



## Gender Perspectives in Social Exclusion among Persons With Disabilities in Oredo Local Government Area, Edo State.

TRACY B. E. OMOROGIUA, OSAYUWAMEN ADEWALE ALADESELU  
University of Benin, Benin City, Nigeria

**Abstract.** Gender inequality is a global phenomenon and has evolved over several years in terms of meaning, relativity, relevance and impact. This paper shows different areas of social exclusion of persons with disabilities through a gender lens. This study was carried out in Oredo Local Government Area of Edo State, which is part of Benin Metropolis, the capital of Edo State. The study focused on male and female adults with visual, physical, speech and hearing disabilities as well as albinism. Case study design was used and the sampling technique employed was the purposive sampling which helped to identify specific participants for this study. The qualitative data collection approach was used in this study. Data was collected through focus group discussions and in-depth interviews that gave quality responses to inquiry. The data collection tool that was used in the study was an interview guide for the focus group discussions (FGDs) and in-depth interviews. Persons with disabilities participated in focused group discussions and in-depth interview and articulated their perceptions and experiences as it relates to this phenomenon. Review of relevant literature as secondary source of data from journals, books and other resource materials in the internet was carried out to provide insight into the gender perspectives of social exclusion among persons with disabilities from the global perspective to the subnational region of Nigeria to give adequate context. Women with disabilities in Oredo Local Government Area of Edo State, Nigeria face more social exclusion issues than men with disabilities in Oredo Local Government Area especially as it relates to employment, relationships and socio-economic status. This paper highlights and recommends proper gender mainstreaming for persons with disabilities in Oredo Local Government Area in employment, education, health care and social life.

**Keywords:** Gender, Women, Social Exclusion, Persons with disabilities, Discrimination.

### 1. Introduction

The concept of gender has emerged for over thirty years and definitions have evolved over time. In development cooperation, the discussion inspired by feminism centred on “gender”, moved then on to “women in development (WID)” within the eighties and during the beginning of the nineties to “gender and development GAD” (DFID, 2005). On the operational level, most of the development stakeholders developed policies and operational tools with a twin-track approach that includes two elements, gender mainstreaming and specific empowerment of women, in order to achieve gender equality. While the empowerment of women has taken place over time, there was no sufficient implementation of gender mainstreaming, as main stakeholders confirm (Asian Development Bank, 2013). A number of the Nigerian women experience various right issues and prejudices under some existing laws, igniting some critical debates considering the gaping display of socioeconomic deprivation and political marginalization (Omorogiuwa, 2022). Exploring the rights of women in a challenging society such as Nigeria, unearths a lot of issues underpinning to the nation’s socio-legal framework (Omorogiuwa, 2020).

There is a huge gender gap in disability with respect to gender norms and values attributed to women and girls with disabilities which vary enormously depending on the cultural context (Ziegler, 2014). Another gender inequality issue, concerns the role of women and girls as daily caretakers for family members with disabilities (World Report on Disability, 2011). Gender and disability are interwoven in terms of intersectional and multi-discrimination. Both women and men with disabilities face inequalities because of their disability, but their experiences differ depending on their gender. The situation of women with disabilities is especially difficult. They are worse off than women without disabilities and also face more challenges than their male peers because of gender stereotypes that push women and men into traditional

roles (EIGE, 2018). The United Nations Convention on the Rights of Persons with Disabilities UNCRPD (2006) acknowledges, officially, the double discrimination based on gender and disability and confirms that women and girls with disabilities are subject to multiple discrimination.

Equality between women and men (gender equality): refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development (UN Women, 2010).

Gender refers to the social attributes and opportunities associated with being male and female, the relationships between women and men, and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context, time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age (ibid).

Social exclusion refers to the lack of access to resources, social services, information and participation in social activities by persons with disabilities. On the other hand, social inclusion is not just a mere opposite of social exclusion but the deliberate, continuous and sustainable involvement of persons with disabilities through established structures, policies, social investments and interventions. Disability refers to the reduced or non-functioning of certain physical and mental attributes of the human body that limits a person. Disability is defined as a deprivation in terms of functioning(s) and/or capability(s) among persons with health deprivations (Mitra, 2018). Persons with disabilities

are those who have been limited in function to a certain extent based on the deformity or absence of certain features which could be visual, hearing, limb or speech. The nomenclature for persons with disabilities has evolved over time ranging from disabled persons to persons with disabilities so much so that there is a slogan which states that in every disability, there is ability.

