

Original Paper

The Challenges of Disabled Students with Crippled Dreams and Reality: A Study on the University of Rajshahi, Bangladesh

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Abstract

The mind is simply making the transition to dreaming faster than the body. While strengthening the mind our mental “muscles” improve our memory, attention, brain speed, people skills, intelligence, and navigation. The brain is at the core of everything we do, so make a change to build brainpower. This researcher has selected 51 disabled students through simple random sampling and data are classified and analyzed. Among them, respondents are students of 68.6% male and 31.4% female disabled students. They are facing many problems at the University of Rajshahi. Most of the respondent’s socio-economic conditions are medium and there are communication problems, no ramp in the maximum academic building, and no special facilities for disabled students. This research emphasizes that we should not consider disabled people as a burden to society. They have also the right to lead meaningful lives and the people having sound health should fulfill their rights.

Keywords

disable, crippled, physically challenged, legal protection

1. Introduction

A large portion of this huge population is disabled in Bangladesh. According to the Report on National Survey on Persons with Disabilities (NSPD) 2021, 2.8 percent are disabled among the total population. An unfortunate life has left them feeling victimized. The flying dream is crippled and a large number of this population are a part and parcel of our society. Bangladesh has adopted an act of the Persons with Disability Rights and Protection Act 2013 where the definition of disabled persons is to be “long-term or permanent physical, psychological, intellectual, developmental or sensory impairment of a person and the interaction of the perceptual and environmental barriers that hinder their smooth and effective

participation in the society on an equal basis with others”. To meet the needs of the growing number of students with disability at the Rajshahi University of Bangladesh, every year almost 250 or more 250 disabled students are admitted to this university. A fixed number of disabled students get a chance at Rajshahi University and another university through quota. These disabled start from birth or after birth and they have to lead a very challenging life, but they achieve success at last of their firm willingness. Motivation for their life dream must start from their childhood education and it needs to inform them that all quotas are not fulfilled due to a lack of barriers and services.

2. Statement of the Problem

Disability is one of the important challenges in our society. It can be natural or accidental. A disability is any condition that makes it more difficult for a person to do certain activities or interact with the world around them. Impairments causing disability may be present from birth or occur during a person’s lifetime. Almost all disabled students are going to university more than ever before due to their own merits. Students of all backgrounds and circumstances are unlocking a portion of a university education and they have faced more challenges and lack of special services for them. The University, disability interdependence, and interrelatedness of all human rights and fundamental and the need for persons with disabled to be granted their full enjoyment without discrimination. The five factors that work to help them are as follows:

- 1) Showing care;
- 2) Taking care of the most valuable;
- 3) The cost of caring should ideally, not be a barrier;
- 4) No one size fits all; and
- 5) Feedback from those receiving (or not receiving care is welcomed);

In this study, the lifestyle of disabled students of Rajshahi University is to improve the lifestyle of disabled students. According to “Rights and Protection of Persons with Disabilities Act, 2013” there are some key terms about disabled students. Such as:

- 1) Deafblindness;
- 2) Hearing impairment;
- 3) Visual impairment;
- 4) Other health impairments;
- 5) Multiple disable;

Deaf blindness: A deaf-blindness person won’t usually be disabled. Deaf and blind, but both senses will be reduced enough to cause significant difficulties in everyday life. A degree that causes problems not fixable by usual means, such as glasses or medication.

Hearing impairment: A hearing impairment or hearing loss is a full or partial decrease in the ability to detect or understand sounds. It can be mild, moderate, severe, or profound, to the point of total deafness.

Visual impairment: Visual impairment is the term used to describe a loss of sight that cannot be corrected using glasses or contact lenses. Our nation is given a special law, The Individuals with Disabled Act (IDEA).

Other health impairment: Other health impairment is one of the 14 categories of disability listed in our nation's degree that causes the problem not fixable by usual means, such as glasses or medication.

Multiple disabled: Individuals with severe disabilities and multiple disabled are highly diverse in both their abilities and disabilities.

3. Methodology

The general objectives of this research are to explore the lifestyle of disabled students of Rajshahi University. It is difficult to explore their real challenges in life. The specific objectives of the study are as follows:

- a) To identify the socio-economic condition of disabled students and to know their daily lives;
- b) To find out the major challenges and barriers faced by disabled students;
- c) To identify the perception of the disabled regarding the attitudes of family friends and society;
- d) To suggest legal facilities and ways forward for disabled students.

The cross-sectional design of research has been applied in this study. Quantitative approaches have been used to collect the necessary data from respondents. Quantitative data has been collected through a questionnaire survey. The researcher has reviewed appropriate literature, books, and articles related to disabilities. It was found that physically handicapped people are not a burden to society. For example, Helen Keller was multitalented and she developed her talent due to disabilities. The other person was Stephen Hawking who was confined to a wheelchair. He was continuing his research.

