

## Current Status of NGO's Working with Visual Impairment in Dhaka City: The Impact of Their Services on Rehabilitation

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### Abstract

Disability is a developmental issue that every child with disability is comparatively lag behind their peer group. In the same practical causes, visually impaired people are slightly delay from their sighted peer. But, to face various challenges, when they enroll mainstream education, the new challenges are arising in front of them. They have to face severe problem in competitive job market and sometimes it has been seen that for a long time they became unemployed and lead a miserable life. However, this qualitative study focuses on the role of NGOs in case of services and support for the people with visual impairment and if their services are effective and sufficient for their rehabilitation. This study will follow qualitative research methods in collecting and analyzing data, whereby questionnaires and archival data will be used as research tools. The documentary guides will be used as assistance to collect related data. Primarily selected NGO's are Blind Education and Rehabilitation Development Organisation - BERDO and Baptist Mission Integrated School - BMIS. Based on the findings, the study will suggest and recommend that the management of rehabilitation helps the visually impaired person to minimize or reduce the disabling effects by creating opportunities and preparing people for the community as they require. Every related organisations should give emphasis on strengthening the basic system of rehabilitation, improving their training criteria according to contemporary needs of the world and develop multidisciplinary rehabilitation workforce.

**Keywords:** Visual Impairment (VI), Rehabilitation, Non-Government Organization (NGO), Disability, Social Attitudes, Job Placement, Extra-curricular Activities.

### 1. Introduction

From the basic view of point, it is to be said that Rehabilitation is one kind of interventions program which is designed in order to enhance or improve the functioning level of the people with disabilities and decrease any problematic conditions related to disability on the ground of interaction and communication with their environment (WHO,2011). Everyone may need rehabilitation at some point in their lifetime for any kind of injury, surgery, disease, or illness (Cieza, 2020). From the Disability Identification Survey of Williams (2016), because of alarming population growth and aging, behavioral and lifestyle changes and also unplanned urbanization increase the disability rate and Government of the country specially in the developing countries, have to face many challenges in every aspect related to the life of the people with disabilities. Even if they passed according on our formal educational system and even complete graduation, they have to face employment problem in the competitive job field.

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Because there is a lack of need-based programs for visually impaired people to mainstream them in society. In most cases, service providers are less interested to recruit people with visual impairments or other people with disabilities (Williams, 2016). For this reason, many educated and skilled person with visual impairments remain jobless for a long time. These personnel face a lot of obstacles in their way of integrating themselves into the mainstream development process (Bethge, 2014). In Bangladesh, there are extremely few options for those with impairments to pursue a career (Khan,2002). Their access to choices for generating income is also restricted by a lack of practical experience and occupational skills (Chowdhuri,2002). Most persons with impairments, even those with severe disabilities, have the self-confidence to pursue education and participate in financially rewarding activities, which enables them to be valuable contributors (Alam, 2002).

### 1.1 Statement of the Problem

From the report of World Bank (2020), it has been said that people with disabilities are generally excluded from mainstream especially on economic and social opportunities. Because, Disability is a developmental issue where from childhood, they are lag behind their peer group from some specific areas of development. According to Hassan (2013), in Bangladesh, besides the government organizations, the local NGOs are also have been functioning with visually impaired people basically in Dhaka City.

There are approximate 650,000 blind adults whose age was 30 and above in Bangladesh, but only a small percentage of the population is connected with self-employment (Islam, 2019). Visually impaired people are stereotyped by society as their visual skills are not like other normal people, and their acceptance in society, tolerance towards them, and integration into social life are greatly affected (Papadaki, 2013).

People with special needs related to vision still suffer from various prejudices in society regarding the level of their special needs, formal education skills, and integration into society (Munyi, 2012). Presently Bangladesh has a high prevalence of age-related vision loss and its number is increasing day by day. Most elderly visually impaired people in Bangladesh live in their own homes or on the streets. Most of those living at home are financially dependent on their families and need family members to look after them. On the contrary, those living on the streets are naturally below the poverty line (Mostafa, 2001).