## **2. Gender Perspectives of Social Exclusion among Persons with Disabilities**

It is estimated that about one in five women live with a disability. The average prevalence rate in the female population 18 years and older is 19.2 per cent, compared to 12 per cent for males (WHO & World Bank, 2011). In low and middle-income countries, women are estimated to comprise up to three-quarters of persons with disabilities (Plan International, 2011). Women and girls with disabilities face increased risk of violence and abuse, including sexual violence and gender-based discriminatory practices (UN Women, 2018). Systemic and historical marginalization as well as attitudinal and environmental barriers hinder the participation and inclusion in society of women and girls with disabilities on an equal basis with others. These barriers often lead to lower economic and social status, increased risk of violence and abuse, including sexual violence, discrimination as well as harmful gender-based discriminatory practices, barriers in access to education, health care (including sexual and reproductive health), information and services, justice, as well as civic and political participation (ibid).

In many situations these barriers are even more significant for women with disabilities, compared to men with disabilities (WHO, 2011). There is also the issue of marriage rate to be higher for men with disabilities than for women with disabilities. Furthermore, the gender inequality for men and women with disabilities was also expressed by some respondents in Lagos and Kano states in the United Nations Women's 2021 COVID-19 impact survey for women with disabilities, many of whom believed that though men had a harder time during COVID-19, women's voices and perspectives were not listened to by all levels of leadership and society. As a result, this impacted the support and opportunities that they were given. This is usually the situation in a patriarchal society which demonstrates a culture that attributes superiority to one sex over the other and exposes the sex that is considered to be inferior to various forms of discrimination (Ngwankwe, 2002; Yuka & Omorogiuwa, 2022).

Men with disabilities have a lower risk of poverty (19 %) compared to women with disabilities, but they still have a higher risk compared to men without disabilities (15 %). Also, 19% of men with disabilities have access to banking while the proportion for women with disabilities having a bank account stands at a mere 4% (General Household Survey, 2012). Women and men with disabilities have a lower chance of getting employment than women and men without disabilities even if they have the same educational qualifications. They are usually not considered as an option especially when it involves an agile working environment. Women with mental disability irrespective of the severity have no chance at all. Omorogiuwa (2019) stated that mental disability produces characteristic symptoms in which the disturbances of reflex action play a very big role and so affects ability to function effectively. Low participation in the labour market, low work intensity and discrimination are the main factors that lead to a higher risk of poverty and social exclusion for persons with disabilities compared to the rest of the population (EIGE, 2016). Women with disabilities are at greater risk of poverty than men with disabilities, because of lower access to education and vocational skills development opportunities. This negatively affects women with disabilities' possibilities to work and gain their economic independence as compared to men with disabilities and women without disabilities (European Disability Forum, 2023). Although all persons with disabilities face barriers to employment, men with disabilities have been found to be almost twice as likely to be employed as women with disabilities (O'Reilly, 2003).

The Gender Equality Index shows that women do the bulk of the cooking, household tasks and care work. This also applies to women with disabilities, of whom 79 % do housework every day, compared to 41 % of men with disabilities (EIGE, 2018). Women including those with disabilities demonstrate a high level of resilience in difficult situations especially those with social and cultural bearings. Resilience is understood to be the cumulative effect of multiple protective or coping factors that allow women to be successful despite adversity (Campbell-sills et al., 2006; Omorogiuwa, 2017). However, men with disabilities also tend to be stigmatised by society and often socially marginalized due to their "disabled" body (Friedman & Owen, 2017). Furthermore, with respect to social status, the United Nations Department of Economic and Social Affairs (2018) stated that although both women and men with disabilities are underrepresented, evidence from 19 countries in 2017 shows that only 2.3 per cent of women with disabilities, compared to 2.8 per cent of men with

disabilities, held a position as a legislator, senior official, or manager.

### 3. Research Methodology

This study was carried out in Oredo Local Government Area of Edo State, which is part of Benin City Metropolis, the capital of Edo State. The study focused on male and female adults with visual, physical, speech and hearing disabilities as well as albinism. It targeted individuals within the ages of 18 to 65 years of age; 18 persons from the Joint National Association of Persons with Disabilities who participated in focus group discussions as well as in-depth interviews of 2 social work professionals from a Non-Governmental Organization and the Ministry of Women Affairs and Social Development.