There has been little research about university students with disability about their likes, dislikes, supports, and barriers to university. When we want to know their daily life, some questions arise; as follows:

- 1) What do we like about going to university?
- 2) What kind of support do the students with disabilities experience to participate in university?
- 3) How do they experience problems participating in university?

Nature of the Study: The study has been quantitative. On the other hand, case study, FGD (Focus Group Discussion) and KII (Key Informants Interview) have been applied to collect qualitative data.

Selection of the Study Area: The researcher selected Rajshahi University to collect a list from the Physically Challenged Disability Foundation (PCDF). Secondly, the researcher would try to divide them department-wise. Thirdly, to achieve the objectives of the study about disabled students of Rajshahi University using simple random sampling.

Sampling Procedures: The population of the study is the number of disabled students who are physically disabled in the selected department. For this study, a sample size of disabled students was selected from each department and they are the final respondents. It used probability sampling techniques. The simple random sampling technique is one of probability sampling techniques. A simple random portion of the entire population represents the entire data set, where each member has an equal probability of being chosen. Above these five sessions, the total number of disabled students in Rajshahi University is 198. Among them, 51 disabled students are the sampling of this study and the sample size has been determined.

Sources of Data: The source of data is the respondents. Mainly researchers have tried to collect almost all data from them and have used primary and secondary data.

Primary Data: Primary data has been collected from the respondents in the proposed study area using a questionnaire survey, KII, and In-depth interviews.

Secondary Data: Secondary data has been collected from the concerned University Foundation or organization, or willingly think about their challenges and lifestyle such types of organizations working in this research field. It has included various publications of the government offices, relevant books, journals, research papers, research reports, etc., and other. To collect the research number of respondents sessions, such as:

- a) 2015-2016 Session the number of disabled student respondents is 21.
- b) 2016-2017 Session has the number of disabled student respondents is 31.
- c) 2017-2018 Session has the number of disabled student respondents is 38.
- d) 2018-2019 Session has the number of disabled student respondents is 44.
- e) 2019-2020 Session has the number of disabled students respondent is 60.

Data Presentation: The findings have been presented both in tabular and graphical forms of presentation for better understanding of the readers. In the graphical presentation, histograms, bar diagrams, line diagrams, and pie charts have been used.

4. Legal Facilities for Disable Students

In Bangladesh, there are several legal facilities available for disabled students to ensure their education rights and inclusivity. These facilities are primarily governed by the Persons with Disabilities Rights and Protection Act, 2013, and National Disability Policy, 2013. The Act provides comprehensive guidelines and directives to ensure equal rights and opportunities for disabled individuals in all sectors, including education.

4.1 The Persons with Disabilities Rights and Protection Act, 2013

This act ensures the rights, rehabilitation, and protection of persons with disabilities in Bangladesh. It addresses various aspects including education, employment, healthcare, accessibility, and social security for people with disabilities. Section 32 of this act relates to accessibility in public transport and section 33 describes discrimination and protection against discrimination in educational institutions.

We can see that section 33 of this Act said about disabled students; Discrimination and protection against discrimination in educational institutions. The following are some of the legal facilities available for disabled students in Bangladesh:

- 1) Inclusive Education: The government of Bangladesh has mandated inclusive education policies to ensure that all children, including disabled students, have access to quality education. The policy ensures that disabled students are included in regular schools with necessary adaptations and facilities.
- 2) Special Education: The government has established special schools and institutions for students with disabilities to ensure their education rights. These institutions provide specialized education and support services to meet the unique needs of disabled students.
- 3) Financial Assistance: The government provides financial assistance to disabled students to ensure their education rights. The government also provides scholarships, stipends, and grants to students with disabilities to support their education.
- 4) Accommodation Facilities: Educational institutions are required to provide accommodation facilities to students with disabilities. The accommodations may include assistive devices, accessible classrooms, ramps, and elevators, among others.
- 5) Examination Facilities: Disabled students are entitled to special examination facilities, including extra time, the use of assistive devices, and alternative formats for exams. These facilities ensure that disabled students are not disadvantaged in their academic assessments.
- 6) Legal Protection: The Persons with Disabilities Rights and Protection Act, 2013 provides legal protection to disabled students against discrimination, harassment, and other forms of maltreatment. Disabled students can file complaints with the appropriate authorities if they face any discrimination or harassment.

Disabled students in Bangladesh are entitled to several legal facilities to ensure their education rights and inclusivity. The Persons with Disabilities Rights and Protection Act, 2013 provides comprehensive guidelines and directives to ensure that.

