

FOREWORD

The Government of Barbados through the Ministry of Social Transformation has committed itself to the development of policies, programmes and activities that will empower and protect persons within society who are deemed to be vulnerable or socially disadvantaged.

The intention of our Ministry and Government is therefore to create an environment in Barbados conducive to the integration and inclusion of Persons with Disabilities at every levels of our society, from nursery to old age.

This policy outlines the strategies, which will be developed to achieve this end. It includes a situational analysis of all areas of the policy as it is important for Persons with Disabilities to be able over time to assess whether positive changes have been achieved.

As Minister of Social Transformation, I am particularly concerned with disability issues and hope that this document having been given the widest circulation will serve to improve the quality of life for persons with disabilities and guide the operations of the Ministry.

Special thanks must be extended to the staff of the National Disabilities Unit, all associated agencies, and all Disability Organisations for the very real support they provided in producing this document.

.....
Hon. Hamilton L. Lashley
Minister of Social Transformation

BACKGROUND

The Government of Barbados debated the Green Paper on Persons with Disabilities in Parliament on 30 May, 2000.

The task of advancing the Green Paper on Disabilities to a White Paper was undertaken by the National Disabilities Unit. The Green Paper was widely circulated to all stakeholders for their comments and suggestions which have been incorporated in this document.

Eleven Workshops were held during 2001. Eight Workshops examined issues relating to Persons with Disabilities including - Income, Social Security and Family Life, Sports and Recreation, Access to Communication and Information, Technical Devices and Equipment, Supportive Environments, Education Continuing Education and Research, Health, Training and Employment.

Two Workshops were held to establish a philosophical and value base as well as to examine a situational analysis and develop implementation strategies for all issues.

To reflect the views of persons with disabilities, one final Workshop was held with all organizations of Persons with Disabilities.

Several United Nations documents as well as those of other countries provided guidance. These included the following:-

The standard Rules of the Equalization of Opportunities for Persons with Disabilities (December 1993)

Declaration on the Rights of Disabled Persons – Res. 3447 9 December, 1975.

United Nations Decade of Disabled Persons 1983 – 1992.

World Programme of Action Concerning Disabled Persons, 3 December, 1982.

Policy Paper from the South African Human Rights Commission 1997 #5.

Draft Code of Practice on managing disability in the workplace. (International Labour Office - Geneva).

Disability Rights Commission Act 1999. (UK).

Promoting Disabled People's Rights (Creating a Disability Rights Commission for the 21st Century).

PURPOSE OF THIS STATEMENT

Under the constitution of Barbados every citizen shares the same human, civil, political social and cultural rights. Persons with Disabilities should have access to health, education, supportive environments, income security, communication and recreational opportunities, thereby empowering them to reach their maximum potential and become valuable productive citizens in an integrated society.

All policies strategies and programmes will be guided by a set of core values including the maximum utilization of available resources, commitment to quality services, empathy, integration and inclusion, and the highest standards of ethics and integrity. The application of these values will contribute to Nation building.

EXPLANATION OF TERMS

DEFINITION OF TERMS (*Taken from the International Classification of Impairments, Disability and Handicaps – World Health Organisation*)

IMPAIRMENT: Any loss or abnormality of psychological or anatomical structure or function.

DISABILITY: Any restriction or lack (resulting from an Impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

HANDICAP: A disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfilment of a role that is normal, depending on age, sex, social and cultural factors, for that individual. It describes the encounter between a person with a disability and the environment.

PREVENTION: Measures aimed at preventing the onset of physical, intellectual, psychiatric and sensory impairments (primary prevention) or at preventing impairment, when it has occurred, from causing permanent functional limitation or disability (secondary prevention).

REHABILITATION: A goal-oriented and time-limited process aimed at enabling Persons with Disabilities to reach and maintain an optimum physical, sensory, intellectual, psychiatric and/or social functional level, thus providing them with the tools to change their lives towards a higher level of independence.

EQUALISATION OF

OPPORTUNITIES: The process through which the general system of society, such as the physical and cultural environment, housing and transportation, social and health services, educational and work opportunities, cultural and social life, including sports and recreational facilities, are made accessible to all.

