

# SPECIAL EDUCATORS' ASSESSMENT OF THE IMPACTS OF THEMES OF INTERNATIONAL DAY OF PERSONS WITH DISABILITIES IN NIGERIA

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**Abstract:** The study investigated the Special Educators' Assessment of Impacts of Themes of International Day of Persons with Disabilities (IDOPWD) in Nigeria. The study adopted descriptive research design and specifically used descriptive statistics to analyze the data. In a bid to arrive at the sample, purposive sampling technique was used to draw 30 Special Educators who had participated in the International Day of Persons with Disabilities and/or among the senior ones from University of Jos, University of Ibadan and University of Nigeria Nsukka all in Nigeria where there is Department of Special Education. One instrument was used for the study named Special Educators' Inventory for the Assessment of Impacts of Themes of International Day for Persons with Disabilities in Nigeria (SEIFAOTIDFPWD). The instrument has three sections, the first being for personal data of the respondent while sections two and three addressed eleven themes respectively. The response options adopted was modified liker scale with four response options: Very impactful (vI), Impactful (I), Not impactful (NI) and Not Impactful at all (NIA). The Instrument was face and content validated by three experts. Cronbach Alfa was used to establish the reliability coefficient. The reliability coefficient was .84. The aforementioned result demonstrated the reliability of the instruments which was used by the researchers. The result and findings from the study disclosed that out of 22 themes only five had impact. It was therefore concluded that the themes of the International Day for Persons with Disabilities have no felt impact on persons with disabilities in particular and Nigeria society in general hence out of 22 themes only five have impacts. Based on that conclusion, the recommendations among others include that the popular concept of international day 3<sup>rd</sup> Dec. for persons with disabilities should be celebrated not only in each state capital but all the headquarters of L.G.A (s) of Nigeria with emphasis on taking action, being informed and being involved. Moreover, there is need to evaluate and assess themes in each country as Nigeria for necessary action to be taken hence the concept and the themes are ambitious, revolutionary and reformative.

**Keywords:** Special Educators, International day of Persons with Disabilities, Impacts. Assessment. .

## 1. Introduction

Family is the microcosm of the society. Marriage precedes family and essence of marriage is procreation. Family and marriage are interwoven and a very significant factor of the two is child bearing. The foregoing underscores the place of children in the above institution. The hope and temperaments of couple when expecting a baby is demonstrated most when expected child is born with special needs – disability when they wished to have a bouncing baby. The new baby coming to the world is never disposed to choose of who is to birth it or baby it, how it will come and how to look like when delivered off. This is usually decided by providence. Eke and Olayi (2018) posed thought provoking hypothetical question, are you disabled? The author went further to assert that if the answer is not “Yes”, the obvious answer is not only “NO” but “No, God forbid”. The foregoing sets background to world of the disabled in the society especially Nigeria. Eke (2000) perceived persons with disabilities as those that negatively deviate socially, physically, mentally, emotionally and psychologically in their makeup which affect them drastically. Obi (2020) viewed children with disability as children who have forms of disabilities or combination of disabilities that make teaching and learning activities more difficult such that the school and the teacher to make some curriculum and environment adaptations to suit their learning need. In fact, everything about them is special in a bid to meet unique need which others without disabilities may not need. This makes them to belong to a special population. No wonder their teachers are called special educators for being able to acquire special skill, methods, techniques and what have you to meet the need of this persons in the special population.

This special population is exposed to many sorry experiences which is first signaled by initial reactions of parents to their disabled children. The above tantamount to red alert hence with inevitable signal of critical danger and harm on this special population. This very alert has metamorphosed to yellow alert and blue alert (the primary warning and second warning of the critical nature of the danger and harm). This special population were initially not captured in

scheme of things but rather abandoned to their fate. This lingered for a long time in what is called exclusion. To Obi(2020), exclusion means to disallow someone from taking part or refusing someone from taking part in an activity, living in a place, entering a place or using certain facilities. The author further added that negative attitude stems from parents, sold to their children and bought over by teachers essentially due to limited knowledge. This is principally why it accepted without question that it is the society and not impairment that constitute disability. This originate from prejudices, beliefs and misconception about persons with disability. The author was emphatic by uncovering that children with disabilities live a life of marginalization, labelling, discrimination, stigmatization and exclusion. Abang(2005) disclosed that persons with disabilities generally were completely rejected by some cultures, in others they were seen as outcasts, while in some they were treated as economic liabilities and grudgingly kept by their families.

