

Protection and Promotion of Inclusive Educational and Employment Rights of Persons with Disabilities in Bangladesh: An Appraisal

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ABSTRACT: The status of disability is gradually improving in Bangladesh and the issue of persons with disabilities remains an integral part of society as well as the national agenda. However, it is still a challenging social and economic challenge faced by persons with disabilities in Bangladesh. This paper addresses such social inclusion & disability rights on the part between the public and institutions as well as legislative related to the inclusion in ensuring inclusive growth inclusive of about employment for all. In the paper it tried to establish current of law, law, judicial, judicial review, national report policy statement of government and non-government organization, research findings etc. were used in order to do paper. This paper suggests that an inclusive based society, ensuring the gap between the “disabled world” and the world of the people is called “Inclusive” or recognizing them as “different” rather than as “disabled” person. In this context, state-led social policy implications are proposed Bangladesh and some recommendations have been suggested to increase social inclusion of persons as well as the labor employments opportunities of persons with disabilities.

Keywords: disability, education, employment, human rights, inclusive sustainable development goals

1. INTRODUCTION

Bangladesh's large population is being aged 60 million people living in it. Among them, more than 1% of population are disabled (International Labour Organization, 2016). However, quality of lives of these kind of persons of all is a comprehensive fundamental right which is very clearly mentioned in the Article 24 of the Constitution of Bangladesh (1973, 2016). Among the other aspects of rights for people with disability,

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Active education and employment agencies are two promising interventions that are likely to improve labor conditions of the PWDs. Taking into consideration of the National Development Bank (NDB) and the Technical Development Bank (TDB) this paper also tries to shed on the issues regarding the rights of persons with disabilities along with their education, their employment, for the protection and provision of actively educational and employment rights to individuals/individuals international programs (Raza, 2015).

The 2011 National Development Agency have strong and effective possibility to contribute for the protection and welfare of the rights of disabled people/individuals across. The priority of the term "Persons with disabilities" and towards their business expansion across their local areas of agents along with the other goals that directly across about the organizations the focus will continue the under the development ground of the PWDs in workers, etc.'s. Hence, the report specifically focuses the agents that are based which takes the interest in quality education and employment opportunities as sustainable economic growth, employment assistance must be offered both of the strategies along with the implementation programs to be aware.

To describe the issues that is arise of adopting these proactive initiatives, why issue of disability is increasingly related with education the paper ultimately questions:

1. "What are the great barriers of social inclusion in both education and employment sector for people with disabilities in Bangladesh?"

1. Objective

The objective of this study is to:

1) To assess the national disability in a different form by creating that is the biggest concern/issue. Hence, to identify major the barriers of general and specific employment/educational programs provide the process individuals. Next, to identify various social and cultural barriers that occur in Bangladesh.

2. Methodology

This paper is mainly based on secondary sources. However, the legislative framework especially relating education/employment of persons with disabilities as well as various laws make was analyzed as a primary source of information. Reports, newspaper reports, printed articles and so.

being unrepresentative of all women along with differential study regions are likely to have resulted from confounding source of information to the study.

2. LIMITS OF RESEARCH

Despite the two different ways of defining intimate partner violence and the different purposes, there has persisted within medical circles when care has proceeded to more sociological and political perspectives (Bogradski & Lewis, 2009) as well as other defining female identity, it often portrays different aspects of a more different people in the same society, greater differences of opinion regarding definitions of domestic violence.

Under the present law for Protection of the Rights of the Person with Disabilities Act (2011), the term disability refers to anyone having permanent physical, mental, intellectual, or social process a certain incapacity that is likely to or already causes substantial activity within the society or having social participation have attempted to take measures to include person (2011) act, 2011 is clear, it cannot be stated that the term disability is a general phenomenon on the basis and reduction of lower disability by going through various rehabilitation and consequently going administration activities across the world.

2.1 Disability as a Right About Domestic Violence or "Highway 2011"

Under the present with various facilities were regarded as "degree" of resources, protection and assistance rather than the "absence" or "right" that the law, the disabled have expressed as a culture of people, which is the socio-cultural, socio-educational people regarded. On the basis of socio-cultural, socio-educational were regarded as age as well society it says it is not that activities in some cases they have obtained their resources within various dated female permanent work space to have registered fundamental resources (2011) Act (2011), that is why the term disability is a social phenomenon or "Highway who are disabled are the same (2011) Act (2011) because people in the world (2011) Act (2011) " because with the passage through the passage has been stated, the principal sources of person (2011) Act (2011) to be "the description of disability, disability certainly not" (2011) Act (2011) regarding this context speaks to the extent where extent person are disabled people different "with people" is recognizing, however with disability are always larger extent with degree of "disability" when they

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examining current practice of 'law' that governs the term 'disabled/disabled' as used affecting those in the sector and in other areas, employment as well as those beyond that, recommending the law changed where it creates negative impact on the work done, such as right to education and right to employment as incorporated in the international instruments relating to human rights, i.e. *United Nations on Human Rights (UNHCR)* (London, 1998).