POLICY OBJECTIVES

Government has set out a number of clear objectives from which policies relating to Persons with Disabilities will be developed. These are as follows:

1. To create supportive environments which will favour the integration and participation in society of all Persons with Disabilities, their families and carers.
2. To ensure equal opportunities in all areas of development of the lives of Persons with Disabilities that would enhance the quality of their lives in order that each person would reach his/her maximum potential. Such equalisation of opportunities should help to eliminate marginalisation and discrimination.
3. To empower Persons with Disabilities and their organisations to become involved in the socio-economic development of the country.
4. To provide a framework for the planning of programmes, services and activities for both physically and mentally challenged persons.
5. To encourage and support on-going research in all areas of disabilities that impact upon the lives of Persons with Disabilities.

GENERAL PRINCIPLES

Government, in keeping with National Development Policy, is committed to the under-mentioned principles with regard to Persons with Disabilities in Barbados:

1. Creation of a legislative base to enhance the lifestyles of Person with Disabilities and to remove discriminatory practices whenever they occur.
2. Facilitation of Government and non-governmental co-operation in decision-making aimed at improving the lifestyles of Persons with Disabilities.
3. Strengthening support to non-governmental bodies concerned with disability issues, while encouraging the development of a co-ordinating body, which is truly representative of all organisations.
4. Collection and dissemination of information on all disabilities in order to increase knowledge and reduce prejudices against Persons with Disabilities.
5. Creation of a National Register of all Persons with Disabilities.
6. Provision of a colour coded National Registration Card to easily identify Persons with Disabilities.

7. Ensuring the right of access to appropriate community based health care including preventative and rehabilitative services .
8. Enacting of building code, to ensure accessibility to the physical and built environment.
9. Ensuring the right to dignity, to speak and advocate, and to make choices.
10. Provision of access to adequate social security benefits and a rationalisation of benefits in relation to impairments and not type of disability.
11. Seeking to ensure the availability of appropriate transportation for all Persons with Disabilities.
12. Encouragement of the adaptation of “best practices” in all areas of disability to the advantage of Persons with Disabilities and extensive networking both regionally and internationally.
13. Provision of access to education for all Persons with Disabilities at all educational levels, in an integrated setting whenever possible, with specialised facilities for those needing such facilities.
14. Equalisation of employment opportunities.
15. Facilitating the involvement of Persons with Disabilities in community activities, including sporting, religious, recreational and artistic activities.

16. Support and encouragement of Research in all areas related to disability.
17. Ensure mechanisms are in place to monitor the quality of service being provided in all areas of support to Persons with Disabilities, their families and carers.

LEGISLATION

The Government of Barbados will review existing legislation, as it relates to Persons with Disabilities and make amendments as necessary. In addition, the development of new legislation will be enacted to eliminate discrimination and to promote Equalisation of Opportunities for Persons with Disabilities, as outlined in the United Nations Draft Rules for Equalisation of Opportunities and the United Nation Documents.

HEALTH

The Government of Barbados will ensure appropriate and effective services for Persons with Disabilities. These services will emphasize assessment, prevention, early detection and intervention, treatment of impairment, and rehabilitation.

SITUATIONAL ANALYSIS

Barbados views health as a fundamental right. Its health policy emphasizes the importance of equitable access to medical services free of charge.

Presently Children with Disabilities and some adults are examined and treated at the Children's Development Centre while services for adults with disabilities are fragmented.

There is no coordination of services for the Early Detection of disabilities or the development of Early Intervention strategies.

IMPLEMENTATION STRATEGIES

PREVENTION

1. The provision of multidisciplinary (interdisciplinary) training in early detection methods, for all persons involved in the care and education of Persons with Disabilities and potential disabilities, inclusive of medical, para-medical and other personnel.
2. The development of programmes for early detection/identification of disabilities within neonatal and primary health care services in order to prevent, reduce, or eliminate disabilities.
3. The strengthening of the maternal and child health care programmes, provision of genetic investigation for counseling and testing of all pregnant women and high-risk groups, family planning, family life, with particular reference to sexual and reproductive health needs of Persons with Disabilities.
4. Mandatory screening which includes documented preschool physical examination in order to detect disabilities, and followed-up by the appropriate action.
5. The immunisation of all children against communicable diseases, particularly those known to cause disabilities.

6. Regular developmental screening services at appropriate intervals, (inclusive of screening tools, equipment and devices), to be included with a revised child health record.
7. The promotion and implementation of safety measures to prevent accidents in the home, education institutions and at the workplace (inclusive of occupational diseases) and also at venues where there are leisure and sports related activities.
8. Enactment of legislation for the reduction of environmental pollution and to control the importation, transportation, storage, application and disposal of hazardous chemicals.
9. Community based primary health care inclusive of diagnostic, preventative and therapeutic services should be further strengthened and made accessible to all Persons with Disabilities. These will include, but not limited to medical, dental, nursing and maternal health, counseling and rehabilitative services.
10. Specialised health services must be available to meet specific needs of Persons with Disabilities.