4.2 Rights in the Constitution of Bangladesh

The right to education is one of the necessities as recognized under Article 15 of the Constitution of Bangladesh which is reiterated in the RPPDA (Rights and Protection of Persons with Disabilities Act 2013) highlighting the rights of PWD (Persons with Disabilities). The Constitution of Bangladesh vests a responsibility on the state to secure to its citizens the provision of the necessities of life including food, clothing, shelter, education, and medical care so that productivity and improvement in the material and cultural standard of living of the people can be attained through planned economic growth. Bangladesh recognized the importance of education long before the UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and subsequent national legal provisions came into force. The Convention on the Rights of Persons with Disabilities (CRPD) was adopted by the United Nations General Assembly in 2006, the CRPD is a comprehensive human rights treaty specifically focusing on the rights of persons with disabilities. It covers various areas such as

accessibility, education, employment, health, and participation in political and public life. Bangladesh ratified the CRPD in 2007. However, following Article 24 of the CRPD, the state has to ensure an inclusive education system at all levels and lifelong learning. Whereas the Constitution of Bangladesh in Article 28(4) and Article 29 (3) recognizes PWD as backward citizens, imposition of requirements of the same standard as others which hinder their development makes accessibility to the education system more difficult for them.

4.3 Precedent from the Supreme Court of the US and Bangladesh

Jonathan Zimring, on consolidated behalf of two female patients with mental disabilities, challenged Tommy Olmstead, the Commissioner of Georgia's Department of Human Resources, for the Georgia Regional Hospital's (GRH) decision to keep the two women in psychiatric isolation. In the case *Olmstead v. L.C.* (1999), the US Supreme Court addressed the issue of whether the unnecessary institutionalization of individuals with disabilities who could be served in community-based settings violated their rights under the Americans with Disabilities Act (ADA). The plaintiffs in the case were two women with mental disabilities who were receiving treatment in a state-run psychiatric hospital in Georgia. They argued that they could be served in a community-based setting rather than being unnecessarily segregated in the institution. They sued the state, claiming that their segregation violated Title II of the ADA, which prohibits discrimination based on disability by public entities. The Supreme Court ruled in favor of the plaintiffs, holding that unjustified segregation of individuals with disabilities in institutions constitutes discrimination under the ADA. The Court recognized that institutionalization perpetuates stereotypes and isolates individuals from society, depriving them of the opportunity to participate fully in community life. The Court further held that public entities must provide services in the most integrated setting appropriate to the needs of individuals with disabilities.

The Olmstead decision has had a significant impact on disability rights law in the United States. It affirmed the principle of community integration for individuals with disabilities and emphasized the importance of providing services and support in the least restrictive environment. The ruling has led to efforts to increase community-based services and support for individuals with disabilities and to reduce reliance on institutional care. It continues to serve as a landmark case in the ongoing struggle for disability rights and inclusion in the United States.

In Bangladesh, the High Court has ordered the reservation of 114 assistant teacher posts in each upazila under the disabled quota in government primary schools. At the same time, the court has issued a ruling asking why they will not be appointed to the disabled quota. The writ was filed by Advocate Siddique Ullah seeking directions for quota-based recruitment of 114 physically challenged persons in government primary schools. He is handling the case pro bono on behalf of persons with disabilities. The writ challenged the legality of not recruiting 37 thousand 574 persons from the disabled quota recently.

5. Quota in Rajshahi University

Rajshahi University has a quota system and reserves 50 seats for disabled students every admitted year. However, not more than two in the same department. Rajshahi University recently has decided to introduce special facilities for the welfare of disabled students including a separate exam room for admission allocating 5 seats for disabled students in each RU bus. It includes the preparation of ramps on one side of stairs at the main entrances of other buildings including academic, administrative, and residential buildings. To ensure accommodation of 1st year-disabled students on the ground floor of dormitory halls on a priority basis to increase the examination time for impaired students by a minimum of 10 minutes per hour and to facilitate the appointment of a dictator or hearing writers in case of visual impairment. Students who do not need dictation but have difficulty writing by hand who write with their feet and whose hands are weak will also get time at the same rate. In this case, the recommendation and certificate of the CHIP Medical Officer of the University Medical Center should be submitted.

6. Data Presentation and Result

Data analysis of the information received by the interviewer through interviews and try to highlight various aspects.

Table 1. Age of the Respondent

Range	Frequency	Percent
17-19	9	17.6
19-21	20	39.2
21-23	12	23.5
Up to 23	10	19.6
Total	51	100.0

Above this table, we can see that the total number of respondents is 51. Among the age group (17-19), a frequency of 9, a Percentage of 17.6; next respondents age group (19-21), frequency 20, percentage 39.2; another respondent age group (21-23), frequency 12, percentages 23.5; and last respondents ages up to 23, frequency 10, percentage 19.6.

