



Publisher

African Journal of Social Work

Afri. j. soc. work

© National Association of Social Workers Zimbabwe/Author(s)

ISSN Print 1563-3934

ISSN Online 2409-5605

Licensed under a Creative Commons Attribution-Non-commercial 4.0 International License

Indexed & Accredited with: African Journals Online (AJOL) | University of Zimbabwe Accredited Journals (UZAJ) | SCOPUS (Elsevier) | Directory of Open Access Journals (DOAJ) | Society of African Journal Editors (SAJE) | Asian Digital Library (ADL) | African Social Work & Development Network (ASWDNet) | Department of Higher Education and Training (DHET) - South Africa | SJR | CNKI - China | Journal Publishing Practices & Standards (JPPS) | EBSCO | DOI

## Socio-economic Exclusion and Access Barriers among Persons with Disabilities

Khadar Abdihaad ABDIRAHMAN, Singh Jamir Singh PARAMJIT, Idris AFIFAH, Ali Nour ABDIAZIZ and Aidid Nour ABDISHAKUR

### ABSTRACT

Despite growing international attention to disability inclusion, empirical evidence on the socio-economic experiences of persons with disabilities in Somaliland remains limited. This study aimed to examine barriers to education, employment, healthcare access, and social participation among persons with disabilities in Hargeisa, Somaliland. A descriptive cross-sectional survey involving 44 participants was conducted, and data were analysed using descriptive statistics. The findings revealed widespread unemployment, severe income insecurity, limited access to healthcare and education, and persistent experiences of discrimination and social exclusion among participants. More than half of the respondents were unemployed, and the majority earned less than USD50 per month. Financial constraints emerged as a major barrier to accessing healthcare and educational opportunities, while discrimination was frequently identified as an obstacle to employment and social participation. These findings highlight the need for disability-inclusive policies, accessible public services, community awareness initiatives, and employment opportunities to promote social justice and social inclusion for persons with disabilities in Somaliland. This study provides one of the few empirical insights into the socio-economic realities of persons with disabilities in Somaliland and offers important implications for social work practice, advocacy, and policy development.

**KEY TERMS:** education, employment, healthcare, persons with disability, socio-economic barriers, Somaliland.

**KEY DATES:** Submitted: October 2025; Reviewed: February 2026; Accepted: March 2026; Published: April 2026

**KEY DECLARATIONS:** Ethical approval for this study was obtained from the Association Ethics Committee of the Somaliland Social Workers. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. All procedures were conducted in accordance with the ethical principles outlined in the Declaration of Helsinki: Funding: All expenses related to data collection, analysis, and manuscript preparation were covered by the authors | Conflict of Interest: None

### AUTHOR DETAILS

- Abdirahman Khadar Abdihaad, PhD Candidate in Social Work, Social Work Programme, School of Social Sciences, Universiti Sains Malaysia, 11800 Minden, Penang, Email: [xaad.khadar1@gmail.com](mailto:xaad.khadar1@gmail.com)
- Prof. Paramjit Singh Jamir Singh, Social Work Programme, School of Social Sciences, Universiti Sains Malaysia, 11800 Minden, Penang, Email: [paramjit@usm.my](mailto:paramjit@usm.my)
- Dr. Afifah Idris, Department of Social and Development Sciences, Faculty of Human Ecology, Universiti Putra Malaysia, Email: [afifahidris@upm.edu.my](mailto:afifahidris@upm.edu.my)
- Abdiaziz Ali Nour, Email: [cabdcasiis981@gmail.com](mailto:cabdcasiis981@gmail.com)
- Abdishakur Aidid Nour Email: [aidid8794@gmail.com](mailto:aidid8794@gmail.com)

Current and previous volumes are available at:

<https://ajsw.africasocialwork.net>



### HOW TO REFERENCE USING ASWDNET STYLE

Abdirahman K. A., Paramjit S. J. S., Afifah I., Abdishakur A. N. and Abdiaziz A. N. (2026). Socio-economic Exclusion and Access Barriers among Persons with Disabilities in Hargeisa, Somaliland. *African Journal of Social Work*, 16(2), 29-36.  
<https://dx.doi.org/10.4314/ajsw.v16i2.4>

## INTRODUCTION

Despite increasing international attention to disability inclusion, empirical evidence on the socio-economic conditions of persons with disabilities in Somaliland remains limited. Existing knowledge is largely derived from broader studies conducted in Somalia or other African countries, which may not adequately capture the unique socio-political and developmental context of Somaliland. Consequently, there is insufficient evidence to inform disability-inclusive policies and social work interventions aimed at promoting the well-being and social participation of persons with disabilities. From a social work perspective, understanding the barriers experienced by persons with disabilities is essential for promoting social justice, human rights, and community inclusion. Social workers have a critical role in advocacy, empowerment, and the development of inclusive support systems that address structural inequalities faced by marginalized populations. Therefore, this study aims to examine the socio-economic barriers related to education, employment, healthcare access, and social participation experienced by persons with disabilities in Hargeisa, Somaliland. By generating empirical evidence from the perspectives of persons with disabilities themselves, the study seeks to contribute to the development of disability-inclusive policies and strengthen social work practice and advocacy in Somaliland.

## BACKGROUND

Globally, persons with disabilities (PWDs) represent one of the most marginalized populations and frequently encounter barriers to education, employment, healthcare, and social participation. These barriers are often reinforced by poverty, inaccessible environments, discrimination, and inadequate policy implementation, particularly in low-income and conflict-affected settings (World Health Organization, 2022; United Nations Department of Economic and Social Affairs, 2023). In many African countries, including Somaliland, the effects of prolonged conflict, weak infrastructure, and limited social protection systems further exacerbate the challenges experienced by PWDs. Although Hargeisa serves as the administrative and economic centre of Somaliland, many persons with disabilities continue to face restricted access to essential services and opportunities necessary for social and economic participation.

Despite increasing international attention to disability inclusion and the rights of persons with disabilities, empirical evidence from Somaliland remains scarce. Existing knowledge is largely derived from studies conducted in Somalia or other African countries, which may not adequately reflect the unique socio-political and developmental context of Somaliland. Consequently, there is limited evidence to guide disability-inclusive policies, community interventions, and social work practices aimed at promoting social justice and social inclusion. Therefore, this study seeks to examine the socio-economic barriers related to education, employment, healthcare access, and social participation experienced by persons with disabilities in Hargeisa, Somaliland.

## LITERATURE REVIEW

### Disability and socio-economic exclusion

Persons with disabilities (PWDs) are among the most socially and economically marginalized populations worldwide. Research consistently demonstrates that disability and poverty are mutually reinforcing, with PWDs experiencing lower educational attainment, poorer health outcomes, and reduced participation in the labour market compared with non-disabled populations (World Health Organization & World Bank, 2011; Banks et al., 2021). In low- and middle-income countries, structural barriers, inaccessible environments, and social discrimination further limit opportunities for social and economic participation (Mitra et al., 2017; Jamir Singh et al., 2023). In many African countries, these challenges are intensified by weak social protection systems, inadequate infrastructure, and persistent stigma surrounding disability (Groce et al., 2022; Watermeyer et al., 2024). Consequently, persons with disabilities often experience exclusion from mainstream education, healthcare services, employment opportunities, and community participation, thereby reinforcing cycles of poverty and social disadvantage.

### Barriers to education

Education plays a crucial role in promoting social mobility and economic independence. However, children and adults with disabilities continue to face significant barriers to educational participation. Previous studies have identified inaccessible learning environments, inadequate teaching support, lack of assistive technologies, and financial constraints as major obstacles to inclusive education (Mactaggart et al., 2021; Eide et al., 2021). Evidence from Sub-Saharan Africa suggests that disability is associated with lower school enrolment and educational attainment compared with non-disabled populations (World Bank, 2022). These disparities may subsequently affect employment opportunities and long-term socioeconomic outcomes.