REHABILITATION

1. The establishment of an adult Assessment and Rehabilitation centre to conduct assessment, rehabilitation, and therapy for persons over 18 years.
2. The development of community based rehabilitation programmes, inclusive of vocational training, sheltered productive workshops and resource facilities, including counseling, health promotion and nutrition.
3. The provision of ongoing training of personnel in rehabilitation: -
Occupational Therapists, Physical Therapists, Speech Therapists, Doctors, Nurses, Development workers and allied fields in intervention at all levels of rehabilitative methods.
4. The provision of mobility aid/assistive devices and technological equipment for Persons with Disabilities to assist them to increase their level of independence and ability to become self-supporting.
5. The continued support of NGOs, Trade Union and community based groups, which provide preventative and rehabilitative services to Persons with Disabilities.
6. Provision of adequate support facilities through public and private sector partnerships including:
 - (a) Respite for all care givers;
 - (b) Semi-supervised group homes;

- (c) Supervised group homes;
- (d) Incontinent-care training and services;
- (e) Assistive personnel.
- (f) The provision of suitable facilities and the employment of suitably trained personnel to ensure monitoring, servicing and maintaining of all types of assistive devices.
- (g) Directory of Services which would provide information to Persons with Disabilities, their families, care-givers and professionals.
- (h) The Integration of a clinic for Persons with Disabilities in the existing Polyclinic Services.

EDUCATION AND CONTINUING EDUCATION

Access to Education should be a right to all citizens. It is therefore necessary to revise the Educational Act to ensure the 'right' to quality education for Persons with Disabilities, in all Educational Institutions. Initially specific schools will be adapted, with the others to follow within an identifiable time frame. All new school facilities will be accessible. The provision of an equipment/resource library will be mandatory at schools and other educational institutions to allow students with disabilities to loan assistive devices/equipment in a similar way as book loans.

SITUTATIONAL ANALYSIS

This analysis applies to all levels of the Education System: pre-school, primary, secondary tertiary and special education establishments.

1. A seven (7) year programme to upgrade the physical environment in schools is now in its third year. It provides for: ramps and wider bathrooms etc. All new schools have been built with these provisions. Other schools are being upgraded.
2. Some specialized equipment is available but it is not enough – hearing aids, large print books etc.
3. There is inadequate specialized support for children with special needs in the education system.
4. Learning Support Coordinators are to be assigned to schools to collaborate nwith classroom teachers to determine and develop appropriate intervention programmes to meet the special individual needs of children – These persons are not yet in place.
5. (a) There are no appropriate Degree or Diploma courses available in Special Needs at Erdiston or the University. There is a general interest course in Special Needs at Erdiston, which may be taken by teachers or members of the public – 1 year part-time evening course.

- (b) There is a minimum component on Special Needs during the General Teacher Training In Service Course. Lack of training for teachers is a serious deficiency since teachers are the persons who will be working initially with Special Needs children in the classroom.
6. There are insufficient places for children who cannot be accommodated in the education system because of the severity of their difficulties , for example, mentally challenged and multiple handicaps.
 7. There are no non-teaching assistants available in schools to assist children in the classroom who could access main-stream education, if given a small amount of physical assistance or practical help.
 8. There are not enough professional support services in a variety of areas: - educational psychologist, speech and language therapists, occupational therapists, physio therapy.
 9. Provision was recently made for screening all children's hearing & vision at school. This programme is now finished but should be re-implemented. Screening for basic skills (age 4-5) is all schools and is an ongoing programme. This should detect children with special needs, including developmental delays, allowing for early intervention.
 10. Set up in 1997, The Student Services Unit at the Ministry of Education includes workers in Special Needs, psychology, counseling and school attendance. It has insufficient personnel in all areas.
 11. The Education Act urgently needs to be amended to reflect the rights of all Persons with Disabilities to have a suitable education.

12. Some parents remain uninvolved in plans for their Special Needs children's education. Further strategies should be found to involve all parents in planning for the education of their children.
13. There is a lack of appropriate transitional programmes for children with disabilities to ease the transition from stage to stage in education, and to equip young adults who have finished formal education with life-skills, continuing education and preparation for employment opportunities.