There are different disabilities and of course special needs that abound among individuals/ the population of aforesaid rises incredibly which world health organization and World Bank(2011) report predicted an increase as a result of the ageing population. No wonder Obi(2020) asserted that as at 11<sup>th</sup> January, 2020 the estimated population of Nigeria was estimated at 203,679,936 while it is projected to be 206,139,589 by mid-year. The author further stated that going by this number, the population of persons with disabilities in the country is put at 20,367,993. The author disclosed that the UNESCO projected that 10% of school aged children of a given population are assumed to be disabled and that 25% of the national population is expected to be school aged children. The author went further to reveal that by the projection, Nigeria with a total population of 200million will have 50 million school aged children with five million of them being children with disabilities. Ewang in Obi posited that many of these people with disabilities face human rights abuses, including stigmatization, discrimination, and violence, poor access to education, health care, housing and employment. This special population ought to be seen as bosom friends to be embosomed, empowered and therefore emboldened. There are popular axioms to reinforce the above concept. It is often said there is ability in disability. It is reiterated that if disability has not met one, it has not left one. Each of these axioms has implication

The above agitated the minds of people especially by those from western world. This gave birth to 1948 world declaration on Human Rights which enshrined man's right to education (Obi,2020) There was a popular acronym EFA (Education for All) in 1990(Eke, 2000). This was later followed by Salamanca Spain framework of Action on inclusion by 92 government and 25 Intergovernmental organizations in 1994(Eke). The framework according to UNESCO (1994) advocates for school for all meaning that school should include Everybody, celebrate differences, support learning and respond to individual needs of learners. Currently what is in vogue is inclusive education articulated by UNESCO. In January 2019, Nigeria President Muhammadu Buhari signed into law the Discrimination against Persons with Disability(Prohibition)Act. This came to fruition after nine years of relentless advocacy by disability rights group and activities. One Dr. Samuel Ankeli, a person with disability was appointed as Senior Special Assistant to the president on Disability matters. According to Obi(2020) Education is life transformation agent and the main driver of the other SDGs as captured in the vision 2030. The principle of inclusive education adopted in National Policy on Inclusive Education (Federal Ministry of Education, 2017) stated that inclusive education is every child's right, children should all be long as all have different potentials for learning, children learn in different ways and it is based on the social model of disability. Inclusive education is intricately interwoven with the concept of zero reject which Obi (2020) endorsed the relationship of the two. The author inferred that by the Disability Act 2018, inclusion is no longer a privilege or optional. Obi disclosed that zero reject is an educational philosophy which says that no child should be denied an education or considered uneducable as a result of deviation. Ewang in Obi posited that many of these people with disabilities face human rights abuses, including stigmatization, discrimination, violence, poor access to education, health care, housing and employment...

The special population has seen much in the world today due to their condition. The World Health Organization (WHO) recognizes disability as a global public health issue, a human right issue and a development priority. WHO recognizes disability as an umbrella term for impairment, activity limitation and participation restriction, denoting the negative aspect of interaction between an individual with a health condition and that individual contextual (environmental and personal) factors...(WHO, Disability action plan 2014-2021 in Obi, 2020). The United Nations has set aside 3<sup>rd</sup> December every year as international Day for persons with Disabilities. There are themes crafted to mark and celebrate the day each year which probably should generate impacts after the impartation of the themes on the persons with disabilities and Nigeria society hence the emphasis in taking action, being informed and being involved.

One of the diehard problems that conspire against the wellness of persons with disabilities is attitude of people. It is most likely to address attitude and bring about a positive change especially in developing and undeveloped world that the idea of international day (3<sup>rd</sup>. December) of Persons with disabilities was considered germane. All the other efforts to better the lots of persons with disabilities find place in this wonderful concept. The annual observance of the international day of disabled persons was proclaimed in 1992 by the United Nations General Assembly (United Nations ,2019)) resolution aimed at promotion of understanding of disability issues and mobilization of support for the dignity, rights and well-being of persons with disabilities. It also seeks to increase awareness of gains to be derived from the integration of persons with disabilities in every aspect of political, social, economic and cultural life. .A day, precisely

third day of December yearly has been set aside and called that name and identified so with mind blowing themes. It is noteworthy to note that 3rd December International Day of Persons with Disabilities (IDOPWD) has force which driven by take action, be informed and get involved(United Nations ,2019))

Nigerians especially persons with disabilities enjoy such days. This has remained a tradition in Nigeria to actualize proper status of persons with disabilities. The idea of theme for each day started in 1998. Each theme served as a driving force to implicate attitudes of persons with special needs, quicken the services to this special population and make real the ideals of this special population.