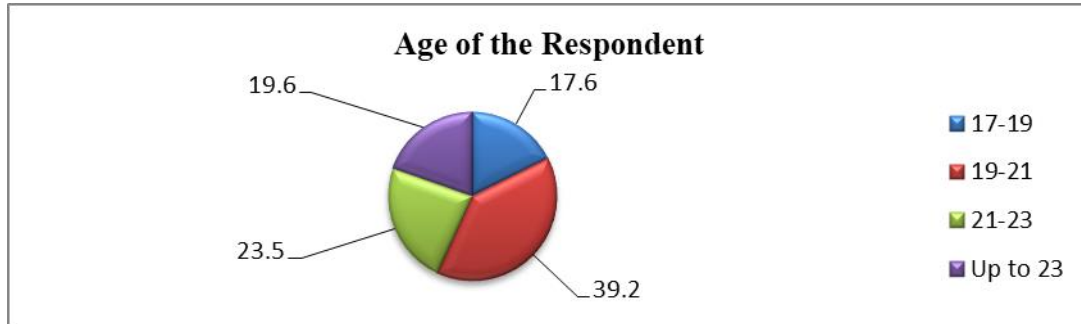


Figure 1. Age of the Respondent

Table 2. Sex of the Respondent

Sex	Frequency	Percent
Male	35	68.6
Female	16	31.4
Total	51	100.0

Male and female are the two categories of our respondents. Above this table, we can see that we have a total of 51(100%) respondents. Among them, female disabled respondents 16(31.4%) and 35(68.6%) respondents are male respondents.

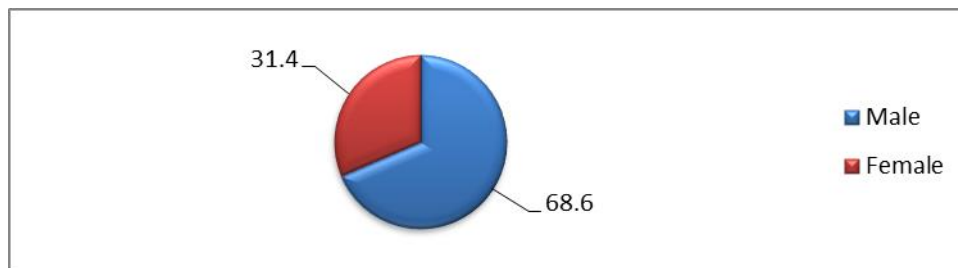


Figure 2. Sex of the Respondent

Table 3. Kinds of Disability of the Respondent

Category	Frequency	Percent
Physical	51	100.0

The total respondent of my research is 51 (100). All of them are physically disabled.

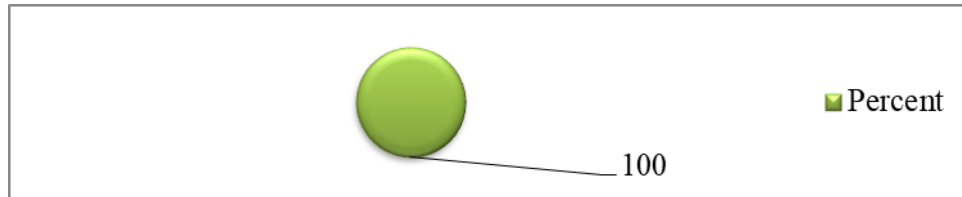


Figure 3. Kinds of Disability of the Respondent

Table 4. Session of the Respondents

Session	Frequency	Percent
2015-2016	10	19.6
1016-2017	3	5.9
2017-2018	8	15.7
2018-2029	14	27.5
2019-2020	16	31.4
Total	51	100.0

There are five sessions for disabled students studying at the University of Rajshahi. Among them, 10(19.6%) students possess the 2016-2017 session, and 3(5.9%) students of them are possessed the 2017-2018 session. 8(15.7%) students of them are possessed 2018-2019, 14(27.5%) students of them are possessed 2019-2020 session and 16(31.4%) students are possessed 2019-2020.

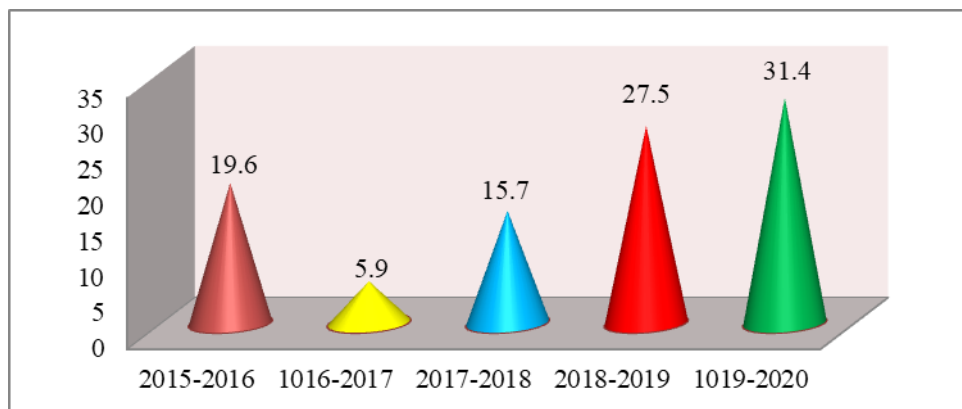


Figure 4. Session of the Respondents

Table 5. Number of Members of Respondent's family

Number	Frequency	Percent
3	3	5.9
4	7	13.7
5	21	41.2
6	8	15.7
7	5	9.8
8	3	5.9
9	2	3.9
13	1	2.0
14	1	2.0
Total	51	100.0

Family is the basic unit of society. Mainly families are two types one is the nuclear family and the second is the joint family. From above this table, we can see that there are three families (5.9%) each of which consisting of 3 members, 7(13.7%) families each of them consisting of 4 members, 21(41.2%) families consisting of 5 members (each family), and 8(15.7%), 5(9.8%), 3(5.9%), 2(3.9%), 1(2.0%), 1(2.0%) families of total respondents are consisted respectively of 6, 7, 8, 9, 13 and 14 members. So from this table, we can say that most of the families of disabled students are joint families.