STRATEGIES FOR IMPLEMENTATION

1. It is important that Persons with Disabilities be included in the mainstream school setting. In order to facilitate this goal it is recognized that:
 - (a) The Education Act needs to be revised
 - (b) The physical environment must be upgraded to allow easy access.
 - (c) Resources must be made available to meet the curricula requirements, i.e. professional support, teaching materials, equipment and other human resources.
2. It is proposed to put learning-support coordinators in schools to assess children referred by classroom teachers to determine intervention programmes to meet the individual special needs of children. To achieve this: -

- (a) appropriate referral strategies will be developed;
- (b) learning Support Co-ordinators will be trained;
- (c) teachers and other stakeholders will be trained and sensitized to the related technical matters and special needs;
- (d) programmes to facilitate enhanced parent participation to be developed;
- (e) specific programmes for children who cannot be integrated into the normal school settings;
- (f) provision of books, manuals and tapes which address children with learning disabilities especially those who are mentally challenged;
- (g) transport operators of buses and public service vehicles to be trained to understand and cater for the special needs of Persons with Disabilities;
- (h) the inclusion of transitional pre-vocational and skills training programmes to prepare children with disabilities for the post school period.

EMPLOYMENT AND TRAINING

Government recognizes that Persons with Disabilities should enjoy equal opportunity and treatment in respect of access to, enhancement and remuneration in employment, for which they are qualified.

Through co-operation among the Public Sector, Trade Unions, Private Sector and Non-Governmental Organisations, measures will be implemented to facilitate the productive and gainful employment of Persons with Disabilities. Government's employment policy will promote the integration of Persons with Disabilities in open employment.

SITUTATIONAL ANALYSIS

At present there are no programmes to provide training opportunities specific to Persons with Disabilities.

There is only one Sheltered Productive Facility but this is a Specialist Centre, for the blind only. This workshop does not provide any opportunity for entry into open or self-employment.

There are Grant and Loan Schemes available, but Persons with Disabilities need to be encouraged to access them.

STRATEGIES FOR IMPLEMENTATION

1. Entering into partnership with the Private Sector, workers' organization and organizations of Persons with Disabilities to create training programmes that lead to employment opportunities.
2. Providing specialist centres and the opportunity for Persons with Disabilities to manage such centres. These centres will not only cater for persons who are unable to compete effectively on the open market but will provide training for disabled persons to join the open market or to engage in self-employment.
3. Providing grants and loan schemes designed to encourage Persons with Disabilities to become self-employed.

4. Granting concessions to those organizations and individuals involved in the importation of goods and provision of services for Persons with Disabilities.
5. Establishing an Employment Placement and Support Agency equipped with a comprehensive register of skills and abilities of Persons with Disabilities.
6. Creating a mechanism to review and monitor entry criteria to employment and working conditions of Persons with Disabilities.
7. Providing incentives for employers to retrain employees who become disabled and to make accommodation, including adaptive technology, which will allow such persons to continue in their employment.
8. Supporting community-based rehabilitation programmes, cottage industries, and other projects, which ensure income generation for Persons with Disabilities.
9. Implementing continuous occupational training programmes that will enable persons to maintain their jobs and obtain enhancement in them. Also ensuring that Persons with Disabilities have access to training opportunities in national training institutions.

SUPPORTIVE ENVIRONMENTS

ACCESS TO BUILT PHYSICAL ENVIRONMENT

Government will put in place measures to ensure that Person with Disabilities have ready physical access to their houses, to public buildings and public facilities and to means of transportation, both public and private.

SITUATIONAL ANALYSIS

Many public/private buildings are still inaccessible to Persons with Disabilities. Many elements of the Road system remain inadequate including sidewalks pavements, and signalized pedestrian crossings. Public/private transportation is seldom adaptable to persons with mobility challenges. Access to communication and assistive devices especially for Persons who are Blind or Deaf is inadequate. Most Persons with Disabilities are excluded from sporting and cultural events, both as participants and spectators. The Building Code is not yet enacted but if enacted would considerably improve the quality of life for Persons with Disabilities.

STRATEGIES FOR IMPLEMENTATION

1. Government will support provisions to create:
 - (a) Accessible and suitable housing for individuals
 - (b) Accessible public buildings
 - (c) Accessibility to physical environments – pavements, roads
Pedestrian crossings, and public facilities
 - (d) Suitable adaptable transportation, appropriate car parking spaces,
and the necessary number plates, permits / discs for persons with
disabilities to use these spaces.

