | The MD/Firm provides multiple technical training providers listing upcoming work opportunities.                       |  | Equal Opportunity Employment – Recruitment. Indicates/encourages persons with disabilities to apply |  |

|  |                                      |  |  |  |  |   |
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|  | would require minimal accommodation. |  |  |  |  |   |
| Scores for Each Level  |                                      |  |  |  |  |   |
| Maximum Score  |                                      |  |  |  |  |   |
| Your Score   |                                      |  |  |  |  | % |
| <p>The score for each category is a '1' if yes. Then, multiply your score by the level. Therefore, if you are at Service Level 1, then it's 1*1; if you are at Service Level 2 and you score for an activity, then it is 1*2</p> |                                      |  |  |  |  |   |

## **Policy Imperative No. 4: Public Awareness and the Attitudinal Barrier**

**Outcome:** A culturally inclusive and socially aware St. Kitts and Nevis where persons with disabilities are respected, represented, and actively participate in every dimension of national life. Negative stereotypes, stigma, and institutional discrimination are eliminated through sustained education, inclusive communication, and leadership by persons with disabilities. The society promotes dignity, mutual respect, and equality for all. The public sector, civil society, media, educational institutions, and local communities become proactive actors in cultivating a national identity where inclusion is expected and celebrated.

### **Alignment**

This Policy Imperative aligns with:

- **UN Convention on the Rights of Persons with Disabilities (UNCPRD):** Article 8 (Awareness-Raising), Article 4 (General Obligations), and Article 5 (Equality and Non-Discrimination).
- **Sustainable Development Goals (SDGs):** SDG 10 (Reduced Inequalities), SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 16 (Peace, Justice and Strong Institutions).  
**Regional Frameworks:** OECS Education Strategy, CARICOM Social Inclusion and Equality Policy Frameworks.
- **National Development Planning Framework (2023–2037)** includes citizen engagement, inclusive education, and social protection.

### **Objectives**

- Build National Awareness and Sensitization on Disability Rights and Realities
- Integrate Disability Awareness and Rights into the National Education Curriculum
- Equip Frontline and Public Service Workers with Inclusive Communication and Interaction Skills
- Promote the Leadership and Visibility of Persons with Disabilities in Public Life

### **Overall Strategic Imperative**

To shift national consciousness, institutional culture, and everyday social interactions by embedding disability rights and dignity into all levels of public life. Through inclusive education, targeted public campaigns, and representative leadership, St. Kitts and Nevis will create an enabling environment where persons with disabilities are full participants and leaders in their communities. This transformation requires not just messaging but action across institutions, mandating inclusive behaviours, providing tools to change interaction norms, and funding sustained interventions to alter public sentiment.

## Objectives and Strategies

### Objective 4.1: Build National Awareness and Sensitization on Disability Rights and Realities

**Strategy:** This strategy calls for developing and implementing a nationwide, multi-sectoral awareness campaign to reshape public understanding of disability. At its core, the campaign must be led by persons with disabilities themselves and reflect the full diversity of disability experiences, including physical, sensory, intellectual, and psychosocial disabilities. The strategy also addresses widespread ignorance about the rights, needs, and contributions of persons with disabilities. By placing stories, challenges, and successes in the public eye, this campaign will foster empathy, inform policy, and increase visibility, especially for lesser-known or invisible disabilities. In addition, the strategy must engage traditional and digital media, religious and community leaders, educators, and the private sector in re-narrating disability as an ordinary and valuable part of human diversity.

- **Launch a National Disability Awareness Media Campaign.**  
Develop a multimedia campaign using television, radio, newspapers, social media, and billboards to raise awareness about disability rights, experiences, and inclusion. Materials should highlight lived experiences across multiple disability types, genders, and ages. This action creates sustained visibility, disrupts public misconceptions, and provides consistent messaging on equality.
- **Produce Inclusive Materials in Accessible Formats.**  
Ensure all campaign and awareness materials are produced in braille, sign language, plain language, and captioned video formats. This ensures that awareness messaging is genuinely inclusive and reaches persons with varying access needs.
- **Embed Disability Rights into Community Development Work.**  
Partner with civil society groups, youth councils, neighbourhood associations, churches, and trade unions to deliver sensitization workshops, local forums, and storytelling events. Localized education transforms social norms from within communities, making inclusion tangible and rooted in collective understanding.
- **Create a National Disability Etiquette and Respectful Language Guide.**  
Develop and distribute printed and digital guides outlining appropriate terms and conduct when interacting with persons with disabilities. Disseminate across all government agencies, schools, and media houses. This recommendation reinforces respectful everyday interactions and standardized disability-positive communication.
- **Institutionalize a National Disability Awareness Week.**  
Launch an annual observance comprising seminars, performances, media features, and awards. Encourage schools, businesses, and public institutions to participate actively. This would offer a recurring national platform for dialogue, learning, and public reflection. It would build on International Disability Awareness Day, which is recognized annually on the first Wednesday of December.

### Objective 4.2: Integrate Disability Awareness and Rights into the National Education Curriculum

**Strategy:** This strategy seeks to embed inclusive values and disability awareness across the formal education system in St. Kitts and Nevis, from early childhood through to tertiary levels. By revising curriculum frameworks and teaching methods to include the perspectives, contributions, and rights of persons with disabilities, the education system becomes a key driver in dismantling societal stigma. Early exposure to these values will lay the foundation for an inclusive generation recognizing differences as usual and as valuable.

- **Revise Curriculum Standards to Integrate Disability Rights and Inclusion.**  
Update national education syllabi to embed disability awareness, rights, and inclusion principles in civics, social studies, and health education. Curriculum content plays a critical role in shaping values from an early age. Ensuring every student learns about equality, accessibility, and the contributions of persons with disabilities. For example, the revised civic education curriculum could include modules on the UN Convention on the Rights of Persons with Disabilities alongside local stories of disability leadership, including things like the performance of Special Olympics Athletes. This supports the overall strategy by embedding inclusion in the formal education system and promoting lifelong inclusive attitudes.
- **Develop Inclusive Classroom Materials.**  
Create age-appropriate, culturally relevant books, videos, posters, and digital resources that portray disability as part of everyday life. These resources should reflect the realities and achievements of persons with disabilities in St. Kitts and Nevis, reinforcing their positive contributions to society. By integrating disability across subject matter and classroom visuals, students will become accustomed to seeing disability as part of their world, not apart from it. This recommendation deepens Policy Imperative 2, Building an Inclusive Education System.
- **Train Educators in Inclusive Teaching Strategies.**  
Mandatory, recurring training in inclusive pedagogy will ensure educators are fully equipped to deliver the revised curriculum and support students with diverse needs. This includes training on Universal Design for Learning (UDL), differentiated instruction, and classroom accommodations. Building teacher capacity is critical to avoid superficial or tokenistic implementation. This recommendation aligns with the strategy by making inclusive education a functional reality within the classroom.

#### **Objective 4.3: Promote the Leadership and Visibility of Persons with Disabilities in Public Life**

**Strategy:** This strategy focuses on increasing the visibility, influence, and participation of persons with disabilities in public leadership roles across all levels of society. It acknowledges the historical underrepresentation of persons with disabilities in governance, advocacy, and high-profile national conversations. It is rooted in the principle that authentic representation leads to better policy, inspires younger generations, and dismantles societal misconceptions that associate disability with incapacity. Public leadership must reflect the full diversity of the population; therefore, leadership development and institutional reform are necessary to ensure equity in participation.

- **Mandate Representation in Public Boards and Governance Bodies.**  
Legislate or adopt an administrative policy requiring the inclusion of at least one person with a disability in statutory boards, advisory councils, and high-level committees. This action ensures that decisions are made with disability perspectives at the table, promoting more inclusive outcomes and fostering a sense of national belonging.

- **Create a Disability Leadership Fellowship Programme.**  
Establish a structured programme for young and mid-career persons with disabilities that provides leadership training, mentorship, internships, and public service exposure. This initiative will prepare a new generation of leaders with policy knowledge and advocacy skills to shape national discourse and policy actively.
- **Highlight contributions of Persons with Disabilities.**  
Launch a national campaign and annual award that recognizes leadership, entrepreneurship, civic service, and advocacy by persons with disabilities. Public recognition will disrupt narratives of dependence and position persons with disabilities as role models in national development.
- **Employers highlight the Contribution of Workers in the Workplace.**  
Employers are encouraged to showcase and honour the contributions that persons with disabilities make to their workforce. Employers highlight the benefits of employing a person with a disability to the overall performance of their organization.

#### **Objective 4.4: Equip First Responders and Public Service Workers with Inclusive Communication and Interaction Skills**

**Strategy:** This strategy ensures that frontline workers across the public service deliver respectful, accessible, and inclusive services to all citizens, including persons with disabilities. It addresses the frequent challenges faced by persons with disabilities when accessing healthcare, education, policing, transportation, and customer service. By institutionalizing respectful interaction through training and protocols, this strategy will transform how public institutions operate and how persons with disabilities experience public life.

- **Deliver Mandatory Disability Etiquette and Communication Training.**  
All frontline workers in ministries, statutory bodies, and essential services should undergo structured training on disability awareness, respectful language, and inclusive communication. This ensures that public servants are competent and confident in engaging with persons with disabilities, reducing harm and improving service outcomes.
- **Revise Public Service Standards and Customer Interaction Protocols.**  
Update all public-facing standard operating procedures (SOPs), service charters, and complaint handling procedures to reflect accessibility obligations and respectful conduct standards. Embedding inclusion into service delivery ensures consistency, accountability, and cultural change within institutions. Service recognition should include the extent to which nominees have provided acceptable service to persons with disabilities.
- **Use Job Aids and Signage that Promote Inclusive Behaviour.**  
Display posters, leaflets, and interactive tools in public offices that guide staff and clients on best practices for interacting with persons with disabilities. These materials provide daily reminders of service standards and visibly communicate that inclusion is a national value.
- **Rating Private Sector Firms**  
Acknowledge private sector firms with a sustainable initiative to hire and retain persons with disabilities.

**Timeline for Strategic Actions for Policy Imperative No. 4 –**

|  |  |                  |             |                       |             |             |  |  |
|--|--|------------------|-------------|-----------------------|-------------|-------------|--|--|
| <b>ST. KITTS AND NEVIS</b>                         |  |                  |             |                       |             |             |  |  |
| <b>National Disability Policy 2026</b>             |  |                  |             |                       |             |             |  |  |
| <b>OUTLINE: 5-Year Strategic Plan: 2026 – 2030</b> |  |                  |             |                       |             |             |  |  |
| <b>POLICY IMPERATIVE NO. 4</b>                     |  |                  |             |                       |             |             |  |  |
| <b>EDUCATION, TRAINING &amp; LIFELONG LEARNING</b> | <i><b>OUTCOME: A culturally inclusive and socially aware St. Kitts and Nevis where persons with disabilities are respected, represented, and actively participate in every dimension of national life.</b></i> |                  |             |                       |             |             |  |  |
|  | <b>Objective 4.1: Build National Awareness and Sensitisation on Disability Rights and Realities</b>  |                  |             |                       |             |             |  |  |
|  | <b>Strategic Action (s)</b>  | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |  |  |
|  |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |  |  |
|  | 4.1.1 Initiate Design of National Disability Awareness Programme   | <b>X</b>         |             |                       |             |             | MWP Disability and ODPs  |  |
|  | <ul style="list-style-type: none"> <li>Establish an interministerial team to lead the process</li> </ul>   | x                |             |                       |             |             | MWP for Disability and Cabinet                                       |  |
|  | <ul style="list-style-type: none"> <li>Conduct a baseline to assess public perception of disability rights</li> </ul>  | <b>X</b>         |             |                       |             |             | Statistical Office   |  |
|  | <ul style="list-style-type: none"> <li>Develop multimedia tools</li> </ul>   | <b>X</b>         | <b>X</b>    |                       |             |             | MWP for Communication and a Firm                                     |  |
|  | <ul style="list-style-type: none"> <li>Launch Disability Awareness Campaign</li> </ul>   |                  | X           |                       |             |             | GoSKN  |  |
|  | <ul style="list-style-type: none"> <li>Conduct a Tracer Study to review the impact</li> </ul>  |                  |             |                       | <b>X</b>    | <b>X</b>    |  |  |
|  | 4.1.2 Embed Disability Agenda in Community Work  |                  | <b>X</b>    | <b>X</b>              | <b>X</b>    | <b>X</b>    | MDAs with responsibility for Education and Persons with Disabilities |  |
|  | <ul style="list-style-type: none"> <li>Conduct Workshops for community</li> </ul>  |                  | <b>X</b>    |                       |             |             | MWP for Disabilities, Community                                      |  |

