

Intellectual Disability in Community Activities

Inception Report

1. General Information

Name of country: Jamaica

Area of Jamaica: 10,991 sq km

Population: 2,868,380

- Rural 48% of total population
- Urban 52% of total population

Life Expectancy Rate:

- Total population: 74.13 years
- Male : 71.79 years
- Female: 75.19 years

Infant Mortality Rate:

- Total: 14.6 deaths/1,000 live births
- Male : 15.18 deaths/1,000 live births

- Female: 14 deaths/1,000live births

Maternal Mortality Rate: 89 deaths/100,000 live births

Literacy Rate:

- Total population: 87.95
- Male: 84.15
- Female: 91.6%

Education System: The Jamaican educational system runs from early childhood to tertiary levels. There are also segregated primary and secondary schools for children with intellectual, physical hearing and visual disabilities.

The categories in highlight:

- **Early Childhood** – includes Basic, Infant and privately operated pre-schools. The age cohort is usually 1 – 6 years. There are 2,595 early childhood institutions. Of these, 183 are not recognized by the government, 401 are day care centers, approximately 100 are infant schools and 5 are special education schools which offer early childhood care. The enrollment rate between 4 and 6 years is 62% - one of the highest rates in the region.
- **Primary** - These are public schools and government controlled. Net enrollment is 97%.When privately owned or run; these schools are called Preparatory Schools. Primary education in Jamaica addresses the basic educational needs of students and prepares them for Secondary Education. It includes children between the ages of 6-11 years. The government provides free education for children at this level. At Grade 6 students sit the Grade Six Achievement Test (GSAT): in Math, Language Arts, Social Studies, Science and Writing, for

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placement in secondary schools. The students make a prioritized list of 5 schools they wish to attend, and based on the results from the GSAT, they are placed at a school from their list. Some schools have a higher cut off score, generally schools with a history of high academic performance

- **Secondary** – (ages 12-16 years – grades 7-11 and sixth form (grade 12). The high schools in Jamaica may be either single-sex or co-educational institutions and are publicly and privately owned. Students sit examinations at the end of grade eleven (*Caribbean Examinations Council Secondary Education Certificate*)(CSEC), and at Grade 12 (6th Form).
- Sixth form is divided into upper and lower sixth and is an optional two years long, advanced post secondary program, at the end of which students write the CAPE (*Caribbean Advanced Proficiency Exams*). Entry into Sixth Form is extremely competitive, especially in rural and suburban Jamaica, where there are fewer high schools with sixth form, serving larger areas.

Tertiary – Generally, A-Level or CAPE examinations are required to enter the nation's Universities. One may also qualify after having earned a 3-year diploma from an accredited post secondary college. The word college usually denotes institutions which do not grant at least a bachelor's degree. Universities are typically the only degree granting institutions; however, many colleges have been creating joint programs with universities, and thus are able to offer some students more than a college diploma. A few universities in the United States have extension programs in various parts of Jamaica. Most of the students who enroll in these part-time programs are working professionals who want to continue their education without having to relocate. Tertiary education is offered by the following institutions:

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- University of the West Indies at Mona, (a regional institution)
- University of Technology (U-Tech)
- Northern Caribbean University (NCU)
- University College of The Caribbean (UCC)
- Edna Manley College of the Visual and Performing Arts (an artistic conservatory)
- College of Agriculture, Science and Education (CASE)
- G. C. Foster College of Physical Education and Sports
- 7Teacher Training Colleges
- 14 community colleges
- 1 dental auxiliary school
- 1 Vocational Training Development Institute
- 29 vocational training centres, and
- 6 Human Employment and Resources Training (HEART) vocational training institutions.

Health system: Jamaica offers numerous public and private hospitals, health centers and services. Each one of the 14 parishes of Jamaica has at least one hospital, either publicly or privately owned.

The Jamaica Ministry of Health is the governmental body charged with formulating, implementing, monitoring and otherwise administering all the country's health care policies. It is also directly responsible for all public health care facilities, including the island's hospitals. As of the early 1980s, 22 general hospitals were estimated to be providing inpatient and outpatient care in Jamaica.

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Of those 22 hospitals, 7 provided specialized care: 1 each for maternity, pediatrics, mental disorders, cardio-thoracic and tuberculosis surgery, physical rehabilitation, leprosy and terminal care.

