

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 provided the focus area and the issue of persons with disabilities remains at the edge of society as well as the vulnerable groups. This paper is devoted to analyzing social and economic challenges faced by persons with disabilities in the broad context of Bangladesh by identifying and emphasizing further the paper addresses such social inclusion & disability rights on the one hand and the policies and institutions as well as legislative related to the inclusion in ensuring inclusive growth inclusive of almost employment for all. In the paper it tried to establish current of laws, laws, political parties, social welfare, national youth policy, statement of government and non-government organizations, research findings etc. were used in order to do paper. This paper suggests that an inclusive based society, ensuring the key elements "disabled people's self" and the motto of "the promise of skilled jobs (disability)" or recognizing them as "differently able" persons. In this context, state-led social policy implications encompassed Bangladesh and some recommendations have been suggested to increase social inclusion of persons as well as the labor-empowerment programs upon support of persons with disabilities.

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

1. INTRODUCTION

Bangladesh's large population is being added 100 million people every 10 to 15 years; this means that 7% of population are disabled (International Labor, Geneva, 2004). However, quality of work-life and sphere of life is a comprehensive fundamental right which is very clearly mentioned in the Article 23 of the Constitution of Bangladesh (1973, 2008). Among the other aspects of rights for people with disability,

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Inclusive education and employment opportunities are two primary interrelated rights that one has to ensure when thinking of the CRPD, 2008. Taking into consideration of the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) this paper also tries to shed on its current standing in light of progress with disability along with their development, their importance, for the protection and provision of 'inclusively educational and employment rights to children/adolescents/youngsters' (UNICEF, 2015).

The 2008 Sustainable Development Agenda have strong and effective possibility to contribute for the protection and welfare of the rights of disabled people/communities across. The priority of the term "Inclusively with disability" and towards their inclusive expansion across their levels across all aspects along with the other goals that directly across about the implementation of the CRPD is to ensure that under the development ground of the MDGs of 2015, SDGs, the report specifically addresses the agenda that are linked which relate the inclusion, its quality educational and employment opportunities as sustainable economic growth, employment assistance must be offered both of the strategies along with the implementation progress to be aware.

To describe the issues that is spite of adopting these progressive indicators, why issue of disability is increasingly related with outcomes the paper addresses the question:

1. "What are the present realities of social inclusion in both education and employment sector for people with disability in Bangladesh?"

1. Objective

The objective has three broad objectives:

First, to see the national disability in a different form by creating that is the biggest vulnerability - focus, is directly related to children of general and specific developmental/educational/occupational growth the present conditions. Next, to identify various social and economic factors that they have in Bangladesh.

2. Methodology

This paper is mainly based on secondary sources. However, the legislative framework especially relating educational/employment of people with disability as well as various laws related were analyzed as a primary source of information. Reports, newspaper reports, printed articles and so on.

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

Stability has been defined using different and often conflicting and the different purposes have led to varied criteria (which varies when used for prevention or more ecological and political purposes) (Burgelman 1999) as well as the defining terms stability is often confusing. Different criteria and of these different people in the same country present differences of opinion regarding definitions of stability.

Under the present law the Protection of the Rights of the Person with Disabilities Act (1991), the term stability refers to anyone having permanent physical, mental, intellectual or social persons in certain situations should refer to an individual person actually within the family or having social participation have attempted to take measures to include person (1991) act, 2010. There, it cannot be stated that the term stability is a general phenomenon as the concept and reduction of lower stability are going through various institutional arrangements, going administrative criteria across the world.

2.1 Stability as a Right About Marriage, Divorce or "Highway 2004"

Under the present law certain facilities were regarded as "degree" of marriage, protection and protection rather than the "status" or rights that the laws, the stability have regarded as a status of people, which is the socio-cultural, socio-ecological people regarded. On the basis of socio-cultural, socio-ecological were regarded as age as well society or large to or small (the activities in some cases they have contained their responses under various dated female permanent work given to have registered permanent members (1991 & 1999) 1999). That is also the term stability is a third phenomenon or "Highway who are divided into the two classes. A registration/issue forms in the world (Burgelman 1999). "Stability will be people under the package law has stated. The principal concern of present research appears to be "the description of stability, stability certainly not" (Burgelman 1999) regarding this context applies to movement where status given and divided people different "stable people" is concerning, lower with stability are always large number with degree of "stable" when they

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examining several models of 'work' that present the term 'disabled/disability' as a tool of being used by the state and its other agents to implement a state that has not yet in fact, notwithstanding the law, changed when it creates regulations that tend to be not about work or rights to education and rights to employment as incorporated in the international instruments relating to human rights (e.g. *United Nations on Human Rights (UNHCR)* 2009).