PAVEMENTS, ROADS, PEDESTRIAN CROSSINGS AND PUBLIC FACILITIES

1. Signage, Pavements and roads shall be so constructed/adapted to enable their use by wheelchair users, people with poor mobility and the visually impaired.
2. Signalised pedestrian crossings, would enable hearing and visually impaired persons to use them.

3. Public restrooms, phone booths, letterboxes, passenger lifts, parks and children's playgrounds will be designed to facilitate use by Persons with Disabilities.

TRANSPORTATION

Persons with Disabilities should be able to move freely and independently throughout the community, thus experiencing social integration and development.

STRATEGIES FOR IMPLEMENTATION

1. Special seating will be designed and reserved for Persons with Disabilities on all public transportation. There will be appropriate sanctions for abuse of such seating.
2. Government agencies involved in the transportation of clients with disabilities should have at least one suitably adaptable/accessible vehicle.
3. The Access Symbol will be displayed, where appropriate, to indicate that provisions have been made for Persons with Disabilities.
4. Existing Public Buildings will be retrofitted to provide special parking and ramped access for Persons with Disabilities.

5. A minimum of one suitably adaptable/wheelchair accessible vehicle provided on each public transportation route.
6. Incentives to private persons / companies who are interested in establishing community car or bus services for individuals with special needs.
7. According Persons with Disabilities the opportunity to acquire driving permits and licences to the extent possible.
8. Government duties and taxes will be waived from specially adapted vehicles purchased by duly authorized individuals for private use.

ACCESS TO COMMUNICATION AND INFORMATION

Government should provide the resources to enable libraries and public offices to present information in a manner, which is accessible to Persons with Disabilities. Similar appropriate technology such as Electronic Books and on line services will be used to provide information for persons with auditory impairments or comprehension difficulties.

Government will ensure that telecommunication services such as the special telephone devices, and units for the hearing and visually impaired be upgraded to accommodate Persons with Disabilities. These devices should be available commercially.

TECHNICAL DEVICES AND EQUIPMENT

The removal of all taxes and/or the provision of soft loans and grants to enable Persons with Disabilities and/or their families to acquire personal aids, prosthetic devices and supplies and other assistive devices.

The provision of tax concessions where possible, for organisations, rehabilitation centres and workshops involved in the importation of goods and/or production of devices for Persons with Disabilities, and the establishment of a monitoring mechanism to prevent abuse of this provision.

The employment of suitable trained personnel and facilities to ensure the monitoring, servicing and maintenance of all assistive devices.

INCOME AND SOCIAL SECURITY

The Barbados Government recognises its responsibility to ensure provision of social security and income maintenance schemes for Persons with Disabilities.

SITUATIONAL ANALYSIS

Currently, Government provides benefits which are not adequate persons with disabilities. Included below are some highlights of the situation.

- The differential which exists between disabilities for example a person who is deaf without speech receives a benefit while a person who is deaf with speech, does not;
- The potential to lose disability benefits as soon as the recipient commences employment;
- Lack of confidence about retraining, if a person with a disability loses his/her new job, it would be difficult to reclaim the benefit;
- There are no Constant Attendance Allowances for Carers of Persons with Disabilities who cannot be employed because of having to provide continuous care;
- Many Persons with Disabilities and their families face considerable hardship because having a disability from birth does not allow you to qualify for National Insurance Benefits as does persons who were employed and become disabled; and
- The levels of disability Benefits are inadequate to sustain a minimal quality of life persons suffering the same level of handicap do not receive the same level of Benefits, because the type of disability differs.

STRATEGIES FOR IMPLEMENTATION

1. The development and implementation of Disability Benefit Programmes by employers for their employees who become disabled in both the private and public sector. Such action would involve public education of employers and employees in relation to provisions of labour legislation, National Insurance, Social Welfare and similar schemes. It will also provide incentive schemes for employers to retrain persons for adequate jobs in cases where they have been injured, so that they may continue in the work force.
2. The review of existing Social Security Programmes to assess their adequacy in terms of the realistic needs of Persons with Disabilities. This must ensure that all Persons with Disabilities receive adequate benefits from the relevant government agency.
3. The modification of Disability Benefit Programmes
 - (i) Persons with disabilities who are receiving benefits to be allowed to supplement their income to an approved minimum level.
 - (ii) To contribute to the development, organisation and financing of vocational, training placement services, and work experience programmes.
 - (iii) To increase Disability Benefits overtime to the same level as the non-contributory pension.

