



## GOOD PRACTICE REPORT ON INCLUSIVE EDUCATION AND EMPLOYMENT FOR PEOPLE WITH DISABILITIES IN BANGLADESH

Author: Handicap International

## **ACKNOWLEDGEMENT**

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# I. ABOUT THIS REPORT

This report is the output of a project titled “**Advocating for Change for Persons with disabilities in South and South-east Asia**” which was implemented by Handicap International with funding from the German Federal Ministry for Economic Cooperation and Development, BMZ, for the period January 2013 – June 2014. In Bangladesh, the project supported Disabled People’s Organisations (DPOs) in 17 districts across the country, developing their capacity to advocate for rights of people with disabilities in education and employment.

## **Objectives of the report**

This report has been compiled to showcase good practices collected by DPOs and to promote practical recommendations, based on local evidence, on how to include people with disabilities in employment and education systems in Bangladesh. The reference on access to education and employment for people with disabilities is the UN Convention on the Rights of People with Disabilities (UNCRPD), articles 24 and 27.

## **Methodology of good practice documentation**

The Making it Work methodology was used as part of this project and this report is one component of this methodology. Please see the Making it Work website for further details: [www.makingitwork-crpd.org](http://www.makingitwork-crpd.org)

**Making It Work** is an international multi-stakeholder initiative which aims an effective implementation of the UN Convention on the rights of people with disabilities. It adopts a unique and innovative approach to achieve change relating to disability. Instead of focusing on human rights violations and on what does not work, **Making It Work** shifts the attention of the stakeholders on to what works and what can be **continued and replicated and scaled up**.

Making It Work has four main components:

1. *Adopting a multi-stakeholder approach*: engaging with multiple stakeholders at local and national levels, through multi-stakeholder groups to collectively review good practices.
2. *Documenting evidence of good practices*: analyse the most significant changes created by good practices, how changes occurred and how they can be replicated or sustained, focused on access to employment and education for people with disabilities.
3. *Evidence-based advocacy*: use evidence from good practices to build actions for change based on examples of what is working to advance the rights of people with disabilities.
4. *Producing and disseminating a report*: good practices examples are used to develop practical and constructive recommendations, applied to different types of stakeholders, such as civil society organisations (including NGOs and DPOs), service providers and policy makers.

The project followed the four components of Making it Work:  
It adopted a **participative and multi-partnership approach** including:

- **Local Sub-Committees:** comprised of district/local-level stakeholders from different sectors, including justice, education and employment. This committee was responsible for identifying and mapping potential disability-inclusive good practices at local/district level, acting as an initial filter for practices which were then submitted to the national technical committees. 17 local sub-committees were put in place as part of this project.
- **National Advisory Committee:** The committee brings together actors from different spheres with national influence and steered the good practice documentation process, providing final validation of good practices, ways to use this evidence to promote changes and policy recommendations. The committee has a key role as a mouthpiece on disability rights issues, including public awareness, media promotion and government negotiation (Please see annex A for the list of members).
- **National Technical Committees:** involve national-level experts on specific thematic areas, which provided technical validation of disability-inclusive good practices, submitted by the local sub-committee. One technical committee was put in place for each thematic area in (1) Education (2) Employment. (Please see annex A for the list of members).

As part of this project, 30 good practices on inclusive education and employment were collected by DPOs. Individual interviews and focus group discussions were carried out by DPOs with stakeholders involved in the practices, documenting on paper, along with using audio and video recordings. HI initially supported the DPOs in collecting and documenting good practices.

The process of analysis, selection and final approval of the good practices for this publication was carried out in a participatory way, through the local sub-committees and national committees.

The DPOs presented the collected good practices to the local sub-committee at district level for review and validation. The sub-committees analysed and selected 20 good practices, which were then shared with the national technical committees. The national technical committees reviewed 20 good practices (10 on education, 10 on employment) and validated a total of 11 good practices, of which 6 on education and 5 on employment. These 11 practices were presented to the national advisory committee, which provided final validation and formulated recommendations towards different stakeholders.

The good practices were reviewed according to the following criteria<sup>1</sup>:

1. Compliance with Article 24 or 27 of the UNCRPD
2. Empowerment of people with disabilities as an outcome
3. Participation of people with disabilities in the process
4. Sustainable
5. Locally owned and resourced
6. Replicable

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<sup>1</sup> The criteria were developed by HI in collaboration with the advisory sub-committees

The validated 11 good practices were shared during a national conference organized by HI on 26<sup>th</sup> June at LGED conference hall in Dhaka with the participation of the Honorable Minister Advocate Mostafizur Rahman (Fizar), Ministry of Primary and Mass Education, Government of the Peoples' Republic of Bangladesh as the chief guest. About 150 participants including DPOs, academics, researchers, development experts, relevant government officials and human rights activists took part in the conference to share good practices, collected from across Bangladesh, on what is working in ensuring access to employment and education for people with disabilities.

This report includes the 11 validated good practices presented during the conference and the recommendations suggested by the participants.

## II. DISABILITY IN BANGLADESH: BACKGROUND AND CONTEXT

Disability is linked to multiple forms of discrimination faced by people with disabilities along with social stigmatization. The World Health Organization (WHO) estimates that approximately 15% of the world's population are people with disabilities. According to the World Bank, there is an intricate link between disability and poverty and people with disabilities represent the poorest of the world's poor.<sup>2</sup> Experiencing multiple vulnerabilities, people with disabilities are amongst one of the most marginalized groups in the world and tend to have poorer health outcomes, lower education and limited access to economic participation.<sup>3</sup>

In Bangladesh, although the national constitution declared the equal rights of all<sup>4</sup>, 5.6 % of people with disabilities in the country are still extremely vulnerable because of ignorance, lack of services, and negative attitudes of the greater community<sup>5</sup>. Those, along with other factors, resulted in a huge gap in employment and education of people with disabilities. In fact, it is estimated that the number of employed persons with disabilities in Bangladesh may be less than 1%<sup>6</sup>. With regards to education, despite the dearth of reliable data on the number of children with disabilities in government schools, available estimates suggest that Bangladesh is not an exception. Children with disabilities in government schools comprised 0.3% of the school-going population and only 2.6% of all children with disabilities attended government schools.<sup>7</sup>

On a positive note, Bangladesh is one of the pioneer state parties to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) as it ratified the UNCRPD on 30<sup>th</sup> November, 2007 and accepted the optional protocol on 12<sup>th</sup> May, 2008. Moreover, prior to this, Bangladesh adopted the National Policy on Disability 1995, the Disability Welfare Act 2001 and the National Action Plan on Disability 2006. To implement the UNCRPD, the