Major publicly-owned hospitals include:

- Cornwall Regional in Montego Bay, Mandeville, Kingston Public, and the University Hospital at Mona. Each one is governed by a partially self-governing regional administration board.

Jamaican hospitals fall within one of four administrative regions.

- The first of these regions encompasses 10 hospitals and 89 health centers in Kingston, St. Andrew, St. Thomas and St. Catherine parishes.

These facilities, which include five national referral or specialist hospitals, are administered by the South East Regional Health Authority. The region's estimated bed capacity is 2,755, which serves almost 1.7 million people on Jamaica as well as occasional patients referred from other Caribbean islands.

- The second region includes Westmoreland, Trelawny, St. James, and Hanover parishes. Its 4 hospitals and 82 health centers are administered by the Western Regional Health Authority. These facilities have a bed capacity of 611 and serve slightly less than half a million people. Cornwall Regional is the major hospital of the region.
- The North East Regional Health Authority administers the 4 hospitals and 82 health centers located in St. Mary, St. Ann and Portland parishes. With a bed capacity of 406, the facilities of this region serve slightly more than a third of a million people.

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- The parishes of St. Elizabeth, Clarendon and Manchester comprise the final region, and its 5 hospitals and 94 health centers are administered by the Southern Regional Health Authority. These facilities provide 535 beds and health care for a little more than half a million people.

One public hospital on Jamaica, the University Hospital of the West Indies, provides somewhat different health care services. This hospital has a 494-bed capacity and offers facilities for teaching along with its community health programs, surgical services, and pediatric, gynecology and obstetrics, psychiatric and general health care services.

Hospitals on Jamaica, whether they're publicly or privately owned, are capable of dealing with most health conditions that might arise within the country.

Jamaica's private health care facilities, including its private hospitals, are usually smaller, more expensive and more service-oriented. In addition, most of Jamaica's private facilities are associated with a religious organization.

Major Industry: The economy of Jamaica is largely dependent on industrial sectors like agriculture, mining, tourism, oil refining, sugar, cement, chemicals, tobacco processing, textiles, flour milling, processed foods and others. This now account for more than 60% of GDP. Jamaica continues to derive most of its foreign exchange from tourism, remittances, and bauxite/alumina. Remittances account for nearly 15% of GDP and are equivalent to tourism revenues.

Employment Rate: 87.2%

2. Intellectual Disability

Laws concerned with Persons with Intellectual Disability: There is a National Policy on Disability developed by Government and the Disability Sector which was passed by Parliament in November 1999. This policy is aimed at achieving equality of opportunities

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for persons with disability. In cases of violation of their rights, the primary mechanisms for recourse for persons with disabilities are civil lawsuits, criminal prosecutions, and intervention from an independent human rights organization. However, Jamaica was the first country in the world to sign and ratify the UN Convention on the Rights of Persons with Disabilities (CRPD. Jamaica 2030 vision, plan contains a comprehensive Disability Sub-Sector Plan drafted by persons with disabilities. The Plan highlights strategies that should be in place for persons with disabilities by the year 2030. This Plan has bi-partisan support so regardless of which political party comprises the Government over the years, the Plan will remain.

Financial Assistance for Persons with Intellectual Disability: There is no formal programme for persons with intellectual disabilities. However, the Programme of Advancement Through Health and Education (PATH) is a conditional cash transfer (CCT) programme funded by the Government of Jamaica and the World Bank and is aimed at delivering benefits by way of cash grants to the most needy and vulnerable in the society including persons with disability. Specific criteria are required before assistance is received.

Services including CBR available for persons with Intellectual disability: Vocational training for young adults with disabilities is provided by private voluntary organizations and NGOs, including the Jamaica Association for the deaf, Woodside Clarendon School for the Deaf, JAID, the 3D Projects Private Voluntary Organization Limited (PVO), and the Abilities Foundation. The PVO provides home-based training with a parent education component; another program with a parent education component is run by the Clarendon Group for the Disabled, funded by Lilianne Fone of the Netherlands. The

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PVO also runs community-based projects which provide training in horticulture, paper making, and other skills.

3. Outline of Jamaican Association on Intellectual Disability (JAID)

The Jamaican Association on Intellectual Disabilities (JAID) was founded by Randolph Lopez, a parent who had a child with Down syndrome. Since 1956 the Association has been providing leadership in the field of Intellectual Disabilities and is today the oldest and largest interdisciplinary organization of professionals and volunteers concerned about Intellectual and other Developmental Disabilities. It is a non-governmental agency that enjoys a partnership with the government on some of its programmes.