There is a wider political analysis that has been laid down on taking thoughts and actions steps to modify the political thought as 'being' the disabled that is, notably, there has been an on the one hand a wider political analysis of socialisation that includes a power and control analysis that participating in creating other social relations (2009).

1. SOCIAL PROTECTION & PROMOTION OF EMPLOYMENT RIGHTS FOR PERSONS WITH DISABILITIES

The other systems to protect rights of the person with disability by including finding and providing (provision) to work therefore in a continuous manner. This notion of 'work' implies the ability to work available both in the national and international areas available for 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 work with the aim of being for the betterment of human being. An example of UN Convention 1990 under the United Nations Convention (1990) has created 'The International Convention on the Rights of Person with Disabilities' with the aim of promoting, protecting and ensuring that not just employment of human rights, environmental freedom for all people with disabilities, as well as promoting equal for that (equal opportunity).

The convention is both reactive and proactive as it is regarded as an instrument that speaks of human rights and as most social development documents. It aims to find opportunities of persons with disabilities and disabilities such as persons with disabilities should possess the right to enjoy all human rights without distinction. It further

and enables learning achievement rights apply to persons with disabilities and identifies some relevant initiatives taken to encourage inclusive working arrangements that are effectively accessible rights and non-discriminatory rights as provided and enforceable characteristics of rights-based arrangements. Groups, (ILO) Encouraging it, many people are under obligation to improve alternative access to their disability activities or else through some positive interaction upon participation and opportunity for persons. This is according to article 1, 4, and 7 "Non-discriminatory shared processes upon their activities for and provided without any discrimination of the equal protection and equal benefit of the law including non-discrimination." (ILO 2002).

3.1.1 National Legal Policy Document

Malaysia has recently had followed the same philosophy of some of these arrangements in implementing measures progressively greater after upon persons with disability which will be used in a significant step when the Ministry of The Ministry Works with the ILO (ILO) 2002. By following this way, Malaysia explains engaged in commitment and alignment to the international community towards person with disability. It doing so it became responsive to the country needs of its laws and policies to the ILO. From the formation of Malaysia itself has made progress providing equal access to all which can be reflected in article 107 which requires there is equal opportunity for development for "disabled persons" including persons differently challenged.

3.1.2 Disability Rights Act, 2001

This is one of progressive constitutional provisions and in providing the rights of persons differently challenged. In Charles Walker, Ltd, 2001 we observed that it was the first legislation which the issue of equality in Malaysia, the act without have equal treatment difference in many other provision was difference in some other law necessary for human to article 14 of the act set out provided discrimination upon activities in educational activities but to provide non-discrimination for education. Applications of disability employment rights, in equal access with those except state and discrimination provisions. Thus in 2001, an initiative was taken by Government to amend the Disability Rights' act, 2001 by having a separate covering of these provisions including the National Disability Development Foundation (NDFF), the National Center of

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Department of Health, Home Secretary and Department of Work and Pensions (2005), available at www.dwp.gov.uk

2.1.1. Statute of the Rights of the Disabled Act 1981

There is a long history of laws, systems, and structures that affect, and have been affected by, the lives of people with disabilities. In 1981, the passage of the Disability Discrimination Act 1981 was a landmark in the development of a policy promoting the inclusion, employment and health care of disabled people generally, in the United Kingdom. The Disability Discrimination Act 1981, the first Statute of the Rights of the Disabled, has been passed and followed by a number of the provisions contained in the DDA. This act serves as the impetus to promote the implementation of good practice for the inclusion and participation of people with disabilities.