4. The mounting of Public Education Programmes to help remove the stigma attached to disability which affects the acceptance, education and later assimilation of those persons into the workforce.
5. The provision of trained officers to facilitate relationships in the work place between Persons with Disabilities, employers and fellow employees.
6. The provision of a Constant Attendance Allowance for persons who have to forego work and remain at home to care for Persons with Disabilities.
7. The amalgamation of Income and Social Security Services for Persons with Disabilities under one government unit geared to facilitate the needs of these persons.

FAMILY LIFE

The family plays a key role in the life of its disabled members. Government intends to facilitate the full participation of Persons with Disabilities in the family environment through a number of approaches, which will be spearheaded by the Ministry with responsibility for family services.

STRATEGIES FOR IMPLEMENTATION

1. Establish a well co-ordinated network of services and support groups to assist Persons with Disabilities and their families to effectively manage their disabilities. This will include: counselling and information services, financial and other assistance, home-based care, respite care, day care facilities and institutional care, to meet the diverse needs of Persons with Disabilities.
2. Respect for the rights of Persons with Disabilities to start families and experience parenthood.
3. Train parents/guardians/relatives/carers of Persons with Disabilities in areas where it is necessary:
 - (a) to improve communication between the family, the Person with a Disability and the community at large;
 - (b) to inculcate a level of independence in children with disabilities and effect positive attitudinal changes in the parents/guardians/relatives/carers themselves.

Couples with disabilities who wish to do so will be given an opportunity to adopt children.

RECREATION, SPORTS AND CULTURE

Government will ensure that educational programmes, facilities and resources are put in place to allow the participation of Persons with Disabilities in all aspects of community life.

STRATEGIES FOR IMPLEMENTATION

1. The provision of opportunities for Adults and Children with Disabilities to utilise not only their artistic and intellectual potential but to participate insofar as they are able in related community activities for their own benefit and the enrichment of their communities.
2. The adaptation of all public facilities such as beaches, gyms, halls, theatres, cinemas, hotels, restaurants and museums where possible, to facilitate accessibility to Persons with Disabilities
3. The expansion of adequate opportunities e.g., training of suitable therapists, diversification of sports facilities, and appropriate equipment for recreational, sporting and artistic activities to accommodate Adults and Children with Disabilities.
4. The encouragement of travel agencies, hotels and tourist authorities, to contribute to the recreational activities and travel opportunities for Persons with Disabilities.
5. The inclusion of Persons with Disabilities in the decision-making process with regards to recreation, sports and culture.

PUBLIC AWARENESS

Public awareness is necessary to promote equality of opportunities while eliminating stereotypical beliefs and changing negative images of Persons with Disabilities. The Government will embark upon public awareness programmes to inform the society about the needs and rights of Persons with Disabilities.

STRATEGIES FOR IMPLEMENTATION

1. Public awareness programmes for viewing on television will be developed to sensitise the public to the abilities and the rights of Persons with Disabilities to participate in and contribute to their community.

2. Disseminating information to the Public on:
 - * various categories of disabilities
 - * services available
 - * causes of disabilities
 - * coping strategies
 - * early identification
 - * preventative measures
 - * nutritional requirements
 - * achievements of Persons with Disabilities
 - * directory of services
 - * rights of Persons with Disabilities

3. The encouragement of the private sector to include disability issues in its activities where relevant.

4. Organising and supporting information centres, which will serve as distribution centres for up-to-date information. These will service Persons with Disabilities, their families and professionals in the field and the general public.
5. The conduct of sensitisation programmes for lending officers at financial institutions to facilitate their greater understanding of the skills and capabilities of Persons with Disabilities who wish to be self-employed.

RESEARCH

There is a critical need to undertake studies focusing on issues, which affect the lives of Persons with Disabilities and their families. Government will encourage and support research efforts into the under-mentioned areas, with a view to establishing a comprehensive data bank on Persons with Disabilities.

POSSIBLE AREAS FOR RESEARCH

1. Causes, types and incidences of impairment and disability.
2. The economic and social conditions of Persons with Disabilities.
3. The economic and social impact on society of Persons with Disabilities remaining unemployed.
4. Development of assistive devices for Persons with Disabilities.

5. Assessment of the needs, skills and potential for training of Persons with Disabilities.
6. Statistics on available services and programmes.
7. Stimulate informal research by teachers (especially of infants and at primary level) through the provision of guidelines which focus on:
 - (a) Observation of pupils to assist in early identification of Persons with Disabilities.
 - (b) Encouragement of students to be open; discuss and explain problems, limitations, inclusion of “Persons with Disabilities” as a data group in formal and ongoing research activities, e.g., labour force surveys, gender oriented surveys, national censuses.
 - (c) Open labour market participation rate of Persons with Disabilities.