Case study design was used and the sampling technique employed was purposive sampling which helped to identify specific participants for this study. The qualitative data collection approach was used in this study. Data was collected through focus group discussions and in-depth interviews that gave quality response to inquiry. The data collection tool that was used in the study was an interview guide for the focus group discussions (FGDs) and in-depth interviews. Primary and secondary sources of data were employed to collect data for this study. The primary source was from the use of the interview guide for interviews and focused group discussions of participants, while the secondary sources of data included literature review on information relating to the study topic from journals and articles. The data collected were analysed using the thematic content analysis of the transcript of the responses given at the focused group discussions and in-depth interviews. The study ensured the ethical conduct of the study by obtaining approval and informed consent from the participants.

### 4. Data Presentation

The study examines the impact of social exclusion on the welfare of persons with disabilities in Oredo Local Government Area, Edo State.

#### 4.1 Socio-Demographic Characteristics of Participants

This section of the in-depth interview guide and focus group discussion guide examines the socio-demographic characteristics of respondents, which are essential for understanding the impact of social exclusion on the welfare of persons with disabilities in Oredo Local Government Area, Edo State. Key socio-demographic factors such as age, gender, educational

background, and type of disability offer valuable insights into their lived experiences and the extent of their social inclusion or exclusion. Understanding these characteristics helps contextualize the challenges faced by persons with disabilities, particularly regarding access to education, employment, healthcare, and social services. By analyzing socio-demographic data, this study seeks to identify patterns and disparities contributing to social exclusion and marginalization. Furthermore, this information provides a clearer picture of how different demographic groups experience social exclusion, thereby informing policies and interventions aimed at

improving the social and economic welfare of persons with disabilities.

The demographic composition of participants offers crucial insights into their realities. Factors such as the relatively balanced gender representation, the predominance of middle-aged and older participants, the notable level of educational attainment, and the dominance of Christianity all shape the experiences of persons with disabilities in Oredo Local Government Area. These characteristics must be taken into account when analyzing the depth and dimensions of social exclusion they face, as well as in formulating policies and interventions designed to enhance their welfare.

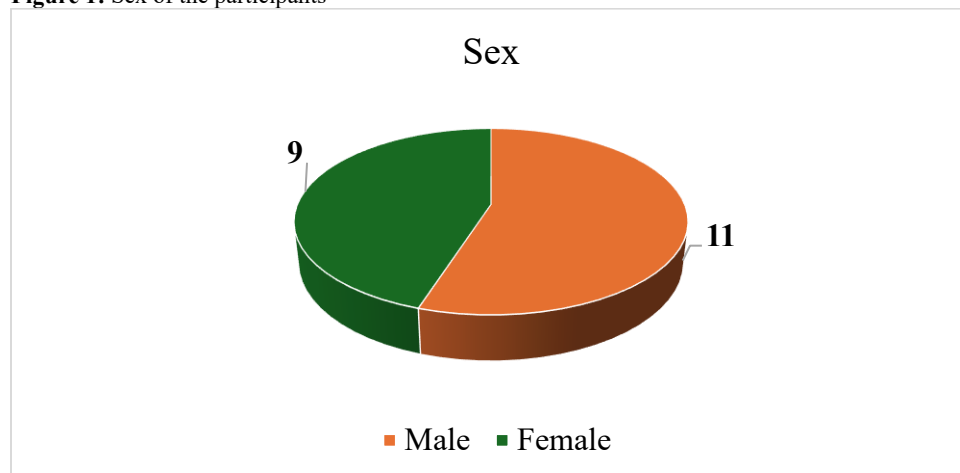
**Table 1:** Socio-demographic Characteristics of Participants (N=20)

| Variable             | Categories                   | Frequency (n) | Percentage (%) |
|----------------------|------------------------------|---------------|----------------|
| Sex                  | Males                        | 11            | 55.0%          |
|                      | Females                      | 09            | 45.0%          |
|                      | Total                        | 20            | 100.0%         |
| Age                  | 18-32                        | 02            | 10.0%          |
|                      | 33-47                        | 06            | 30.0%          |
|                      | 48-62                        | 08            | 40.0%          |
|                      | 63-77                        | 04            | 20.0%          |
|                      | 78 and above                 | -             | 0.0%           |
|                      | Total                        | 20            | 100.0%         |
| Educational Levels   | PSLC                         | 02            | 10.0%          |
|                      | SSCE/OND                     | 05            | 25.0%          |
|                      | BSc/HND                      | 08            | 40.0%          |
|                      | MSc                          | 05            | 25.0%          |
|                      | Others                       | -             | 0.0%           |
| Total                | 20                           | 100.0%        |                |
| Religion             | Christian                    | 16            | 80.0%          |
|                      | Muslim                       | 04            | 20.0%          |
|                      | Others                       | -             | 0.0%           |
|                      | Total                        | 20            | 100.0%         |
| Type of Disabilities | Speech & Hearing Impairments | 03            | 16.0%          |
|                      | Physical Disabilities        | 07            | 37.0%          |
|                      | Visual Disabilities          | 08            | 42.0%          |
|                      | Albinism                     | 01            | 5.0%           |
|                      | <b>Total</b>                 | <b>19</b>     | <b>100.0%</b>  |