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<sup>2</sup> World Bank:

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTDISABILITY/0,,contentMDK:20183395~menuPK:417335~pagePK:148956~piPK:216618~theSitePK:282699,00.html>

<sup>3</sup> World Health Organization, World Report on Disability, 2011: [http://whqlibdoc.who.int/publications/2011/9789240685215\\_eng.pdf](http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf)

<sup>4</sup> Article 27, National constitution of peoples' republic of Bangladesh

<sup>5</sup> DISABILITY IN BANGLADESH A STUDY ON PREVALENCE/ July 2005, research conducted by Unnayan Onneshan

<sup>6</sup> VHSS, Country Profile Study on Persons with Disabilities in Bangladesh, 2000, cited in country profile on disability, people's republic of Bangladesh, JICA 2002

<sup>7</sup> Forum, a monthly publication of the daily star, volume 5, issue 12, December 2011

national parliament of Bangladesh passed the 'Disability Rights and Protection Act' on 9 October 2013. Although these positive policy measures have already been taken by the State, they are yet to be fully implemented. People with disabilities remain amongst the most vulnerable and marginalized groups, suffering from isolation and rejection due to lack of awareness and unjust mindsets which exist in society.

## III. GOOD PRACTICES ON INCLUSIVE EMPLOYMENT FOR PEOPLE WITH DISABILITIES

### **GOOD PRACTICE I: How to ensure access of people with disabilities to waged employment in factories**

**Related articles of the UNCRPD:** Article 27 (Work and employment)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16, Article 35

**Location:** Aziz Pipe Industries, Sibrapur, Faridpur, Bangladesh

**Stakeholders involved:** Private sector employers, particularly in the formal employment sector, DPOs, Local Civil Society and Government Officials.



#### **DESCRIPTION OF THE GOOD PRACTICE**

People with disabilities experience limitations in accessing waged employment. According to the local DPO, before the practice began people with disabilities living in Sibrapur in Faridpur district had limited access to employment because of their lack of work experience, low self-confidence, stigmatization by the society and a lack of opportunities offered by employers.

It is against this background that in 2007 Aziz Pipe Industries Limited took the initiative to introduce job opportunities for people with disabilities. The process began as a result of continued advocacy activities conducted by the local DPO- *Astha Protibondhi Nari Parishad*. Earlier some people with disabilities had tried to get jobs at the factory but they were turned away by the owner and senior management. A series of advocacy initiatives of *Astha Protibondhi Nari Parishad* targeting local employers, including heavy industry owners influenced the factory management to employ people with disabilities. Currently, out of 60 employees 5 people with disabilities (including people with hearing and speech impairments, intellectual disabilities and physical disabilities) are working in this factory. The workers with disabilities that were recruited as part of this advocacy process were engaged in jobs such as pipe fitting, crush cutting and other related jobs.

#### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

The advocacy conducted by the DPO and the continuous dialogue held with local private sector employers to create employment opportunities for people with disabilities ensured that the factory naturally turned to them for support in employing people with disabilities.

Changes that took place in the mind-sets of factory owners and co-workers on the capacities of people with disabilities to undertake employment within factories also facilitated this process. In addition to these factors, the factory owner adapted the roles and the environment in the factory to allow people with disabilities to take up employment there.

#### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

Factory jobs are not always adapted to people with disabilities, particularly those that require working in a standing position. Factory infrastructure is not accessible for wheel chair and tri-cycle users.

To overcome these challenges the management adapted the roles to the capacities of the people with disabilities.

#### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

The practice could be replicated in other factories as it is a low cost initiative that is easy to implement, once mind-sets on people with disabilities have been overcome. Advocacy and continuous engagement of factory owners in this and other districts could be conducted.

#### **FOR MORE INFORMATION**

Mini Akhter, Chairperson  
*Astha Protibondhi Nari Parishad*, Goalchamot, Faridpur



## **GOOD PRACTICE II: How to ensure waged employment of people with disabilities through the Chamber of Commerce and Industries**

**Related articles of the UNCRPD:** Article 27 (Work and employment)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16, Article 35

**Location:** B S Jute Mills Industries, Sibrapur, Faridpur, Bangladesh

**Stakeholders involved:** Private sector employers, particularly in the formal employment sector, Chamber of Commerce and Industries; DPOs; Local Civil Society.



### **DESCRIPTION OF THE GOOD PRACTICE**

People with disabilities experience limitations in accessing waged employment. According to the local DPO, before the practice began at Sibrapur in Faridpur district, Bangladesh, people with disabilities had limited opportunities for employment in that area because of their lack of work experience, low self-confidence, stigmatisation by society and a lack of opportunities offered by employers.

B S Jute Mills Limited took the initiative to introduce job opportunities for people with disabilities. The process began as the result of continued advocacy activities conducted by the local DPO- *Astha Protibondhi Nari Parishad (Astha)*.

The DPO contacted the President of Faridpur Chamber of Commerce and Industries to influence him to create employment opportunities for people with disabilities. Based on his support, *Astha* arranged a series of advocacy meetings with local employers in which the owner and General Manager of the B S Jute Mills took part. As a result, they created employment opportunities for persons with disabilities in the factory and currently out of about 700 workers, 20 people with disabilities including 1 woman with disability (including people with hearing and speech impairments and physical disabilities) are employed. The workers with disabilities have been assigned to jobs including bin boy and bobbin repairer of spools and reels of thread.

#### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

DPOs arranged advocacy meetings with Faridpur Chamber of Commerce and Industries to influence the employers to create job opportunities for people with disabilities. The role of the Chamber of Commerce and Industries was central in influencing the employers to create such job opportunities. Local employers also became positive towards people with disabilities as a result of the Chamber of Commerce and Industries role and a series of advocacy efforts conducted by local DPOs.

#### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

Accessibility features were not integrated at the time of constructing the factory infrastructure, therefore the building is not disability inclusive. Moreover, due to the nature of factory work not all roles are suitable for people of disabilities of all kinds. To overcome these challenges the management of the factory conducted an assessment and assigned roles based on the type of disability and the capacity of the workers with disabilities.

#### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

The practice could be replicated by further engaging with the Chamber of Commerce and Industries in other areas to influence additional employers to create job opportunities for people with disabilities in other areas.