## Employment and economic participation

Employment is an important mechanism for social inclusion and economic security. Nevertheless, persons with disabilities often encounter multiple barriers to labour market participation, including discrimination, limited vocational training, inaccessible workplaces, and inadequate policy implementation (Banks & Polack, 2021). In many developing countries, unemployment and underemployment remain disproportionately high among PWDs, contributing to financial insecurity and dependence on family support or informal assistance (Kamenov et al., 2020). These findings highlight the importance of disability-inclusive employment policies and equal opportunities within the labour market.

## Healthcare access and social inclusion

Access to healthcare is fundamental to the well-being and quality of life of persons with disabilities. However, previous studies have reported that financial barriers, transportation difficulties, inaccessible facilities, and discriminatory attitudes frequently hinder access to healthcare services (World Health Organization, 2022; Wu, 2023). Beyond healthcare, negative social attitudes and stigma often contribute to social isolation and exclusion from community life (Shakespeare, 2018). Such barriers undermine the participation and empowerment of persons with disabilities and raise concerns regarding social justice and human rights. Despite growing international literature on disability and social exclusion, empirical evidence from Somaliland remains limited. Existing studies have largely focused on broader African or Somali contexts and may not adequately capture the unique socio-political and developmental realities of Somaliland. Consequently, there remains a need for context-specific evidence to better inform disability-inclusive policies, advocacy efforts, and social work interventions aimed at promoting social participation and equal opportunities for persons with disabilities.

## Theoretical framework

This study is guided by the Social Model of Disability, which conceptualizes disability as a consequence of social, institutional, and environmental barriers rather than individual impairments (Oliver, 1990; Shakespeare, 2018). From this perspective, exclusion experienced by persons with disabilities arises not solely from physical or functional limitations but from inaccessible environments, discriminatory attitudes, and unequal social structures. The model is particularly relevant to social work because it emphasizes social justice, empowerment, advocacy, and the removal of structural barriers to facilitate inclusion and participation. Accordingly, the present study examines how barriers related to education, employment, healthcare access, and social participation shape the lived experiences of persons with disabilities in Hargeisa, Somaliland.

## METHODOLOGY

### Research design

This study employed a descriptive cross-sectional survey design to examine the socio-economic barriers experienced by persons with disabilities in Hargeisa, Somaliland. The design was considered appropriate for generating preliminary empirical evidence on issues related to education, employment, healthcare access, and social participation.

### Sampling and participants

The target population comprised adults aged 18 years and above with physical, sensory, intellectual, or psychosocial disabilities residing in Hargeisa. Purposive sampling was initially used to recruit participants through disability organizations and community networks. Snowball sampling was subsequently employed to reach individuals who were not affiliated with formal organizations. A total of 44 participants were recruited. Given the limited availability of disability registries and the challenges associated with accessing persons with disabilities in Somaliland, the sample was intended to provide exploratory insights rather than statistical generalizability.

### Data collection

Data were collected between November and December 2024 using a structured questionnaire administered through face-to-face interviews. The questionnaire included items related to demographic characteristics, educational experiences, employment status, income, healthcare access, social participation, and experiences of discrimination (Oke et al., 2022; Oke et al., 2024; Abdul Rahman et al., 2022; Oke et al., 2023). Interviews were conducted by trained field researchers, including one researcher with sign language skills, and typically lasted

between 30 and 45 minutes.

### **Data analysis**

Survey responses were coded and analysed using descriptive statistics, including frequencies and percentages, with the aid of SPSS software (Oke et al., 2023; Augustine Bala et al., 2022; Ali et al., 2020; Singh et al., 2019). Responses to open-ended questions were reviewed to provide illustrative examples supporting the quantitative findings.