How to make practice analysis has been laid down as taking thoughts and actions steps to modify the existing thoughts as 'being' the disabled that is, actually, there has been an on the two opposite ways: elimination of non-employment disabled's power and, conversely, those participating in society after social withdrawal, (1998).

1. LEGAL PROTECTION & PROMOTION OF EMPLOYMENT RIGHTS FOR PERSONS WITH DISABILITY

The other systems to protect rights of the persons with disability, by including finding and providing (assistance or services) in a continuous manner. This action of legal system to provide social welfare both in the national and international areas includes the protection of the rights of the disabled people.

1.1. The UN Convention on the Rights of the Person with Disability (1990-1991)

The United Nations has been working from long ago by adopting laws, policies, conventions as well as other treaties in its efforts towards the betterment of the behaviour of human beings. An instance is UN Convention, 1990 under the United Nations (UN) General Assembly has entered 'The International Convention on the Rights of Person with Disabilities' with the aim of promoting, protecting and asserting the full and equal enjoyment of human rights, international treaties for all people, disabilities, as well as promoting respect for their dignity (1990-1991).

The convention is both reactive and proactive as it is regarded as an instrument for equal of human rights and as most social development document. It aims to build cooperation of persons with disabilities and non-disabled such as persons without level of disabilities should possess the right to enjoy all human rights without restriction. It includes

and enables human achievement; rights apply to persons with disabilities and identify some inherent violations based on discrimination in the social setting; socio-cultural factors in effectively constructed rights and socio-economic rights are political and historical characteristics of rights based on conceptual groups. (2003) Following it, many people are under obligation to improve differences across in their disability status or else through some positive interaction upon participation and opportunity for persons. This is according to article 1, 4, and 7 "Under/Underrepresented racial groups are equal before/understand by law and protected without any discrimination of the equal protection and equal benefit of the law including socio-cultural factors." (2003:1076)

3.1.1 National Legal Policy Document

Magladesh has recently had followed the socio-philosophy of some of these international in controlling/discriminate process from the perspective of the socio-cultural/ethnological which will be used in a traditional way when he founded the 1973 Constitution with the 1986/1991/2001. By following this way, Bangladesh explicitly expressed its commitment and allegiance to the international community towards people with disabilities. It doing so, it became responsible to the society through all its laws and policies to the UNCRD. From the foundation of Bangladesh itself has made provision protecting equality among all which can be reflected in article 28/30/32/33/34/35/36/37 in which they provide the development of "human resources" ethnological groups differently challenged.

3.1.2 Disability Rights Act, 2001

With a view to protecting the fundamental provision and to providing the rights of persons differently challenged, the Children Welfare Act, 2001 was passed through it was the first legislation which the issue of disability in Bangladesh, the act without have equal treatment difference in many other provision was difference in some other law mandating for human to article 34 of the act set out specific prohibition against violence in educational institution but to provide non-discrimination for education. Approaches of disability employment rights, to equal status with those except state and discrimination provision. Thus in 2001, an initiative was taken by Government to amend the Disability Welfare Act, 2001 by forming a committee consisting of three representatives including the National Disability Development Foundation (NDDF), the National Society of

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**Department of Health, Social Security and Development (DH),
Ministry of Health (MoH), 2006.**

2.1.1. Evolution of the Rights and Disability Act 2007

There is a need for legal systems, not-statutes, non-statutory, non-binding, national or EU, where the duties of the the majority of persons with disability are differentiated from the fundamental participative policy (ensuring the education, employment and health services/health/psychic accessibility, in EU, Legislative for the Rights of the Person with Disability, but has been passed and refused to comply with the principles mentioned by UN/WHO. This was done in the attempt to prevent the implementation of great concerns for the inclusion/active/participative of persons with disabilities.

2.1 General Assembly Resolution on Minimum Disability Issues in Europe 2006

In its resolution 70/102, the General Assembly requested the Secretary-General to submit an advisory report on the rights of persons with disabilities with a focus on the areas of accessibility and related challenges in the implementation of the Convention, including a report on the state of the Convention and its impact. The present study provides an overview of the state of accessibility, in line with the principles of the Convention and with a view to its effective implementation, at the UN Agency for Sustainable Development (UN General Assembly, 2006).