|  |  |                  |             |             |             |             |             |   |
|--|--|------------------|-------------|-------------|-------------|-------------|-------------|---|
|  | development/social workers   |                  |             |             |             |             |             | Development, ODPs                                   |
|  | <ul style="list-style-type: none"> <li>Roll out pilot sessions on community sensitization workshops</li> </ul>         |                  | X           |             |             |             |             | MWP for Disabilities, Community Development, ODPs   |
|  | <ul style="list-style-type: none"> <li>National Launch of Community Sensitisation for an Inclusive Society</li> </ul>  |                  | X           |             |             |             |             | MWP for Disabilities, Community Development, ODPs   |
|  | 4.1.3 Create a National Disability Etiquette and Respectful Language Guide.  |                  | X           |             |             |             |             | Disability Champion with External Technical Support |
|  | 4.1.4 Launch Disability Awareness Week December 2026   |                  | X           |             |             |             |             | MWP Education                                       |
| <b>Objective 4.2: Integrate Disability Awareness and Rights into the National Education Curriculum</b> |  |                  |             |             |             |             |             |   |
|  | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             |             |             |             |             | <b>Responsibility</b>                               |
|  |  |                  | <b>2026</b> | <b>2027</b> | <b>2028</b> | <b>2029</b> | <b>2030</b> |   |
|  | 4.2.1 Revise Curriculum Standards to Integrate Disability Rights and Inclusion   |                  |             | X           | X           | X           | X           | MWP for Education                                   |
|  | 4.2.2 Develop Inclusive Classroom Materials.   |                  |             |             |             |             |             |   |
|  | <ul style="list-style-type: none"> <li>Global good practices on resource needs</li> </ul>                              |                  | X           |             |             |             |             | MWP for Education and MWP for Finance & Budgeting   |
|  | <ul style="list-style-type: none"> <li>Guided by the Inclusive Education Service Ladder, acquire resources</li> </ul>  |                  |             |             | X           | X           |             | MWP for Education and MWP for Finance & Budgeting   |
|  | <ul style="list-style-type: none"> <li>Resource material for the range of students and trainees is included</li> </ul> |                  |             |             |             |             | X           | MWP for Education and MWP for Finance & Budgeting   |

|   |  |                  |             |                       |             |             |  |  |  |
|---|--|------------------|-------------|-----------------------|-------------|-------------|--|--|--|
|   | in all learning institutions   |                  |             |                       |             |             |  |  |  |
| 4.2.3   | Train Educators in Inclusive Teaching Strategies.  |                  | X           | X                     | X           | X           |  | MWP for Education                                    |  |
|   | <ul style="list-style-type: none"> <li>Identify schools for the Inclusive Education Pilot and initiate training of teachers there</li> </ul>   |                  | X           |                       |             |             |  | MWP for Education                                    |  |
|   | <ul style="list-style-type: none"> <li>Build out inclusive pedagogy and deliver to Pilot Schools</li> </ul>  |                  | X           |                       |             |             |  | MWP for Education                                    |  |
|   | <ul style="list-style-type: none"> <li>Training on Universal Design and Learning system-wide</li> </ul>  |                  |             |                       | X           | X           |  |  |  |
| <b>Objective 4.3: Promote the Leadership and Visibility of Persons with Disabilities in Public Life</b> |  |                  |             |                       |             |             |  |  |  |
|   |  | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |  |  |  |
|   | <b>Strategic Action</b>  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |  |  |  |
| 4.3.1   | Appointment to Public Boards & Governance Bodies   | X                | X           | X                     | X           | X           |  | MWP for Public Sector, Cabinet                       |  |
|   | <ul style="list-style-type: none"> <li>The government establishes a Policy of Representation</li> </ul>  | X                |             |                       |             |             |  | Cabinet  |  |
|   | <ul style="list-style-type: none"> <li>Identify boards that have the most significant impact on outcomes for persons with disability</li> </ul>  | X                |             |                       |             |             |  | MWP for Disability and MWP Public Sector             |  |
|   | <ul style="list-style-type: none"> <li>Guided by the cycle of Board appointments, identify Boards on which representatives of the community of persons with disabilities should serve</li> </ul> | X                | X           |                       |             |             |  | MWP for the Disability and MWP for the Public Sector |  |

|   |   |   |                   |             |                       |             |             |  |  |
|---|---|---|-------------------|-------------|-----------------------|-------------|-------------|--|--|
|   |   |   |                   |             |                       |             |             |  |  |
|   | <ul style="list-style-type: none"> <li>Initiate Appointments guided by 4.3.1 ©</li> </ul>                                       |   | X                 |             |                       |             |             | MWP for Disability   |  |
|   | <ul style="list-style-type: none"> <li>All sector boards and governance ty to have a person with a disability serve.</li> </ul> |   |                   |             | X                     | X           |             | MWP for Disability Leads with support from the Ministry with responsibility for Education and Training |  |
|   | 4.3.2 Create a Disability Leadership Fellowship Programme.  | X | X                 |             |                       |             |             | MWP for Disability   |  |
|   | 4.3.3 Highlight contributions of Persons with Disabilities  |   | X                 | X           | X                     | X           |             | MWP for Disability   |  |
|   | 4.3.4 Employers highlight the Contribution of Workers in the Workplace.   |   |                   | X           | X                     | X           |             | MWP for Disability and the Ministry of Finance   |  |
| <b>Objective 4.4: Equip First Responders and Public Service Workers with Inclusive Communication and Interaction Skills</b> |   |   |                   |             |                       |             |             |  |  |
|   | <b>Strategic Action</b>   |   | <b>Time Frame</b> |             | <b>Responsibility</b> |             |             |  |  |
|   |   |   | <b>2026</b>       | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |  |  |
|   | 4.4.1 Develop material for Etiquette Training   |   | X                 |             |                       |             |             | MWP Public Sector, MWP Disabilities and ODP  |  |
|   | 4.4.2 Deliver Workshops to First Responders   |   |                   | X           | X                     | X           | X           | MWP Disabilities and Disability Champion   |  |
|   | 4.4.3 Deliver Training on basic Sign Language   |   |                   | X           | X                     | X           | X           | MWP Disabilities   |  |
|   | 4.4.4 Update Public Sector SOPs   | X |                   | X           |                       |             |             | MWP Public Sector  |  |
|   | 4.4.5 Implement Recognition protocol  |   |                   | X           |                       |             |             | MWP Public Sector  |  |
|   | 4.4.5 Design Job Aids and Signage that Promote Inclusive Behaviour  |   |                   | X           |                       |             |             | MWP Public Sector, MWP Disabilities  |  |

|  |   |   |   |   |   |   |  |
|--|---|---|---|---|---|---|--|
|  | 4.4.5 Develop Disability Inclusive Index (See Pillar No. 3) | X | X |   |   |   | MWP Industry, MWP Disabilities, Disability Champion and Private Sector Representatives |
|  | 4.4.6 Recognize Private Sector Firms at Annual Events       |   |   | X | X | X | MWP Industry, MWP Disabilities, Disability Champion and Private Sector Representatives |

MWP = Ministry with Portfolio Responsibility

## Policy Imperative No. 5: Health and Wellness

### Outcome:

*Persons with disabilities in St. Kitts and Nevis will have equitable access to affordable, high-quality, and inclusive health and wellness services across the life course. This includes preventive, diagnostic, therapeutic, rehabilitative, and mental health services; sexual and reproductive healthcare; assistive devices and technologies; and inclusive public health communication and infrastructure. The ultimate aim is to eliminate health disparities, institutional discrimination, and wellness barriers while embedding disability inclusion across all health system components.*

**Alignment:** This imperative aligns with

- Articles 25 (Health) and 26 (Habilitation and Rehabilitation) of the UNCRPD
- The Community-Based Rehabilitation Model
- WHO's Global Disability Action Plan,
- Special Olympics Inclusive Health Framework
- The CARICOM Regional Health Frameworks
- At the national level, it reflects findings from the Special Needs Policy and the Education Sector Plan, and leverages models from the Barbados 2023–2030 Disability Policy.

### Objectives

- Prevention and early intervention health services are comprehensive and appropriate to support the overall health outcomes of persons with disabilities
- Increasing the support and capability of the health care sector to meet the needs of persons with disabilities. Addressing negative attitudes and stereotypes that deprioritize and, in some instances, dehumanize persons with disabilities.
- Access to community-based rehabilitation programmes
- Mental health services are effective and accessible for persons with disabilities.
- Access to Assistive Devices
- Institutionalize Inclusive Governance, Policy, and Data Systems

**Overall Strategic Imperative:** *To mainstream disability-inclusive health service delivery and governance, ensuring a human rights-based, participatory, and evidence-driven health sector transformation. This imperative focuses on access, service quality, infrastructure, rehabilitation, and wellness outcomes.*

## OBJECTIVES AND STRATEGIES

### Objective 5.1: Prevention and Early Detection

**Strategy:** While all disabilities are not preventable, early detection, coupled with necessary rehabilitation, can reduce the degree of the disability. In addition, some disabilities, such as loss of sight or a limb, can result from a non-communicable disease such as diabetes.

- **Pre-Natal**  
Ensure pre-natal care guides potential risks, for example, the use of alcohol to an unborn child. Older child-bearers.

- **Early Detection & Intervention**

Expand early detection and identification services in hospitals, public and private health care institutions, and community-based settings. Ensuring that early intervention services are available to reduce the extent to which an impairment would limit the inclusion of a person with a disability in the workplace and social settings.

- **Vulnerable Groups**

Implement a series of initiatives to flag and guide young adults and adults who are at risk because of a pre-existing condition of ‘acquiring’ a disability.

## **Objective 5.2: Build a Disability-Inclusive Health Sector**

**Strategy:** This strategy focuses on ensuring accessibility to healthcare facilities' physical plant and also enhances healthcare workers' knowledge, skills, and attitudes to provide respectful, responsive, and rights-based care to persons with disabilities. Health workers who are trained in disability-inclusive care are more likely to identify barriers, adapt procedures, and advocate for the needs of patients with disabilities. Building this workforce capacity ensures that inclusion becomes a standard practice embedded across all levels of service delivery.

- **Physical Access to Health Care Facilities**

All health care facilities must be accessible to persons who require mobility devices, have low or no vision, are deaf or hard of hearing, or have sensory neurological impairments, guided by the standards established by the Physical Planning Department.

- **Integrate Disability-inclusive Modules in all Pre-service Health Education**

Training institutions like CWIT and CFBC should embed compulsory coursework covering disability ethics, communication techniques, trauma-informed care, and assistive devices. For example, nursing students should be required to complete clinical placements in inclusive care settings. This ensures future professionals begin their careers with a rights-based foundation.

- **Establish Continuous Professional Development (CPD) Requirements for Staff**

All practicing health workers, including administrative and ancillary staff, should receive annual certified training on disability inclusion. These should be co-developed with persons with disabilities to ensure real-world relevance. This guarantees continuous competency across the health system.

- **Appoint Disability Inclusion Advocate in Major Health Facilities**

These individuals will be responsible for coordinating accessibility efforts, collecting feedback from patients with disabilities, and assisting with clinical adaptations. A Disability Focal Point may, for instance, ensure that patients with intellectual disabilities receive visual aids during consultations. They will also make recommendations to address attitudinal, institutional, and environmental barriers that impact persons with disabilities when accessing services.

- **Develop a National Disability Health Training Toolkit**

This resource should include multimedia training, ethics guides, policy briefings, and sample protocols. It will provide consistent materials for training institutions, service providers, and NGOs. Standardizing knowledge builds systemic alignment and institutional memory.

- **Introduce Disability Inclusion KPIs into Staff Performance Reviews**

Healthcare worker assessments should include criteria related to inclusive communication, patient-centred care, and responsiveness to accessibility needs. This will directly link professional accountability with health outcomes for persons with disabilities.

- **Health Insurance Coverage**

In establishing a national health insurance scheme, ensure that the features recognize the unique health requirements of persons with disability. The additional cost of medication, high levels of unemployment, and the cost of lifelong disabilities. Work with private health insurance providers to ensure that they do not create barriers for persons with disability to access private health insurance if they wish.

### **Objective 5.3: Expand Access to Community-Based Rehabilitation and Support Services**

**Strategy:** This strategy seeks to establish a robust community-based rehabilitation (CBR) system that decentralized service delivery and provides rehabilitative care and support at the community level. Rehabilitation is a key enabler of functional independence and quality of life for persons with disabilities. Expanding CBR ensures that services are affordable, accessible, and responsive to individual needs.

- **Develop a national CBR Policy and Implementation Plan**

Define the scope of services, identify priority populations, and set quality assurance standards. For example, the policy should mandate that all regional health centres offer physiotherapy, speech therapy, and occupational therapy on a rotating basis. This policy provides structure and accountability to CBR efforts.

- **Establish Interdisciplinary CBR Team**

The team should include trained physiotherapists, occupational therapists, rehabilitation assistants, and community health workers. This would require building on the CBR initiative in Nevis and establishing a Team on the island of St. Kitts. The teams will provide home visits, group therapy, and community education. For instance, a CBR team may hold a monthly family workshop on caring for a child with cerebral palsy. These multidisciplinary teams create holistic and responsive local care environments.

- **Deploy Mobile Rehabilitation Units**

These units should include portable equipment and be staffed by rotating CBR teams. They would follow fixed monthly routes and provide services such as wheelchair adjustments, mobility training, and basic therapy. This is especially important where people have challenges commuting to areas where essential services are provided.

- **Centralized Rehabilitation Referral and Tracking System**

This system will ensure that patients discharged from hospitals are referred directly to a CBR team, and their outcomes are tracked over time. It will reduce duplication, ensure follow-up, and build patient trust in rehabilitation services.

- **Support/Deliver Caregiver Training and Peer Networks**

Partner with NGOs and DPOs to provide community-based caregiver support and training. For example, monthly peer group meetings could be held at local clinics for stroke survivors and their families. This builds knowledge and resilience at the household level.