### 1.2 Rationale and the Significance of the Study

Rehabilitation is one kind of intervention program which is designed to improve the functioning level of the people with disability and try to enroll on the environment with proper interaction and communication. Anyone may need rehabilitation at some point in their lifetime for any kind of injury, surgery, diseases or illness. Rehabilitation helps them to empower person with disabilities as an independent asset on the society. As a result, the person became more self-determine and try to be as independent on every possible activity such as their education field, work station, friends circle and over all live a recreational meaningful life. According to the report of World Health Organization (2021), globally,

approximate 2.4 billion people are currently living with a health condition such as disability or physical problem and get welfare from rehabilitation. But it has been predicted that worldwide these support systems have to be increased because of the large population who are suffer from any kind of disability or other physical factors. At present the need for rehabilitation become a burning issues against the total number of suffered personnel. According to World Health Organization (2021), more than 50% of people with disability do not get the supportive service of rehabilitation in low and middle income countries specially the developing countries. Bangladesh is also on that list of the mentioned countries. According to Sustainable Development Goal 3, the key point of achieving the goal is- “Ensure healthy lives and promote well-being for all at all ages.” (Ritchie, Roser, Mispay, Ortiz-Ospina, 2018: Measuring Progress Developmental Goals-SDG 3). So, in realism, rehabilitation can help and support to lead a healthy life and promote them for the well-being of our society and ready them to live an independent life.

### 1.3 Disability, Education and Employment in Bangladesh

According to J Hossain, Education is a basic need for every human without which the development of human life is impossible. Education is the only way for man to survive, protect his life, and develop every potential of his life. Article 28 (3) of the Constitution of Bangladesh directly states that no citizen shall be subjected to any disability, liability, limitation, or condition in respect of universal access solely because of their religion, caste, caste, sex, or place of birth. Bangladesh fully supports the EFA, which addresses education for all types of people, including persons with special needs. Bangladesh is committed to Education for All students unrelatedly of class, caste and disabilities.

The Government of this country fully supports the United Nations Declaration on Equal Rights and Opportunities for Persons with Intellectual Disabilities. According to Bangladesh National Policy for Persons with Disabilities-1995, Bangladesh Welfare Act for Persons with Disabilities- 2001, Bangladesh National Coordinating Committee for Persons with Disabilities to implement programs and to improve the living conditions of persons with disabilities through special education and training. Their employment benefits the establishment of legal rights and there is also clear mention of equal opportunities for participation in social security, recreation, and national economic development programs (Haider,2010). Several governments and private organizations in Bangladesh have been working to achieve this goal. SWID Bangladesh is one of the pioneer organizations in Bangladesh working since 1977, especially for people with intellectual disabilities.

Another NGO, Bangladesh Pratibandhi Foundation serves more than 3000 physically and intellectually challenged children through schooling, CBR, and distance training package programs. In this regard, various institutions in the government and private sector have been working not only with the intellectually disabled but also with the visually and hearing impaired. All those institutions work for the education of students and the training of teachers. University of Dhaka is at the forefront of training teachers in special education (Haider, 2010).

The condition of education and employment of students with special needs in Bangladesh is still not very satisfactory. According to the report of CSID & AAB (2002), the accessibility in employment sector of the people with disabilities are not inadequate. From this study, it has been revealed that 39% of the respondents faced challenges in getting employment and 27% of the people with visually impaired had to change their work station because of their traditional educational pattern or inappropriate knowledge, cooperation and support system of office environment and over all the negative attitudes of service providers towards disability. On the other hand, job providers offer a poor salary structure on account their disability and also face some problem of accessible facilities and further skill development opportunity.

According to Mohammad Tariq Ahsan and Lindsay Burnip, in the case of visually impaired students, it has been observed that they lag behind academically because they take a little longer to learn. Many times, it is seen that they are lagging behind in the field of education due to their reluctance and support from their families. Since they have no or relatively low vision, they are seen to be more dependent on others than others in their daily activities. In most cases, family and close people are not interested in helping them move forward due to dependency. Although the government has braille presses and there is a law to provide free braille books to all at the initial stage, these are often not available in all educational institutions. Besides, there is a negative view of the ability of society to help. All this affects their future career paths (Ahsan and Burnip, 2007). In 2014, McDonnall et al, expressed that maximum employers have inadequate or less knowledge about blind or visually impaired persons and their performance criteria that how they perform any kind of routine job. Those employers also need greater levels of positive attitudes and take some necessary steps to support their working environment. The biggest hurdle for visually impaired job seekers is; Negative attitude of the employer, the prevalence of inconsistency in work, narrow-mindedness, uncooperative comments from colleagues, and an uncooperative overall environment. Such things weaken a person's self- confidence to a great extent and when self-confidence is reduced, it has a direct impact on work efficiency (Coffey et al, 2014).