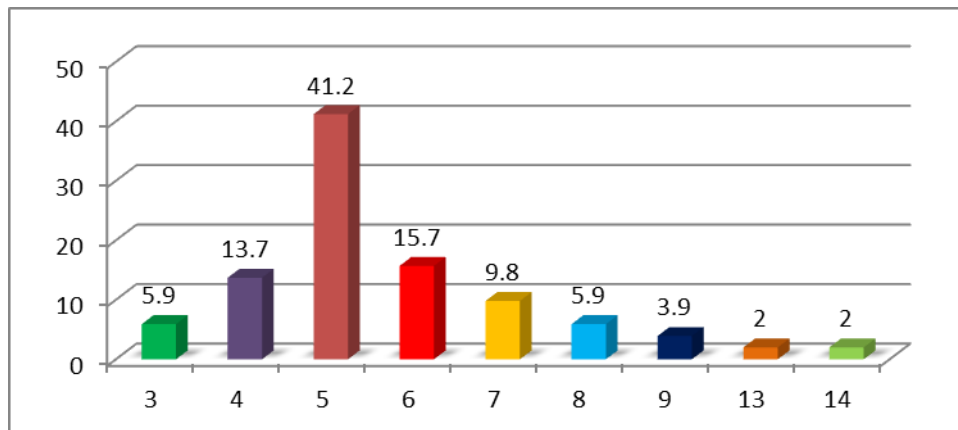
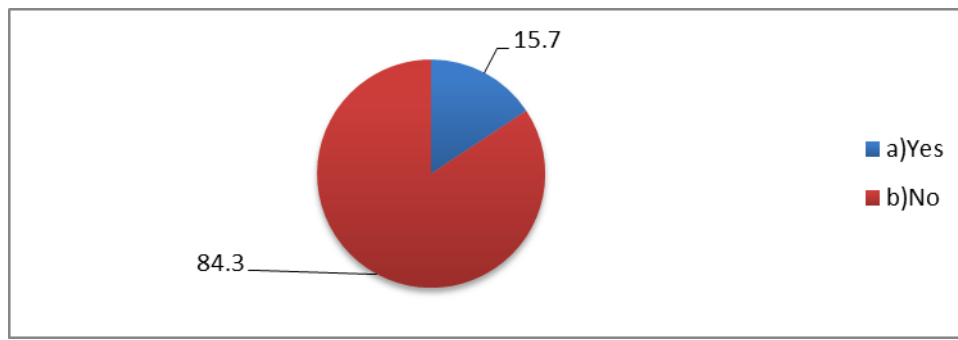
**Figure 5. Number of Members of Respondent's Family**

Table 6. Are There Any Disabled Persons in the Family?

Number	Frequency	Percent
a)Yes	8	15.7
b)No	43	84.3
Total	51	100.0

It is very important to know that there are nodisabled persons in his family except his. From knowing this we can realize whether his disability is ancestral. From this table, we can see that 8(15.7%) students said that their family members also have a disability and 43(84.3%) said that their family members are not physically disabled.

**Figure 6. Are There Any Disabled Persons in the Family?****Table 7. Whether Respondents Got A Chance at Residential Accommodation in Year**

Number	Frequency	Percent
Not in hall	16	31.4
1st year	19	37.3
2nd year	12	23.5
3rd year	4	7.8
Total	51	100.0

It is very important to know whether they stay in a University residential area. Because they are physically disabled and need monetary support. Getting a chance to stand hall residence can mitigate their monetary problem. From this table, we can see that 16(31.4%) could not get a seat in the hall. 19(37.3%) disabled students got a seat in the hall when they were 1st-year students. 12(23.5%) students got seats hall when they were in 2nd year and 4(7.8%) students got seats in the hall when they were 3rd year students.