Vision:

To be the national unifying organization in creating communities where persons with intellectual and other developmental disabilities (PWIPP) are empowered and fully integrated.

Mission:

To provide services that will positively transform the lives of all persons with intellectual and other developmental disabilities.

JAID is a multi-service agency which provides services to a target population of over seventy thousand persons with intellectual disabilities in Jamaica. JAID accomplishes its goals through a number of programmes:

Early Intervention Programme

This programme provides stimulation for children with intellectual and other developmental disabilities from birth to six years of age. It prepares them for appropriate school placement.

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Schools of Special Education

The programme was founded in 1956 by the JAID and is now jointly operated with the Ministry of Education. The schools provide special education for children with intellectual disabilities ages ranging from 6-20 years through a network of five Main Schools comprised of twenty-two Learning Centres island wide. The five main schools are:

- Randolph Lopez School of Hope – Kingston
- Windsor School of Special Education – Spanish Town, St. Catherine
- Woodlawn School of Special Education – Mandeville, Manchester
- Llandilo School of Special Education – Savannah- La- Mar, Westmoreland
- Edgehill School of Special Education – St. Ann’s Bay, St. Ann

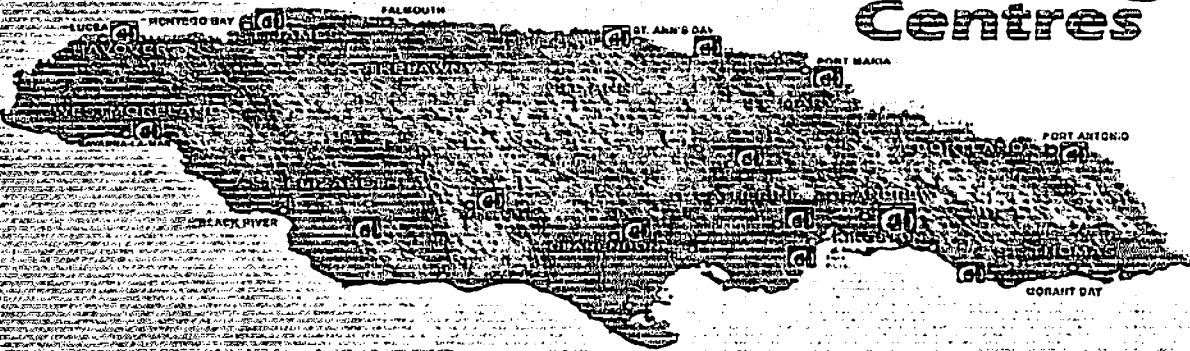
The map below shows where the five schools and the Learning Centres are located:



THE JAMAICAN ASSOCIATION ON INTELLECTUAL RETARDATION

Providing information for the prevention of mental retardation and services for its management