*Source: Fieldwork, 2025*

The socio-demographic characteristics of the participants provide a foundational understanding of the individuals involved in this study on social exclusion and the welfare of persons with disabilities in Oredo Local Government Area.

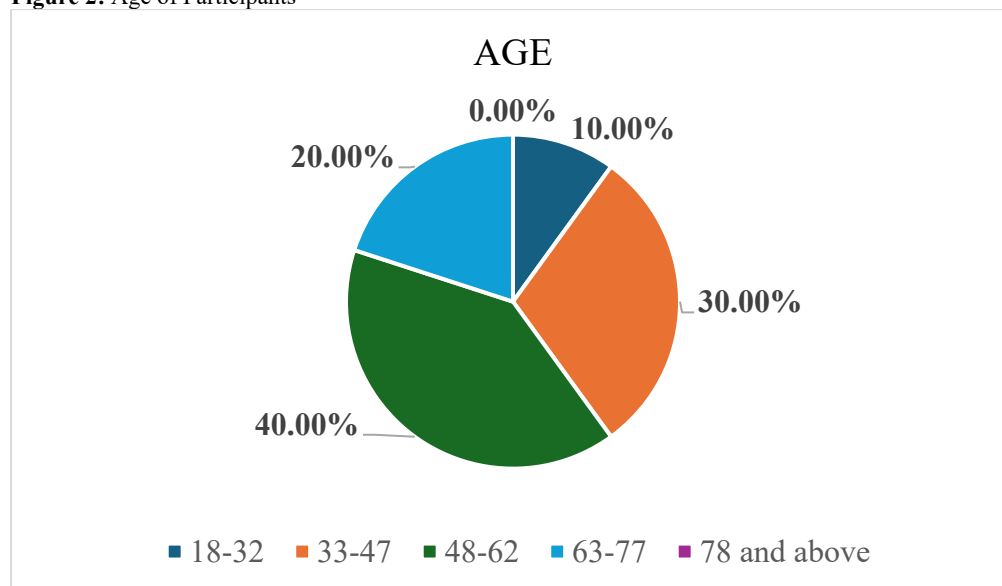
**Figure 1:** Sex of the participants



*Source: Fieldwork, 2025*

Figure 1 shows the sex of the participants and the distribution shows a near balance, with males constituting 55% of the sample and females making up 45%. This indicates that both genders are fairly represented, allowing for a more comprehensive exploration of how social exclusion affects men and women with disabilities differently. Given societal expectations and traditional gender roles, men and women may experience exclusion in distinct ways, influencing their welfare outcomes accordingly. The relatively equal representation enhances the validity of the findings by capturing a broad range of lived experiences across gender lines.