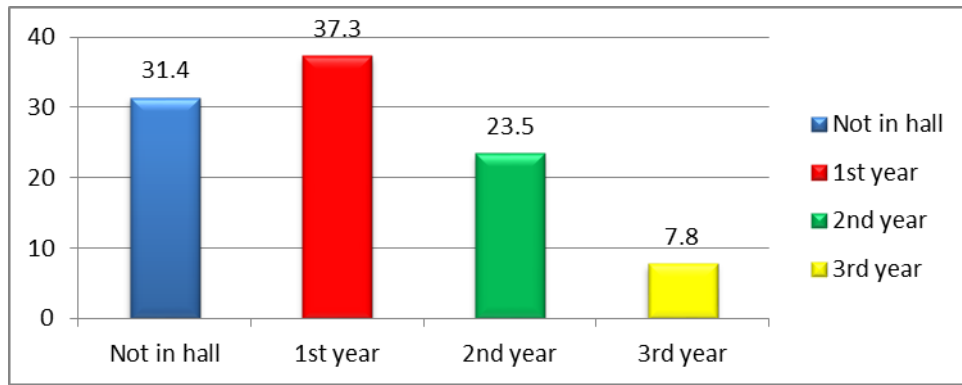


Figure 7. Respondent Got a Chance to Reside at Hall in Year

Table 8. Earning Members in Respondent's Family

Number	Frequency	Percent
a)Father	39	76.5
b)Mother	3	5.9
c)Both	7	13.7
d)Brother	2	3.9
Total	51	100.0

From this table we can see that among the total respondents 39(76.5%) students said that their earning person is the father; 3(5.9%) said their earning person is the mother; 7(13.7%) and 2(3.9%) said that their earning member is respectively both (father and mother) and brother.

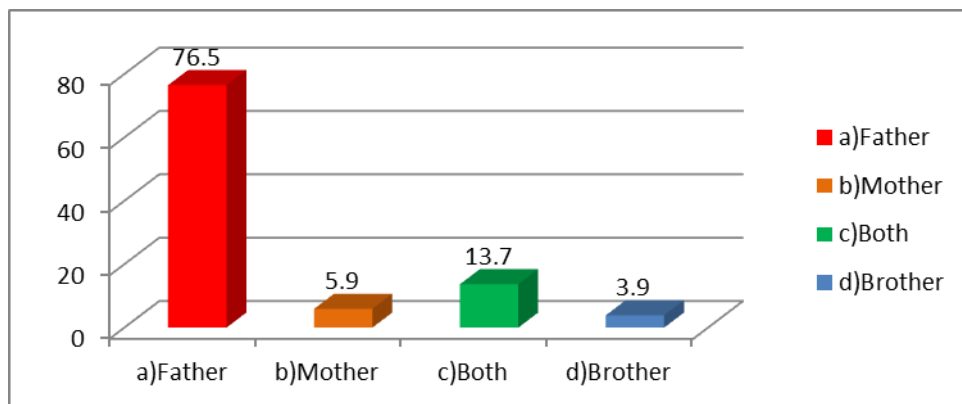
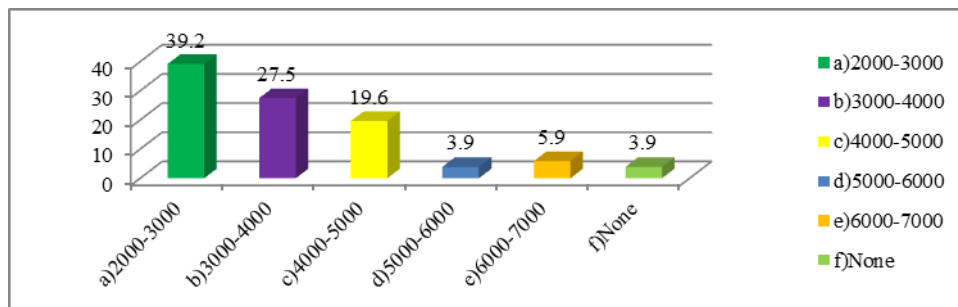


Figure 8. Earning Members in Respondent's Family

Table 9. Amount of Money from Respondent's Family

Number	Frequency	Percent
a)2000-3000	20	39.2
b)3000-4000	14	27.5
c)4000-5000	10	19.6
d)5000-6000	2	3.9
e)6000-7000	3	5.9
f)None	2	3.9
Total	51	100.0

The amount of money is an important matter in every family. From this table we can see that 20(39.2%) students said that their monthly income is 2000-3000TK, 14(27.5%) said that their monthly income is 3000-4000TK, and 10(19.6%), 2(3.9%), and 3(5.9%) said that their monthly income is 4000-5000TK, 5000-6000TK, and 6000-7000TK and 2(3.9%) said that they have not any sources of money. The University authority can arrange some scholarship funds to bear their monthly expenses.

**Figure 9. Amount of Taking Money from Respondent's Family****Table 10. Provided Money to Respondents by Any Organization**

Number	Frequency	Percent
a)Yes	13	25.5
b)No	38	74.5
Total	51	100.0

From the above table, we can see that 13(25.5%) students get money from various organizations and 38(74.5%) students do not get any financial aid from any organization.