### **Ethical considerations**

Participation was voluntary, and informed consent was obtained from all participants prior to data collection. Respondents were assured of confidentiality and anonymity, and no identifying information was recorded. Ethical approval was obtained from the Somaliland Social Workers Committee (Reference No. SWC/SLND/2026/001 SW-2026-45). Participants were informed of their right to decline participation or withdraw from the study at any stage without any consequences.

### **Limitations**

The use of non-probability sampling and the relatively small sample size limit the generalizability of the findings. In addition, self-reported responses may be subject to recall and response bias. Nevertheless, the study provides valuable preliminary insights into the socio-economic challenges experienced by persons with disabilities in Somaliland.

## **RESULTS**

### **Demographic characteristics**

A total of 44 persons with disabilities participated in the study. Participants aged 20–25 years constituted 40.9% of the sample, followed by those aged 26–30 years (29.5%). Male respondents represented 56.8% of the sample, while females accounted for 43.2%. More than half of the participants (52.3%) reported having no formal education, whereas only 6.8% had completed secondary education and none had attained tertiary education. Physical disabilities (34.1%) and hearing impairments (31.8%) were the most common disability types reported.

### **Employment and income**

More than half of the respondents (54%) were unemployed, while 14% reported having full-time employment and 32% had part-time employment. Among unemployed respondents, discrimination was the most frequently reported barrier to employment (50%), followed by health-related issues (18%) and lack of education or training (18%).

Nearly half of the respondents (48%) reported having no source of income. Among those with income, 23% relied on employment wages, 18% on family support, and 7% on government or NGO assistance. More than half of the participants (55%) earned less than USD50 per month, while 16% earned between USD50 and USD100, 18% earned between USD100 and USD200, and 11% earned more than USD200 per month.

### **Education barriers**

More than half of the respondents (59%) reported experiencing barriers to education. Participants identified inaccessible learning environments, lack of assistive resources, and financial difficulties as challenges affecting educational access.

### **Healthcare access**

Slightly more than half of the respondents (55%) reported having limited access to healthcare services. Financial cost was the most frequently reported barrier to healthcare access (59%), followed by transportation difficulties (21%), lack of disability-friendly facilities or staff (11%), and perceived discriminatory treatment (9%).

### **Social inclusion and discrimination**

Regarding social participation, 46% of respondents reported that they did not feel included in community

activities, while 23% indicated that they felt included only occasionally. Approximately one-third (32%) reported feeling fully included.

More than two-thirds of respondents (68%) indicated that they had experienced discrimination because of their disability. Participants described experiences including negative attitudes, exclusion from social activities, and being treated unfairly because of their disability.

### **Support needs and rights awareness**

When asked about priority areas for support, respondents identified improved access to education (41%) and public awareness initiatives to reduce stigma (36%) as the most important needs. Other priorities included employment opportunities (12%), accessible infrastructure (9%), and legal protection (2%). Half of the respondents (50%) perceived vocational training opportunities for persons with disabilities to be inadequate, while only 30% considered them sufficient. In addition, 55% reported that they were unaware of their legal rights as persons with disabilities.

## **DISCUSSION**

The findings of this study indicate that persons with disabilities in Hargeisa experience multiple and interrelated forms of socio-economic disadvantage. Challenges related to employment, education, healthcare access, and social participation appear to reinforce one another, contributing to conditions of economic vulnerability and social exclusion. Similar patterns have been reported in previous studies conducted in low- and middle-income countries, where disability is closely associated with poverty and restricted access to social and economic opportunities (Banks et al., 2021; Mitra et al., 2017). The findings concerning employment and income suggest that economic participation remains limited among many participants. Consistent with previous studies, respondents reported barriers related to discrimination, health conditions, and inadequate educational opportunities. Similar findings have been documented in other African settings, where inaccessible work environments and negative attitudes have been identified as important obstacles to labour market participation (Banks & Polack, 2021). These findings suggest that economic exclusion among persons with disabilities cannot be understood solely at the individual level but should also be viewed in relation to structural and societal barriers.