#### **Objective 5.4: Enhance Inclusive Mental Health and Psychosocial Support Services**

**Strategy:** This strategy integrates inclusive mental health and psychosocial support services across health and education systems. Persons with disabilities, particularly those with intellectual and psychosocial impairments, face high levels of stigma and poor access to mental health care. Mainstreaming inclusive mental health approaches will improve quality of life and protect rights.

- **Embed Mental Health Services in Primary Care**

Equip primary care providers with the skills to screen for, manage, and refer persons with disabilities with mental health needs. For instance, nurses can be trained in WHO's mhGAP Tools.

- **Establish school-based wellness hubs**

All public secondary schools will host wellness hubs that offer counselling, referrals, and peer support. These hubs will be staffed by trained social workers and school psychologists. For example, students with anxiety or learning difficulties will receive integrated care in a non-stigmatizing environment.

- **Launch a National Anti-Stigma Campaign**

The campaign should include media spots, social media challenges, and public testimonies from persons with lived experience. Partnering with artists and youth ambassadors can boost reach. This will be in addition to the National Disability Awareness Campaign.

- **Introduce Mobile Psychosocial Response Teams**

These teams will respond to mental health crises, especially in underserved areas. For instance, after a natural disaster, teams can provide trauma support to displaced persons with disabilities.

- **Include psychosocial support in disaster preparedness plans:**

Ensure evacuation centres have access to mental health professionals, quiet rooms, and sensory kits. This links mental wellness to safety and resilience.

#### **Objective 5.5: Improve Access to Assistive Technologies and Disability-Responsive Medical Products**

**Strategy:** This strategy aims to ensure that persons with disabilities have timely access to high-quality assistive technologies (AT) and related services. AT enables mobility, communication, and independence, yet many individuals in St. Kitts and Nevis face challenges obtaining and maintaining devices. Building a sustainable and equitable AT ecosystem is critical to reducing long-term healthcare costs and supporting participation.

- **Develop a National Assistive Technology Strategy.**

The strategy should include a National Priority Products List based on WHO's model and local consultation. It should also define procurement protocols, maintenance standards, and eligibility criteria, establishing national coherence in AT provision.

- **Establish a National Registry of AT users and needs**

A secure database will record individuals' device needs, service history, and maintenance schedules. This registry ensures transparency, informs procurement, and supports targeted interventions.

- **Assistive Technology Resource Centre:**

These centres (one on each of the Federation's islands) will offer fittings, training, repairs, and assessments. Located near regional hospitals, they will be supported by biomedical technicians and AT specialists.

- **Eliminate Import Duties and Streamline Customs Processes for AT Devices**

Collaborate with Customs and the Ministry of Finance to create a fast-track pathway for importing assistive products. This will reduce costs and delays, improving AT affordability.

- **Provide Subsidies and Means-tested AT Vouchers**

Low-income individuals with disabilities will receive public subsidies for high-priority devices. For instance, a child with hearing loss from a low-income household may be eligible for a fully subsidised hearing aid.

## **Objective 5.6: Institutionalize Inclusive Governance, Policy, and Data Systems**

**Strategy:** This strategy aims to embed disability inclusion across health governance, policy development, data systems, and emergency planning. Institutions must be accountable for inclusive service delivery, which requires participatory governance and robust data.

- **Establish a National Health and Disability Advisory Committee**

The committee will include ODPs, clinicians, planners, and statisticians. It will review policies, budgets, and M&E frameworks and report to Parliament annually.

- **Integrate disability into the Health Management Information System (HMIS)**

All health forms and digital systems will include the Washington Group Short Set. This will allow service data to be disaggregated by disability.

- **Produce biennial Health Equity and Disability Reports**

These reports will summarize health outcomes, service access, and system investments related to disability. They will be presented to Parliament and shared with the public.

- **Develop Inclusive Health Emergency Protocols**

Guidelines will be created to ensure that persons with disabilities are prioritized in triage, shelter design, and communication. For instance, shelters must be wheelchair accessible and include accessible toilets and beds.

- **Earmark Cost for Health Care for Persons with Disabilities in the Ministry of Health Budget**

A dedicated percentage of capital and recurrent spending will be allocated to disability inclusion activities.

**Timeline for Strategic Actions for Policy Imperative No. 5 – Health and Wellness**

| <b>St. Kitts and Nevis</b>   |  |                  |                       |             |             |             |   |
|--|--|------------------|-----------------------|-------------|-------------|-------------|---|
| <b>National Disability Policy 2026</b>   |  |                  |                       |             |             |             |   |
| <b>Outline: 5-Year Strategic Plan: 2026-2030</b>   |  |                  |                       |             |             |             |   |
| <b>POLICY IMPERATIVE NO. 5</b>   |  |                  |                       |             |             |             |   |
| <b>OUTCOME:</b> Persons with disabilities in St. Kitts and Nevis will have equitable access to affordable, high-quality, and inclusive health and wellness services. |  |                  |                       |             |             |             |   |
| <b>Objective 5.1: Prevention and Early Detection</b>   |  |                  |                       |             |             |             |   |
| <b>Objective 5.1: Prevention and Early Detection</b>   |  |                  |                       |             |             |             |   |
| <b>HEALTH AND WELLNESS</b>   | <b>Strategic Action(s)</b>   | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |   |
|  |  |                  | <b>2026</b>           | <b>2027</b> | <b>2028</b> | <b>2029</b> | <b>2030</b>                                 |
|  |  |                  |                       |             |             |             |   |
|  | 5.1.1 Strengthen Early Detection and Prevention Systems                  | X                |                       |             |             |             | Ministry of Health                          |
|  | a) Update prenatal protocols for disability-related risks                | X                |                       |             |             |             | MoH, Midwives Association                   |
|  | b) Expand early screening in clinics and ECCE centres                    | X                | X                     |             |             |             | MoH, Child Health Units                     |
|  | c) Flag NCD-related disability risks in primary care                     |                  | X                     | X           |             |             | MoH, NCD Division                           |
| <b>Objective 5.2: Build a Disability-Inclusive Health Sector</b>   |  |                  |                       |             |             |             |   |
|  | <b>Strategic Action(s)</b>   | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |   |
|  |  |                  | <b>2026</b>           | <b>2027</b> | <b>2028</b> | <b>2029</b> | <b>2030</b>                                 |
|  |  |                  |                       |             |             |             |   |
|  | 5.2.1 Conduct accessibility audits of all major public health facilities | X                |                       |             |             |             | Ministry of Health, Physical Planning Dept. |

|  |                  |             |                       |             |             |   |  |
|--|------------------|-------------|-----------------------|-------------|-------------|---|--|
| 5.2.2 Implement phased infrastructural retrofits based on audit findings   |                  |             | X                     | X           | X           | X | Ministry of Health, Public Works             |
| 5.2.3 Integrate disability-inclusive modules in all pre-service training programmes at AVEC, CFBC, and related health institutions | X                |             | X                     | X           | X           | X | Ministry of Health, CWIT, CFBC               |
| 5.2.4 Establish mandatory annual CPD requirements on disability-inclusive care for all health staff                                |                  |             | X                     | X           | X           | X | Ministry of Health, SKN Medical Council      |
| 5.2.5 Develop and launch National Disability Health Training Toolkit   | X                |             | X                     |             |             |   | Ministry of Health, DPOs, CFBC               |
| 5.2.6 Appoint Disability Inclusion Advocates in all major hospitals and health centres   |                  |             | X                     | X           |             |   | Ministry of Health, Hospital Administrations |
| 5.2.7 Introduce KPIs for disability-inclusive service in health worker performance reviews   |                  |             |                       | X           | X           | X | Ministry of Health, Public Sector HR Unit    |
| <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |   |  |
|  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |   |  |
| 5.2.8 Establish reform working   | X                | X           |                       |             |             |   | Ministry of Health,                          |

|  |  |                  |             |                       |             |             |   |
|--|--|------------------|-------------|-----------------------|-------------|-------------|---|
|  | group to address disability-responsive health insurance and build it into any national health insurance programme being proposed |                  |             |                       |             |             | Ministry of Finance, DPOs                                     |
|  | 5.2.9 Implement recommendations for disability-responsive health insurance and financing for private sector providers.           |                  |             | X                     | X           | X           | Ministry of Health, Insurance Commission, Ministry of Finance |
| <b>Objective 5.3: Expand Access to Community-Based Rehabilitation and Support Services</b> |  |                  |             |                       |             |             |   |
|  | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |   |
|  |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |   |
|  | 5.3.1 Establish National Community-Based Rehabilitation (CBR) Initiative   |                  | X           | X                     |             |             | MoH, CBR Unit   |
|  | a) Finalize national CBR policy and implementation plan  |                  | x           |                       |             |             | MoH   |
|  | b) Form interdisciplinary CBR teams on both islands  |                  | X           |                       |             |             | MoH, NGOs   |
|  | c) Deploy Mobile Rehabilitation Units  |                  |             | X                     | X           |             | MoH, NGOs   |
|  | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |   |
|  |  | <b>2025</b>      | <b>2026</b> | <b>2027</b>           | <b>2028</b> | <b>2029</b> |   |
|  | d) Launch a caregiver and  |                  |             | X                     | X           |             | MoH, NGOs, Health Centres                                     |

|   |  |                  |             |                       |             |             |                               |
|---|--|------------------|-------------|-----------------------|-------------|-------------|-------------------------------|
|   | peer support programme   |                  |             |                       |             |             |                               |
| <b>Objective 5.4: Enhance Inclusive Mental Health and Psychosocial Support Services</b> |  |                  |             |                       |             |             |                               |
|   | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                               |
|   |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                               |
|   | 5.4.1 Improve Inclusive Mental Health and Psychosocial Support                     | <b>X</b>         | <b>X</b>    | <b>X</b>              | <b>X</b>    |             | MoH, Mental Health Unit       |
|   | a) Revise the mental health framework for disability inclusion                     | <b>X</b>         |             |                       |             |             | MoH, Legal Affairs            |
|   | b) Train mental health professionals in inclusive care                             |                  | <b>X</b>    | <b>X</b>              |             |             | MoH, Health Training Division |
|   | c) Integrate psychosocial services into CBR delivery                               |                  |             | <b>X</b>              |             |             | MoH, CBR Unit                 |
|   | d) Deploy mobile MH outreach to underserved areas                                  |                  |             | <b>X</b>              | <b>X</b>    |             | MoH                           |
|   | 5.4.2 Ensure Non-Discrimination in Health Insurance and Care Access                | <b>X</b>         | <b>X</b>    | <b>X</b>              | <b>X</b>    | <b>X</b>    | MoH, Insurance Board          |
|   | a) Conduct legal review of current health insurance practices of private providers | <b>X</b>         |             |                       |             |             | Ministry of Legal Affairs     |
|   | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                               |
|   |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                               |
|   | b) Collaborate with private sector health providers to                             |                  | <b>X</b>    |                       |             |             | MoH, Insurance Agencies       |

|   |  |                  |             |                       |             |             |                               |
|---|--|------------------|-------------|-----------------------|-------------|-------------|-------------------------------|
|   | address features of their products which discriminate.       |                  |             |                       |             |             |                               |
| <b>Objective 5.5: Improve Access to Assistive Technologies and Disability-Responsive Medical Products</b> |  |                  |             |                       |             |             |                               |
|   | <b>Strategic Action(s)</b>                                   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                               |
|   |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                               |
|   | 5.5.1 Integrate Disability into Public Health Infrastructure |                  | X           | X                     |             |             | MoH, Public Works             |
|   | a) Install disability-friendly signage and wayfinding tools  |                  | X           |                       |             |             | MoH, Public Works             |
|   | b) Develop national inclusive infrastructure guidelines      |                  |             | X                     |             |             | MoH, Disability Council       |
|   | 5.5.2 Mainstream Disability in Emergency Preparedness        |                  | X           | X                     | X           |             | MoH, NEMA                     |
|   | a) Revise national disaster plans with a disability lens.    |                  | X           |                       |             |             | NEMA                          |
|   | b) Conduct disability-focused emergency simulations          |                  |             | X                     | X           |             | MoH, NEMA                     |
| <b>Objective 5.6: Institutionalize Inclusive Governance, Policy, and Data Systems</b>                     |  |                  |             |                       |             |             |                               |
|   | <b>Strategic Action(s)</b>                                   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                               |
|   |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                               |
|   | 5.6.1 Monitor Inclusive Health Strategy Implementation       |                  |             |                       |             | X           | MoH, National Evaluation Unit |
|   | a) Design and launch an                                      |                  |             |                       |             | X           | MoH, M&E Team                 |

|  |   |  |  |  |  |          |               |
|--|---|--|--|--|--|----------|---------------|
|  | evaluation framework                                      |  |  |  |  |          |               |
|  | b) Publish an annual equity and inclusion progress report |  |  |  |  | <b>X</b> | MoH, M&E Team |

## **Policy Imperative No. 6: Inclusive Housing and Liveable Communities**

**Outcome:** *A national housing and urban development system where all persons with disabilities can live safely and independently in accessible, affordable homes and participate fully in inclusive communities. Homes, community infrastructure, public spaces, and service networks must be designed, adapted, and governed to support community-based living, prevent institutionalization, and enable self-directed life in dignity and equality.*

**Alignment:** This imperative aligns with

- *Articles 9 (Accessibility), 19 (Living independently and being included in the community), and 28 (Adequate standard of living and social protection) of the UN Convention on the Rights of Persons with Disabilities (UNCRPD).*
- *Sustainable Development Goals (SDGs) 11 (Sustainable and Inclusive Cities and Communities)*
- *CARICOM's Social Inclusion Framework and the OECS Framework for Building Resilience.*
- *the National Special Needs Policy, the Base Document on Accessibility, and the Planning and Development Act.*

**Overall Strategic Imperative:** *To create a housing and urban development ecosystem that is universally designed, legally protected, and practically resourced to support inclusive, independent living. Housing policy must surpass minimum building standards to encompass social participation, emergency readiness, affordability, and support services. Persons with disabilities must be positioned as co-designers and full beneficiaries of livable communities.*

### **Objectives**

- Expand the Supply of Accessible and Affordable Housing for Persons with Disabilities
- Integrate Disability-Inclusive Principles into Urban Planning and Community Design
- Promote Independent Living and Community-Based Housing
- Ensure Disability-Inclusive Disaster Risk Reduction and Community Safety
- Ensure Inclusion in Community, Cultural, Recreational and Sports Events

## **OBJECTIVES AND STRATEGIES**

### **Objective 6.1: Expand the Supply of Accessible and Affordable Housing for Persons with Disabilities**

**Strategy:** This strategy aims to redress the shortage of affordable housing that meets accessibility standards and supports independent living for persons with disabilities. Many public and private homes in St. Kitts and Nevis are built without consideration of physical, sensory, or cognitive accessibility. Housing design, construction, and allocation systems must be reformed to ensure that new builds comply with universal design standards, while existing stock is retrofitted and better monitored. Expanding the availability of accessible homes is foundational to ending exclusion and institutional dependency.