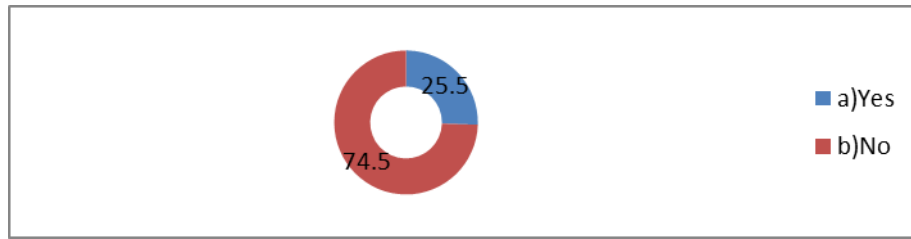


Figure 10. Provided Money to Respondents by Any Organization

Table 11. Need Help in Staying at Hall of the Respondents

Number	Frequency	Percent
a)Yes	24	47.1
b)No	27	52.9
Total	51	100.0

Generally, a physically disabled person needs some financial help in the hall. But from the above table, we can see that 24(47.1%) of all respondents said that they needed help in staying at the hall and 27(52.9%) students did need not help.

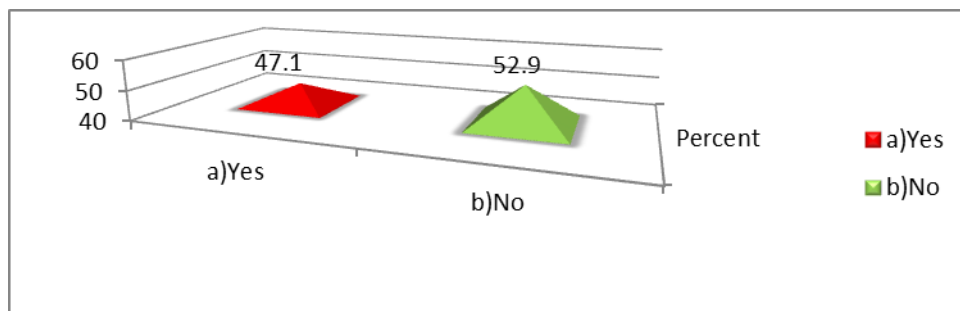


Figure 11. Need Help in Staying at Hall of the Respondents

Table 12. Roommate’s Behavior toward Respondent

Number	Frequency	Percent
a)Good	31	60.8
b)Very good	17	33.3
c)Bad	3	5.9
Total	51	100.0

As a member of a human family, so humane behavior, and respect are important to a person. This table indicates that the roommate had good behavior toward the respondent 60.8%, very good behavior with my respondent 33.3%, and bad behavior with my respondent 5.9%.

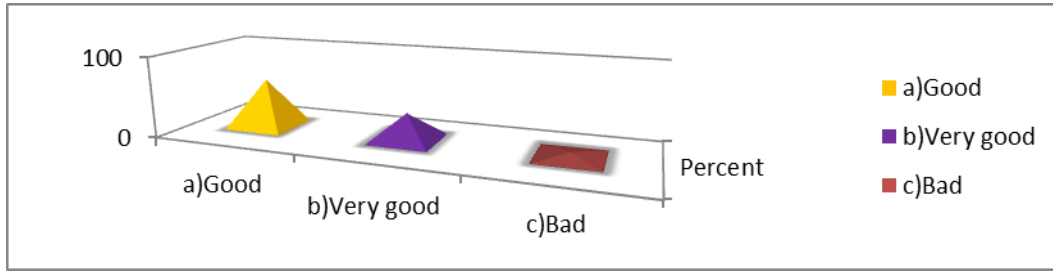


Figure 12. Roommate's Behavior toward Respondent

Table 13. Do You Think, You Do Well If Not Have A Physical Impediment?

Number	Frequency	Percent
a)Yes	36	70.6
b)No	15	29.4
Total	51	100.0

From this table, we can see that 36(70.6%) said that if they do not have physical impediments, they do better and 15(29.4%) said that physical impediments do not matter for their better.

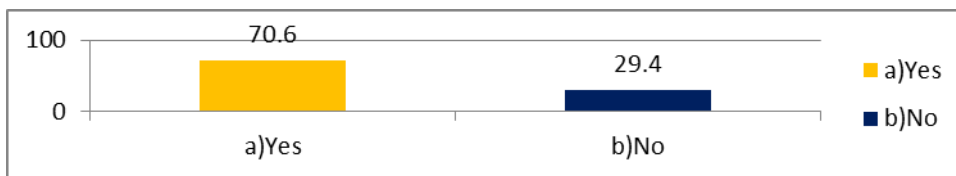


Figure 13. Do You Think, You Do Better Whether You Do Not Have A Physical Impediment Like Others?

Table 14. Do They Need Any Help to Go to the Class of the Respondent?

Number	Frequency	Percent
a)Yes	10	19.6
b)No	41	80.4
Total	51	100.0

Among the total respondents, 10(19.6%) needed help to go to class and 41(80.4%) did need not any help to go to class.