Barriers to education and healthcare were also evident. Participants reported difficulties associated with financial constraints, limited accessibility, and inadequate support systems. Previous studies have similarly highlighted the effects of inaccessible educational environments and unequal access to healthcare services on the well-being and quality of life of persons with disabilities (World Health Organization, 2022; Wu, 2023). These findings underscore the importance of strengthening disability-inclusive services and improving accessibility within educational and healthcare institutions. Experiences of discrimination and limited participation in community activities further illustrate the social exclusion faced by persons with disabilities. Consistent with earlier studies, stigma and negative social attitudes continue to hinder meaningful participation and social inclusion (Shakespeare, 2018; Watermeyer et al., 2024). Such experiences may reduce opportunities for empowerment and reinforce marginalization within communities.

Viewed through the Social Model of Disability, the findings suggest that many of the difficulties experienced by participants are shaped not only by individual impairments but also by environmental, institutional, and attitudinal barriers. From this perspective, disability is understood as a socially constructed phenomenon resulting from inaccessible environments and unequal social structures rather than merely a consequence of physical or functional limitations (Oliver, 1990; Shakespeare, 2018). Accordingly, addressing disability-related inequalities requires broader efforts aimed at removing structural barriers and promoting social justice. From a social work perspective, the findings highlight the importance of advocacy, empowerment, and community-based interventions in supporting persons with disabilities. Social workers have an important role in promoting awareness, strengthening support networks, facilitating access to services, and advocating for disability-inclusive policies. Interdisciplinary collaboration between government agencies, non-governmental organizations, healthcare providers, and communities is also essential to enhance participation and equal opportunities for persons with disabilities.

Overall, the findings emphasize that disability inclusion extends beyond the provision of services and requires broader efforts to address structural inequalities, discriminatory attitudes, and barriers to participation. Promoting social justice and equal opportunities for persons with disabilities remains essential for achieving inclusive and sustainable social development in Somaliland.

## **CONCLUSION**

This study provides empirical insights into the socio-economic barriers experienced by persons with disabilities in Hargeisa, Somaliland. The findings indicate that challenges related to employment, education, healthcare access, and social participation remain significant and continue to affect the well-being and inclusion of persons

with disabilities. These barriers are not merely individual concerns but are closely associated with broader structural, institutional, and societal factors. Viewed from the perspective of the Social Model of Disability, the findings highlight the importance of addressing environmental and attitudinal barriers that restrict participation and equal opportunities. Promoting disability inclusion therefore requires not only improved access to services but also broader efforts aimed at reducing stigma, strengthening social protection systems, and creating more inclusive communities. From a social work perspective, the study underscores the importance of advocacy, empowerment, and community-based interventions in promoting the rights and social inclusion of persons with disabilities. Social workers, policymakers, and community stakeholders have a shared responsibility to foster disability-inclusive policies and practices that enhance participation and social justice. Given the limited empirical evidence available in Somaliland, this study contributes to the growing body of knowledge on disability and social exclusion in low-resource and post-conflict settings. Future research involving larger and more diverse samples is recommended to further strengthen the evidence base and inform the development of effective interventions and policies aimed at improving the quality of life of persons with disabilities. Ultimately, promoting equal opportunities and social inclusion for persons with disabilities is not only a matter of human rights but also an essential component of sustainable and inclusive social development in Somaliland.