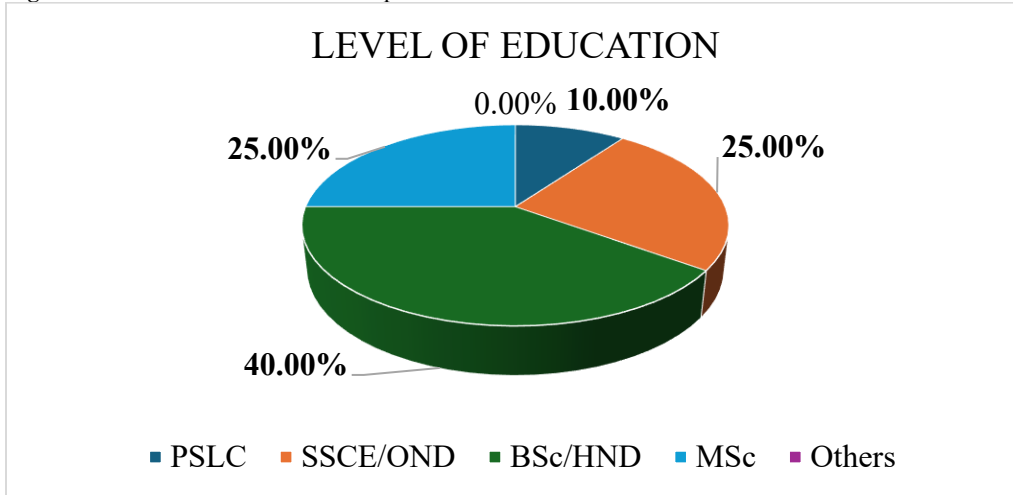
**Figure 2:** Age of Participants



*Source: Fieldwork, 2025*

Figure 2 shows the age distribution of participants which indicates that the majority of participants (40%) fall within the 48-62 age bracket, followed by those aged 33-47 (30%). This suggests that a significant proportion of the respondents are middle-aged or older, highlighting potential long-term experiences with disability-related social exclusion. The inclusion of younger participants, albeit in smaller numbers, ensures that the study captures intergenerational perspectives on social exclusion and welfare challenges. Notably, there are no participants above the age of 77, which may indicate lower life expectancy among persons with disabilities, possibly due to inadequate access to healthcare and social support. The absence of individuals in the oldest age bracket underscores the potential impact of systemic neglect and poor welfare services on the longevity of persons with disabilities in the area.

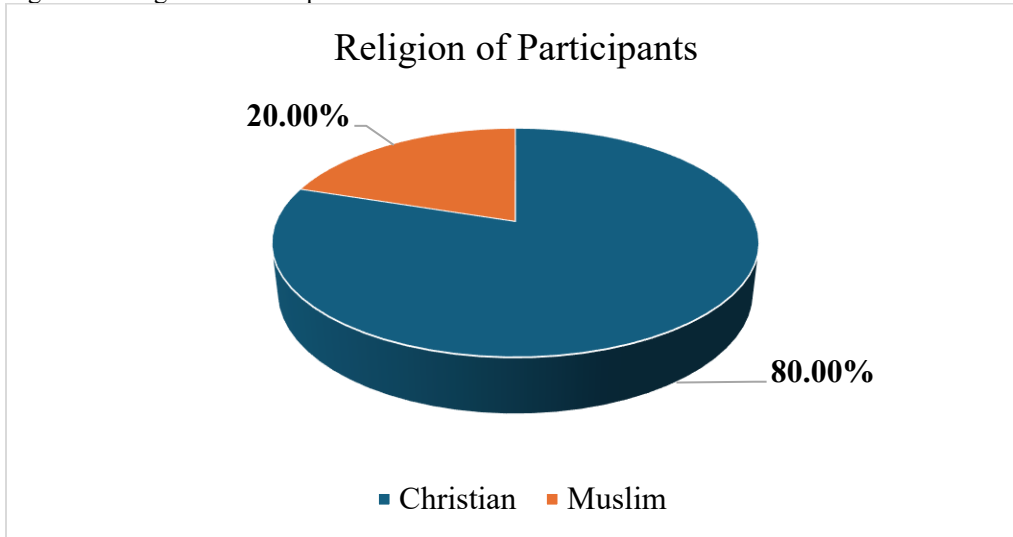
**Figure 3:** Level of Education of Participants



*Source: Fieldwork, 2025*

Figure 3 shows educational attainment among the participants which is fairly diverse, with 40% holding a BSc or HND, 25% possessing an MSc, and another 25% have obtained SSCE or OND qualifications. A smaller percentage (10%) have only a Primary School Leaving Certificate (PSLC). The relatively high proportion of individuals with tertiary education challenges the stereotype that persons with disabilities lack formal education. However, despite their academic qualifications, these individuals may still face significant barriers to employment and social participation, suggesting that education alone does not guarantee social inclusion. This finding underscores the need to examine other structural and attitudinal barriers that hinder the full integration of persons with disabilities into society despite their educational achievements.