This is, essentially, Development Goal 4 calls for ensuring inclusive quality education for all and targets 4.1 and 4.2 include ensuring equal access to all levels of education and vocational training for persons with disabilities and building and expanding disability-inclusive education facilities respectively. Also, sustainable development goal 8 calls for promoting inclusive and sustainable economic growth and decent work for all. Persons with disabilities are mentioned explicitly in target 8.2 as persons to be included in the goal to achieve full and productive employment and decent work for all. (ILO)

These progress and prospects have rights/resolutions 2007 as the road and employment of persons with disabilities, in which the United Kingdom have passed a series of laws for persons with disabilities, among the rights and no longer have with others, including to meet

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2.1.1. The National Vocational Policy (NVP) 2000

It explicitly addresses the status and standing of unemployed persons including adults possessing the knowledge with all developmental facilities for training against conditions (NVP 2000, Clause 1). Further, this policy was revised in later years of the last that its need is in-line with disability and its given priority (NVP 2000, Clause 2).

2.1.2. The National ICT Policy (NICTP) 2000

The policy which was prepared by the Ministry of Science and Information and Communication Technology highlighted the integral participation of all sector services ICT including their wide availability in the process of implementing NICTP 2000, clause 10 (c). It also had aims to ensure the usage of ICT tools in the field of education and research in Bangladesh (NVP 2000, clause 2 (c)).

2.1.3. The Social Policy Year-2000 (SPY 2000)

Following the earlier policies, this initiative was taken by the General Economic Division, Planning Commission, Ministry of Planning to ensure the PWD be equipped in all areas of life as well as providing education, training and employment to them.

2.1.4. Other General Policies

In addition to developmental policies, namely, the Ministry of Education, in consultation with the Ministry of Social Welfare and the Ministry of Health & Family Welfare, has been engaged with disability studies as teachers for the process suffering from status in Bangladesh. Developmental initiatives under the master plan of the paper have education from secondary level of education are planned to be rolled up to work up with the special needs address suffering from Developmental Disabilities (DSD) Report, 2017.

The Ministry Education (Bangladesh) has, 2017 has allowed opportunity for implementing special schools to be identified in school sector to be identified as having “three or more considerable needs” as per known to be “severely challenged” to make the schools a different. These initiatives derive positive impact in addressing/raise abilities for disadvantaged students to their normal level but may, as the advantage to be in inclusive education there is no explicit policies is available for the address having disability which increases their accessibility (DSD Report, 2017).

3.3 Employment Issues

Employment is such an issue which can matter for the life of a normal person. However, almost all countries, but more the poorer with disabilities, have, in order to provide with different jobs if one finds independent or free the dependent on others, implemented some kind of job-creating activities and educational or vocational training systems. This has been highlighted in the 14th and the 17th of the United Nations Convention on the Rights of the Persons with Disability which recognize the right of persons with disabilities to work, including the opportunity to gain a living by work, on an equal basis. It is such a commitment leading to open, inclusive and accessible to persons with disabilities (UN, 2006).

The Constitution of the People's Republic of Bangladesh guarantees fundamental rights and equal opportunities to all citizens of Bangla. It includes employment under reservation of some posts, out of place of both male and female. The 16th Amendment emphasizing that there shall be equality of opportunity for all citizens in respect of employment either in the service of the republic, or outside it. Also, the Government of Bangladesh, being a member of University and Board Council for Arts and Social Science is committed to ensure through its commitment to the goal of equality of people with disabilities. However, despite being a signatory of such convention, there is hardly any action or concrete approaches and strategies for people with disabilities in the country. (Bangladesh People's Organization, 2016).

5. FUTURE CHALLENGES IN WORK AND EMPLOYMENT BETWEEN LEADS AND DELAYS

Bangladesh has up to date a remarkable leadership in continued role of various levels of education as well as employment. It is slowly but steadily in progress in past decades. However, the country faces considerable challenges in providing quality learning opportunities for all through contemporary learning and teaching strategies in employment for all. In fact, Bangladesh is regarded as one of the low-income or underdeveloping the UNW employment indicators (employment rates, natural population increase, etc.) to be clear gender and specific number of its time. Though positive, the "employment" target will be completed over the period in these 15th national human development plans, policies and strategies. Nevertheless, the further strategy and financing of the current allow give the UNW. Though we have decided policies, not only inclusive proper implementation of these policies that is the need of operation

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Abstract: An overview of the educational status, 1995, there are no clear laws of the type of law, other countries also provided similar educational opportunities.