A National consensus on Persons with Disabilities will be conducted to determine the exact size of the group and the different types of disabilities. Relevant government agencies will be called upon to assist in this area.

POLICY PLANNING

The policy recognises the necessity for the inclusion of disability issues in national planning.

STRATEGIES FOR DEVELOPMENT

1. Consultation and collaboration with organisations of/for on issues which are likely to impact on the lives of Persons with Disabilities.
2. Initiation at the national level, of policies and programmes designed to enhance the quality of life of Persons with Disabilities.
3. Representation by Persons with Disabilities on any policy review committee and on key decision-making bodies.
4. Raising awareness of public service and policy makers.
5. To ensure that physical infrastructure meets approved standard.

REGIONAL AND INTERNATIONAL CO-OPERATION

Government will endeavour to participate regionally and internationally in issues of concern to Persons with Disabilities. Whenever appropriate, government will introduce disability issues in general negotiations concerning standards, information exchange, development programmes.

Within this context, Government is committed to:

1. Encouraging and supporting the exchange of knowledge and expertise among non-governmental organisations, research institutions, professionals and national bodies concerned with Persons with Disabilities and national co-ordinating committees.
2. Participating in, and supporting regional and international activities dealing with disability issues.

REVIEW AND EVALUATION

Government will undertake to ensure that the appropriate machinery will be introduced to ensure continuous review and evaluation of programmes pertaining to Persons with Disabilities. Such evaluations will seek to ensure that policy objectives are met.

APPENDIX I

Comments on advancing the Green Paper were received from:

Children's Development Centre
Paralympics Association of Barbados
National Nutrition Centre
Ministry of Public Works and Transport
Geriatric Hospital (Rehabilitation Therapy Technicians)
Barbados Council for the Disabled
Barbados Union of Teachers
National Library Service
Town and Country Development Planning Office
The Barbados Association for the Correction of Learning Disabilities

Mrs. Barbara Best
Mrs. Esther Ramsay
Mrs. Nicole Babitsch

APPENDIX II

PERSONS ATTENDING WORKSHOPS TO ADVANCE THE GREEN PAPER ON PERSONS WITH DISABILITIES

Workshops were coordinated by Mr. Errol Best, Director (Ag.) National Disabilities Unit, Ministry of Social Transformation.

	Mrs. Grace Scantlebury	-	Chief Welfare Officer
+	Mr. Edla Lowe	-	Chief Labour Officer
	Mr. Orlando Scott	-	Barbados Workers Union
	Mr. Derek Alleyne	-	National Union of Public Workers
	Mrs. Ezra Hall	-	Chief Pysiotherapist
+	Mrs. Angela Crawford	-	Health Planner
+	Mr. Wilmott Straughn	-	Headmaster, Irving Wilson School
+	Mr. Lennox Rochester	-	Occupational Therapist, Psychiatric Hospital
	Mr. Goldwin Edwards	-	Coordinator, Children's Development Centre
	Mrs. Beverley Drakes	-	Psychologist, Ministry of Education
	Mrs. Deborah Collins	-	Psychologist
+	Dr. Jennifer Campbell	-	Developmental Paedeatrician
	Ms. Michelle Perry	-	Deputy Head, Challenor School
	Mrs. Daphlyn Browne	-	Senior Teacher, Erdiston Primary
	Mrs. Angela Gilkes	-	Senior Teacher, Ellerton Primary
	Mrs. Marva Lashley	-	Teacher, Harrison's College
	Mrs. Junie Lynch	-	Senior Teacher, Charles F. Broome
	Mrs. Marion Howard	-	Tutor, B'dos Community College
	Dr. Jennifer Pollard	-	Psychologist, Psychiatric Hospital
	Mrs. Heather Odle	-	B'dos Special Olympics
	Mr. O. Weekes	-	B'dos Draughts Association
	Mr. Allan Herbert	-	B'dos Barbados Chess Association
	Mr. Wayne Simmonds	-	Cultural Officer, National Cultural Foundation
*	Dr. Clyde Cave	-	Consultant Paedeatrician, QEH
	Mrs. Cyd Prescott	-	Occupational Therapist, Psychiatric Hospital
	Mrs. Elaine Yarde	-	Nutrition Officer
	Mrs. Pauline Webster	-	Geriatric Hopital