Schools of Special Education and Learning Centres



JAMR

LIST OF SCHOOLS OF SPECIAL EDUCATION AND LEARNING CENTRE

Parish	School Name	Address
Kingston	Beaumont Lodge School of Home	7 Rankin Avenue, Kingston 7
	Manassah Learning Centre	Manassah
	Lawson Learning Centre	202 Lawson Prop. School, 12A, East Kings Highway Road
	Marshall View Learning Centre	200 Marshall View Primary School, 31A Marshall Drive, Km 17
	Franklin Town Learning Centre	20 Franklin Town Primary School, 4 Victoria Street, Km 7
	Edison Learning Centre	20 Edison Primary School, 1 Brydon Street, Km 16
	Shortland Learning Centre	20 Shortland Primary School, 27 Shortland Road, Km 9
	Our Lady of the Angels Learning Centre	20 Our Lady of the Angels Catholic Church, 78 Malvern Road
	Marfield Learning Centre	20 St. Philip Anglican Church, Marfield Park, Km 13
	St. Peter Learning Centre	20 St. Peter's Primary School, 35D Waltham Park Road
	Dalcombe Drive Learning Centre	20 Dalcombe Drive, Dalcombe Drive, Km 11
	St. Jude's Learning Centre	20 St. Jude's Primary School, 1 Norwood Avenue, Km 11
	Stony Hill Learning Centre	20 Stony Hill, Dalcombe Drive, Dalcombe Drive, Km 9
	Yamaha Learning Centre	20 Yamaha Learning Centre, 1000, 1000
Port Antonio Learning Centre	200 Drapers All Age, Port Antonio, Port Antonio	
St. Catherine	Windsor School of Special Education	Windsor Road, Spanish Town, St. Catherine
	St. Mary's Learning Centre	St. Mary's
	St. Mary's Learning Centre	Denham Shaw Ground, St. Mary, St. Catherine
St. Elizabeth	Greater Portmore Learning Centre	9 Richmond Park, Greater Portmore, St. Elizabeth
	Linstead Learning Centre	20 Carmichael Basic School, Linstead, St. Elizabeth
St. Andrew	Edmund School of Special Education	Edmund Road, St. Andrew
	St. Andrew's Learning Centre	St. Andrew's
	Port Maria Learning Centre	43 Danneberg Drive, Port Maria, St. Mary
St. Mary	Woodlawn School of Special Education	10 Woodlawn Road, Mandeville, St. Mary
	St. Mary's Learning Centre	St. Mary's
St. James	Gentle Crad Learning Centre	60 Gentle Crad Primary & High School, St. Elizabeth
	St. James Learning Centre	St. James
St. George	Linstead School of Special Education	Linstead Road, Westmoreland
	Linstead Learning Centre	Linstead
St. Thomas	Lucia Learning Centre	1 Main Drive, Lucia, St. Thomas
	Montego Bay Learning Centre	1000 Main Drive, Montego Bay, St. James

A Special Education Programme jointly operated by the Ministry of Education, Youth and Culture and the JAMR

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Resource Programme

This programme provides intensive individualized remedial instruction in language arts and mathematics for at-risk primary and secondary school students in neighbouring communities. It is currently available in:

- Greater Portmore Learning Centre in St. Catherine
- Llandilo School of Special Education in Savannah- La- Mar, Westmoreland

Teachers target areas of weakness, enhance strengths, and build independence in specific learning strategies and study skills.

Professionals in Partnership (PPROP)Parents and

This is a strong parent support programme. This initiative of the JAID was established in 1994 to provide a supportive environment for parents of children with intellectual disabilities through advocacy, peer support, information sharing and partnerships between parent and professionals (Psychologists, Medical Doctors and Lawyers etc) who are also a part of the group.

Aims and objects of PPROP:

PPROP aims to establish a parent support group to facilitate communication between parents and professionals.

- ✓ To recruit parents who are willing to act as mentors, counselors, and advocate with the organization,
- ✓ To prepare materials to improve public awareness and understanding o persons with intellectual disabilities.
- ✓ To encourage parents of persons with intellectual disability as well as well as professionals working in the field to have a open relationship which will b facilitate free flow of information.

Adult Continuing Education

This vocational training programme for young adults with severe Intellectual Disabilities was started in 1989. In addition to vocational skills development, significant emphasis is placed on social and recreational skills. This programme is operated with the support of HEART

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Trust/NTA, through the Community Training Interventions unit. Ten of the eleven students enrolled in September 2010 were assessed in July 2011 with good performance. Five of the graduates have been employed on a part time basis on a coffee farm while the remaining four in family income generating programmes.

Adult Services:

Adult services may include various kinds of programmes which include: social and recreational activities, physical fitness and sports, creative and performing arts and vocational skills. JAID is currently offering such a programme in Kingston and ST. Andrew where AWID participate in activities such as games, exercise, art, music, dance and movies. JAID is working on developing this programme across the island.

- **3. The target group** served by the JAMR includes children and adults with intellectual disabilities in Jamaica. The number of beneficiaries is over seventy thousand across the island.

My position and duties: My position as Vice Principal and Teacher is comprised of the following duties and responsibilities:

- Design, implement and coordinate programs for the development of PWIDS
- Organize and participate in public awareness activities about special education and intellectual disabilities.
- Plan activities to enhance parents and teachers awareness of disabilities
- Provide supervision for all members of staff at the school
- Manage the programs of the school
- Plan, write and execute lessons for the Readiness class

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4. Community Development Program for persons with Intellectual Disability

Currently there are no social and recreational programmes for adults with intellectual disabilities to get involve in St. Mary. I crave to create such a programme where AWID can be a part of.