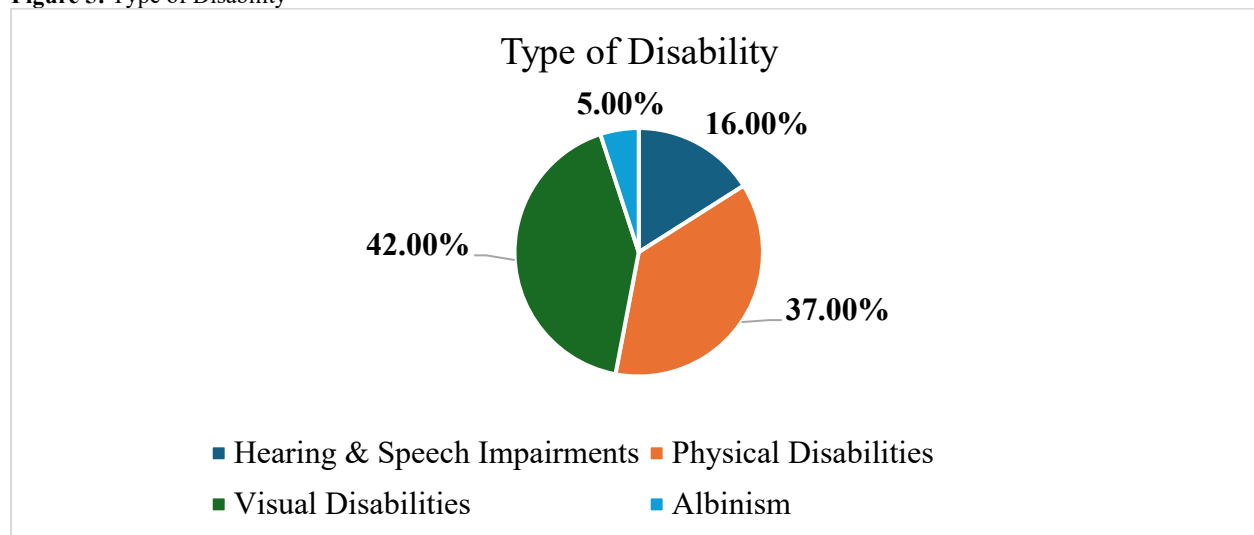
**Figure 4:** Religion of Participants



*Source: Fieldwork, 2025*

Religious affiliation is another crucial factor shaping social experiences and figure 4 shows an overwhelming majority (80%) identifying as Christians and the remaining 20% as Muslims. Religion often plays a vital role in social inclusion, as religious institutions can either serve as sources of support or perpetuate exclusionary practices. The dominance of Christianity among the participants reflects broader religious demographics in Benin City, where Christianity is widely practiced. It also raises questions about the extent to which religious organizations actively support persons with disabilities in terms of welfare, inclusion, and advocacy.

**Figure 5:** Type of Disability



*Source:* Fieldwork, 2025

The distribution of disability types among participants is shown in figure 5 which indicates a diverse range of impairments, with visual disabilities being the most common (42.0%), followed by physical disabilities (37.0%), speech & hearing impairments (16.0%) while albinism is the least represented, accounting for 5.0% of the sample. The relatively even distribution across different categories suggests that the challenges of social exclusion are not limited to a single type of disability but rather affect individuals with varied impairments in unique yet interconnected ways. Persons with physical disabilities may face mobility restrictions and infrastructural barriers, while those with visual disabilities may encounter difficulties in mobility and access to visual information. Similarly, individuals with speech and hearing disabilities struggle with access to public information where sign interpreters are not present while those with albinism suffer societal attitudes that undermine their intellectual potential, and most times not considered as persons with disabilities who also need such relevant support.

## 5. Findings

Social exclusion among persons with disabilities is deeply intertwined with gender dynamics, with women experiencing additional forms of discrimination and vulnerability. Women with disabilities often endure what is described as "double jeopardy"—being marginalized both as women and as persons with disabilities. Their exclusion manifests in multiple ways, including limited access to education, higher rates of gender-based violence, reduced economic opportunities, and difficulties in securing marriage and social relationships.

A key informant, the executive director of a local NGO, described how traditional gender norms exacerbate the exclusion of women with disabilities: *"In our society, gender itself is often viewed as a form of disability. There is this longstanding belief that women should not be seen as equals to men. Now, imagine when a woman also has a disability—it means she will face a double disadvantage. When it comes to education, for example, many families believe it is not worth investing much in the education of a child with disabilities, especially if she is a girl. They think, 'What is the point? Will she even be able to use the education?' Men with disabilities tend to receive more support from families and communities than their female counterparts. Women with disabilities are also more vulnerable to gender-based violence, including domestic abuse and sexual exploitation. It's truly a men's world—even in the realm of disability, women still face more discrimination"* (IDI-1/Ugo/Male/Executive Director of an NGO/48-62 years/Christian/MSc/2025)

This statement underscores how societal biases against women extend to those with disabilities, making it even harder for them to access opportunities for education, employment, and independence. The perception that women with disabilities have limited potential leads to systemic neglect, further entrenching their exclusion from social and economic life.