#### **FOR MORE INFORMATION:**

Mini Akhter  
Chairperson  
*Astha Protibondhi Nari Parishad*  
GoalChamot, Faridpur

## **GOOD PRACTICE III: How to ensure access of people with disabilities to waged employment in the textile industry**

**Related articles of the UNCRPD:** Article 27 (Work and employment)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16, Article 35

**Location:** Chittagong, Bangladesh

**Stakeholders involved:** Industrial factory owner, Chittagong BGMEA; Buyer agencies (Marks and Spencers)



### **DESCRIPTION OF THE GOOD PRACTICE**

In Chittagong area people with disabilities had limited opportunities for wage employment and they face discrimination in accessing the job market due to lack of work experience, low self-confidence, stigmatization by families and communities. In addition, there is a lack of confidence of employers about the potential of people with disabilities to perform in a job environment.

In 2010 Clifton Cotton Mills factory in Chittagong, Bangladesh took the initiative to introduce job opportunities for people with disabilities. The process began with Marks and Spencers, the buyer company, asking the factory to employ people with disabilities as part of their internal policy. Clifton Cotton Mills management met with the Centre for Disabled Concern (CDC), a local DPO, and requested that they should send job seekers with disabilities to the factory.

As a result of this initiative 8 people with disabilities (including physical and sensory disabilities) are currently employed in the factory, out of a total of 1500 workers. Out of 8 workers one is working in electric maintenance, one in security and the remaining 6 are employed as basic workers.

### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

The local DPO had previously been working for a long period in advocating towards employers and the private sector to create employment opportunities for people with disabilities, and this created the environment and ensured that the factory naturally turned to them for support in employing people with disabilities.

The requirement of the buyer agency to employ persons with disabilities had an important catalytic effect for the creation of employment opportunities.

The openness and the positive attitudes of the factory management to employing people with disabilities facilitated their integration into the factory.

The mindset of the other employees became positive towards people with disabilities working at the factory due to the awareness sessions conducted by CDC. One of the employees at Clifton Cotton Mills, who has a visual impairment, indicated that the support of colleagues in doing his job was an important factor that motivated him to continue in the job.

### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

Factory jobs are not always adapted to people with disabilities, particularly those that require working in a standing position. To overcome these challenges the factory assigned people with disabilities roles that were adapted to their type of disability.

Work places, such as factories, are rarely accessible for people with disabilities. In this case the factory is multi-storied and has no ramp. The washroom was not accessible for wheelchair users. In order to overcome this, the factory management made the washrooms accessible on the floor where people with disabilities were working; however, the factory authority did not install ramps for wheel chair users. In any emergency, such as a fire or earthquake, there is a high risk for people with disabilities as factories do not have special measures to ensure there are safe exits adapted for people with disabilities. To address this, the garment factory arranged mock drills of the emergency exits for all and special training for people with disabilities to exit in an emergency.

### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

The practice could be improved by providing skill training to people with disabilities to ensure that they are more experienced and better able to access wage employment and by sensitizing factory owners to employ people with disabilities. This practice could be replicated if by advocating for disability with other factory owners and further influencing the internal policies of buyers.

### **FOR MORE INFORMATION:**

**Centre for Disabled Concern (CDC)**  
678, Mehdibag Road, Dampara, Chittagong

## **GOOD PRACTICE IV: How to ensure access of people with disabilities to waged employment in the silk industry<sup>8</sup>**

**Related articles of the UNCRPD:** Article 27 (Work and employment)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16, Article 35

**Location:** Rajshahi, Bangladesh

**Stakeholders involved:** Private sector employers, factory owner, DPOs, People with disabilities.

### **DESCRIPTION OF THE GOOD PRACTICE**

As Rajshahi, in the north-west of Bangladesh, is a famous area for silk industries, the private sector is mainly engaged in silk production. According to the local DPO, previously people with disabilities were not given any employment opportunities in this sector. It was found that people with disabilities have a lack of work experience, limited skills, low self-confidence and, at the same time, employers have no confidence in the capacity of people with disabilities to perform the jobs. In addition there was a general stigmatisation of people with disabilities within society, which contributed to the situation of unemployment of people with disabilities.

To change this situation, the local DPO, Protibondhi Sonirvor Songstha (PSS) initiated a series of advocacy campaigns targeting employers to create job opportunities for people with disabilities. As part of their regular advocacy activities, including seminars and workshops, PSS influenced the managing director of the silk factory to create opportunities for the employment of people with disabilities. As a result 3 people (including 1 woman) with disabilities were recruited. The factory is now open to including more people with disabilities.

### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

Advocacy activities conducted by the local DPO, Protibondhi Sonirvor Songstha (PSS), aimed at sensitising employers and community people, played a key role in creating employment opportunities for people with disabilities. Advocacy meetings influenced the Managing Director of the factory to open up the factory to employing people with disabilities and increased knowledge about disability needs within the job environment at the factory. The positive attitude of the factory owner was crucial in facilitating the inclusion of people with disabilities in this case, along with adaptations that were undertaken within the factory.

### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

Due to the nature of work within heavy industries, people with disabilities face some difficulties, as there are limited inclusive adaptations of the employment environment. In particular in the silk industry it is difficult to transfer skills to workers with hearing and speech impairments. In order to overcome this, the management of the factory assigned a worker dedicated specifically to give trainings to workers with hearing and speech impairments and they assigned roles to people with disabilities that were adapted to their type of disability. However the factory cannot employ people with severe disabilities that require working for long periods in a standing position.

### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

The practice could be improved by providing skill training to people with disabilities to ensure that their skills are strengthened and they are better able to access wage employment. Also sensitising factory owners to employ people with disabilities and make minimal adaptations for people with disabilities is required. In this case the advocacy role of DPOs is important in creating a platform to replicate this good practice.

### **FOR MORE INFORMATION:**

Md. Shafiqul Islam

Protibondhi Sonirvor Songstha-PSS, Nowdapara Shahid Zia Shishupark Circle,

Sopura, Rajshahi

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<sup>8</sup> Because of internal policies of the factory, the employer did not share any photographs

## **GOOD PRACTICE V: How to ensure access to start up capital for people with disabilities**

**Related articles of the UNCRPD:** Article 27(Work and employment)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16, Article 35

**Location:** Ichadighi Upazilla, Tangail District, Bangladesh

**Stakeholders involved:** Social Welfare Department, Local Business Associations, NGOs and Government Officers.



### **DESCRIPTION OF THE GOOD PRACTICE**

Ujjal Hossain is a person with a physical disability, born into a poor family of a remote village of Ichadighi sub-district of Tangail district. He did not attend school during his childhood as his parents did not have confidence in his learning abilities and were extremely negative about his future.