## REFERENCES

- Abdul Rahman, M. R., Abd Hamid, A. I., Noh, N. A., Omar, H., Chai, W. J., Idris, Z., ... & Abdullah, J. M. (2022). Alteration in the functional organization of the default mode network following closed non-severe traumatic brain injury. *Frontiers in Neuroscience*, *16*, 833320.
- African Union. (2024). *The African Disability Protocol: A guide to its implementation*. African Union Commission.
- Ali, I., Shaik, R., Azman, A., Singh, P., Bala, J. D., AO, A., ... & Hossain, K. (2020). Impacts of climate change on coastal communities. In *Decision support methods for assessing flood risk and vulnerability* (pp. 42-59). IGI Global.
- Augustine Bala, N., Azman, A., & Singh, P. S. J. (2022). The impact of gender discrimination and HIV stigma on women living in North Central Nigeria. *Cogent Social Sciences*, *8*(1), 2027612.
- Somalia National Bureau of Statistics (NBS). (2024). *Somalia National Disability Report*. Mogadishu: Federal Government of Somalia.
- United Nations. (2023). United Nations. (2023). *The Sustainable Development Goals Report 2023*. United Nations. Retrieved May 17, 2026.
- World Bank. (2025). *Disability Inclusion Overview*. Retrieved August 2025, from <https://www.worldbank.org/en/topic/disability>
- World Health Organization & World Bank. (2011). *World report on disability*. Geneva: WHO Press.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities*.
- World Health Organization. (2022, December 2). *Global report on health equity for persons with disabilities*. Retrieved from <https://www.who.int/news-room>
- Wu, Q. (2023). Exploring barriers to healthcare access for persons with disabilities in South Africa. *South African Medical Journal*, *113*(7), 450–457.
- African Union. (2024). *The African disability protocol: A guide to its implementation*. African Union Commission.
- Banks, L. M., & Polack, S. (2021). *The economic costs of exclusion and gains of inclusion of people with disabilities: Evidence from low- and middle-income countries*. International Centre for Evidence in Disability.
- Banks, L. M., Kuper, H., & Polack, S. (2021). Poverty and disability in low- and middle-income countries: A systematic review. *PLOS ONE*, *16*(12), e0259843. <https://doi.org/10.1371/journal.pone.0259843>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Eide, A. H., & Loeb, M. E. (2020). *Living conditions among people with disabilities in developing countries*. SINTEF Academic Press.
- Eide, A. H., Loeb, M. E., & Van Rooy, G. (2021). Disability and barriers to inclusion in Africa. *African Journal of Disability*, *10*, 1–9. <https://doi.org/10.4102/ajod.v10i0.817>
- Groce, N., Kembhavi, G., Wirz, S., Lang, R., Trani, J. F., & Kett, M. (2011). *Poverty and disability: A critical review of the literature in low and middle-income countries*. Leonard Cheshire Disability and Inclusive Development Centre.
- Groce, N., Challenger, E., Berman-Bieler, R., & Tiberti, L. (2022). Disability inclusion in Africa: Barriers and opportunities. *African Journal of Disability*, *11*, 1–12. <https://doi.org/10.4102/ajod.v11i0.950>
- Habib, M., Ali, S., & Hussein, R. (2023). Socio-economic challenges among persons with disabilities in urban communities. *Journal of Social Inclusion Studies*, *9*(2), 144–159.
- Jamir Singh, P. S., Azman, A., Drani, S., Mohd Nor, M. I. H., & Che Ahmad, A. (2023). Navigating the terrain of caregiving of children with intellectual and developmental disabilities: importance of benefit finding and optimism. *Humanities and Social Sciences Communications*, *10*(1), 1-7.
- Kamenov, K., Mills, J. A., Chatterji, S., & Cieza, A. (2020). Needs and unmet needs for rehabilitation services worldwide. *Disability and Rehabilitation*, *42*(9), 1227–1238. <https://doi.org/10.1080/09638288.2018.1527956>
- Mactaggart, I., Kuper, H., Murthy, G. V. S., Sagar, J., Oye, J., & Polack, S. (2021). Assessing disability in population-based surveys in Africa. *BMC Public Health*, *21*, 1067. <https://doi.org/10.1186/s12889-021-11011-3>
- Mitra, S., Posarac, A., & Vick, B. (2017). Disability and poverty in developing countries: A multidimensional study. *World Development*, *41*, 1–18. <https://doi.org/10.1016/j.worlddev.2012.05.024>
- Mitra, S., Palmer, M., Kim, H., Mont, D., & Groce, N. (2020). Extra costs of living with a disability: A review and agenda for research. *Disability and Health Journal*, *13*(4), 100984. <https://doi.org/10.1016/j.dhjo.2020.100984>
- Oke, A. E., Kineber, A. F., Olanrewaju, O. I., Omole, O., Jamir Singh, P. S., Samsurijan, M. S., & Ramli, R. A. (2022). *Exploring the 4IR drivers for sustainable residential building delivery from social work residential perspective a structural equation modelling approach*. *Sustainability*, *15*(1), 468.