One area where gender disparity is particularly evident is education. Girls with disabilities are less likely to be enrolled in school compared to boys with disabilities. While both genders experience barriers to education, women face additional cultural prejudices that devalue

their education. Gender biases in education contribute to the long-term economic vulnerability of women with disabilities, making it harder for them to secure employment or become self-sufficient. The vulnerability of women with disabilities is further amplified by high rates of gender-based violence, particularly sexual abuse and exploitation. Several participants noted that women with disabilities are more likely to experience sexual violence and, even worse, are often denied justice when they report such incidents. Such responses from law enforcement and society at large create an environment in which perpetrators act with impunity, knowing that their victims are unlikely to receive support or legal protection. This reinforces the social exclusion of women with disabilities, making them feel powerless and abandoned.

One of the most profound ways in which gender influences social exclusion is in marriage and family life. Many respondents noted that while men with disabilities often find it easier to marry women without disabilities, women with disabilities struggle to find partners. The societal expectation that men should be providers makes it difficult for a woman with a disability to be seen as a desirable spouse.

A participant said:

*"As a woman with a disability, I know firsthand how difficult it is. Even within the disabled community, boys have more chances of going to school than girls. Parents often prioritize their sons' education, believing that boys will eventually take care of the family, while girls will get married and leave. But for us, marriage is not even guaranteed. Without education, how can we be independent? It is an endless cycle of disadvantage."* (FGD1/Hassana/Female/48-62 years/ Christian/ MSc/ 2025)

Another participant said:

*"There was a case of a young woman with disabilities who reported being sexually assaulted. When she went to the police, the officer told her, 'You should even be happy that someone wanted to sleep with you.' Imagine that! Instead of protecting her, they mocked her situation. It's heartbreaking. This kind of attitude discourages women with disabilities from seeking justice, and so many cases of abuse go unreported."* (FGDI/Obi/Male/48-62 years/Christian/MSc/2025)

A participant in the In-depth Interview said:

*"Women with disabilities face double jeopardy. Society already sees women as inferior, and adding a disability makes it even worse. Girls with disabilities receive less support in education compared to boys,*

*and they are more vulnerable to abuse. We need targeted awareness programs to educate people and protect the dignity and rights of persons with disabilities."* (IDI2/Abu/ Official in Ministry of Women Affairs/Male/48-62 years /Christian / MSc/2025)

Other participants stated:

*"It is easier for a disabled man to find a wife than for a disabled woman to find a husband. Society still expects men to be providers, and a disabled woman is seen as a burden. Even when a woman with disabilities is beautiful and educated, men still hesitate because they worry about her ability to take care of a home or raise children. It's unfair, but that's the reality."*(FGD3/Kosi/Male/48-62 years/Christian/MSc/2025)

*"The issue of social exclusion affects both men and women, but one very vital difference is in marriage. A disabled man still has a chance of marrying an able-bodied woman, but for a woman with disabilities, it is much harder. Most men don't even consider them as potential wives. If a woman is disabled, people assume she cannot cook, take care of children, or contribute to the home. This mindset makes it almost impossible for disabled women to have a normal family life."* (FGD2/Oduwa/Male/48-62 years/Christian/BSc/2025)

This finding suggests that social inclusion efforts must go beyond economic empowerment and legal rights to address cultural perceptions that devalue women with disabilities in the context of relationships and family life. The intersection of gender and disability creates a complex landscape of social exclusion, with women facing disproportionately higher barriers than men. Participants unanimously agreed that women with disabilities experience more issues than men with disabilities. Women with disabilities experience greater challenges in education, economic opportunities, protection from violence, and social relationships. Traditional gender norms continue to reinforce these disparities, limiting their ability to fully participate in society.

## 6. Discussion of Findings

One area where gender disparity is particularly evident is education. Girls with disabilities are less likely to be enrolled in school compared to boys with disabilities. While both genders experience barriers to education, women face additional cultural prejudices that devalue their education. Gender biases in education contribute to the long-term economic vulnerability of women with disabilities, making it harder for them to secure employment or become self-sufficient. The vulnerability of women with disabilities is further

amplified by high rates of gender-based violence, particularly sexual abuse and exploitation. Several participants noted that women with disabilities are more likely to experience sexual violence and, even worse, are often denied justice when they report such incidents. Such responses from law enforcement and society at large create an environment in which perpetrators act with impunity, knowing that their victims are unlikely to receive support or legal protection. This reinforces the social exclusion of women with disabilities, making them feel powerless and abandoned.