Since 2003, Sakhipur Unpazilla Protibondhi bakti Unnayan Parishad, a Disabled People's Organization, have implemented different activities in Ujjal's village in an effort to increase awareness about the rights of people with disabilities. It is through these activities that Ujjal became aware of the available services to obtain access to employment opportunities. He wanted to open a groceries shop and with the help of the Sakhipur DPO, he received a 10,000 Taka loan from the Social Welfare department. He then decided to open his shop on a corner of Khas land (government owned unused land). However, one of the community members was not in favor of his use of this land, as he was occupying the land.

Through advocacy meetings and discussions with the neighbors and with local UP members by the Sakhipur DPO, Ujjal was able to open his shop, which is now popular among the village of Ichadighi area and his monthly income has increased steadily.

### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

The awareness activities conducted by the DPO made Ujjal aware of the rights of people with disabilities and how to access income opportunities.

The loan provided by the Social Welfare department changed Ujjals life and helped him become a successful entrepreneur.

Liaison between the DPO and the Local Authorities to ensure access to the loan from the Social Welfare department. The DPO also acted as a guarantor for the loan.

Advocacy meetings held by the DPO with the leaders of the village helped to change the negative attitudes of community members towards people with disabilities.

#### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

Access to employment is challenging for a person with a disability in Bangladesh. Lack of cooperation and negative attitudes of the community, lack of awareness about services available for people with disabilities and lack of a guarantor to obtain a loan were some of the major obstacles encountered by Ujjal to find income opportunities.

Leaders of Sakhipur DPO conducted advocacy activities at community level to change negative attitudes towards people with disabilities. They also helped to make Ujjal aware of employment services and they acted as a guarantor to help Ujjal obtain a loan to start his business from the Social Welfare Department.

#### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

The practice can be improved by ensuring that awareness activities on employment opportunities and how to access them are conducted at the community level. In addition, DPOs can cooperate with the Social Welfare department to facilitate access to loans for people with disabilities.

The practice can also be replicated to other districts by presenting successful stories such as that of Ujjal, through different activities done by NGOs and mass media to encourage entrepreneurship among people with disabilities. Continuous advocacy can inform society about the availability of services for people with disabilities and the role that these services play in making a positive change in the lives of people with disabilities.

#### **FOR MORE INFORMATION:**

Polash Chandro Barmon  
Sakhipur Unpazilla Protibondhi Bakti Unnayan Parishad  
Sakhipur, Tangail.

## **IV. RECOMMENDATIONS ON INCLUSIVE EMPLOYMENT**

### **Recommendations to Disabled Peoples Organisations**

- Disabled Peoples Organisations should continue to facilitate access to employment for people with disabilities; they have key roles in fostering an inclusive environment at the workplace and supporting the skill development of people with disabilities as a workforce.
- DPOs have a key role in creating a space for dialogue with other actors on access to employment, including local employers, service providers (e.g. Vocational Training Centres) and local authorities (e.g. Social Welfare Department) and using this space to conduct multi-level advocacy.
- DPOs play a key role in raising awareness and changing mindsets at community level on the right of people with disabilities to access employment and in working directly with people with disabilities to prepare them for employment, facilitate their inclusion in employment and support their job retention.
- DPOs should use different forms of media, particularly video to pass advocacy messages to employers and local authorities on good practices related to the employment of people with disabilities.

### **Recommendations to Public and Private Employers**

- People with disabilities have the capacity to undertake employment without necessarily any additional cost or risk for employers.
- The positive mind-sets of employers are often the determining factor in ensuring inclusion of people with disabilities in employment.
- To ensure successful inclusion of people with disabilities in the workplace, employers have a key role to play in changing employee mindsets on disability, setting up peer support mechanisms for people with disabilities or making minor adaptations to the workplace (e.g. ensuring safe emergency exits for people with disabilities).

### **Recommendations to District Chambers of Commerce and Industry**

- District Chambers of Commerce and Industry are key actors with an influence over local employers and can therefore be drivers for changing practices of employers related to disability.
- District Chambers of Commerce and Industry should engage with Disabled Peoples Organisations for support in changing practices of employers in their area.

### **Recommendations to Local authorities**

- Local authorities should support access of people with disabilities to wage employment by facilitating access to skill training programmes, including government-funded Vocational Training Centres, and influencing local employers to encourage the employment of people with disabilities.
- Local authorities should support access of people with disabilities to self employment, by facilitating access to loans from the Social Welfare Department.

### **Recommendations to National Employers Associations, such as BGMEA**

- National Employers Associations can influence the internal policies of employers, including on setting targets or quotas with their members for the employment of people with disabilities.



**Recommendations to National Level Policy makers**

- Ensure effective implementation of Article 27 of the UNCRPD on the right of people with disabilities to work on an equal basis with others by creating an environment of obligation.
- Employment in the public and private sector of people with disabilities should be promoted, using appropriate policies, which could include quotas. The current quota of 10 % of Government employees being people with disabilities, including 1% in 1st and 2nd class positions, could be applied to other employers.
- Skill development of people with disabilities can increase their access to more advanced employment opportunities. Effective access to general, technical and vocational skill training should be promoted for people with disabilities, ensuring relevant training programmes exist and that policy implementers encourage access of people with disabilities to existing programmes.
- Reasonable accommodation in workplaces for people with disabilities should be promoted to increase accessibility. Government resources could be ear-marked to facilitate this process among public and private employers.
- Government Officers should be trained on disability, A disability awareness section could be included in training courses for Government Officers at the Public Administration Training Centre, Savar, (PATC).

## V. GOOD PRACTICES ON INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

### **GOOD PRACTICE I: How to use local initiatives to create educational opportunities for children with disabilities**

**Related articles of the UNCRPD:** Article 24 (Education)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16

**Location:** Munshi Meherullah Govt Primary School, Badiatola, Chandutia, Jessore sadar, Jessore, Bangladesh

**Stakeholders involved:** School Management Committee, Head Master, Teachers and parents of Munshi Meherullah Govt Primary School



#### **DESCRIPTION OF THE GOOD PRACTICE**

Munshi Meherullah Govt Primary School was established in 1988 by the initiative of the community. Before 1988, children with disabilities did not go to school and they were isolated from their families and communities. Often they would have to resort to begging.

Before becoming a government school, the management committee (SMC) of this school along with the teachers (one of whom has a disability) started to identify children with disabilities within the school catchment area, who were not attending school. During this time they identified Ariful Islam, a child with a physical disability. Unfortunately Ariful's parents were not interested in sending him to the school as they were not able to bear the education expenses as the school was private at that time. In addition they were not confident that Ariful would have a future after obtaining a primary education. The SMC took the decision that Ariful could attend the school without paying any fees. The teacher with a disability at the school, Mr. M A Goni, contributed to a positive inclusive education environment.