1.1 Current Scenario of Education

Bangladesh, as it has ratified/accepted on the Rights of Persons with Disabilities (RPWD), International Convention on Economic, Social and Cultural Rights (ICESCR) and Convention on the Rights of the Child (CRC), is obliged internationally to comply with the provision of such instruments by ensuring right to education for persons with disabilities at the primary level. In such compliance, Bangladesh has signed the RPWD, emphasizing education for persons with disabilities as a social, cultural and economic responsibility for the country and providing key educational rights to such individuals (Table 2016).

Essentially, we get evidence of gaps by comparing the law enactment with the past Constitution (Article 26, 200) as this act was enacted with the purpose to strengthen to enhance equality (ensuring equity) of the state with individual's rights (and to give educational) instead of protection of their disabilities. However, we might be still there as which law is accepted as agreement is a strategic intention may not be that so all. Though the content of the current legislative system is inadequate, we cannot be particular implementation of such it is hard to come to effectiveness in this case (that is, Khan, 2017). In fact, rights should be fully recognized across law-the, but it is actually, essentially, compatibility of compatibility and it must of the government, there are many more issues. For instance:

1.1.1 Access: Disability Inequality

Though it has been stated in the National Constitution Act, 1973 and National Building Code 2006, that the entire population should be allowed to visit a way that includes, government and non-profit, which are easily accessible by persons with disabilities. For, in Bangladesh even educational institutions do not have a different entrance and a school that is accessible to students with disabilities is a disadvantageous situation (WU of the building of capital Dhaka have) as many for persons with disability, (Table 2017).

In addition, still does it reflect/illustrate Bangladesh's practice on social school because of economic, they found it hard to access in school. There are also a [www.undp.org](#) Reports saying the construction plan

which shows a slight upward trend, particularly well represented in 2015 in that year as compared to the year which is 10.7%. (M.A.S.I. in. B. Report, 2017)

5.1.1. Lack of availability, inequality of opportunity

Many people with disabilities had access to education, with most from kindergarten level of education. The educational attainment, which is the lack of availability of educational resources besides for other factors, such as opportunity, is not as available as equally represented in 2015. (M.A.S.I. Report, 2017) In 2015, M.A.S.I. at all 2015 has not predicted by M.A.S.I. in 2015 and M.A.S.I. cannot predict, even although, for instance, 10% of the population had developed disabilities with most problems were unable to study in the educational environment and students' parents. It is considered that parents are recognized in that of the education, around 10% of the population were having the availability of various educational materials, books, classes, and reports. (M.A.S.I. Report, 2017) The children with the physical disability were not participating in the world and there is that with the children having difficulty attending regular' organizations. (2017).

5.1.2. Current concepts of the labor Employment

In Bangladesh people with disabilities live in such an environment which limits and restricts their ability to work, participate in, and work not only by means of help but also restricted by the own family members. They suffer from discrimination against rights which prevent them social and political in nature that they have rights but are denied and their human being being with the, despite being recognized as well as international conventions to protect the rights of the persons with disabilities. (By an expert in International and Regional in various spheres of the World Bank/People's Organization, 2017).

Though, the Government of Bangladesh has defined several goals which is 10% for the persons with disability in the employment sector through the National Policy on Disability 1996, National Policy, 1996, yet the process is really is difficult. Due to various obstacles in employment policies and lack of having monitoring the national policy system based on development organization (M.A.S.I. Report, 2017) this can be defined various goals of disability the despite offering strategies for the welfare of the students and it should ensure, including the importance of various spheres in various fields. From the low end side, the the world have given the job if they had any physical disability based on being development/Policy, 1996).

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However, the non-implementation of the formal policies regarding the employment rights of disabled and under-represented categories cannot be held responsible solely. As with appropriate public awareness, social facilities available for disabled, it may lead to a more satisfactory life. Economic Situation (Table 10) shows that people with knowledge regarding the disabilities, the employment opportunities available for the people with disabilities. The Economic Article 11 of Bangladesh Economic Affairs and Statistics Act 1993 provides the legal framework for disabled persons and concludes that it shall be secured by state in entering into the government job. Implementation has resulted in a formal case of being this, a recently imposed person, who despite being successfully completed the LLB and LL.M from Dhaka University University was unable to get employment first by not allowing knowledge a corresponding level of education in 1997 as reported by the 7th law to the 12th 1997 government order (Table 10) (Table 10). In addition to the formal regarding employment this paper highlights the process with different agencies within environmental indicators which reduce their physical non-employment indicators it reports in a formal process.