- **Implement Universal Design**

Adopt the seven principles of Universal Design. An amended National Building Code, which sets out the principles and ensures they are adhered to.

- **Introduce Disability-accessible Quota for Public Sector Housing Projects**

Establish a policy requiring 15% of public housing allocations to be reserved for persons with disabilities, with transparent and accountable processes involving the Organization of Persons with Disabilities (OPDs). This would increase direct access and prevent institutionalization due to a lack of housing alternatives.

- **Grants for Retrofitting**

Launch a Housing Adaptation Grant to support structural changes such as ramps, widened doorways, bathroom adjustments, and visual or auditory signals.

- **Create a National Accessible Housing Registry**

Develop a public database with accessible unit locations, features, and availability status. This will be important for persons seeking to rent or purchase units.

- **Ensure Accessibility Compliance for Shelter and Transitional Housing**

Mandate emergency shelters and group homes to be fully accessible and ensure staff are trained in disability protocols.

- **Incentivise Accessible Housing Design in Public and Private Sector Construction.**

Provide financial or regulatory incentives for the development of universally designed homes, including rental properties and government housing schemes. Accessibility should be mandatory in all new publicly funded housing projects, supporting long-term independent living options.

## **Objective 6.2: Integrate Disability-Inclusive Principles into Urban Planning and Community Design**

**Strategy:** This strategy ensures that cities, towns, and rural areas are designed to support the full participation of people with disabilities. Accessibility must be a cross-cutting principle in land use, zoning, transport, and infrastructure. Planning authorities must consult people with disabilities and use evidence-based tools to evaluate the accessibility and usability of public spaces. Inclusive planning promotes safety, dignity, and equal opportunity.

- **Universal Design Standards**

Adopt and publish comprehensive guidelines for accessible roads, pavements, street crossings, transport hubs, signage, and lighting. These standards embed inclusion from the start, not as an afterthought.

- **Enforce Development Guidelines for Accessibility**

All development applications must include accessibility impact assessments and enforce compliance through site inspections. There is a consistent challenge; development guidelines are in place, but are not enforced.

- **Ensure Accessibility of Public and Community Infrastructure.**

Audit and retrofit community centres, libraries, parks, recreational facilities, and places of worship using universal design principles. By doing so, persons with disabilities can fully participate in cultural, religious, and social life. This supports inclusive development and community integration.

- **Upgrade High-use Facilities**

Prioritize community hubs—markets, clinics, sports facilities—for inclusive upgrades including tactile paths, shaded seating, and audible signage. This makes daily life more navigable and comfortable for all users.

- **Integrate accessibility in Climate Adaptation and Green Infrastructure Projects**

Ensure that drainage systems, water access points, shelter structures, and green spaces are designed to accommodate mobility devices and sensory impairments. This will bridge environmental resilience and human inclusion.

### **Objective 6.3: Promote Independent Living and Community-Based Housing Supports**

**Strategy:** This strategy supports the transition from dependence, institutionalization, and family burden to supported community-based living. Persons with disabilities can choose where, how, and with whom they live. This requires structured support such as personal assistance, transitional housing, tenancy protections, and legislative safeguards. Investing in community-based alternatives empowers choice, agency, and full societal participation.

- **Establish a Personal Assistance Support Scheme (PASS)**

Provide funding and training for personal assistants to support daily tasks such as dressing, cooking, and mobility. Target persons with high support needs living alone or in unstable care environments. This facilitates real-world autonomy and reduces reliance on institutional or family care.

- **Pilot Supported Living**

Develop housing options with shared support for youth ageing out of special education, survivors of abuse, or persons exiting institutional care. These programmes provide bridge services toward whole independent living.

- **Develop and Expand Community-Based Personal Assistance Services.**

Invest in training and deploying personal assistants who can support individuals with disabilities to live independently. This includes help with activities of daily living, communication, and mobility. Such services must be person-directed, affordable, and tailored to individual needs. This directly enables inclusion and reduces dependency on institutional care

- **Amend Housing and Leasing/Tenancy Guidelines**

Reform laws to prohibit forced institutionalization, restrict guardianship, and guarantee tenancy autonomy for persons with disabilities. This embeds human rights into national housing governance.

### **Objective 6.4: Ensure Disability-Inclusive Disaster Risk Reduction and Community Safety**

**Strategy:** This strategy seeks to embed disability inclusion in all aspects of community safety, disaster preparedness, emergency response, and risk reduction. Persons with disabilities face heightened risks in emergencies due to inaccessible information, a lack of inclusive shelters, and limited mobility support. By integrating their needs into emergency planning and neighbourhood safety mechanisms, communities become more resilient and equitable.

- **Accessibility Integrated in National and Community Disaster Response Frameworks**

All emergency plans, risk reduction strategies, and early warning systems must explicitly include persons with disabilities. For example, emergency broadcasts should be delivered in

multiple formats (captioning, sign language, plain language). This ensures that critical life-saving information reaches everyone in time-sensitive contexts.

- **Emergency Shelters meet Universal Design Standards**

Shelters must include wheelchair-accessible bathrooms, accessible bedding, visual and auditory alert systems, and quiet/sensory rooms. A standard checklist should guide these retrofits. Inclusive shelters provide safety, dignity, and autonomy in times of crisis.

- **Establish a National Disability Disaster Response Volunteer Network**

Train and mobilize volunteers with knowledge of disability-inclusive protocols to assist during emergencies, including evacuation, shelter access, and communication. These teams fill crucial gaps and ensure responses are tailored to community needs.

- **Develop Confidential Voluntary Disability Disaster Registry**

Persons with disabilities can opt into a registry that facilitates targeted communication and evacuation support. The registry must comply with data protection standards and be managed by the national disaster agency in partnership with the Ministry of Social Development. This tool improves response efficiency and personalized risk mitigation efforts.

- **Disability-disaggregated risk assessments in local planning**

All community-level disaster risk assessments should disaggregate by disability status, age, gender, and geographic location. This will guide investment in localized infrastructure and training. These assessments ensure that risk is not assumed to be uniform and inform place-based responses.

## 6.5 Inclusion in Community, Cultural, Recreational and Sports Events

- **Community Spaces**

Existing community centres should meet the universal design requirements, and the planning and construction of community centres must adhere to these requirements. In addition, Open spaces and formal recreational spaces should be accessible to persons with disabilities within and or close proximity to their place of residence.

- **Sports**

Adequate support for competitive sporting activities, specifically Special Olympics and the Paralympics. In addition, ensure that training sites and sports arenas are accessible to allow for both participation and attendance at sports events

**Timeline for Strategic Actions for Policy Imperative No. 6 – Inclusive Housing and Livable Communities**

| <b>St. Kitts and Nevis</b>  |  |                  |             |             |             |             |                                  |
|---|--|------------------|-------------|-------------|-------------|-------------|----------------------------------|
| <b>National Disability Policy 2026</b>  |  |                  |             |             |             |             |                                  |
| <b>Outline: 5-Year Strategic Plan: 2026-2030</b>  |  |                  |             |             |             |             |                                  |
| <b>POLICY IMPERATIVE NO. 6</b>  |  |                  |             |             |             |             |                                  |
| <b>OUTCOME:</b> Persons with disabilities live independently and safely in accessible, affordable housing and inclusive communities, supported by universally designed infrastructure and community-based services. |  |                  |             |             |             |             |                                  |
| <b>Objective 6.1: Expand the Supply of Accessible and Affordable Housing for Persons with Disabilities</b>  |  |                  |             |             |             |             |                                  |
| <b>INCLUSIVE HOUSING AND LIVABLE COMMUNITIES</b>  | <b>Strategic Action(s)</b>                                     | <b>Timeframe</b> |             |             |             |             | <b>Responsibility</b>            |
|   |  | <b>2026</b>      | <b>2027</b> | <b>2028</b> | <b>2029</b> | <b>2030</b> |                                  |
|   | 6.1.1 Mandate Universal Design in all New Housing Developments | X                | X           |             |             | X           | NHC, MoSD, Dev Control Authority |
|   | a) Amend and enforce national building codes                   | X                |             |             |             |             | MoSD, Physical Planning Dept     |
|   | b) Monitor compliance with all new public housing              |                  | X           |             |             | X           | Dev Control Authority            |
|   | 6.1.2 Introduce Disability Housing Quota in Government Schemes | X                |             |             |             | X           | MoSD, NHC                        |
|   | 6.1.3 Launch Housing Adaptation Grant for Retrofitting         |                  | X           | X           | X           | X           | MoSD, Planning Dept              |

|  |   |                  |                       |                       |             |             |   |
|--|---|------------------|-----------------------|-----------------------|-------------|-------------|---|
|  | 6.1.4<br>Incentivise<br>accessible<br>housing<br>designs          |                  |                       | X                     | X           |             | MoSD,<br>Planning<br>Dept                 |
| <b>Objective 6.2: Integrate Disability-Inclusive Principles into Urban Planning and Community Design</b> |   |                  |                       |                       |             |             |   |
|  | <b>Strategic Action(s)</b>  | <b>Timeframe</b> |                       | <b>Responsibility</b> |             |             |   |
|  |   | <b>2026</b>      | <b>2027</b>           | <b>2028</b>           | <b>2029</b> | <b>2030</b> |   |
|  | 6.2.1 Publish and Enforce Urban Universal Design Standards        | X                | X                     |                       |             | X           | Dev Control Authority,<br>MoSD            |
|  | 6.2.2 Require Accessibility in All Planning Applications          | X                | X                     | X                     |             | X           | Dev Control Authority                     |
| <b>Objective 6.2: Integrate Disability-Inclusive Principles into Urban Planning and Community Design</b> |   |                  |                       |                       |             |             |   |
|  | <b>Strategic Action(s)</b>  | <b>Timeframe</b> | <b>Responsibility</b> | <b>Indicator</b>      |             |             |   |
|  |   | <b>2026</b>      | <b>2027</b>           | <b>2028</b>           | <b>2029</b> | <b>2030</b> |   |
|  | 6.2.3 Upgrade High-Use Public Spaces and Transport Nodes          |                  | x                     | X                     |             |             | MoSD,<br>MWP for<br>Public<br>Spaces      |
|  | 6.2.4 Integrate Accessibility into Climate and Green Projects     |                  | x                     | x                     | x           |             | MoSD,<br>Environment<br>& Public<br>Works |
|  | 6.2.5 Ensure Accessibility of Public and Community Infrastructure |                  | x                     | x                     |             |             | MoSD,<br>Local<br>Government              |
| <b>Objective 6.3: Promote Independent Living and Community-Based Housing Supports</b>                    |   |                  |                       |                       |             |             |   |
|  | <b>Strategic Action(s)</b>  | <b>Timeframe</b> |                       | <b>Responsibility</b> |             |             |   |

|  |  | 2026             | 2027 | 2028                  | 2029 | 2030 |                             |
|--|--|------------------|------|-----------------------|------|------|-----------------------------|
|  | 6.3.1 Establish Personal Assistance Support Scheme (PASS)                                  |                  | X    | X                     | X    |      | MoSD, DPOs                  |
|  | 6.3.2 Pilot Transitional and Supported Living Programmes                                   |                  |      | X                     | X    | X    | MoSD                        |
|  | 6.3.3 Develop and Expand Community-Based Personal Assistance Services                      |                  | X    | X                     | X    | X    | MYEAD                       |
|  | 6.3.4 Strengthen Legal and Policy Frameworks to Guarantee the Right to Independent Living. |                  |      |                       |      | X    | Attorney General's Chambers |
| <b>Objective 6.4: Ensure Disability-Inclusive Disaster Risk Reduction and Community Safety</b> |  |                  |      |                       |      |      |                             |
|  | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |      | <b>Responsibility</b> |      |      |                             |
|  |  | 2026             | 2027 | 2028                  | 2029 | 2030 |                             |
|  | 6.4.1 Integrate Accessibility in All Disaster Response Frameworks                          |                  | X    | X                     |      |      | NDMD, MoSD                  |
|  | 6.4.2 Retrofit Emergency Shelters to Universal   |                  |      | X                     |      | X    | NDMD, MoSD                  |