In specific visually impaired area, Baptist Mission Integrated School (BMIS), has advocated for young women who are visually impaired. It is now the only residential school in Bangladesh for visually impaired girls. The group's founder is Rev. Veronica Ann Campbell. Germany's Christoffel Blinden Mission (CBM) served as BSSBG's founding partner. The Institution has been running for the past 30 years for visually impaired girls as well as for women in Bangladesh. This institution is a non-profit organization for visually impaired girls, disadvantaged children and women, orphans, and the most neglected in the family and society ages of 5 to 18.

In 1991, Saidul Haque formally established an organization for the fundamental rights of all disadvantaged individuals, named the Blind Education and Rehabilitation Development Organization (BERDO) to fight for visually impaired children including those who are blind. Every stage, from childhood, they are suffered with a number of challenges in the

field of education, employment and as well as adulthood, BERDO tried to support these individuals in all aspect and help to face this challenges. BERDO also set a Braille library for the blind where books are being printed and provide it throughout the nation in Bangladesh, and many visually impaired person is being graduates with the support of BERDO and work in a variety of organizations.

#### **1.4 Research Questions**

The research questions of this study are to explore and examine the role of NGOs in providing services and support for people with disabilities, with a significance focus on the visually impaired person and their services are effective and appropriate for their rehabilitation. From this research, aims to know these set of answer from these questions:

1. What are the service delivery approaches of the non-government organizations of Bangladesh?
2. How these services play an effective role in rehabilitation?
3. What are the challenges on the road to rehabilitation?

#### **2. Methodology**

Data for this paper was obtained using qualitative research strategies, which included observations, data collection from the documents, and individual interviews with organization officials, teachers, present students, and previous students with visual impairments. The purpose and significance of the study was attached to the front page of the questionnaire for the respondent. Participants have been assured that their answers would remain confidential, any information and their identity would not be reveal and their response would not have recorded.

##### **2.1 Sample Selection and Composition**

The NGOs were chosen after extensive investigation or based on popularity and recommendations. Based on the research methodology, the two local NGOs were selected that they are already working in the field of disabilities to empower the people with disabilities for the enrollment of education and employability, as the goal of the research is to evaluate the role that local NGOs play in empowering the visually impaired personnel in Bangladesh. Additionally, the qualitative approach and purposeful, snowball sampling technique are acceptable for this study for the reasons listed below.

First of all, there are very few local NGOs and projects aiming to empower visually impaired people to access school and employment. Secondly, very little research has been done on the subject in Bangladesh, which means resources are very limited. To protect the interviewees' privacy, some of the interviews took place over the phone, particularly for former students. The rest of the interviews were conducted on the NGO premises. To prevent any confusion regarding the results of the research, it was important to establish a connection first with the interview subjects and explicitly state the goals of the study. There

were open-ended and in-depth questions, no issues happened regarding this. Participants were enthusiastic and eager to assist with the research, and several of them even exhibited gratitude for this kind of investigation. While taking notes recording was also used and that was more appropriate for collecting every detail.

## **2.2 Data Collection Method and Procedures**

For this study, the researcher was selected "individual interview technique" as the data collection method. This technique allows the researcher to learn almost all pertinent details and examine participant attitudes, beliefs, goals, and experiences to gain a better knowledge of them. Open-ended interview questions were used to gather in-depth data. Interviews were conducted separately with each respondent. Open-ended questions were asked according to the questionnaire prepared for each and important parts were noted along with recording the answers of each. Data were collected from the two NGOs in the same process mentioned above and the data was prepared for analysis.

## **2.3 Data Generation and Analysis**

After collecting data from the interviews of a total of eight respondents from two NGOs, they were subjected to thematic analysis. That is, by selecting some themes the researcher carefully observes the data to recognize common themes issues, concepts and configurations of meaning that come up constantly. This also involves interpretation in the processes of selecting codes and constructing themes. A total of eight people have been selected from two different NGO to collect information. Among them there were two executive members, two teachers, two current students and two students who are currently working. Information is collected through interviews from each of them. The type of questions asked to each group was different according to the purpose. For example, executive members and teachers were asked about what they think about rehabilitation from their position and whether the services they provide actually have any impact on rehabilitation, what kind of impact or problems they are facing.