Outline of the Project:

- **Goal:** The goal of this project is to establish a sustainable adult programme for Adults with Intellectual Disabilities to express their creativity through various avenues.
- **Specific Objectives:**
 - ✓ To provide social and recreational activities for AWID in the Port Maria area in St. Mary who are at home and unengaged
 - ✓ To facilitate the participation and engagement of AWID through art, dance and music
 - ✓ To build social skills through interaction with peers and other adults
 - ✓ To facilitate inclusion of AWID in the community

Intended beneficiaries are AWID males and females aged 20 – 30 years

Expected Outcome:

- ✓ Improve creativity for adults with Intellectual Disabilities
- ✓ The ability to interact with other adults with intellectual disabilities
- ✓ Develop better social skills for adults with Intellectual Disabilities
- ✓ Improve visibility and community acceptance for AWID

Inputs of Implementing Organizations:

- ✓ JAID
- ✓ Members of the community
- ✓ Edgehill School of Special Education(Port Maria Unit)
- ✓ Staff members

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- ✓ Parent Teachers Association

The components of the project include:

- ✓ Developing appropriate material for AWID to use in the art sessions
- ✓ Strengthening the relationship of AWID and the community members

Budget and Period: The project is in the elementary stage.

Activities and Consequences: The major strengths of the project are;

- ✓ the eagerness of adults with Intellectual Disability to get involved
- ✓ the process of monitoring the programme will be the regular holding of meetings and workshops
- ✓ the willingness of members of staff to accommodate the project

The programme will be offered twice monthly and will include activities such as; games, art, music and dance.

Intellectual Disability in Jamaica: Persons with intellectual disabilities represent the largest disability group in Jamaica. Many of the services are not offered to persons with ID exclusively.

The following table highlights the services provided by both Government and NGOs.

Table 1 Service to People with ID

Government	NGOs
Early detection and diagnosis	Early detection and diagnosis and intervention
Education support (remuneration of staff, subvention for recurrent expenditure)	Special Education Intervention
Monitoring and evaluation of special education programmes	Family Support services (care and support)
Provision of information and advice	Public Education
Introduction of policy for persons with disabilities	Advocacy
Introduction of legislation to facilitate access	Vocational Skills Training
	Employment Opportunities
	Social and Recreational Programmes

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The Roles of Non-governmental Organizations/ Government/Residents

Special education in Jamaica was pioneered by NGOs that have over the years, been responding to needs of persons or groups in individual communities. Their efforts were sustained through their own fundraising activities, but as their services expanded assistance was sought from government and international agencies. In 1974, a formal relationship was established with the Government with regards to the education of children with disabilities.

With the provision of education the role of Government expanded to include the commitment to support for staff remuneration and recurrent expenditure. They facilitated the establishment of several agencies eg. The Jamaica Social Investment Fund and the Environmental Foundation of Jamaica to which NGOs have been applying for assistance through grant funding. They have also instituted additional support services carried out through The Jamaica Council for Persons with Disabilities in the areas of transportation, grants for small business initiatives and training through sheltered workshops.

The Ministry of Education has sanctioned the Inter-American Development Bank (IDB) Project on Support for Improving the Lives of Persons with Disabilities – this is a technical cooperation with the Japan Special Fund in which US \$572,000 was granted to Jamaica with counterpart funding from Government of approximately JMD \$160,800.

The role of residents and the wider community is highlighted in the provision of support services and general integration.

5. Situation of Persons with Intellectual Disability

Diagnosis of Intellectual Disability/ Early intervention: Very limited services exist in the area of early detection of Intellectual Disability. Early detection is primarily done by parents armed with knowledge of developmental milestones and awareness of individual doctors. Currently there are two agencies involved in the early identification of children with disabilities generally. These agencies however, do not offer early intervention programmes.

There are approximately six agencies that offer inclusive early intervention programmes across the island. They are:

- ✓ The Early Stimulation Programme
- ✓ McCam Child Development Centre
- ✓ Rural Services for Children with Disabilities
- ✓ Clarendon Group for the Disabled
- ✓ 3D Projects

The Early Stimulation Programme is operated by the Government and the other agencies by NGOs. These programmes are centre as well as home based.

The formal assessment to confirm the diagnosis of intellectual disability will likely take place when the child is about 6yrs. Although the team approach to diagnosis is recommended and introduced in at least one agency, because of personnel constraints, it is a limited team that is utilized. There are a number of private agencies that offer diagnostic services; however, the cost is often times prohibitive.

a. Persons with Intellectual Disability represent 3-4% of the population.