Social inclusion efforts must go beyond economic empowerment and legal rights to address cultural perceptions that devalue women with disabilities in the context of relationships and family life. The intersection of gender and disability creates a complex landscape of social exclusion, with women facing disproportionately higher barriers than men. Participants unanimously agreed that women with disabilities experience more issues than men with disabilities. Women with disabilities experience greater challenges in education, economic opportunities, protection from violence, and social relationships. Traditional gender norms continue to reinforce these disparities, limiting their ability to fully participate in society.

Gender emerged as a significant factor influencing the extent of social exclusion experienced by PWDs. The study found that women with disabilities face compounded discrimination due to both gender and disability biases. This finding aligns with previous research by Shakespeare (2018) and Groce et al (2020) on "double jeopardy," which suggests that women with disabilities encounter additional barriers in education, employment, and social participation compared to their male counterparts. For instance, the study found that parents are more likely to prioritize the education of male children with disabilities, leaving girls with disabilities at a greater disadvantage.

## 7. Conclusion

Women with disabilities face social exclusion more than men with disabilities. Women with disabilities are even less likely to get married than men with disabilities yet face more issues of sexual abuse including rape than the latter. Apart from the structural barriers they face as women, their disabilities make them to be subjected to double exclusion on many fronts.

## 8. Recommendations

There should be deliberate measures for gender mainstreaming in programme interventions as well as increased awareness on the rights of women with disabilities as fundamental human rights so as to eliminate the discrimination and stigmatization that most women with disabilities currently face.

## References

- Asian Development Bank (2013). Tool kit on gender equality results and indicators; Mainstreaming disability in development: Lessons from gender mainstreaming. Disability KaR Programme DFID, 2005, 12-13
- Campbell-sills, L., Cohan, S.L. & Stein, M.B. (2006). Relationship of resilience to personality, coping and psychiatric symptoms in young adults, *Behaviour. Research and Therapy*, 44 (4), 585-599.
- Department for International Development (2005). Mainstreaming disability in development: Lessons from gender mainstreaming. Disability KaR Programme, p.10.
- European Institute for Gender Equality (EIGE). (2018). *Gender equality and disability: Gender equality needs to reach everyone*. <https://eige.europa.eu/publications/gender-equality-and-disability>
- Groce, N., Murray, B., & Stein, M. (2020). Disability, gender, and development: Global perspectives on marginalization. Routledge.
- Mitra, S. (2018). Disability, health and human development. *Palgrave Macmillan*.
- Ngwankwe J. (2002). Realising women's economic and cultural rights: Challenges and Strategies in Nigeria. 14, CJWL/RFD <http://www.serac.org/publications/ngwakwe.pdf> Accessed 2025.
- Omorogiuwa, T.B.E. (2017). The impacts of mental disability: implication for social work practice. *African Journal of Social Work*, 7(1), 1-8.
- Omorogiuwa, T.B.E. (2019). *A handbook on physical and mental disabilities*. 2nd eds. Benin City: Perfect Touch Prints.
- Omorogiuwa, T.B.E. (2020). A discourse of female issues in Nigeria: Exploring the place of social work from the lens of policy advocacy. *Social Dialogue: International Association of Schools of Social Work*, 23, 34-38.
- Omorogiuwa, T.B.E. (2022). Rights of women in a challenging Nigerian society. *National Technical University of Ukraine Journal*.

- Political science. Sociology. Law.*  
10.20535/2308-5053.2022.3(55).269533
- Plan International (2011). <https://plan-international.org/publications/the-state-of-the-worlds-girls-2011/>
- Shakespeare, T. (2018). *Disability: The social model.* Oxford University Press.
- United Nations Convention on the Rights of persons with disabilities UNCRPD (2006). Article 6.
- United Nations Women (2010). <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>. Accessed July 2025.
- United Nations Women (2021). Experiences of women with disabilities in Nigeria during COVID-19. UN Women Headquarters Office. <https://www.unwomen.org/en/digital-library/publications/2022/01/brief-experiences-of-women-with-disabilities-in-nigeria-during-covid-19>
- World Health Organization & World Bank. (2011). World report on disability 2011. *World Health Organization.* <https://apps.who.int/iris/handle/10665/44575>
- World Report on Disability (2011). <https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability>
- Yuka, V.A. & Omorogiuwa, T.B.E. (2022). The influences of women empowerment on marital stability. *Benin Journal of Social Work and Community Development*, 5, 33-43.
- Ziegler, S. (2014). Desk study on the intersection of Gender and Disability in international development cooperation.