On the other hand, the students were asked about their thoughts on this matter and how much they think the services they are getting will play a helpful role in rehabilitating them. On the other hand, the students who are currently in various workplaces after completing their studies and also asked to know how they actually benefited from their school, whether they faced any kind of problems or how they dealt with the problems. The answers given by everyone are analyzed thematically under some relatable themes.

## **3. Discussion**

Related issues with the research have been discussed in detail in here, the services that are actually provided to the students, have not been reviewed in detail about how they are affecting the rehabilitation or what are the obstacles to be faced in the rehabilitation.

The NGOs that work with visually impaired students in Bangladesh, what programs they run in schools and how much these support services help them to go to work later, what

kind of obstacles they face, perhaps the overall situation of these local NGOs will be analyzed in detail in this portion.

### **3.1 Role of the services provided by NGOs in the rehabilitation of visually Impaired people**

Bangladeshi NGOs that are working with visually impaired students or students with any type of disability are mainly being conducted with funds from various sources or with their own funding. In addition to basic studies, various types of co-curricular activities are held in these NGOs. Students are also working in various institutions after studying from these institutions.

As part of this study, the selected NGOs were purposively selected and individual interviews were conducted with selected sample. The respondents held almost the same opinion. A common dissatisfaction with the overall context have been seen among them.

#### **3.1.1 Educational Service**

##### **In Bangladesh, very few schools want to admit students with special needs**

Rejection from most schools is the biggest obstacle in the education of children with special needs in our country. Most mainstream schools do not want to admit these special needs students in their schools. Maybe their schools don't have special teachers or their school infrastructure is not suitable for students with special needs or they don't have enough knowledge or enough money to include them. Some papers also mentioned this issue before. Despite having particular policies, rules, and resources, Bangladeshi disabled children still struggle to get an education (N Ahmed, A Kashem, 2015).

##### **The main objective of specialized NGOs is to provide all kinds of facilities to the students that they need**

At present NGO has a total of 48 visually impaired students and a total of 5 teachers for them. About four of the students have other associated disabilities. Apart from this, the rest are only visually impaired. Since the institution is not very old, so very few students have entered the career so far. Most of the senior students are studying in different universities right now.

NGO 2 has currently 60 visually impaired students in her institution and 14 teachers for them. None of the students have any other associated disability. Currently, a total of 37 people are working in different places after studying from this institution.

So it is proved that indeed a large number of visually impaired students are completing their education from such NGOs. Mainly these NGOs conduct direct education programs for students up to class VIII. After that several colleges have to resort to participate in other public exams. They give their public exams under those colleges. But their educational programs are provided by these NGOs. Only the exams have to be given by Bangla College, Eden College or several such colleges. When asked about what kind of services or programs

are being conducted in the school besides academic education, he said, besides academic teaching, arrangements are made to teach various basic courses of computer, music and poetry. They open doors to develop their talent by organizing various competitions at different times. Their number of successes in those competitions is also high.

Activity based learning is very helpful for successful rehabilitation later on. Students prefer learning by doing rather than only reading something. Both of the NGOs ensures that the students can learn from school the skills needed to perform each task independently in their daily life. So that they don't have to depend on anyone else for any work. Even students have agreed with this statement. 2 current students who are still studying in this school said that they like to learn things from books rather than memorizing them, they like to have real examples and opportunities to do them in real life. By doing this the things are embedded in their mind and they do not have to put extra pressure on the brain to remember them. Most of the time their schools try to educate them keeping this in mind. However, due to the lack of time, many times it does not become possible to teach this system in every subject.

In this regard, teachers say that although activity-based learning is particularly important, it is not possible to teach every content in this way due to the wide range of content and most of the content is not practical. Adequate time is also an important issue. Because it takes a lot of time to teach like this. A large amount of time is not allocated for a large amount of content. They think the contents should be more timely and practical.

### **The confidence was developed by the knowledge and school**

Students think that the word rehabilitation is very broad. The confidence of the students increases a lot if the students are ensured maximum participation in the various programs conducted by the school to prepare the students for future work and to show their maximum skills in the field of work.