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b. Persons involved in diagnosing children with intellectual disability include :

Doctor, Clinical Psychologist, Therapist (Occupational, Speech, Physical) Social Worker and the Nurse.

c. Due to the limited number of school placements, after diagnosis a child will be placed based on the availability of space or be enlisted on the long waiting lists of many schools.

2. Education

a. Approximately 2.3% of children with Intellectual Disability attend schools in Jamaica.

b. Children are placed within special education programmes across the island. Eighty-seven percent (87%) of the children attending Schools Island wide are enrolled in the Schools of Special Education operated by the JAMR in collaboration with the Ministry of Education. The remaining thirteen percent (13%) attend small private schools and units operated by the Ministry of Education.

c. Placement Procedure.

Individual organizations employ their own procedures relating to placement within their organizations. Referrals for placement may be made by a parent, teacher, medical professional or community member. However, eligibility for placement will be dependent on the results of a psycho-educational assessment confirming the diagnosis of intellectual Disability. Placement is usually dependent on space availability and age.

3. Vocational Training

Children with intellectual disabilities participate in vocational training through the school programme in which they are enrolled.

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Inclusive training for school leavers with disabilities include Abilities Foundation, a programme being offered in collaboration with HEART TRUST/ National Training Agency and workshops operated by the government across the island. The only programme exclusively for adults with ID is operated by the JAID, focusing on Art & Craft.

4. Support Organizations

a. There is no Government Agency that provides services exclusively to people with Intellectual Disability

b. The Non-governmental agencies that exclusively provide services to people with Intellectual Disabilities are:

- The JAID
- Special Olympics
- Carberry Courts Special School operated by the Methodist Churches of Jamaica.
- 3d Projects
- Mustard Seed Community

There are over ten other agencies that provide inclusive services across the island.

6. Issues /Problems to Solve

The services offered to people with ID in Jamaica are largely limited and where the pockets of services exist, they are inadequate to meet the increasing demand. The following have been identified as major areas that must be addressed before persons with ID in Jamaica can benefit from the support needed to facilitate integration within the wider community. These include:

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Early Identification/Diagnosis and Intervention

The services offered are limited and largely skewed towards school age children rather than early detection. The limited programmes available have resulted in long waiting lists and limited placements. In addition, the available services are largely located in urban settings. Expansion of this service is necessary to meet the growing demand for the services, reduce the number of children who remain under stimulated or move through the education system unnoticed until they are too old to access the special education programmes.

Limited Resources/ Personnel/Specialist Skills

Resource constraints have contributed to reduction in service offerings. There is a paucity of specialist skills within the special education programmes to provide the necessary support for children with a variety of challenges. These include clinical psychologists. Speech, Occupational and Physical therapists. This has resulted in staff burnout.

Public Awareness and Acceptance of persons with ID

While there have been pockets of success, persons with ID are not generally accepted within the community. There still exist misconceptions, negative expectations, and stereotypical ideas about people with intellectual disability. They are not enjoying their right to participate in their communities.

Employment Opportunities for persons with ID

Integrated Employment: There are a number of persons who are skilled and employable but not given opportunities to participate in integrated employment settings. Most of the relatively few adults who are currently employed only hold part-time or temporary positions. Many earn salaries that are lower than the minimum wage and are not able to generate sufficient income even to open a savings account.

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Support for Entrepreneurship Initiatives: There are a number of persons who have acquired mastery in various skill areas. They are unable to access competitive employment but have capacity to manage a small business with support. The availability of financial resources to that could be given to skilled persons in the form of grants for the purposes of establishing their small businesses needs to be seriously considered.

Other Support Services for Adults

There are currently very limited opportunities for further training and recreational programmes for young adults with intellectual disabilities after exiting the formal special education programme. Despite the fact that a number of training programmes exist, persons with ID are excluded by virtue of the fact that these sites are restrictive and lack special accommodations suited to the special needs of persons with intellectual disabilities. There are currently no recreational programmes for this population in St Mary. Both training and recreational programmes are necessary for this population in an effort to add meaning to their lives within the community.

In addition, within the school system there are a number of second generation persons with ID are currently being educated. A number of challenges relating to abuse and sexuality are associated with this group of parents. Special support programmes also need to be instituted for parents of children with challenging or severe behaviour problems. Because of finances their children attend school poorly, they have serious behavioural problems. They are also unable to attend to the medical needs of children and assist with homework and other parental requirements. A system of support is needed to address the challenges they face.