Ariful successfully progressed in school and eventually he became a teacher of a high school in another district. He has become a role model for others. Through showing Ariful's success and appointment of Mr. Goni as a teacher, the school management committee was able to influence the parents of children with disabilities so that they would bring their children for admission into the school.

#### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

Developing and promoting role models has increased the admission of children with disabilities at the school. Having teachers with disabilities at schools contributes to the inclusive environment, as they are sensitive to the adaptations that children with disabilities need to fully participate at school.

The fact that the school became a government school also motivated parents to bring children with disabilities to school, as education expenses are reduced. A culmination of disability sensitization and the government steps related to the "primary education for all" campaign which started in 2010 allowed the practice to progress.

#### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

There are a high number of students in each class, which makes it hard to give the children with disabilities the extra time they need. Also there is a lack of space in the school and it is not physically accessible for children with disabilities, e.g. there are no accessible doorways for wheelchairs.

The teachers have learnt to encourage children with disabilities to sit in the front row so that they can provide them with more support. However, the lack of inclusive education knowledge of the teachers remains a challenge especially in supporting students with multiple disabilities.

Many parents are also not able to accompany their children to school due to their employment commitments, which reduces attendance rates.

Every month the school management committee and teachers sit together to discuss the problems they face. The school committee is made up of local people around the community and parents of the students which makes decision making easier. They are then able to present their findings to the local Upazila Education Officer in order to seek government support.

#### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

The practice can be improved by ensuring inclusive education training for teachers and increased resources to make adaptations to the school: adapting the physical environment of the school will facilitate the participation of children with disabilities at school.

#### **FOR MORE INFORMATION:**

Idris Ali, Secretary  
Pratibandhi Kalyan Samity DPO  
Purbo Barandipara, Fultala, Jessore

## **GOOD PRACTICE II: How to ensure access of students with disabilities to secondary education through social mobilisation by school authorities**

**Related articles of the UNCRPD:** Article 24 (education)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16

**Location:** Khoksha, Kustia, Bangladesh

**Stakeholders involved:** School Teachers, School Management Committee, Head Teacher, Education Officer, DPOs representatives, Social Welfare Officer



### **DESCRIPTION OF THE GOOD PRACTICE**

Before this good practice began, according to the local DPO, students with disabilities who had completed primary education in Moragacha Union, Khoksha Upazila, were frustrated because their studies were stopped due to a lack of support from their families. In fact, most of the families did not believe in the potential of their children. Their families were also affected by poverty which limited them in continuing their studies. Guardians of these students usually thought that they could not have a better future and they were considered a burden for their families.

In this situation Mr. Hasan Ali Mollah, Headmaster of Moragacha Secondary High School, played a significant role to inspire the guardians of students with disabilities through social mobilization to enroll them into class VI in the school. Mr Mollah had become motivated to do this by the regular monitoring visits of the Upazila Social Welfare Officer who had been influenced by advocacy work of a local DPO (*Khoksha Upazila Protibondhi Kalyan Songstha*).

Mr. Mollah, along with the president and secretary of the school management committee, walked door to door to sensitise parents and guardians to enroll children with disabilities in school. As a result the school committee was able to enroll a student, *Billal*, who has a physical disability. Initially Billal experienced discriminatory behavior by his peers at school so the head master organized a meeting with all students to sensitize them about disability. As a result the other students started to respect Billal and changed their behaviour. This initiative made Billal confident and he successfully completed his secondary level education in 2011.

This created inspiration for others students with disabilities and their families and now 8 boys with disabilities (including physical disabilities, speech and hearing impairments) are studying at the school. Moreover, the school authority appointed a teacher (Mr. Rabiul Islam) who has a physical disability and according to the teachers this also plays a positive factor in encouraging children with disabilities to attend school.

#### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

A series of advocacy activities of the local DPO with the Social Welfare Officer played a significant role to make this initiative successful. As a result of the DPO's advocacy, the Social Welfare Officer influenced the school headmaster and school management committee to mobilise the community in order to send their children to school. In this the headmaster and school management committee also played a key role. In addition, the appointment of a teacher with a disability sent an inspiring message to both parents and children with disabilities as to motivate them to continue studying. Moreover, adaptations to the class environment (e.g. extra time with the teacher, sitting in the front row of class, change in attitudes of the other students) was essential to ensure children with disabilities could fully participate in class.

#### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

Main difficulties included the lack of awareness about disability of the guardians of children with disabilities, the psycho-social attitudes of other pupils towards children with disabilities and the lack of teachers trained on inclusive education. To overcome these challenges the headmaster took various initiatives including awareness raising among guardians and parents through regular home visits. After the enrolment of children with disabilities the headmaster arranged awareness sessions in the school to change the attitudes of other students, especially those who were using insensitive language to communicate with Rabiul. The headmaster advised other teachers to have children with disabilities sit in the front row to ensure additional support can be provided to them by the teachers. Unfortunately none of the teachers are trained in inclusive education in the school, which would ensure further the quality of the teaching and there has not been a possibility of installing accessibility features.

#### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

This practice can be improved by providing training on inclusive education for teachers and appropriate teaching materials (e.g. reading materials). The school's infrastructure needs to be made physically accessible and further engagement of the local elites and local government bodies is necessary.

#### **FOR MORE INFORMATION:**

Md. Aslam Mollah  
Khoksha Upazila Protibondhi Kalyan Songstha  
Upazila khoksha, Kustia

## **GOOD PRACTICE III: How to ensure access of children with disabilities to inclusive primary education**

**Related articles of the UNCRPD:** Article 24

**Related articles of the Disability Rights and Protection Act-2013:** Article 16 (h, m)

**Location:** Mohammadpur, Magura, Bangladesh

**Stakeholders involved:** Academic institutions, particularly government primary schools, Upazila Education Officer



### **DESCRIPTION OF THE GOOD PRACTICE**

Before this practice began, according to the local DPO, children with disabilities had limited access to education in Mohammadpur Upazila under Magura district. They were isolated at home and they had no opportunities for intellectual growth. There was a lack of awareness and negligence about education for children with disabilities at the family level and they were considered a burden to their families.

In 2006, Taranga Zilla Protibondhi Unnayan Songstha, a local DPO, arranged various advocacy and awareness meetings regarding disability issues with the Mohammadpur Upazila Education Officer. As a result of this work the Education Officer asked the head master of a local school (Mohammadpur Government Primary School) to include all children with disabilities into primary education and the headmaster accepted. Currently Sumi, who has a hearing impairment and Haider, a crutch user, are studying at this school. Currently the school has 884 pupils, of which 4 have a disability.

### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

Currently children with disabilities are studying in the Mohammadpur Government Primary school as the result of different efforts from both the governmental and non-governmental sectors. Alongside the regular awareness raising activities among communities, the local DPO conducted a series of advocacy initiatives that influenced the

local Education Officer to motivate headmasters to take the initiative to enroll all children with disabilities in their respective catchment areas. Moreover the “primary education for all” campaign conducted by the government played a catalytic role to bring these changes. And more significantly additional support such as extra attention, sitting arrangements in the front row given by teachers to children with disabilities worked as key factors.

#### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

According to the Headmaster the lack of inclusive training of teachers is the main challenge. Strategies such as giving students more time in the classroom and using the blackboard more during lessons have been used to help with this. The school is experiencing difficulties in teaching Sumi due to difficulties in communication with her as they have had no training in sign language skills, but they are trying to overcome this problem by giving extra time to Sumi and by making sure things are written down on the blackboard.

#### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

This practice could be replicated through awareness and advocacy work with Upazila Education Officers, ensuring teacher training on inclusive education and the adaptation of the school infrastructure so that students with disabilities feel comfortable and can move freely within the school environment.

#### **FOR MORE INFORMATION:**

Mr. Azizul Hakim  
Taranga Zilla Protibondhi Unnayan Songstha  
Mohammadpur Road, Magura

## **GOOD PRACTICE IV: How to ensure physical accessibility for children with disabilities in high schools**

**Related articles of the UNCRPD:** Article 24 (education)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16

**Location:** Dighapatia, Natore, Bangladesh

**Stakeholders involved:** School Teachers, School Management Committee, Education Officer



### **DESCRIPTION OF THE GOOD PRACTICE**

Before this practice began, children with disabilities had limited physical accessibility to P N high school at Dighapatia Upazila, Natore and they faced discriminatory attitudes from the other students in the school. This had an impact on the right to education due to a lack of awareness of the school authority as well as the lack of awareness of guardians of children with disabilities in the respective areas.

In this situation, Natore Zilla Protibondhi Songstha (NANDON), a local DPO, started an advocacy campaign with the school management committee as well as school teachers along with awareness sessions to the guardians of children with disabilities. As a result of several advocacy meetings with the school management committee, teachers and representatives of the local civil society as well as awareness sessions among guardians of children with disabilities, the school management committee installed a ramp for wheel chair users. At first, the ramp was made with mud and bamboo but later they made it with concrete and iron. In addition, to ensure accessibility for children with disabilities, the school authority shifted the class room for such students downstairs. Also the teachers instigated discussions with the other pupils about respecting people with disabilities. This helped to encourage parents to send children with disabilities to the school. Currently 6 students (4 girls and 2 boys) with physical disabilities are studying at P N high school.



#### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

These changes were made possible through the advocacy and awareness activities of the local DPO and later the sensitisation of the school authorities and teachers to change the attitudes of teachers and students and modify the physical environment of the school. The initiative of parents and guardians of children with disabilities in bringing their children to school was important in these changes.

#### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

The main challenge was the lack of awareness about disabilities of school management committee, of students without disabilities and of the guardians of children with disabilities. Through the advocacy and awareness work of NANDON via various meetings with the respective persons about disability, this was overcome.

#### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

In order to improve and replicate this good practice the school authority and local DPO suggested a number of actions, including the involvement of people with disabilities in the school management committee, the establishment of a fund to support students with disabilities in case of financial need and ensuring training on inclusive education for teachers. Moreover, the engagement of Education and Social Welfare Officers and awareness raising activities are essential for the replication of good practices in other geographic areas.

#### **FOR MORE INFORMATION:**

Md. Firoz Uddin  
General Secretary  
Natore Zilla Protibondhi Songstha- NANDON  
Chokrapur, Natore.

## **GOOD PRACTICE V: How to ensure access of children with disabilities to inclusive primary education**

**Related articles of the UNCRPD:** Article 24

**Related articles of the Disability Rights and Protection Act-2013:**Article 16

**Location:** Sitakunda, Chittagong, Bangladesh

**Stakeholders involved:** Academic institutions, particularly primary and high schools, Upazila and district level Education Officers.



### **DESCRIPTION OF THE GOOD PRACTICE**

Before this practice began, according to local DPOs, in Sitakunda area under Chittagong district children with disabilities were isolated in their homes with no opportunities to play. There were no opportunities for intellectual growth and a lack of awareness and negligence about the education of children with disabilities at the family level. In some cases children with disabilities were in situations of poverty and could not access schools.

In these circumstances, local DPOs conducted initial advocacy work with the local Education Officer related to the inclusion of children with disabilities. As a result, the Education Officer later asked the head master of a local school to include all children with disabilities living within the catchment area of the school in primary education. As a result, in 2008, Arif and Mirin, 2 children with physical disabilities, were admitted to Nalanagar Government Primary School. This was the first time this school had admitted children with disabilities. Since then, 8 students with disabilities have studied at this school. In these cases *'no further support was needed for the children to continue their education as they were able to continue their study on their own volition,'* said the Headmaster.

The good practice ensured primary education for children with disabilities, which facilitated intellectual and behavioral growth and increased the social acceptance of families with children with disabilities

### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

The DPO's advocacy activities with the local authorities and the school management committee played an important role in ensuring the success of this practice. As a result of the advocacy work of the DPO, the local Education Officer influenced the school management committee and headmaster to act in order to identify and ensure enrolment of children with disabilities in their respective catchment areas. In addition, government stipends encouraged the children with disabilities to continue their studies. Through the awareness raising activities of the DPO, guardians of children with disabilities started being supportive of sending their children to school. Additional support to children with disabilities within the school, such as extra support from teachers worked as a key factor.

### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

Lack of awareness about the potential of children with disabilities by guardians of children with disabilities was a challenge at community level. In addition to that, the school environment was not very supportive for a child with a disability. To overcome these challenges, DPO conducted a series of awareness sessions among guardians of children with disabilities to inspire them to ensure their children are enrolled into school and continue their education. The strategies they use at the school to ensure inclusion of children with disabilities include teachers spending more time with children with disabilities to help them understand the lessons and other pupils assisting children with disabilities during the lessons. For children with low vision, teachers check with them whether they are able to read the writing before erasing text off the blackboard. Teachers encourage students with disabilities to sit at the front of the classroom so that they can communicate with more ease.

### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

To improve and replicate this good practice the school authority and local DPO suggested advocating for teacher training on inclusive education so that they can improve the quality of education for children with disabilities. They also said that the physical accessibility of the school infrastructure is needed to ensure that children with disabilities can move freely and can access toilets and other facilities. Awareness raising activities on the right of children with disabilities to access education among guardians could be an important step to ensure the continued study of children with disabilities. In addition, awareness sessions aiming at stopping the discriminatory behavior of other pupils at the school are needed.

### **FOR MORE INFORMATION:**

Babul Debnath  
President, Federation of DPOs Sitakunda

## **GOOD PRACTICE VI: How to ensure free of cost High School education for children with disabilities**

**Related articles of the UNCRPD:** Article 24 (education)

**Related articles of the Disability Rights and Protection Act (2013):** Article 16

**Location:** Ramchandrapur Hat, Chapai Nowabgonj, Bangladesh

**Stakeholders involved:** High School Teachers, School Management Committee, Education Officer



### **DESCRIPTION OF THE GOOD PRACTICE**

In Ramchandrapur Hat, located in the north-west of Bangladesh, most guardians of children with disabilities were not aware of the right of children with disabilities to access education and they were not interested in educating their children as they did not believe in their abilities. Due to the poverty of these families, they were focused on earning money and believed that children with disabilities would not be able to get jobs after attending school. Lack of sensitisation and knowledge of school teachers about disability and inaccessible school infrastructures were negative factors preventing the education of children with disabilities.

In the last few years awareness was raised at the community level about the right to education of children with disabilities, through the Government, local disabled people's organizations (DPOs) and media. Guardians and parents of children with disabilities became sensitized about their children's' right to access education.

Moreover, Krisnagobindapur High School has a private trust called 'Afzal Hossain Trust' which was set up by an ex-student of the school, the former Deputy Inspector General of Police (DIGP) Mr. Afzal Hossain. The 'Trust' has been in place since 2003 and it provides stipends and tuition fees for poor students, including children with disabilities, so that they can continue their education. This is why students with disabilities continue to enroll in the school every year and currently 10 children with disabilities are studying there, out of a total 387 students.

The significant change of the good practice is that children with disabilities are enrolled in secondary education after the completion of their primary education. One DPO representative was also the student of this school and after completion of his secondary education he is now working with a local DPO, 'Nobojagaron Protibondhi Odhikar Songstha' (NPOS).

#### **FACTORS THAT MADE THIS GOOD PRACTICE POSSIBLE**

One of the key factors behind this good practice is the establishment of 'Alfaz Hossain Trust' in the school that helped children with disabilities to continue their education without paying tuition fees. Government education stipends through the district social welfare department were also made available. Another factor that contributed to awareness at community level was the close collaboration between the government, Disabled Peoples' Organizations and the media. Moreover, the willingness of parents of children with disabilities to accompany their children to school was a positive factor that ensured the enrollment of children in secondary education. Further, assistance from the teachers in classroom also facilitated the learning process for children with disabilities.

#### **MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME**

To achieve these results the main challenge was a lack of awareness regarding the rights of children with disabilities of their guardians, the local school authority and teachers. The DPO awareness raising conducted at community level helped overcome this challenge and the role of Alfaz Hossain Trust and other initiatives by the government, especially the student stipends provided by the social welfare department of Chapai Nawabgonj also played a role.

#### **HOW CAN THIS PRACTICE BE IMPROVED OR REPLICATED?**

To improve this good practice school management committee and teachers needs to be sensitized and trained on disability issues. Awareness among the community at large and among families on the rights of children with disabilities to education and employment needs to be sustained and increased. There is a potential to replicate the system by having a community level private trusts within other schools.

#### **FOR MORE INFORMATION:**

Sadiqul Islam  
Nobojagaron Protibondhi Odhikar Songstha (NPOS)  
Chapai Nawabganj-6300,

## VI. RECOMMENDATIONS ON INCLUSIVE EDUCATION

### **Recommendations to Disabled Peoples Organisations**

- Disabled Peoples Organisations should continue to facilitate access to primary and secondary education for children with disabilities; they play a key role in fostering an inclusive environment in schools.
- DPOs play a key role in raising awareness and changing mindsets at community level on the right of children with disabilities to access education and their potential to learn. In liaising directly with children with disabilities and their guardians, DPOs can prepare them for school and support the admission and retention of children with disabilities in schools. DPOs can play an important part in the early identification of disability in children and take appropriate steps to refer them for appropriate care, such as health services, which will open up opportunities for education.
- DPOs have a key role in creating a space for dialogue with other actors on access to education including local schools (headmasters, teachers and school management committees) and local authorities (e.g. Education Officers) and using this space to conduct multi-level advocacy.
- DPOs should use different forms of media, particularly video to pass advocacy messages to schools and local authorities on good practices related to the education of children with disabilities.

### **Recommendations to Head Masters, Teachers and School Management Committees:**

- Children with disabilities have the capacity to learn and participate in mainstream schools.
- Headmasters, teachers and the School Management Committee (SMC) can be instrumental in encouraging access of children with disabilities to schools, including through conducting awareness raising of guardians of children with disabilities, changing attitudes of other children to disability and making small adaptations to schools.
- The inclusion of people with disabilities in School Management Committees can facilitate the effective inclusion of children with disabilities in schools.
- Teachers with disabilities can act as role models and further facilitate the inclusion of children with disabilities in schools.
- With minimal low cost adaptations to the classroom environment, children with disabilities can be integrated into mainstream schools, such as adapting seating arrangements. Appropriate physical accessibility and inclusion resources need to be sourced to encourage children to access and fully participate at school.
- Having a system for providing funds to poor students can benefit children with disabilities. A local Trust Fund is one option for putting in place this system.

### **Recommendations to Local Authorities:**

- Local authorities can be key drivers to influence and advocate for disability inclusion into schools, using their linkages with Head Masters, teachers and School Management Committees
- Encouraging employment of teachers with disabilities in schools helps to support students with disabilities and sensitise other teachers about disability

**Recommendations to Policy Makers:**

- Effective implementation of Article 24 of the UNCRPD related to the right of children with disabilities to an inclusive education system by ensuring the general education system is inclusive of children with disabilities.
- Teacher training on inclusive education is needed to ensure the quality of education for children with disabilities. This includes incorporating inclusive education (disability awareness, educational techniques, etc.) into mainstream teacher training curricula and the promotion of the employment of teachers with disabilities in schools.
- The government “Education for All” campaign has facilitated access of children with disabilities to education, this should be further promoted and steps taken to actively promote the continuation of children with disabilities into secondary education.
- Minor adaptations at mainstream schools open up the learning environment for children with disabilities, but for full participation to be generated; further resources are required at local level to ensure reasonable accommodation, including accessibility for children with disabilities at schools.