They said they have developed a kind of confidence, which they believe will take them far in their careers in the future. Their school contributes a lot in building their confidence as they learn about their own skills by participating in many extra-curricular activities besides studying in school. Through these activities, they are getting to know what skills they have and how much skills they have and what they can do using those skills. The first step to success is to first know yourself, to know your abilities. They are quite supportive in school but face some social barriers in this regard. Apart from those social problems they are fully satisfied with the support services of their school. After talking to two people who are currently working, both of them said that their school has really played a big and major role in building their confidence and they feel that even after they are in the workplace, if they still face any kind of problem or need any kind of guidance, they feel that their school will be there for them completely.

### **3.1.2 Extra-curricular Services**

#### **Extracurricular activities is essential in entering the career**

Heads of both institutions feel that co-curricular activities have a lot to do with academic education in terms of entering the workplace or performing at their best in the workplace. Because to know what will be the practical application of what we are learning, we need curriculum activities. Moreover, the role of self-confidence in a person's success is many. By giving them the opportunity to participate in various competitions among the co-curricular activities, the tendency to give their best performance in certain fields is seen. Through this their confidence is built. Students can benefit from participation in extracurricular activities in terms of their social and intellectual development. Those who are thus involved typically feel more satisfied with school than those who are not. A student at the school felt that the confidence and camaraderie he saw in students like him who participated in various competitions was not seen in other students who did not participate in any kind of competition. Both institutions have good co-curricular activities and encourage students to participate more in such activities. Besides, they take care that their academic studies are not affected in any way due to participation in these activities.

#### **Success depends on individual awareness and individual will.**

Personal desire and personal initiative play a very important role in bringing success in future life. In this regard, teachers say that students who participate in these activities or receive services are relatively more social, have more confidence and progress equally in academic studies. As a reason, he thinks that concentration, diligence, effort, practice among them show relatively better performance. Even when students are taught in groups, it is seen that one or two students in a group show relatively better skills. One or two students who are performing better in comparison are not supported separately by the teacher. They are getting the same support service. However, a teacher believes that the main reason behind their progress is the student's own willpower and perseverance. Students also shared the same opinion on this matter. However, a student feels that despite the desire, many cannot show their best in that sense due to lack of family support. So the family should support equally in it.

#### **Skills in various fields will increase the opportunity to participate in employment**

Along with academic knowledge, practical knowledge is very important for a career. Teachers try to teach practical applications of knowledge in their daily activities. They feel that these services will help students a lot in their near future.

When asked about the impact these services on their rehabilitation the students said that success depends on individual awareness and individual will. It is the school's responsibility to teach them the skills they need to know in their careers. After that, the students should make every effort to absorb them and use them properly on their own responsibility.

In response to how the services provided by the school will help them enter the career or go to rehabilitation in the future, the students said that the school is teaching him everything he should know.

### **3.1.3 Job Placement**

#### **Visually impaired students are currently demonstrating their skills in all fields**

Visual impaired students are now working in banks, education ministry, educational institutions and various government and private institutions. Currently one of the participants is working as a production worker at Keya Cosmetics. When he was asked about the role of his school in his success, he said that at first he tried to get a job in several places but could not get a job. Later, the founder of BERDO, Mohammad Saidul Haque, himself managed him with a job. The role of his school in facing these obstacles and entering the working life is undeniable. Various seminars and discussion meetings are organized by his school BERDO to raise awareness among the public. At present, all the students who have studied from this institution are working in different parts of the society; they keep in touch with the school in any way at different times due to different needs. Apart from that, even if any kind of advice or support is needed for the students who will join the new workplace, they do it.

Another participant from another NGO currently working as a Senior Executive Officer of Al Arafa Islami Bank. When asked about how her school played a role in her success, she said she received maximum support from her school. But in the 80s society was not as advanced as it is now. Later, when the government started encouraging people to employ people with special needs, she got a job at Islami Bank. Then she worked there as a telephone operator for the first five years. At present she has got the responsibility of management of all call operators of Islami Bank by her own merit. She believes that individual initiative plays the biggest role in solving any problem. First of all, a person must have a desire to solve his problem and try to solve it with the best of his ability. She was not an exceptional one. From the beginning she had a lot of passion for work. The desire to do something good in life has always chased her. She always wanted to prove herself.