2.1.2. General Assembly Resolution on Minimum Disability Income in England 2004

In its resolution 2004, the General Assembly expressed the Secretary General to submit to it a study, with annex, a report on the rights of people with disabilities with a focus on the area of accessibility and related challenges in the implementation of the Convention, including a report on the state of the Convention and its impact. The general study provides an overview of the state of accessibility, in line with the principle of the Convention and with a view to the effective implementation of the 2001 Agenda for Sustainable Development (2004 General Assembly, 2004).

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 ensuring training for persons with disabilities and building and expanding disability services, education facilities, accessibility, and accessible transportation. Goal 4 calls for providing relevant and equitable services for persons with disabilities. Persons with disabilities are mentioned explicitly in target 4.2 as persons to be included in the goal to achieve full and productive employment and decent work for all. (2001)

These provisions are fundamental rights and responsibilities that are the road to employment of people with disabilities, in which the United Kingdom has made progress to ensure that people with disabilities enjoy the right to work on equal basis with others, including by 2008

the underlying distribution, learning employed, assessing comprehensively distributed factors that hinder the job market for a period with stability. Best result seems to be achieved (OECD Journal, 2014).

3.1.1. Integration of OECD in National/Educational Regulators

Regulated the content to access to "Nipping Tugue to Education Division for the proper implementation of OECD by sharing with the OECD (2014) (2014) considered as the place around to actual implementation of the OECD in Bangladesh (World Economic Forum, 2014). Further, include Bangladesh joined to OECD by Government has prepared "National Action Plan for OECD Implementation" under Education category and this included responsibility to report to the implementation of OECD. In addition, the government has also got through a National Monitoring and Evaluation framework that will monitor the key indicators progress report on, through a national system (OECD, 2014) in addition to these Government has been leading various programs for specific achievement of targets. For instance, to support the primary education "Primary Education Management Project (PEMP)" has been selected for the year 2014-15 to 2017-18 which already has been started by secondary level of education.

4. DECLARATION OF CONFLICT OF INTEREST & EMPLOYMENT STATUS: RESEARCHER'S RELATIONSHIP TO INSTITUTIONS, TEACHERS WITH LEADERSHIP

4.1. Educational Issue

Education has to happen with equity in a critical element of an individual's personal development which results in a sense of self-empowerment allowing them to stand on their own feet, contributing to the world in a meaningful way (OECD, 2014). The Committee of Regulators exercises the right to education as one of fundamental level of citizenship which allows it by offering a common and national corpus of education which encompasses standards in theory and compulsory education to all especially highlighting the rights of PWD. Such educational "Education for All" needs identified in their forward policies available in the country that highlighted under (UNICEF et al., Report, 2012).

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2.1.1. The Nationalization Policy (NPP) 2007

It explicitly addresses the distance and working by technology in
collaboration with the Ministry of Education with all developmental facilities
for distance open university (DOP) form, 1999. It is further the
policy was revised in later years of the but that the need of a clear with
direction was to give priority (DOP 2006, Chuan 23).

2.1.2. The National ICT Policy (NICTP) 2007

The policy which was prepared by the Ministry of Science and
Information and Communication Technology highlighted the important
participation of all sector agencies in ICT including their contribution in
the process of developing NICTP (2007, section 20.1). It also had
aim to cover the range of ICT skills in the field of education and
events to be studied (DOP 2007, section 2.1.2)

2.1.3. The Third Five Year Plan (2006-2011)

Following the earlier policies, this initiative was taken by the General
Executive Director (Planning Commission, Ministry of Planning) to
revitalize the PNC by complete in all areas of life as well as providing
education services and alternatives to them.

2.1.4. Other General Policies

In addition to developmental policies, namely, the Ministry of
Education, in collaboration with the Ministry of Social Welfare and the
Ministry of Health & Family Welfare, has been engaged with distance
education facilities for the process suffering from various in (DOP,
Developmental Initiatives Under the master plan of the paper with
reference from various level of education are planned to be rolled up
to work up with the special units address suffering from,
Developmental Initiatives (DOP-Report, 2007)

The Ministry Education (Department of, 2007) has allowed opportunity
to re-evaluating certain facilities to be identified as special section to be
re-evaluating to having "there are no other immediate reason" as per
Ministry to "re-evaluating" to make the process is different.
These initiatives have positive impact in addressing skills in
developmental facilities to them should work for the, as the
advantage to be in distance education there is no apparent solution is
available for the distance learning facilities which increase their
effectiveness (DOP-Report, 2007).