- Oke, A. E., Aliu, J., Odia, O. A., Aigbavboa, C. O., Jamir Singh, P. S., Awuzie, B. O., & Samsurijan, M. S. (2023). A quantitative assessment of key drivers for environmental economic practices adoption for sustainable development. *Sustainable Development*, 31(5), 3579-3594.
- Oke, A. E., Aliu, J., Jamir Singh, P. S., Onajite, S. A., Shaharudin Samsurijan, M., & Azura Ramli, R. (2024). Appraisal of awareness and usage of digital technologies for sustainable wellbeing among construction workers in a developing economy. *International Journal of Construction Management*, 24(5), 521-529.
- Oke, A. E., Aliu, J., Jamir Singh, P. S., Onajite, S. A., Kineber, A. F., & Samsurijan, M. S. (2023). Application of digital technologies tools for social and sustainable construction in a developing economy. *Sustainability*, 15(23), 16378.
- Oliver, M. (1990). *The politics of disablement*. Macmillan Education.
- Östlund, G., & Kjellberg, A. (2023). Social work approaches disability inclusion and empowerment. *International Social Work*, 66(4), 987–1001. <https://doi.org/10.1177/00208728221091234>
- Shakespeare, T. (2018). *Disability: The basics* (2nd ed.). Routledge.
- Singh, P., Singh, J., Rashid, M. M., Azman, A., & Ali, I. (2019). Fishery policies and acts in present context-experiences from coastal Bangladesh. *Indian Journal of Ecology*, 46(4), 857-861.
- Somalia National Bureau of Statistics. (2024). *Somalia national disability report 2024*. Federal Government of Somalia.
- United Nations. (2006). *Convention on the rights of persons with disabilities*. United Nations.
- United Nations Department of Economic and Social Affairs. (2023). *Disability and development report 2023*. United Nations.
- United Nations Educational, Scientific and Cultural Organization. (2010). *Reaching the marginalized: Education for all global monitoring report*. UNESCO.
- United Nations Children’s Fund & Save the Children. (2022). *Assessment of children with disabilities in Hargeisa*. UNICEF Somalia.
- United Nations. (2023). *The sustainable development goals report 2023*. United Nations. Retrieved May 17, 2026, from United Nations Statistics Division.
- Watermeyer, B., McKenzie, J., & Swartz, L. (2024). Disability inclusion and social justice in Africa. *African Journal of Disability*, 13, 1–10. <https://doi.org/10.4102/ajod.v13i0.1201>
- World Bank. (2022). *Disability inclusion overview*. World Bank. Retrieved August 2025, from World Bank Disability Inclusion.
- World Health Organization. (2022). *Global report on health equity for persons with disabilities*. World Health Organization. Retrieved from WHO Newsroom.
- World Health Organization, & World Bank. (2011). *World report on disability*. WHO Press.
- Wu, Q. (2023). Exploring barriers to healthcare access for persons with disabilities in South Africa. *South African Medical Journal*, 113(7), 450–457. <https://doi.org/10.7196/SAMJ.2023.v113i7.16890>