Until now, visually impaired students are working in several banks, universities and other public and private institutions such as Keya Cosmetics, Akiz Group of Companies and many other institutions. All of them are still in direct contact with both of the NGO regardless of need. Although there is no counseling association for those studying in this institution who will go to a career in future, if they contact them if necessary, they try to provide information very sincerely.

### **3.2 Challenges facing the local NGOs**

#### **3.2.1 Policy Challenges**

Almost every participants thinks that every school should have a system of vocational training. Although there are many special schools up to the seventh standard, the exams of

the next levels have to be given by being affiliated to some other college. Those colleges or schools do not have any provision of such special services which may have the effect of rehabilitation.

Schools must incorporate practical and action-oriented learning into the daily curriculum from the very beginning so that they can acquire the practical knowledge and skills they need for life. But following regular curriculum usually have very little time allotted to run them. Special children usually need a little more time to absorb the general curriculum. Apart from that, more time is needed to conduct such activities. In our country, most of the employers do not comply with the order of flexibility in the employment of students with special needs. In other words, it is not enough to have a policy, but also to be aware of the acceptance and implementation of the policy.

### **3.2.2 Networking Challenges**

Individual awareness and individual initiative alone are not sufficient for effective rehabilitation of persons with special needs. As the founder of BERDO in Bangladesh continues to play a solitary role, if others also come forward, it may be possible to resolve the crisis to some extent. A few participants said that networking is of great benefit to job seekers. After completing the studies, which institution to apply for, which position to apply for, how to apply, when to apply for instructions related to these issues, as normal students have already received or seen from their seniors, visually impaired students do not get the opportunity. If every institution can start an association or network with their students who are engaged in various workplaces, then maybe it is possible to deal with such problems to some extent. However, the lack of these factors plays a big role in not having a successful rehabilitation.

### **3.2.3 Awareness Challenges**

Both of the NGO's mentioned that in every field of society, people believe that people with visual impairment cannot do their own work and they need someone to help them. People do not want to give them a chance. The previous students said that it becomes very difficult to convince the organizations that their work can actually be done properly by a person with visual impairment. They don't want to give the minimum chance that a person needs to prove themselves. In this case, according to the executive member of the NGO 2, the main problem is in the perspective. And change of perspective is possible only when there is proper knowledge on this matter. Such negative views exist even among many educated people in society. This is the saddest thing. Every participant's hopes for making a positive change is possible, but it may take a long time.

When asked whether teachers face any kind of problems in sending students to work after their education, one of the teachers replied that the first obstacle they face is society. They do not think that students have a lack of desire to work in the future. Obstacles in this

regard are negative views of society and lack of proper knowledge about students with special needs. For this the teachers want to blame the negligence of other common people of society who do not have any idea about their abilities.

In response to the question whether the visual impaired personnel faced any problems in going to this rehabilitation or entering the working life, they said that society's negative attitude towards people with special needs and people's ignorance about their abilities acted as the biggest obstacles on their way to success. First of all, after applying for the job, many of the employers do not want to hire them because they are not aware of their capabilities.

Even if they cannot do all kinds of work, if they are properly instructed and taught; they can work properly with complete concentration. The fact that they can work accurately is still unknown among the common people.

The visually impaired personnel still have to face the negative attitude and behavior of people after being rehabilitated also. They feel that the public's lack of knowledge about people with special needs remains the same as it was in the beginning. Maybe where people are more educated, the effect of this negativity is less and where people are less educated, maybe the level of negative is much higher. But people still have negative ideas. These negative ideas of people affect a person with special needs in different ways. They may lose motivation, feel mentally weak or become depressed. She has to face each of these things along the way.

After performing a task perfectly by themselves, many people think that they did this task with the help of someone, not alone. This negative perspective gives a lot of trouble to any visually impaired personnel. Education is a basic human right and it applies to all. Every participant mentioned that they cannot understand why people have not yet accepted this simple fact about a person with special needs.

#### **3.2.4 Limited Financial Resources Challenges**

In the response of if they face any kind of obstacles in the implementation of rehabilitation for the students, the participants of both of the NGO's said, first of all, since the school is run by its own funding and no government aid is available, in some cases, they have to go through a very bad time financially. During those times they struggled to pay their teachers properly. They teach visually impaired students completely free of charge. Since they have an integrated system, those who do not have any special needs run their institutions with school fees and aid from donor agencies. However, they try not to affect the students in any way.