|  |   |                  |             |                       |             |             |   |
|--|---|------------------|-------------|-----------------------|-------------|-------------|---|
|  | Design Standard   |                  |             |                       |             |             |   |
|  | 6.4.3 Establish Disability Disaster Volunteer Network             |                  |             | X                     | X           | X           | MYEAD, NDMD, DPOs                         |
|  | 6.4.4 Create Voluntary Disability Disaster Registry               |                  |             | X                     | X           |             | MYEAD, NDMD                               |
| <b>Objective 6.4: Ensure Disability-Inclusive Disaster Risk Reduction and Community Safety</b> |   |                  |             |                       |             |             |   |
|  | <b>Strategic Action(s)</b>  | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |   |
|  |   | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |   |
|  | 6.4.5 Disability-Disaggregated Risk Assessments in Local Planning |                  |             | X                     | X           | X           | Local Gov'ts, Dev Control Auth.           |
| <b>Objective 6.5: Inclusion in Community, Cultural, Recreational and Sports Events</b>         |   |                  |             |                       |             |             |   |
|  | <b>Strategic Action(s)</b>  | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |   |
|  |   | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |   |
|  | 6.5.1 Ensure Community Centres Meet Universal Design              |                  | X           | X                     |             |             | MoSD,                                     |
|  | 6.5.2 Ensure Access to Formal Recreational Spaces                 |                  |             | X                     | X           | X           | MoSD, Ministry of Sport                   |
|  | 6.5.3 Support Inclusive and Competitive Sports Participation      |                  | X           | X                     | X           | X           | MoSD, Special Olympics, MoYS, Paralympics |

|  |  |  |          |          |          |          |  |
|--|--|--|----------|----------|----------|----------|--|
|  | a) Ensure training sites and arenas are accessible |  | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | MoYS, Sports Facility Managers         |
|  | b) Support athlete development and representation  |  | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | MYEAD Special Olympics and Paralympics |

## **Policy Imperative No. 7: Legal Capacity, Protection and Access to Justice**

**Outcome:** *Persons with disabilities in St. Kitts and Nevis are fully recognised as equal persons before the law and have the right to make decisions about their own lives, access justice, and receive protection on an equal basis with others. Legal systems, institutions, and service providers are inclusive and accessible and uphold the dignity, autonomy, and rights of persons with disabilities without discrimination. Safeguards are in place to prevent abuse, uphold freedom from exploitation, and guarantee access to legal redress, representation, and remedies.*

### **Alignment**

- **UNCRPD:** Article 12 (Equal recognition before the law), Article 13 (Access to justice), Article 16 (Freedom from exploitation, violence and abuse), and Article 17 (Protecting the integrity of the person).
- **SDGs:** SDG 16 (Peace, Justice and Strong Institutions), SDG 10 (Reduced Inequalities), SDG 5 (Gender Equality).
- **Regional/National Frameworks:** CARICOM Regional Policy on Disability, OECS Justice Sector Reform Programme, and the St. Kitts and Nevis National Development Planning Framework.

**Overall Strategic Imperative:** *To guarantee legal autonomy, equal protection, and access to justice for persons with disabilities through the reform and inclusive transformation of laws, justice systems, and law enforcement agencies. The imperative prioritises legal empowerment, institutional accountability, and the dismantling of procedural and attitudinal barriers within the legal and protective services that undermine the rights of persons with disabilities.*

### **Objectives**

- Objective 7.1: Establish Legal Recognition and Supported Decision-Making for Persons with Disabilities
- Objective 7.2: Ensure Equal Access to Justice Through Inclusive Legal Systems
- Objective 7.3: Strengthen Protections Against Exploitation, Violence and Abuse
- Objective 7.4: Promote Awareness and Empowerment of Legal Rights

## **OBJECTIVES AND STRATEGIES**

### **OBJECTIVE 7.1: ESTABLISH LEGAL RECOGNITION AND SUPPORTED DECISION-MAKING FOR PERSONS WITH DISABILITIES**

**Strategy:** This strategy affirms the equal legal personhood and decision-making authority of persons with disabilities. Legal systems often apply substituted decision-making frameworks that strip individuals of agency, especially those with intellectual or psychosocial disabilities. This strategy replaces such systems with supported decision-making mechanisms that uphold autonomy and provide safeguards against abuse.

- **Introduce a Disability Act**

Guided by existing and draft Disability legislation from the region and reinforced by feedback, which is placed in the National Disability Policy, finalise a Draft Disability Bill for review first by the Cabinet and then to be laid on the table in Parliament for review

- **Amend Legislation with Potential to Discriminate**

Legislation which presents barriers to inclusion and obstacles affecting the rights of access to legal recognition and justice for persons with disabilities should be amended.

- **Establish supported decision-making frameworks and services.**

Create registries of trained supporters and legal provisions to formalise supported decision-making agreements. Training should be provided to families, social workers, and legal professionals.

- **Provide accessible information on legal rights and options.**

Develop plain-language, audio, and sign-language versions of legal guides for people with disabilities. Equip legal aid centres and DPOs with these materials to support informed autonomy.

## **Objective 7.2: Ensure Equal Access to Justice Through Inclusive Legal Systems**

**Strategy:** This strategy addresses the systemic exclusion of persons with disabilities from judicial processes. Legal language, inaccessible facilities, lack of accommodations, and discriminatory attitudes contribute to unequal justice outcomes. This strategy ensures inclusive and rights-based justice through institutional reforms, training, and procedural accommodations.

- **Accessibility Audit**

Conduct a comprehensive accessibility assessment of existing legal services, service environments (courtrooms, police stations) and related processes (both online and offline) alongside a detailed needs assessment of PWDs seeking legal services to identify key barriers and obstacles affecting accessibility and inclusion among PWDs in the country.

- **Mandate procedural accommodations in all judicial proceedings.**

Courts must provide sign language interpretation, plain language explanations, and communication support tools. These should be guaranteed by law and offered proactively.

- **Sensitize Agencies and Agents of the Justice System**

Provide all agents and agencies of the justice system – including law enforcement officers, judicial officers (judges and magistrates), officers of the correctional facilities, among others - with necessary education/training disability sensitivity and awareness training, communication disability training), resources (financial, human and technical) and support systems to better respond to, treat and interact with persons with disabilities in the system.

- **Guidelines and Protocol**

Create and enforce the standard guidelines/protocols for guiding the appropriate treatment and handling of persons with disabilities within the justice system (from law enforcement contact to correctional or rehabilitative facilities, including minors and those with severe cognitive impairments);

- **Establish Disability Access Desks**

Locate one in the primary courts and major police stations. People with disabilities can navigate procedures, request accommodations, and report accessibility barriers. At a minimum, each facilitator should be positioned to make a referral for guidance on good practice for interacting with people with disabilities who may be victims or considered perpetrators of a crime.

### **Objective 7.3: Strengthen Protections Against Exploitation, Violence and Abuse**

**Strategy:** This strategy aims to protect persons with disabilities from all forms of abuse and ensure survivors have access to justice, rehabilitation, and redress. Persons with disabilities are at elevated risk of violence, especially in institutions, care arrangements, and domestic settings. This strategy emphasizes safeguarding, enforcement, and survivor-centered approaches.

- **Disability Commission**

Establish a National Disability Commission, with the Chairperson being seen as the Disability Commissioner, guided by the stipulations of the pending disability legislation. The Commission will have the right to hear submissions from persons with disabilities about violations of their rights as set out in both the Disability Act and the UN Convention on the Rights of Persons with Disabilities.

- **Strengthen Investigation and Prosecution of Disability-based Violence.**

Designate trained investigators in the police force and prosecutors familiar with disability rights and the specific needs of survivors. Ensuring that any reports brought by a person with a disability regarding any act of violence are treated with equal importance

- **Establish Accessible Services for Survivors**

Provide disability-sensitive counselling, legal aid, and shelters accommodating diverse access needs. Ensure that these services are advertised in accessible formats.

### **Objective 7.4: Promote Awareness and Empowerment of Legal Rights**

**Strategy:** This strategy focuses on legal literacy and community awareness as tools for empowerment and prevention. Many people with disabilities do not seek justice or enforce their rights due to a lack of information or confidence. This strategy builds legal awareness through targeted outreach, partnerships with DPOs, and community-based education.

- **Launch National Legal Rights Awareness Campaign**

Use radio, television, community meetings, and social media to inform persons with disabilities of their legal rights and how to exercise them. Ensure that the material recognizes the

intersectionality between gender and disability, the challenges for those with neurodiversity issues, and the risks children with disabilities face.

- **Train and Build the Capacity of ODPs and CBOs**

ODPS and CBOS are often the first line of contact. They should be provided with training and critical resources to provide basic guides on navigating the legal system. Please provide them with toolkits and accessible materials to share with their membership.

|   |  |                  |             |             |             |             |                       |  |   |
|---|--|------------------|-------------|-------------|-------------|-------------|-----------------------|--|---|
| <b>St. Kitts and Nevis<br/>National Disability Policy 2025</b>  |  |                  |             |             |             |             |                       |  |   |
| <b>Outline: 5-Year Strategic Plan: 2025-2030</b>  |  |                  |             |             |             |             |                       |  |   |
| <b>POLICY IMPERATIVE NO. 7</b>  |  |                  |             |             |             |             |                       |  |   |
| <b>OUTCOME:</b> Persons with disabilities are empowered to exercise their legal capacity and access justice on an equal basis with others. The justice system is inclusive, accessible. |  |                  |             |             |             |             |                       |  |   |
| <b>Objective 7.1: Establish Legal Recognition and Supported Decision-Making for Persons with Disabilities</b>   |  |                  |             |             |             |             |                       |  |   |
| <b>LEGAL CAPACITY , PROTECTION AND ACCESS TO JUSTICE</b>  | <b>Strategic Action(s)</b>                           | <b>Timeframe</b> |             |             |             |             |                       | <b>Responsibility</b>  | <b>Indicator</b>                              |
|   |  | <b>2025</b>      | <b>2026</b> | <b>2027</b> | <b>2028</b> | <b>2029</b> | <b>2030</b>           |  |   |
|   | 7.1.1 Introduce Disability Act                       |                  | X           |             |             |             |                       | Attorney General's Chambers  | Draft Bill finalized and tabled in Parliament |
|   | 7.1.2 Amend Discriminatory Legislation               |                  | X           | X           |             |             |                       | Attorney General's Chambers  | # of laws reviewed and amended                |
|   | 7.1.3 Establish Supported Decision-Making Frameworks |                  |             | X           | X           |             |                       | Ministry of Social Development                                       | Registry operational; # of trained supporters |
| 7.1.4 Provide Accessible Legal Information  |  | X                | X           |             |             |             | Legal Aid Board, DPOs | % of materials available in plain language, audio, and sign language |   |

**Objective 7.2: Ensure Equal Access to Justice Through Inclusive Legal Systems**

| Strategic Action(s)   | Timeframe |      |      |      |      |      | Responsibility                 | Indicator                                       |
|---|-----------|------|------|------|------|------|--------------------------------|---|
|   | 2025      | 2026 | 2027 | 2028 | 2029 | 2030 |                                |   |
| 7.2.1 Conduct Accessibility Audit of Legal and Justice Environments |           | X    |      |      |      | X    | Ministry of Justice            | National report published; % of sites audited   |
| 7.2.2 Mandate Procedural Accommodations in Court Proceedings        |           |      | X    | X    |      |      | Judiciary                      | % of courts implementing accommodations         |
| 7.2.3 Train Law Enforcement and Justice Personnel                   |           | X    | X    | X    |      |      | Police, Judiciary, Corrections | # of persons trained                            |
| 7.2.4 Develop and Enforce Guidelines and Protocols                  |           |      | X    |      |      |      | Ministry of Justice, Judiciary | Guidelines distributed and monitored            |
| 7.2.5 Establish Disability Access Desks                             |           |      | X    | X    |      |      | Judiciary, Police Service      | % of courts and stations with functioning desks |

**Objective 7.3: Strengthen Protections Against Exploitation, Violence and Abuse**

| Strategic Action(s) | Timeframe |      |      |      |      |      | Responsibility | Indicator |
|---------------------|-----------|------|------|------|------|------|----------------|-----------|
|                     | 2025      | 2026 | 2027 | 2028 | 2029 | 2030 |                |           |

|   |  |                  |             |             |             |             |             |                                 |  |  |
|---|--|------------------|-------------|-------------|-------------|-------------|-------------|---------------------------------|--|--|
|   | 7.3.1<br>Establish a National Disability Commission                            |                  | X           |             |             |             |             | Ministry of Social Development  | Commission operational with legal authority                |  |
|   | 7.3.2<br>Strengthen Investigation and Prosecution of Disability-Based Violence |                  |             | X           | X           |             |             | Police Service, DPP's Office    | Trained personnel assigned; # of cases processed           |  |
|   | 7.3.3 Expand Survivor-Centred Services   |                  |             | X           |             | X           |             | MoSD, Legal Aid Board, Shelters | # of accessible shelters and counselling sites operational |  |
|   | <b>Objective 7.4: Promote Awareness and Empowerment of Legal Rights</b>        |                  |             |             |             |             |             |                                 |  |  |
|   | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             |             |             |             |             | <b>Responsibility</b>           | <b>Indicator</b>   |  |
|   |  | <b>2025</b>      | <b>2026</b> | <b>2027</b> | <b>2028</b> | <b>2029</b> | <b>2030</b> |                                 |  |  |
| 7.4.1 Launch a National Legal Rights Awareness Campaign   |  | X                | X           |             |             |             |             | MoSD, Legal Aid Board, DPOs     | Campaign launched; # of media and outreach activities      |  |
| 7.4.2 Train and Resource DPOs and CBOs for Legal Literacy |  |                  | X           | X           |             |             |             | MoSD, Ministry of Justice       | # of DPOs/CBOs trained and active                          |  |

## **Policy Imperative No. 8: Participation in Public and Cultural Life**

**Outcome:** *Persons with disabilities in St. Kitts and Nevis actively and equitably participate in public, political, cultural, recreational, and community life. Their contributions are visible and valued, supported by inclusive systems, accessible infrastructure, and enabling policies that uphold dignity, agency, and belonging.*

### **Alignment:**

- **UNCRPD:** Article 19 (Living independently and being included in the community), Article 29 (Participation in political and public life), Article 30 (Participation in cultural life, recreation, leisure and sport).
- **SDGs:** Goal 10 (Reduced Inequalities), Goal 11 (Sustainable Cities and Communities), Goal 16 (Peace, Justice and Strong Institutions).
- **Regional/National:** OECS Social Inclusion Framework, CARICOM Disability Inclusion Agenda, St. Kitts and Nevis National Development Plan (2023–2037), National Youth Policy (2022–2027).