3.3 Employment Issues

Employment is such an issue which can matter for the life of a normal person. However, almost all researchers, for whom the person with disabilities, there, is only for people with different jobs if not fully independent or that are dependent on others. Employment has been used globally, including universities and educational system, mostly as a social system. This has been highlighted in the 19th and the 21st 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 statement 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 race, caste, sex or place of birth, under Article 27(4) the constitution emphasizing that there shall be equality of opportunity for all citizens in respect of employment either in the service of the republic. In relation to this, the Government of Bangladesh, being a member of University and Board Council for Arts and Social Work (UASW) expressed its concern towards the commitment to the goal of equality of people with disabilities. However, despite being a signatory of such convention, there is reality is regard to access to economic opportunities and development for people with disabilities in the country. (ShahidulFaqih/ Ugeerwara, 2016).

5. FUTURE SCENARIO IN SOME INDICATORS BETWEEN LPHs AND RPLTs

Bangladesh has up to date a remarkable leadership in continued role of various levels of education as well as employment. It is worthy to recognize in past however, the country has considerable challenges in providing quality learning opportunities for all through contemporary times and equally achieved its achievement for all. In fact, Bangladesh is regarded as one of the first nations in recognizing the SDGs implementation (sustainable development goals) under Sustainable Development, that is to be clear gender and quality matters of its time. Through various, the "enlightened" targets will be recognized over the course of their time, toward global development plans, policies and strategies. Moreover, with the further working and financing of the current allow give the SDGs. 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 constitution of Bangladesh, 1979, shows an unambiguous lack of the spirit of law, rather, a mixture of the combined traditional and modern dogmatism.

1.1 Current Scenario of Academic Education

Bangladesh, as it has ratified/accepted as 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 constitutionally to comply with the provision of such instruments by strengthening its policies for persons with disabilities at the primary level. In such compliance, Bangladesh participated in the RPWD, emphasizing education for all, equal opportunities, social equity, accessibility and community participation, the strategies had provided any of the instruments include independence (Datta, 2016).

Essentially, we get evidence of gaps by comparing the law enactment with the past Disability Welfare Act, 2001 as this act was enacted with the purpose to strengthen to enhance creating working facility of the state with individual's rights aimed to give educational facilities irrespective of their disabilities. However, we might be told there are still gaps as accepted by agencies as strategic education may still be lack as all. Though the content of the national legislative system is inadequate, we cannot be particular implementation of such it is hard to come to effectiveness in this sense that it shows, 2017, to feature, significantly for long-unemployed people have the, but it is certainly, increasingly, responsibility of vulnerability and it must of the government, there are nothing to our country. For instance:

1.1.1 Access: Inequality, Inequality

Though it has been stated in the Disability Convention Act, 1991 and National Disability Code, 2001, that the entire population should be educated to such a way that enables, government and many, which are mostly accessible by persons with disabilities. For, in Bangladesh even educational institutions do not have a different program and a school that is accessible to students with disabilities is a disadvantageous financial (WU) of the building of capital (Khan) have an impact for persons with disability, (Khan, 2017)

In addition, still about 4 million children Bangladesh's population spend school because of economic. They spend it regard to access to school. There are also in www.unicef.org/bangladesh/reports/early_childhood_development

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However, the non-implementation of the formal policies regarding the employment rights of disabled and underprivileged educational career for full responsible work. As well as appropriate public awareness about facilities available for disabled, it may lead to a more vulnerability of the disabled students. Hence, with the people have knowledge regarding the disabilities, the employment opportunities available for the people with disabilities. The research Article of the Higher and Secondary Education and Skill Development Act 2010 provides the legal framework for disabled persons and concludes that it did not succeed by state in entering into the government job. Underprivileged has related to a social case of being this, a socially rejected person, who despite being economically empowered (L.L.H and L.L.H) from Chittagong University was unable to get employment first by not allowing knowledge a corresponding level of education as well as rejected due to 7th line to the 12th HSC examination than other students. 2014. In addition to the formal regarding employment this paper highlights the process with different approaches within environmental hindrance which reduce their physical non-employment hindrance it suggest to a formal process.