#### **4. Key Findings**

The researcher summarized the key findings in this section. This section of the research discussed and described the research questions. The research questions are discussed in the following part in separately.

#### **4.1 What are the service delivery approaches of the non-government organizations of Bangladesh?**

Non-governmental organizations in Bangladesh are generally run on their own funding. They get this funding by managing various sponsors and also manage donations from various organizations.

Besides, several NGOs also get donations from the government. They help the special need community become self-sufficient by providing education, medical care, credit support for income-generating activities, reducing malnutrition, raising awareness, and hygienic support to those with special need community members. Along with studies, students acquire various life skills here and use those skills to produce various products. School authorities also make arrangements to earn money from these products.

#### **4.2 How these services play an effective role in rehabilitation?**

These services help the students not only in cognitive skills but also in acquiring the necessary skills for their spiritual excellence and daily living. Also they find the right way to apply their learning and gain practical experience on how to apply it. Some organizations help them enter the workplace through job placement.

#### **4.3 What are the challenges on the road to rehabilitation?**

The first thing they need to enter the career or to make their life functional is opportunity. In this case, the first obstacle they have to face is non-acceptance. Most people do not want to believe that because of their special needs they can do any work completely on their own initiative and effort. Because of these belief employers do not want to give them the opportunity to prove their skills. Again, in many cases, even if they get an opportunity, the morale is so broken due to social attitudes that it may not be possible to show their maximum skills. Besides, there are policy challenges, networking challenges, awareness challenges, limited financial challenges.

### **5. Limitations**

For this research, the two local NGOs have been selected from Dhaka city, Bangladesh. Interview method was conducted in their Dhaka Office. There are many NGOs inside and also outside Dhaka that work with visually impaired students in Bangladesh. However, due to lack of time, only two NGOs located in Dhaka have been taken. If it is possible to talk to several more rehabilitated people, much more new pieces of information could come. Very little research has been conducted on the subject in the context of Bangladesh. Overall, research on this topic in other countries of the world is slightly less than other subjects in terms of numbers. The lack of related literature is a big obstacle. Also, many of the available resources were not accessible.

## 6. Conclusion

Research investigations confirmed that NGOs played a significant part in the development of facilities on the global area for individuals with disabilities. This position has been played frequently, particularly in the absence of sufficient Government support (Velema et al; 2010). Over the past ten years, NGOs have worked in Bangladesh with persons with impairments, together with visually impaired personnel. Therefore, the goal of the study is to assess the services they offer and how well they work to rehabilitate visually impaired people in Bangladesh. The study has successfully reached its goals because it demonstrates that local NGOs in Bangladesh are implementing several initiatives for the visually impaired to empower through approaches that support Student friendly environment, academic activities as well as various co- curricular activities, practical education, activity-based learning, and job placement as rehabilitation services. In addition to conducting vocational activities in local NGOs, they also provide practical experience in earning money from them. Such NGOs have hostel facilities for students to stay in which are specialized and visually impaired students friendly. Some NGOs take the initiative to contact various companies and convince them to employment of visually impaired students. The study finds that there are very few local NGOs working in education and employment, despite the funding and facilities that help the visually impaired gain enrollment to both education and employment. Local NGOs also don't offer any initiatives to raise awareness of disability issues in their communities. In actuality, these awareness campaigns would greatly aid in reducing societal stigma, particularly among school children. It is imperative to increase employee and company understanding of disabilities in the workplace also. Many times due to a lack of adequate funds appropriate initiatives are not being implemented.

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## Biography

**Tania Rubya** is a dedicated lecturer at the Proyash Institute of Special Education & Research (PISER), where she passionately contributes to the field of education. She holds a Master's degree in Education from the Institute of Education & Research, University of Dhaka, providing her with a robust foundation in both educational and special educational theory and practice.

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Sumyea has worked in various kind of organizations, including serving as the head of the education department at Ignite Global Foundation and also as a special education teacher at the Australian International School Dhaka. Sumyea has also worked extensively with specially-abled children in Bangladesh, where she developed innovative teaching methods to cater to diverse learning needs. In her current studies, Sumyea is delving into world class educational practices, also enjoying the opportunity to learn and grow in a dynamic learning environment in the USA.