**Overall Strategic Imperative:** To transform societal structures, public systems, and cultural norms to ensure the full and equal participation of persons with disabilities in all spheres of national life. This entails legal and infrastructural reforms and a reimagining of community, leadership, and cultural belonging that centres the voices and lived experiences of persons with disabilities.

### **Objectives**

- Objective 8.1: Facilitate Independent Living and Full Inclusion in Communities
- Objective 8.2: Promote Political and Public Participation
- Objective 8.3: Ensure Participation in Cultural Life
- Objective 8.4: Expand Access to Recreation, Leisure, and Sport

### **Objectives and Strategy**

#### **Objective 8.1: Facilitate Independent Living and Full Inclusion in Communities**

**Strategy:** The strategy aims to promote autonomy and community integration by ensuring that persons with disabilities have the support, services, and environments necessary to live independently and be fully included. It addresses the structural, attitudinal, and service-level barriers restricting participation in everyday community life. Participation in public and cultural life begins in the neighbourhood and then extends to the national level. Inclusion in local spaces, activities, and decision-making is the bedrock of this policy imperative's transformative goals.

- **Identify barriers and infrastructure gaps.**

Conduct initial community audits to identify accessibility gaps in housing, transport, public amenities, and social services. These assessments should include persons with disabilities and inform national accessibility planning. They would then guide a plan and timeline to remove barriers to inclusion within each community.

- **Establish Inclusive Living Options**

Initiating this cutting-edge approach to living options for persons with disabilities, the government would ensure that units are built within housing developments guided by universal design principles. This would shift away from the practice of group homes for persons with disabilities, which reduces their ability to interact with their peers.

### **Deliver tailored community-based support.**

Establish Community Support Teams comprising social workers, disability advocates, and peer mentors to deliver in-home and community-based support tailored to the needs of persons with disabilities.

- **Strengthen Life Skills and Personal Development**

Integrate independent living and life skills training into existing social development programmes. Current spaces such as Ade's Place, the McKnight Centre, and the Community-Based Rehabilitation (CBR) Programme in Nevis would increase the focus on life skills development. Additionally, there should be 'drop-in centres' in other community centres for people to participate in workshops on life skills, and topics should include financial literacy, rights education, civic engagement, and individual agency.

- **Foster community participation initiatives**

Support community-driven inclusion initiatives through small grants and technical assistance. These may include community gardens, peer networks, or inclusive town hall events. The CBR principles would guide these initiatives.

### **Objective 8.2: Promote Political and Public Participation**

**Strategy:** This strategy ensures persons with disabilities have equal opportunity to vote, serve in public office, and participate in civic decision-making. It addresses both systemic exclusion and the practical barriers that hinder political engagement. This strategy complements the National Youth Policy and the National Development Plan by broadening inclusive governance and public accountability.

- **Guidelines and Protocol**

Develop standard guidelines/protocols for treating and including PWDs in various aspects of political and public life, covering their participation in voting and interacting with electoral processes and systems.

- **Inclusion in Politics and the Electoral System**

Review all legislation to ensure that persons with disabilities are not barred from serving as candidates/elected representatives (in political parties and government), electoral officers, political and public officials, parliamentarians/senators, and other roles/positions.

- **Build Leadership Capacity**

Ensure the inclusion of persons with disabilities in representative politics or leadership roles by providing equal access to local and regional training and workshops to persons without disabilities. Focus on including women with disabilities in these opportunities.

- **Information on the Electoral Process**

Modify, as needed, electoral regulations, procedures and policies into the broader system to allow for greater physical and informational access of persons with disabilities to the electoral process and other public roles in society

- **Physical Access**

Develop and/or enhance existing procedures for supporting accessible independent voting to facilitate the full electoral participation of voters who require assistive devices for mobility. This will also improve the accessibility of representative offices and venues for political events.

- **Assistive Technology and Voting**

To enhance the involvement of persons with disabilities in the voting process, a greater supply of and access to various disability-friendly/assistive technologies, equipment, and other technical

aids should be provided. Mandatory accessible voting infrastructure in all polling places includes tactile ballots, sign language support, mobile booths, and transport support. Provide adequate support services (including human assistance) to facilitate a fully accessible and inclusive voting process.

- **Information on Voting**

Provide all necessary formats of information and documentation regarding electoral/political participation to ensure full accessibility for persons with disabilities.

- **Training Election Agents**

Facilitate disability-sensitive/awareness training for election officers and related support staff to facilitate a fully accessible and inclusive voting process for persons with disabilities.

### **Objective 8.3: Ensure Participation in Cultural Life**

**Strategy:** This strategy advances access to and inclusion in national, community, and grassroots cultural activities. It aims to remove barriers and promote the representation and leadership of persons with disabilities across the cultural sector. Culture shapes belonging and identity. Yet, persons with disabilities are often underrepresented in artistic production and excluded from participation. This strategy unlocks arts, heritage, media, and performance opportunities and is aligned with the National Arts Strategy and CARICOM's call for inclusive cultural policies.

- **Invest in Inclusive Cultural Production**

Partner with the National Cultural Foundation to provide grants and mentorships to artists with disabilities and inclusive arts groups.

- **Improve Venue and Event Accessibility**

Audit cultural venues and events for accessibility; implement mandatory standards for public funding recipients.

- **Empower Local Inclusive Arts Programming.**

In partnership with cultural and other creative industries stakeholders (including the National Cultural Foundation and the MDA with responsibility for the development and promotion of the performing arts provide greater opportunities for persons with disabilities to be involved in the decision-making bodies/committees which are responsible for designing and implementing a wide range of cultural activities in the country

- **Train cultural professionals on inclusion.**

Offer training for cultural workers on inclusive practices, including universal design in art, sensory-friendly programming, and representation ethics.

- **Elevate Disability Art and Voices**

Develop a National Disability Arts Platform to promote the work and voices of artists with disabilities in schools, media, and public exhibitions and ensure that they are showcased at national events.

- **Access to Cultural Sites**

In developing the National Cultural Policy, which the National Cultural Foundation is driving, best efforts are made while maintaining the integrity of cultural sites.

### **Objective 8.4: Expand Access to Recreation, Leisure, and Sport**

**Strategy:** This strategy promotes equitable access to recreational and sporting opportunities for persons with disabilities, recognizing their role in health, inclusion, and social cohesion. It supports mainstream and disability-specific activities alike. Barriers to leisure and sport deepen social exclusion and undermine wellbeing. This strategy integrates inclusive design, training, and investment across recreational institutions. The strategies below support the National Sports Policy and Special Olympics partnerships.

- Upgrade recreational facilities for access.**  
Assess the accessibility of public spaces and then develop a phased programme to retrofit recreational facilities (parks, gyms, beaches, pools) with universal design features.
- Equity in Financial Support & Recognition**  
Ensure that allocations and budgetary support for national sporting teams/organizations, including Special Olympics, Paralympics, and Blind Cricket, representing St. Kitts and Nevis regionally and internationally, receive the financial support needed. Provide visibility on the performance and achievements of teams such as Special Olympics and Paralympics, representing St. Kitts and Nevis regionally and internationally.
- Training for Inclusive Sports**  
Expose sports trainers, coaches and sporting personnel/professionals to the necessary disability awareness and sensitivity training to better interface and work with persons with disabilities who are active or interested in sports in the country.
- Foster inclusive national representation**  
Develop disability-inclusive national teams and competitive pathways with the support of the Sports Council and Special Olympics. Actively support the Special Olympics Unified Sports programme.
- Support Community-Based Inclusive Training**  
Incentivise local community teams, including football clubs, running groups, and cricket teams, who pursue an active programme that includes persons with disabilities in training and competition. This would consist of providing grants to procure specialized equipment to facilitate inclusion.

|  |                            |                  |             |                       |             |             |  |
|--|----------------------------|------------------|-------------|-----------------------|-------------|-------------|--|
| <b>St. Kitts and Nevis</b>   |                            |                  |             |                       |             |             |  |
| <b>National Disability Policy 2026</b>   |                            |                  |             |                       |             |             |  |
| <b>Outline: 5-Year Strategic Plan: 2026-2030</b>   |                            |                  |             |                       |             |             |  |
| <b>POLICY IMPERATIVE NO. 8</b>   |                            |                  |             |                       |             |             |  |
| <b>OUTCOME:</b> Persons with disabilities actively and equitably participate in all spheres of national life, supported by accessible systems, inclusive environments, and enabling policies that promote dignity and belonging. |                            |                  |             |                       |             |             |  |
| <b>Objective 8.1: Facilitate Independent Living and Full Inclusion in Communities</b>  |                            |                  |             |                       |             |             |  |
| <b>Participation in Public and Cultural Life</b>   | <b>Strategic Action(s)</b> | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |  |
|  |                            | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |  |

|  |  |                  |             |                       |             |             |                                 |
|--|--|------------------|-------------|-----------------------|-------------|-------------|---------------------------------|
|  | 8.1.1 Conduct accessibility and barrier audits in communities  |                  | X           |                       |             |             | MoSD, MwP for Physical Planning |
|  | 8.1.2 Establish inclusive housing units within developments    |                  | X           | X                     |             |             | MoSD, MwP for Housing           |
|  | 8.1.3 Deliver community-based support via local teams          |                  |             | X                     | X           | X           | MoSD, CBR                       |
|  | 8.1.4 Expand life skills training through drop-in centres      |                  |             | X                     | X           | X           | MoSD, Community Dev. Units      |
|  | 8.1.5 Support inclusive local initiatives through small grants |                  |             |                       | X           | X           | MoSD                            |
| <b>Objective 8.2: Promote Political and Public Participation</b> |  |                  |             |                       |             |             |                                 |
|  | <b>Strategic Action(s)</b>                                     | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                                 |
|  |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                                 |
|  | 8.2.1 Develop national guidelines for political participation  |                  | X           |                       |             |             | Electoral Office, AG's Chambers |
|  | 8.2.2 Review legal provisions to ensure candidacy access       |                  | X           | X                     |             |             | AG's Chambers                   |
|  | 8.2.3 Deliver leadership training (esp.                        |                  |             | X                     | X           |             | MoSD, Gender Affairs, NGOs      |

|   |   |                  |             |                       |             |             |                        |
|---|---|------------------|-------------|-----------------------|-------------|-------------|------------------------|
|   | women with disabilities)                                  |                  |             |                       |             |             |                        |
|   | 8.2.4 Improve accessibility of voting sites and processes |                  |             | X                     | X           | X           | Electoral Office       |
|   | 8.2.5 Supply assistive technologies for voting            |                  |             | X                     | X           | X           | Electoral Office, MoSD |
|   | 8.2.6 Disseminate voting info in accessible formats       |                  | X           | X                     | X           |             | Electoral Office       |
|   | 8.2.7 Train election officers on disability inclusion     |                  | X           | X                     | X           |             | Electoral Office       |
| <b>Objective 8.3: Ensure Participation in Cultural Life</b> |   |                  |             |                       |             |             |                        |
|   | <b>Strategic Action(s)</b>                                | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                        |
|   |   | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                        |
|   | 8.3.1 Provide grants and mentorship to inclusive artists  |                  | X           | X                     | X           |             | NCF, MoSD              |
|   | 8.3.2 Audit and upgrade venue/event accessibility         |                  |             | X                     | X           | X           | NCF, MoW               |
|   | 8.3.3 Increase PWD representation in cultural committees  |                  |             | X                     |             |             | NCF, MoSD              |
|   | 8.3.4 Train cultural professionals on inclusive practices |                  |             |                       | X           | X           | NCF, MoSD              |
|   | 8.3.5 Launch a National                                   |                  |             |                       |             | X           | NCF, MoSD, MoE         |

|   |   |                  |             |                       |             |             |                                  |
|---|---|------------------|-------------|-----------------------|-------------|-------------|----------------------------------|
|   | Disability Arts Platform                                      |                  |             |                       |             |             |                                  |
|   | 8.3.6 Improve access to heritage and cultural sites           |                  | X           |                       |             | X           | NCF, MoW for Planning Dept       |
| <b>Objective 8.4: Expand Access to Recreation, Leisure, and Sport</b> |   |                  |             |                       |             |             |                                  |
|   | <b>Strategic Action(s)</b>                                    | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                                  |
|   |   | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                                  |
|   | 8.4.1 Audit and retrofit public recreational facilities       |                  | X           | X                     | X           |             | Sports Council, MoSD             |
|   | 8.4.2 Ensure equity in financial support for disability sport |                  | X           | X                     | X           | X           | MoSD, Sports Council             |
|   | 8.4.3 Train sport coaches on disability inclusion             |                  |             | X                     | X           |             | Sports Council                   |
|   | 8.4.4 Develop inclusive national teams and competition access |                  |             |                       | X           | X           | Sports Council, Special Olympics |
|   | 8.4.5 Support community-based inclusive sport initiatives     |                  |             | X                     | X           | X           | MoSD, Local Councils             |