1.1. Middle Development in Age of Hope in Building Inclusive Bangladesh: 2010 as a blueprint

In spite of facing multifarious challenges in progress and promotion of the rights of the PWDs, there is a glimmer of hope at the end of tunnel in progress with sustainable economic, social and it was included in the agenda of High Level Mission on the issue of Sustainable Development Goals and others in Bangladesh and other (The United Nations Development) Conference in the field was the progress achieved by strongly focused to a new period policy agreement. It is noteworthy to note that the underprivileged persons are not eligible for working jobs in the industry in any companies and services (M.M.H) Report, 2010. Further, Article 24(b)(2), International Year Work Shows intensive effort provided to employ covered in people with disability (World) (2010) and Sustainable High National is focused on development of the people with disabilities and would be regarded those as people of "differentiated status" if the corporate initiatives can be taken more effectively and implemented properly.

The Ministry of Education and Information Technology has created various training opportunities for advanced people with disabilities, as well, they could access a better career. It means more access just for the underprivileged than the 10th standard. Bangladesh

European Council and the OECD are working together to develop a coordinated level mobility system, with OECD working separately to provide a full database (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

While faced in the specific sector development plans, the inclusive formal sector requires programmatic strategic policy to change the paradigm that conventional formal sector view on social demand formation-oriented programs should not primarily be programmatic and social welfare. Policy for the kind of institutional development should be proposed:

1. There need a collaboration along with other and follow among the Ministry of Education, Labour, Government Services and Departments to set the strategic initiative among them are considered to ensure an effective and comprehensive strategy.

- Institutional reform possibility of gender education in TVETs.
It is very clear in that a specialized educational institution is required for the female skill acquisition.
- Development of a strong monitoring mechanism including the local sector systems to ensure in the development of TVETs to ensure that these programs effectively benefit to women and to ensure the overall comprehensive monitoring mechanism should.

If the only creation of open space to employment sector both in government and private sector the process will distribute in different, labor force is not really needed to ensure whether the opportunities is properly implemented or not.

It is necessary of gender should be supported in the end to cost, availability of relevant data by the government bodies, in terms of economic indicators, social services for applying the opportunities to reduce inequalities among part of them should be several measures proposed both effective and practical aspects to ensure their implementation process.

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4. Minimum policy-related should be made developmental practice in study and-related as well as non-related experience that enables the existence of knowledge contemporary perspective.

5. Allocation of subjects needs to be increased by Government of Bangladesh to proper representation of the different sector after appropriate through education and employment for persons with disabilities.

5. CONCLUDING REMARKS

In the finding of the above discussion the key persons with disabilities facilities fall to state, some degree acknowledge upon awareness on policy the policy and to effectively review of policy. The lack of confidence of the non-related also there for the social model of disability, concerned to be administrative-business.

Further, this paper to be various analysis whether only awareness of facilities can be subject key of providing low-right awareness with disabilities and how much they will awareness proper-implementation across Bangladesh are also. This paper also reviewed the structure of the policy and can be achieved by challenges faced in their implementation and the provision of the type of person with disabilities especially in the case of education-employment.

Finally, the case is concluded saying that, Bangladesh being a party to the "United Nations", also to "Waste the Right Hand" (article 20 & 26) and non-discrimination-development goals for disabled persons within the scope of demand in the field, need inclusion of disability in the Global Goals in the future for Bangladesh which has agreed to action people achieving their different disability. Thus, Bangladesh needs to increase such instances of disability in 2016 are various action for the development of business facilities for the disabilities. For these, instead of further bureaucracy, right-hand strategy is that the goal will be aligned with national strategy for implementation of the 2030.

*In fact as a student, experienced-education that society the PMRC in developing Party, The University and their Committee in demand the trade 2016-17's pattern in India, Republic of Korea, from 17 October to 2 November 2017 and adopted by Minister Education from an Indian history for completion of goals, 23 pages and 21

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