	Dr. Letnie Rock	-	Lecturer, University of the West Indies
+	Mrs. Dawn Rudder	-	Principal, Learning Centre
	Miss Sandra Philiass	-	Government Information Service
	Mrs. Annette Smith	-	Chief Librarian
	Mr. Terry Ally	-	Nation Publishing Co.
	Ms. Nicole Babitsch	-	Physiotherapist, Children's Development Centre
+	Miss Kay Sargeant	-	Special Education Officer
	Miss Deborah Hood	-	
+	Mrs. Pamela Maxwell	-	Chief Physiotherapist (Ag) QEH
	Mrs. Ciceley Destang	-	Health Sister
+	Ms. Melvina Forde	-	Senior Health Sister
	Mrs. Cicely Gay	-	Health Sister
+	Mrs. Rita King	-	Chief Public Health Nurse
	Miss Katherine Blackman	-	Education Officer
	Miss Heather Stewart	-	UNICEF
+	Mrs. Vicki Whitehead	-	Caribbean Dyslexic Centre
+	Mrs. Yvonne Spencer	-	Caribbean Dyslexic Centre
	Mr. Alexander Daniel	-	Work Experience Programme
	Mrs. Yvette Walcott	-	Director Data Processing Department
	Mrs. Vivian Simpson	-	Senior Child Care Officer
	Mrs. Esther Gabriel	-	Chief Nursing Officer
	Dr. Hallam Weithers	-	B'dos Sports Medicine Association
	Dr. Fanny Thompson	-	Senior Dental Officer
	Mrs. Rosemary Alleyne	-	Caribbean Broadcasting Corporation
	Mr. Winston Skinner	-	Special Olympics
	Mrs. Beverly Standford	-	National Nutrition Centre
	Mr. Sylvester Blackett	-	National Training Board
	Mr. Harold Morris	-	Ministry of Public Works and Transport
	Ms. Sharon Giles	-	Children's Development Centre
	Ms. Beverly Thomas	-	Labour Department
	Mr. Orville Rowe	-	Transport Board
	Mrs. Ingrid Lashley	-	National Insurance
	Mr. Lloyd Bradshaw	-	Consultant, National Insurance
+	Mr. Wesley Worrell	-	Paralympics
+	Mr. Emmerson Sargeant	-	Paralympics
*+	Mr. Clevedon Mayers	-	President, Barbados Council for the Disabled
+	Mrs. Thelma Brathwite	-	Barbados Council for the Disabled

Mr. Peter Serieux	-	Barbados Council for the Disabled
Mrs. Veta Browne	-	Caribbean Programme Coordinator Pan American Health Organization
Mrs. Pat Brandon	-	Pan American Health Organization
+ Mr. Elsworth Young	-	Consultant
+ Mr. Granville Browne	-	Barbados National Organization of the Disabled
Miss Emily Lynch	-	Barbados Council for the Disabled
Mrs. Rosanne Tudor	-	Barbados Council for the Disabled
Miss Kerrie Ann Ifill	-	Barbados Council for the Disabled
Miss Roseanne Foster	-	Barbados Council for the Disabled
Miss Deborah Carrington	-	Barbados Council for the Disabled
Miss Gaylene Andrews	-	Barbados Council for the Disabled
Mrs. Patricia Brewster	-	B'dos Council for the Disabled
Miss Roslyn Hurley	-	Barbados National Organization of the Disabled
Miss Eudalie Wickam	-	Barbados National Organization of the Disabled
Mrs. Bonetta Phillips	-	Multiple Sclerosis Society
Mrs. Atheline Haynes	-	Permanent Secretary, Ministry of Social Transformation
Mr. Erwin Belgrave	-	Administrative Officer,
Mrs. Shirley Stroude	-	Senior Administrative Officer,
Mr. Lloyd Springer	-	Assistant Director (Ag) National Disabilities Unit
Mrs. Dianne Holder	-	Social Worker, National Disabilities Unit
Mrs. Sue Branker	-	Social Worker, National Disabilities Unit
Mr. Stevenson Evelyn	-	Social Worker, National Disabilities Unit
Mrs. Margaret Pilgrim	-	Secretary, National Disabilities Unit

Persons with Disabilities were present at all workshops and members of all organizations for Persons with Disabilities participated in the Workshop of Persons with Disabilities.

+ Indicates persons (not including staff of National Disability Unit) who attend several Workshops.

* Indicates persons (not including staff of National Disability Unit) who Provided substantial assistance to the formation of the Revised Paper.