## Policy Imperative No. 9: Disability Data and Research for Planning

**Outcome:** *St. Kitts and Nevis has a robust, disaggregated, rights-based disability data system that informs inclusive policy, planning, and service delivery. Disability statistics and research are generated regularly through participatory processes to advance evidence-based decision-making across all sectors.*

### Alignment

- **UNCRPD:** Article 31- Statistics and Data Collection), Article 33 (National Implementation and Monitoring).
- **SDGs:** Goal 17.18 -Enhance capacity-building support to increase the availability of high-quality, timely and reliable data disaggregated by disability.
- **Regional/National:** OECS Disability Statistics Framework, CARICOM Model Disability Survey, National Statistics Strategy, National Development Plan (2023–2037).

**Overall Strategic Imperative:** To institutionalise disability-inclusive data systems and research mechanisms that support evidence-informed policies, strengthen accountability, and promote social justice. This imperative emphasizes cross-sectoral coordination, ethical standards, and the active participation of persons with disabilities in data governance.

### Objectives

- Objective 9.1: Develop and Maintain a Disability-Inclusive National Statistics System
- Objective 9.2: Promote Applied Disability Research and Innovation
- Objective 9.3: Ensure the Participation of Persons with Disabilities in Data Processes
- Objective 9.4: Build National Capacity for Disability Data Collection and Use

## Objectives and Strategy

### Objective 9.1: Develop and Maintain a Disability-Inclusive National Statistics System

**Strategy:** This strategy focuses on integrating disability as a standard dimension across national data systems, ensuring that routine data collection exercises reflect the diversity and lived experiences of persons with disabilities. A reliable data system is foundational to monitoring gaps and progress in disability inclusion. Without comprehensive statistics, persons with disabilities remain invisible in policy. This strategy establishes data equity and enhances government transparency.

- **Establish a national disability data protocol.**

Through the National Statistics Office, the government should develop and adopt a disability data protocol grounded in the Washington Group Short Set of Questions and aligned with CARICOM guidelines. This protocol will standardize how disability is defined and measured, promoting comparability and integrity in data collection. It forms the baseline for all national data efforts and ensures consistency across agencies and periods.

- **Include disability questions in all national surveys.**

Disability indicators should be embedded in national surveys such as censuses, labour force surveys, household surveys, and education and health assessments. These additions ensure that

disability is not treated as a separate or optional category but recognized as essential to inclusive planning. This will also help policymakers understand intersectionality, for example, between gender and disability and poverty and disability.

- **Create a central disability data repository.**

The Statistics Office, in collaboration with sector ministries, should create an integrated disability data platform that pulls information from health, education, labour, social protection, and civil society. This would promote cross-sector data sharing, support national reporting, and help monitor SDG progress and UNCRPD implementation. The Data repository would support the reporting requirements for the SDGs and the UNCRPD.

- **Publish a bi-annual disability data report.**

A comprehensive public-facing report should present trends, disparities, and progress in disability indicators. This will increase transparency, promote civil society engagement, and provide a resource for academic and policy stakeholders. Making the report accessible in multiple formats reinforces inclusion.

- **Update disability indicators through international collaboration.**

The Government should work with CARICOM, OECS, and global statistical institutions to review and update national disability indicators. This will ensure alignment with emerging standards, support benchmarking, and improve St. Kitts and Nevis' presence in global disability reporting efforts.

## **Objective 9.2: Promote Applied Disability Research and Innovation**

**Strategy:** This strategy seeks to generate qualitative and quantitative evidence on the lived experiences of persons with disabilities to inform inclusive programme design, policy evaluation, and social understanding. Disability research remains underfunded and siloed. This strategy ensures that inclusive development is guided by the realities of those most affected, with insights that move beyond numbers to influence transformation.

- **National Disability Research Agenda**

Convene a cross-sectoral group of researchers, policymakers, and Organizations of Persons with Disabilities (ODPs) to set a five-year research agenda aligned with policy priorities. The agenda ensures that research efforts are strategic, coherent, and responsive to pressing social needs. **Fund National Disability Research Studies**

Establish a dedicated research grant mechanism under the Ministry of Social Development or the Research Council to fund longitudinal and thematic studies. Access to justice, health equity, inclusive education, and employment pathways should be given priority. These studies will fill critical knowledge gaps and offer targeted recommendations.

- **Partnerships with Academic Institutions**

Collaborate with local and regional universities, including the Clarence Fitzroy Bryant College and the local UWI Campus, to build a culture of disability-inclusive research. Joint studies should include community-based participatory approaches and co-authorship with persons with disabilities. This builds legitimacy and local ownership of knowledge.

- **Development Partners Build in Inclusive Research**

Ensure that funding for research on development issues has the appropriate protocols and adequate funding to ensure that persons with disabilities are included in the study.

- **Support Innovations in Assistive Technology and Inclusion Models**

Encourage pilot initiatives exploring low-cost assistive technology, inclusive education models, or accessible transportation systems. These action research projects can be supported through public-private partnerships or innovation funds and should include ODPs.

- **Disseminate Findings through Accessible Formats**

Where possible, all research outputs must be shared in plain language, audio versions, and braille and housed online in a central knowledge portal. This will increase uptake by diverse audiences, especially persons with disabilities.

### **Objective 9.3: Ensure the Participation of Persons with Disabilities in Data Processes**

**Strategy:** This strategy ensures the full inclusion of persons with disabilities in all data collection, design, analysis, and dissemination based on principles of ownership, dignity, and informed consent. It will honour the statement ‘nothing about us without us’ and affirm the rights of persons with disabilities to be seen, counted, and heard in the systems that govern national development.

- **Organization for Persons with Disabilities Included in Design**

Involve representative organizations in developing survey instruments, setting research priorities, and reviewing findings. Their involvement ensures the tools are relevant, respectful, and aligned with community realities.

- **Include persons with disabilities as enumerators and researchers**

Train and employ persons with disabilities in data collection and analysis roles. This provides economic opportunity and also builds public trust in the process. It signals that data is not just about disabled people but is owned by them. It increases the likelihood of persons with disabilities being more willing to participate in the National Census, Poverty Assessment, Labour Force Surveys, and the Survey of Living Conditions.

- **Data and Disability Advisory Group**

A formal advisory mechanism should be embedded in the Statistics Office with representation from ODPs, academia, and relevant ministries. The group will review indicators, approve survey tools, and guide ethical standards.

- **Ensure Free, Prior, and Informed Consent**

Data collection protocols must embed strong safeguards for confidentiality and dignity. Enumerator training should include ethics and disability sensitivity. Feedback mechanisms must be built in so participants can access and challenge findings.

- **Host Data Dialogues.**

Convene public discussions, town halls, or focus groups to share insights from data collected on persons with disabilities and gather feedback. These sessions should prioritize participation from persons with disabilities, care providers, ODPs, and the private and public sectors.

## Objective 9.4: Build National Capacity for Disability Data Collection and Use

**Strategy:** This strategy equips national stakeholders with the tools, knowledge, and systems to effectively collect, analyze, and apply disability data. Capacity constraints and siloed expertise have often weakened data's impact. This strategy ensures national readiness to build, own, and use evidence for inclusion.

- **Train Public Officers in Disability Data Literacy.**

Conduct ongoing national workshops for statisticians, social planners, and frontline officers. The training should cover data ethics, inclusive indicators, and the use of data in budgeting and planning. Building internal capacity reduces reliance on external consultants.

- **Disability Programmes and Policy Screening**

Utilize tools to review government policies and programmes to ensure they are inclusive.

- **Develop Data-sharing Protocols**

Sign MOUs between ministries and key institutions to share anonymized disability data. These protocols must include rules for secure transfer, responsible use, and beneficiary protections.

- **Create Accessible Data Visualization Tools**

Develop interactive dashboards that display key disability metrics disaggregated by gender, age, and location. These tools make data usable by parliamentarians, planners, and citizens.

- **Invest in ICT Systems that support Inclusive Data**

Upgrade existing national databases and information systems to include disability markers and support real-time updates. This could include EMIS (Education), HMIS (Health), or MIS for social protection services.

- **Benchmark with Regional and International Data Practices**

Join peer learning exchanges, training seminars, and technical networks focused on disability statistics. This ensures St. Kitts and Nevis adopt leading-edge tools and reflect best practices.

| St. Kitts and Nevis<br>National Disability Policy 2026<br>Outline: 5-Year Strategic Plan: 2025-2030  |   |           |      |                |      |      |                    |
|--|---|-----------|------|----------------|------|------|--------------------|
| POLICY IMPERATIVE NO. 9  |   |           |      |                |      |      |                    |
| OUTCOME: St. Kitts and Nevis establishes a coordinated, participatory, and rights-based disability data and research system that informs inclusive planning and policy across all sectors. |   |           |      |                |      |      |                    |
| Objective 9.1: Develop and Maintain a Disability-Inclusive National Statistics System  |   |           |      |                |      |      |                    |
| DISABILITY DATA AND RESEARCH   | Strategic Action(s)                               | Timeframe |      | Responsibility |      |      |                    |
|  |   | 2026      | 2027 | 2028           | 2029 | 2030 |                    |
|  | 9.1.1 Establish national disability data protocol |           | X    |                |      |      | Statistics Office  |
|  | 9.1.2 Include disability questions                |           | X    | X              |      |      | Statistics Office, |

|   |   |                  |                       |             |             |             |                             |
|---|---|------------------|-----------------------|-------------|-------------|-------------|-----------------------------|
|   | in all national surveys                                     |                  |                       |             |             |             | Line Ministries             |
|   | 9.1.3 Create a central disability data repository           |                  |                       | X           | X           |             | Statistics Office           |
|   | 9.1.4 Publish a bi-annual disability data report            |                  |                       |             | X           |             | Statistics Office, MoSD     |
|   | 9.1.5 Update indicators through international collaboration |                  | X                     |             |             | X           | Statistics Office, CARICOM  |
| <b>Objective 9.2: Promote Applied Disability Research and Innovation</b>                      |   |                  |                       |             |             |             |                             |
|   | <b>Strategic Action(s)</b>                                  | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |                             |
|   |   | <b>2026</b>      | <b>2027</b>           | <b>2028</b> | <b>2029</b> | <b>2030</b> |                             |
|   | 9.2.1 Fund national disability research studies             |                  | X                     | X           | X           |             | MoSD, Research Council      |
|   | 9.2.2 Establish partnerships with academic institutions     |                  | X                     | X           | X           |             | MoSD, CFBC, UWI             |
|   | 9.2.3 Require disability inclusion in development research  |                  | X                     |             |             |             | MoSD, Dev. Partners         |
|   | 9.2.4 Create a national disability research agenda          |                  |                       | X           |             |             | MoSD, DPOs                  |
|   | <b>Strategic Action(s)</b>                                  | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |                             |
|   |   | <b>2026</b>      | <b>2027</b>           | <b>2028</b> | <b>2029</b> | <b>2030</b> |                             |
|   | 9.2.5 Support innovation in AT and inclusion models         |                  |                       | X           | X           | X           | MoSD, Private Sector        |
|   | 9.2.6 Disseminate findings in accessible formats            |                  | X                     | X           | X           | X           | MoSD, Research Institutions |
| <b>Objective 9.3: Ensure the Participation of Persons with Disabilities in Data Processes</b> |   |                  |                       |             |             |             |                             |
|   | <b>Strategic Action(s)</b>                                  | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |                             |
|   |   | <b>2026</b>      | <b>2027</b>           | <b>2028</b> | <b>2029</b> | <b>2030</b> |                             |
|   | 9.3.1 Engage ODPs in designing data tools                   |                  | X                     | X           |             |             | MwP for Statistics, MoSD    |

|  |  |                  |                       |             |             |             |                                |
|--|--|------------------|-----------------------|-------------|-------------|-------------|--------------------------------|
|  | 9.3.2 Include persons with disabilities as researchers       |                  | X                     | X           | X           |             | MwP for Statistics, CFBC, DPOs |
|  | 9.3.3 Establish Data and Disability Advisory Group           |                  |                       | X           |             |             | MwP for Statistics, MoSD       |
|  | 9.3.4 Ensure informed consent and data ethics protocols      |                  | X                     |             |             |             | MwP for Statistics, MoSD       |
|  | 9.3.5 Host regular public data dialogues                     |                  |                       | X           | X           | X           | MoSD, MwP for Statistics       |
| <b>Objective 9.4: Build National Capacity for Disability Data Collection and Use</b> |  |                  |                       |             |             |             |                                |
|  | <b>Strategic Action(s)</b>                                   | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |                                |
|  |  | <b>2026</b>      | <b>2027</b>           | <b>2028</b> | <b>2029</b> | <b>2030</b> |                                |
|  | 9.4.1 Train public officers in disability data literacy      |                  | X                     | X           | X           |             | MwP for Statistics, MoSD       |
|  | 9.4.2 Screen disability inclusion in policies/programmes     |                  | X                     | X           | X           | X           | MoSD                           |
|  | 9.4.3 Develop inter-agency data-sharing protocols            |                  |                       | X           | X           |             | MwP for Statistics             |
|  | 9.4.4 Create accessible data dashboards                      |                  |                       | X           | X           | X           | MwP for Statistics             |
|  | 9.4.5 Upgrade national MIS systems to include disability     |                  |                       | X           | X           | X           | MoSD, MwP for Technology       |
|  | <b>Strategic Action(s)</b>                                   | <b>Timeframe</b> | <b>Responsibility</b> |             |             |             |                                |
|  |  | <b>2026</b>      | <b>2027</b>           | <b>2028</b> | <b>2029</b> | <b>2030</b> |                                |
|  | 9.4.6 Participate in regional and international benchmarking |                  | X                     | X           | X           | X           | MwP for Statistics, MoSD       |