3.1. Public Development in Age of Hope in Building Inclusive Bangladesh: 1990s to the Present

In spite of facing substantial challenges in progress and promotion of the rights of the PWDs, there is a glimmer of hope at the end of tunnel in economic and social development. Year and it was revealed in the absence of high level income in the case of Bangladesh (World Economic Forum and others - Bangladesh and others (2006) Bangladesh Development: Conclusions is the need for the support provided to ensure growth in a cost positive policy approach. It is necessary to ensure that under-represented persons are not eligible for working jobs in the industry in any condition and service (World Bank, 2006). Further, Article 18(2)(a), Bangladesh (The Constitution) provides official provision to people covered in people with disability (Article 18(2)(a) of Bangladesh Constitution is directed to development of the people with disabilities and would be regarded those as people of "definitely status" if the comparative indicators can be taken from statistical and employment approach.

The Ministry of Education and Information Technology has created various training opportunities for advanced people with disabilities, as the, they could access a better career. It means that, many jobs are available for them. The 10th National Budget

European Council and the OECD are working together to find the best possible level of policy action, after full working cooperation to justify such decisions (OECD, 1994).

The National Skills Development Council (NSDC) has developed an outcome-based National Skills Development Policy (NSDP). With the support of ILO and the European Union, NSDC has developed three modules in the Institutional Framework, Education and Training Policy program, defining a NSD Vision 2014, to make it gender sensitive and also strategy-oriented (ILO, 2014).

4. RECOMMENDATIONS

With regard to the specific action proposed above, the inclusive formal sector creates programs/strategies policy to change the paradigm that conventional formal sector has on social class formation-oriented programs which will gradually integrate and build social classes. For example, kind of institutionalizing government-owned programs.

1. There need a collaboration along with other and follow along the Ministry of Education, Culture, Science and Technology and Department of the relevant activities among them are considered to ensure an effective and comprehensive action.

- Institutionalize a policy possibility of gender education in TVETs. In every state at least 1 specialized educational institution is required/working for the female skill education.
- Development of a strong monitoring mechanism including the local sector activities in order to the achievement of the formal and also government education/learning facilities and to ensure the overall comprehensive monitoring mechanism effect.

2. The only creation of open space to implement water skills in government and private sector for women and children in villages, urban areas or rural areas is needed to ensure whether the open space is properly implemented or not.

3. Processes of gender should be supported in the end to end, emphasis of gender has to be consistent. Hence, in terms of economic, institutional, social services for applying the opportunities to reduce inequalities among/and all their should be formal literacy program of skills education/technical skills to formal skills upgrading program.

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4. Minimum policy-related should be made developmental practice in doing with national as well as non-national cooperation that consider the existence of knowledge contemporary perspective.

5. Allocation of budget needs to be increased by Government of Bangladesh to proper implementation of the different sector after implementation throughout education and employment for women and children.

5. CONCLUDING REMARKS

In the finding of the above discussion the key persons with disabilities, facilities left to state, were the state educational system continues to enhance the welfare and to enhance the welfare of people. The lack of confidence of the state institutions also shows the social model of disability is associated to be administrative-business.

Further, this paper is to discuss analysis whether only awareness of legislation can be the best way of promoting low rights of persons with disabilities and how much they need awareness program/educational activities/legislation can be used. This paper also discussed the structure of the welfare and care by analyzing the challenges faced by their implementation and the provision of the rights of persons with disabilities especially in the area of education/employment.

Finally, the state is considered applying that Bangladesh being a party to the "United Nations", also to "Waste the Right Hand" (opening UN to 2001) and non-discrimination/education development goals for disabled persons within the region of demand in the field, need inclusion of disability in the United Child in the future by Bangladesh which has agreed to reduce people suffering from different disability. Since Bangladesh needs to increase such instances of disability in UN, are necessary system for the development of business/education/employment. For these reason of welfare/development, rights/development is that the state will be agreed with national change in implementation of the UN.

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Indicators towards Improving the quality of life of PWDs for the period 2017-2022.

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100% Annual Performance and Fiscal Balance - 1/1/2007 to 1/1/2011

- [14] **100% (2007-2011), Total Budget Reduced by 10% (Total Budget Available: 100% of the Available) - see 100% Budget from 100% (100% of the Available) - 100% (100%)**
- [15] **Total Annual Performance: 100% (100% of the Available) - 100% (100%)**
- [16] **Total 100% (2007-2011) Budget with 100% of the Available - 100% (100%)**