## VII. CONCLUSION

This report is evidence that inclusive education and employment are possible. Even in a situation of minimal resources, actors at different levels, including public, private and non-governmental actors have been able to collaborate to generate changes in the lives of people with disabilities throughout Bangladesh. A key success story is that of the Disabled Peoples Organisations, who act as facilitators among different actors and have created the space for dialogue and change at local level on disability.

All the good practices show positive changes for people with disabilities and they can be replicated in other areas, often by replicating the changes to mindsets of key actors and by conducting advocacy and awareness activities.

However, to move towards a future situation where people with disabilities of any kind in Bangladesh have equal access to existing services and opportunities in employment and formal and informal education, which are responsive to their needs, further conditions need to be put in place to close the gap between policy and its implementation. If changes take place at the national level, which create the obligation for local actors to include people with disabilities in education and employment, the inclusive environment can be improved at local level. This can include promoting employment and skill development of people with disabilities and taking measures to include inclusive education in the training curricula of teachers.

All actors included in the recommendations are encouraged to take steps to implement them, as we work together to create inclusive employment and educational environments.

## Annex A- List of members of National Technical Committees and National Advisory Committee

<b>Technical Committee on Employment:</b>			
	<b>Organization type</b>	<b>Organization name</b>	<b>Representative</b>
1	Private Sector	Unilever	Mr. Kamran Bakr, Chairperson and Managing Director
2	International Organization/ Union	International Labour Organisation (ILO)	Mr. Baki Srinivasa REDDY Director
3	Disability movement	CSID	Mr Khondoker Johurul Alam, Executive Director
4	Trust/ foundation	Kumudini Welfare Trust of Bengal	Commodore Rtd. Md. Faruk CEO
<b>Technical Committee on Education:</b>			
5	International Organization	United Nations Educational, Scientific and Cultural Organization (UNESCO)	Mr. Kiichi Oyasu Office in Charge
6	NGO	CAMPE	Mostafizur Rahaman Program Manager
7	NGO	BRAC Education Programme	Safiqul Islam Director Education, BRAC

### National Advisory Committee

	<b>Organisation type</b>	<b>Organisation name</b>	<b>Representative</b>
1	Disability movement	NFOWD	Mr. Nafeesur Rahman Director
2	University (Human Rights Activist)	RIB	Dr. Meghna Guhathakurta Executive Director
3	Human Rights	Independent	Julian Francis
4	Media	Masranga Television	Mr. Fahim Munaim CEO
5	Celebrity	Nirapad Sarak Chai	Mr. Ilias Kanchan, Chairperson and Film Actor
6	NGO	Manusher Jonno Foundation	Shaheen Anam Executive Director
7	Bangladesh Government	Ministry of Law, Justice and Parliamentary Affairs	Mr Syed Aminul Islam, Director (District Judge) Director, NLASO (National Legal Aid Services Org)



## Annex B – List of the Disabled People Organization (DPOs) of the Project

SN	Name of DPOs	Location	Contact & Address
1	Bogra Zilla Bandhan Protibandhi Songstha (BPS)	Bogra	Katner Para (Dottabari, Near Tonmoy Community Center), Bogra Town, Bogra; Contact: 01716301273
2	Prottasa Protibondhi Nari o Shishu Unyan Songstha	Rangpur	Keranipara, Jamtola Mosjid, busterminal road, Rangpur, Contact No- 01719788652
3	Sampriti Protibandhi Unnyan Songstha (SPUS)	Dinajpur	Notunpara, Boro Bondor, Near Bisharoad, Dinajpur. Contact No- 01835700487
4	Nilphamari DPOD	Nilphamari	Pachmather mor, Gelkhana Road, Nilphamari, Contact: 01713196042
5	Seba Pratibandhi Nari Parishad	Narsingdi	Baghata, Norshingdi, Contact Number No- 01715493379
6	Agropothik Protibondhi Unnyan Songstha	Dhaka	77/4, East Merul, Nimtoli, Badda, Dhaka-1212. Contact: 01845905717; 01725844068
7	Shakhipur Upazilla Protibondhi Bakti Unnoyon Parishad	Tangail	Mohila College Road, Shakipur, Tangail. Contact: 01728012120
8	Narayangonj Sadar Upazila Protibondhi Unnyan Porishod	Narayangonj	Narayanganj Sadar Upazila Parishad, Shostapur, Fotulla, Narayangonj Contact : 7647762 ; Narayangonj
9	Gazipur DPOD	Gazipur	Sayadpur, Kaliakoir, Gazipur, Cell: 01811789710
10	Natore Zilla Protibondhi Songstha Nandon	Natore	Chokrampur, Side of VIP Hotel, Near Gonihazi Petrol Pump; Natore. Contact No- 01715422340.
11	Protibandhi Sonirvor Songstha (PSS)	Rajsashi	Protibandhi Sonirvor Songstha (PSS) Near to Nowdapara Chayanir Abashik Alaka (Khanka Sharif Road), Shahmokdhum, Sopura-6203, Rajsashi Contact No- 01710061686; 01557773442
12	Nobojagaron Protibondhi Odhikar Songstha (NPOS)	Chapai Nawabganj	Ranihati Union Parishad, Chapai Nawabganj-6300, Contact No-01740917805
13	Chapai Nawabganj DPOD	Chapai Nawabganj	Sharup Nagar, CCDB Road, Chapai Nowabgonj; Contact – 01731945177 (Sentu, Chairman)
14	Federation of DPO, Sitakunda	Sitakunda, Chittagong	YPSA, Aysha Villa, College Road, Sitakunda, Chittagong
15	Chittagong Disabled Development Society (CDDS)	Chittagoang	572, Arkan Road, PO: Chandgaon, Chittagoang-4212, Contact Number- 01715099603, 04433304477
16	Centre for Disable Concern (CDC)	Chittagong	678 Mehdibag Road, Dampara, Chittagong, Cell: 01711226144
17	Astha Protibondhi Nari Porishad	Faridpur	Goal Chamot, Barisal Road, Faridpur, Cell: 01725945918
18	Taronga (Zila) Protibandhi Unnyan Songstha (TPUS)	Magura	Mohammadpur Road, Magura, Contact No- 01190584717
19	Protibondhi Kallyan Samity (PKS)	Jessore	Purbo Barndipara, Fultala, Jessore-7400. Contact No: 01717283652
20	Khoksha Upazila Protibondhi Kallyan Songstha	Kushtia	Khoksha, Kushtia Contact No- 01937560936.