Table 15. Are There Any Alternative Arrangements for You in Rajshahi University Classrooms?

Number	Frequency	Percent
a)Yes	2	3.9
b)No	49	96.1
Total	51	100.0

Above this table, all the respondents said that there are no alternative arrangements in Rajshahi University classrooms.

Table 16. Feeling of the Respondent When His/Her Parent's Attitude Is Negative toward Him/Her

Number	Frequency	Percent
a)To keep trying your firm mindset	25	49.0
b)You feel very bad	16	31.4
c)You feel depressed	10	19.6
Total	51	100.0

From this table, we can see that parents' attitude to keep trying to your firm mindset is 25(49.0%), Respondents parent's attitudes feel very bad 16(31.4%), and respondent parent's attitudes depressed feeling 10(19.6%).

Table 17. Attitude of People in the Society Respondents Belong to

Number	Frequency	Percent
a)Positive	30	58.8
b)Something different	18	35.3
c)Negative	3	5.9
Total	51	100.0

From this table we can realize that 30(58.8%) respondents said that people's attitude toward society is positive whereas they belong to 18(35.3%) and 3(5.9%) respondents said that people's attitudes are respectively something different and negative.

Table 18. Teachers' Attitude towards Respondents Like Other Students

Number	Frequency	Percent
a)Yes	49	96.1
b)No	2	3.9
Total	51	100.0

From this table we can see that 49(96.1%) students said that the teacher looks at them like other students but 2(3.9%) students said that the teacher does not look at them like other students.

Table 19. The Attitude of Respondent's Class Friends toward Respondent

Number	Frequency	Percent
a)To like normal friends	48	94.1
b)Different	3	5.9
Total	51	100.0

According to the respondents, 48(94.1%) friends of respondents show attitude but 3(5.9%) show a different attitude.

Major Findings

Analyzing the above data we find that disabled students are neglected in society as well as in their own families. The legal mechanism has not been fully implemented. They are facing various obstacles in obtaining higher education. Rajshahi University has taken some good initiatives at present such as reserved seats in transport, reserved seats in residential halls, and installation of ramps in academic buildings. Hopefully, if these are implemented, students with disabilities will benefit a lot.

7. Recommendation

To achieve the prime objectives of disabled students of Rajshahi University, it is very important to solve all the problems of disabled students. All of the respondents are highly educated so, they are highly aware of their problems, and some of their family members are concerned about their problems but most of their family members are not concerned about mental support and services. There are some recommendations to solve their mental depression so that, they can overcome their challenges and achieve targets. Bellowed those recommendations as follows:

- a) Raising awareness among the family members of disabled students. Family members must take some necessary steps to remove their mental depression that they face negative attitudes from others

- b) Family members, neighbors, friends, hallmates or messmates, teachers should change their negative attitude towards them. This discriminatory attitude must be a crime in the eye of the law.
- c) Specific Education Plans are important in legal forms that outline particular accommodations, modifications, and services that students with disabilities require to access and succeed in education. These plans are developed collaboratively by educators, parents, alumni, and other relevant stakeholders to address the unique needs of each student.
- d) More facilities with technologies should ensure that technologies are accessible to students with disabilities. This includes providing ramps, elevators, accessible restrooms, and assistive technologies such as screen readers, magnifiers, and hearing aids to smooth access to educational materials and resources.
- e) Special teachers and staff support can provide specialized instruction, support, and accommodations tailored to meet the individual needs of disabled students.
- f) Mentoring programs for social-emotional development could help them like pairing disabled students with peer mentors or buddies can provide them with social support, role models, and opportunities for friendship and collaboration.
- g) Everybody should maintain good relations with them as a normal student. Anti-bullying environment involves implementing anti-bullying policies, fostering positive relationships among students, and celebrating diversity and inclusion in the University community.
- h) The government should be more concerned about their problems and supply the necessary elements to every University. A special department or UGC must create a supportive environment that enables disabled students to thrive academically, socially, and emotionally.

8. Conclusion

Disability is an issue that has a profound effect not only on a family but on society as a whole. Increasingly, societies all over the world are beginning to realize that disability is an issue that no longer be ignored. As the number of disabled students inflicted with varying types and edginess of disable is on the rise, societies all over the world have come to a consensus that disabled students have rights, they are an integral part of society and given the opportunity by the university administration, then it can help them better academic results and contribute to the nation's economy. ILO Convention on the Rights of Persons with Disabilities (ILO CRPD) was adopted by the International Labour Organization (ILO) in 1999 and aims to promote equal opportunities and treatment for persons with disabilities in the workplace. It emphasizes the right to vocational rehabilitation, employment, and decent working conditions for people with disabilities. These international conventions serve as important frameworks for promoting the rights and well-being of persons with disabilities globally.

Though laws are not enough in Bangladesh, access to education, healthcare, employment, and other services can still be limited for many people with disabilities due to social stigma, lack of awareness, and inadequate access to resources.

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