## **Policy Imperative No. 10: Accountability, Implementation and Governance**

**Outcome:** *St. Kitts and Nevis has a transparent, accountable, and participatory governance framework for disability inclusion. Mechanisms are in place to monitor implementation, evaluate progress, and ensure coordination across all sectors, with the active involvement of persons with disabilities and their representative organizations.*

### **Alignment**

- **UNCRPD:** Article 33 (National Implementation and Monitoring), Article 4(3) (Participation in Decision-Making)
- **SDGs:** Goal 16 (Peace, Justice and Strong Institutions), Goal 17 (Partnerships for the Goals)
- **Regional/National:** OECS Framework for Social Inclusion Governance, CARICOM Implementation Monitoring Tool, National Development Plan (2023–2037)

**Overall Strategic Imperative:** To embed robust mechanisms for the coordinated implementation, monitoring, and governance of the National Disability Policy and Action Plan. This requires a whole-of-government and whole-of-society approach, supported by institutional reforms, budgetary allocations, and inclusive oversight structures.

### **Objectives**

- Objective 10.1: Establish and Sustain National Disability Governance Architecture
- Objective 10.2: Ensure Effective Inter-Ministerial Coordination and Local Implementation
- Objective 10.3: Embed Inclusive Monitoring, Evaluation, and Reporting Systems
- Objective 10.4: Guarantee the Participation and Leadership of Persons with Disabilities

## **Objectives and Strategies**

### **Objective 10.1: Establish and Sustain National Disability Governance Architecture**

**Strategy:** This strategy focuses on building the institutional framework required for implementing and holding all stakeholders accountable for implementing the plan and supporting programmes of the disability policy. It addresses the structural and coordination gaps that often hinder execution. An effective governance structure ensures that disability inclusion is not fragmented across agencies or driven solely by goodwill. It formalizes responsibilities, builds continuity, and embeds disability leadership at the highest levels.

- **Oversight Body**  
Establish an oversight body recognized by the Cabinet and given the necessary authority to ensure the implementation of the policy action items. The oversight body would establish relevant subcommittees guided by the pillars of the Disability Policy. They would develop a reporting protocol, including the content and frequency of reports on implementing the Policy.
- **Establish a National Disability Council**  
Legislate and resource a National Disability Council (NDC) as the apex oversight and coordination body for disability inclusion. It should include cross-ministerial representation and be chaired by a respected national authority, with guaranteed seats for ODPs. The Council will oversee policy execution, receive ministry updates, and prepare national implementation reports.
- **Create a Secretariat for the Disability Council**

Establish a professional secretariat under the Ministry of Social Development to coordinate the Council's work, manage logistics, and monitor implementation plans. This office should have full-time staff, a dedicated budget, and linked national and regional mechanisms. An Executive Director should head the Council.

- **Mandate focal points in all Ministries and Development Agencies**

Each ministry must appoint a disability focal point responsible for mainstreaming disability into its operations, budgets, and policies. These officers should receive annual training and submit reports quarterly to the Council, guided by the targets set in the National Disability Policy.

- **Ensure Budget Allocation**

The Ministry of Finance should ring-fence funds annually for the operation of the Council and Secretariat. There would be a need for adequate financial, human, and technical resources to support the implementation process and ensure the sustainability and continuity of the various activities, programmes, interventions, and significant developments for persons with disabilities as guided by the National Disability Policy.

### **Objective 10.2: Ensure Effective Inter-Ministerial Coordination and Implementation**

**Strategy:** This strategy strengthens horizontal coordination across ministries and vertical implementation across regions and localities. It ensures consistency and accountability at every state level. Successful implementation depends on clarity of roles, consistent communication, and joint planning. This strategy will turn policy intent into actionable delivery structures.

- **Institutionalise the Inter-Ministerial Implementation Group**

Convene quarterly meetings with disability focal points and planning officers to align programmes, identify synergies, and solve bottlenecks. This forum should report to the Cabinet Subcommittee on Social Policy.

- **Integrate Disability Agenda into Sectoral Plans**

All line ministries and development agencies (MDAs) should review and update their strategic plans to include disability-related goals, indicators, and budgets. These should align with the National Disability Action Plan. MDAs must review existing and new policies and programmes through a 'disability lens'.

- **Joint Monitoring Framework**

MDAs should use standard templates to report disability-related actions and progress. They should host annual implementation reviews, sharing with all stakeholders progress, challenges, best practices and make recommendations for changes to the National Policy

### **Objective 10.3: Embed Inclusive Monitoring, Evaluation, and Reporting Systems**

**Strategy:** This strategy embeds disability-sensitive M&E systems across sectors, ensuring evidence-based tracking, reporting, and learning. It focuses on developing SMART indicators, feedback loops, and transparency tools. This strategy anchors delivery in measurable outcomes and public accountability.

- **Develop a National Disability M&E Framework**

Align M&E indicators with UNCRPD, SDG, and OECS frameworks. Include outcome and process indicators and ensure they are disaggregated by age, gender, and disability type. Consider adopting

- **Train M&E Officers**

Provide national-level training on disability indicators, participatory evaluation methods, and accessible reporting formats for monitoring and evaluation officers in MDAS. Ensure that monitoring and evaluation officers can generate dashboards that allow stakeholders to view updated implementation metrics and submit queries or feedback.

- **Include ODPs in M and E**

Engage persons with disabilities and ODPs in field validation visits, focus groups, and data collection to ensure inclusive perspectives inform assessments.

- **Publish Annual Implementation Score Cards**

Release simplified, accessible public reports on implementation progress and gaps. These scorecards should be available in plain language, sign language video, and braille formats.

#### **Objective 10.4: Guarantee the Participation and Leadership of Persons with Disabilities**

**Strategy:** This strategy ensures that persons with disabilities are not passive recipients of services but active partners in governance. It upholds their right to shape the systems that affect their lives. This strategy embeds voice, choice, and agency in the implementation process, moving the ‘nothing for us without us’ from slogan to structures.

- **Persons with Disabilities in Governance & Implementation of Policy**

Persons with disabilities must have full membership and voting rights on the National Disability Council and related committees. Their participation should reflect gender and disability diversity. To ensure they are effective participants and recognizing the reduced access some may have had to capacity building, provide fellowships and opportunities for members to participate in regional and international events to build their skills as advocates.

- **Build Capacity of ODPs to Monitor**

Provide funding and advocacy workshops to ensure that ODPs are effective watchdogs of the Disability Policy and the pending National Disability Act. ODPs should be positioned to monitor government actions, hold consultations, and disseminate policy information.

- **National Disability Leadership Database**

Develop and maintain a register of qualified and interested persons with disabilities who can be appointed to boards, advisory groups, and special commissions.

|  |   |                  |             |                       |             |             |                                   |
|--|---|------------------|-------------|-----------------------|-------------|-------------|-----------------------------------|
| <b>St. Kitts and Nevis</b>   |   |                  |             |                       |             |             |                                   |
| <b>National Disability Policy 2026</b>   |   |                  |             |                       |             |             |                                   |
| <b>Outline: 5-Year Strategic Plan: 2026-2030</b>   |   |                  |             |                       |             |             |                                   |
| <b>POLICY IMPERATIVE NO. 10</b>  |   |                  |             |                       |             |             |                                   |
| <b>OUTCOME:</b> St. Kitts and Nevis has a participatory and accountable disability governance system supported by national coordination, effective monitoring, and the active leadership of persons with disabilities. |   |                  |             |                       |             |             |                                   |
| <b>Objective 10.1: Establish and Sustain National Disability Governance Architecture</b>   |   |                  |             |                       |             |             |                                   |
| <b>Accountability, Implementation and Governance</b>   | <b>Strategic Action(s)</b>  | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                                   |
|  |   | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                                   |
|  | 10.1.1 Establish a Cabinet-endorsed oversight body                | <b>X</b>         |             |                       |             |             | MoSD, Cabinet Office              |
|  | 10.1.2 Establish and resource a National Disability Council (NDC) | <b>X</b>         | <b>X</b>    |                       |             |             | MoSD, Attorney General's Chambers |
|  | 10.1.3 Establish Secretariat for the NDC                          |                  | <b>X</b>    | <b>X</b>              |             |             | MoSD                              |
|  | 10.1.4 Appoint disability focal points in all ministries          |                  | <b>X</b>    | <b>X</b>              | <b>X</b>    |             | MoSD,                             |
|  | 10.1.5 Allocate annual disability governance funding              |                  | <b>X</b>    | <b>X</b>              | <b>X</b>    | <b>X</b>    | Ministry of Finance, MoSD         |
| <b>Objective 10.2: Ensure Effective Inter-Ministerial Coordination and Local Implementation</b>  |   |                  |             |                       |             |             |                                   |
|  | <b>Strategic Action(s)</b>  | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                                   |
|  |   | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                                   |

|  |  |                  |             |                       |             |             |                                   |
|--|--|------------------|-------------|-----------------------|-------------|-------------|-----------------------------------|
|  | 10.2.1 Institutionalise Inter-Ministerial Implementation Group       | X                | X           | X                     | X           | X           | MoSD                              |
|  | 10.2.2 Integrate disability goals into all sectoral plans            |                  | X           | X                     |             |             | MwP, MoSD                         |
|  | 10.2.3 Conduct joint annual implementation reviews                   |                  |             | X                     | X           | X           | MoSD                              |
|  | 10.2.4 Standardize reporting templates across ministries             |                  |             | X                     |             |             | MoSD, MwP                         |
| <b>Objective 10.3: Embed Inclusive Monitoring, Evaluation, and Reporting Systems</b> |  |                  |             |                       |             |             |                                   |
|  | <b>Strategic Action(s)</b>   | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                                   |
|  |  | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                                   |
|  | 10.3.1 Develop a National M&E Framework aligned with UNCRPD and SDGs | X                |             |                       |             |             | MoSD, MwP for Statistics          |
|  | 10.3.2 Train M&E officers on disability-inclusive methods            |                  | X           | X                     |             |             | MoSD                              |
|  | 10.3.3 Engage ODPs in evaluation and validation exercises            |                  | X           | X                     |             | X           | MoSD                              |
|  | 10.3.4 Publish annual implementation scorecards in                   |                  |             | X                     | X           | X           | MoSD, National Disability Council |

|  |   |                  |             |                       |             |             |                       |
|--|---|------------------|-------------|-----------------------|-------------|-------------|-----------------------|
|  | accessible formats  |                  |             |                       |             |             |                       |
| <b>Objective 10.4: Guarantee the Participation and Leadership of Persons with Disabilities</b> |   |                  |             |                       |             |             |                       |
|  | <b>Strategic Action(s)</b>  | <b>Timeframe</b> |             | <b>Responsibility</b> |             |             |                       |
|  |   | <b>2026</b>      | <b>2027</b> | <b>2028</b>           | <b>2029</b> | <b>2030</b> |                       |
|  | 10.4.1 Ensure ODP representation on all key governance structures   |                  | X           | X                     |             |             | MoSD, NDC             |
|  | 10.4.2 Provide fellowships and participation support to ODP leaders |                  |             | X                     | X           | X           | MoSD, Regional Bodies |
|  | 10.4.3 Build capacity of ODPs to monitor government actions         |                  |             | X                     | X           | X           | MoSD                  |
|  | 10.4.4 Create National Disability Leadership Database               |                  |             |                       | X           |             | MoSD                  |