The world Report on Disability by the World Health Organization(WHO 2019) uncovered themes of International day for People with Disabilities: 1998was Arts, Culture and independent living. 1999 was Accessibility for all for the new millennium. 2000 was making information technology work for all. The theme for 2001 was full participation and equality;the call for new approaches to access progress and evaluate outcome. 2002 theme was independent living and sustainable livelihood. The 2003 was a voice of our own. 2004 was nothing about us without us. 2005 was rights of persons with disabilities; action in development. 2006 was E – Accessibility. 2007 was decent work for persons with disability. 2008 was convention on the rights of persons with disabilities- dignity and justice for all of us.

The above showcased eleven themes of the International day for Persons with Disabilities. There are other eleven themes emanating from 2009 through 2019(The world Report on Disability by the World Health Organization, WHO 2019). The themes are as follows (WHO) for 2009 was making the MDGs inclusive, empowerment of persons with disabilities and their communities around the world. 2010 was keeping the promise, mainstreaming the disability in the Millennium development goals. 2011 was Together for better world for all. Including persons with disability. 2012 was removing barriers to create an inclusive society for all. 2013 was Break barriers, open door for an inclusive society, and development of all. 2014 was sustainable development, the promise of technology. 2015 was Inclusion matters. Access and empowerment for people of all abilities. 2016 was achieving 17 goals for the future we want. 2017 was Transformation toward sustainable and resilient society for all. 2018 was empowering persons with disability and ensuring inclusiveness and equality. 2019 was promoting the participation of persons with disabilities and their leadership: taking action on the 2030 development Agenda.

There are therefore 22 themes. There is therefore first eleven of the themes and second eleven of the themes. There is need to assess the impact of the themes on the disabled themselves. This has not been ascertained in research works available to the researchers. These pieces of information can be got from special educators. This truly agitated the minds of the present researchers to carry this study. The themes are wonderfully crafted such that one wonders if the ideal can be real or near real for the story of the disabled in Nigeria to radically change for desired better status. This is worldwide concept and standing tradition but the concern of the researchers is how those themes celebrated in different parts of Nigeria impacts on the people. Obi (2020) disclosed that Nigeria and Nigerians are good at making fine proposals but the implementation has always remained a challenge. Obasanjo in Eke and Olayi (2018) alerted that Nigeria has never been short of good ideas that never come to fruition. Be that as it may, these themes are not Nigeria Origin but has implicated Nigeria as oneof the countries in the world. Better still these days and themes are celebrated in different parts of Nigeria as a country with special educators and others in attendance. The first eleven years run from 1998 through 2008 whereas the second eleven years run from 2009 through 2019. The themes call foraction, reaction and assessment of the impacts so far. The themes and those who craft them are not just for the fun of them hence they should not be elusive nor perceived asmirages but a clarion call to assess and ascertain the impacts now that the themes have spanned 22 years. Impact (Hornsby, 2015) is force of impression or major or significant effect of one thing on another. Impact is perceived here to mean force of impression or significant effect that themes of International Day for Persons with Disabilities on both the persons with disabilities and Nigeria society after celebration of international day. Assessment (Hornsby) is an action or instance of making judgment about something. Assessment is conceived here as special Educators' action or instance of making judgment about the impacts of the theme crafted and used during International Day of Persons with Disabilities. Special Educators(Eke, 2000) are those specially trained on the customized methods and techniques of educating and training persons with disabilities and special needs.

There is a need to ascertain the impacts of the themes especially by the special educators who are abreast with the world of persons with disabilities. The above agitates the minds of the presentresearchers to elicitspecial educators' assessment of the impacts of the themes. This study was to ascertain the impacts or perceived impacts of the respective themes in Nigeria so far.It is based on the foregoing back drop that the researchers wished to carry this study on Special Educators' assessment of impacts of themes of International Day for Persons with Special Needs in Nigeria.

## 2. Statement of Problem of the Study

A lot of ventures have been made for the welfare and improved status of persons with special needs. The western world, United Nations,Non-governmentalOrganizations, UNESCO and Religiousorganizations have had bright concepts to

change the status of Persons with disabilities in the world especially in Nigeria. These concepts include EFA, SDGs, Disability acts, Mainstreaming, Inclusion among others but one worthy of consideration in view of its implication is the International Day for Persons with Disabilities. Nigeria and Nigerians with disabilities are not left out such that the above ventures ought to bring positive change, improved status, and what have you for this special population in Nigeria. That ought to be evaluated and assessed to be certain of their impacts which ordinarily should be positive.

It is a pity to recall and recognize that this population seems to remain in a sorry situation. There seem to be no significant effect of those bright concepts evidenced in life lived by this special population. Themes of International Day for Persons with Disabilities keep coming year by year. No doubt very well crafted yet, there is no assessment or evaluation to uncover their impacts. This has made the concepts to ever continue to emerge without recourse to evaluating the ones already on ground. There are 22 themes now. A critical look uncovers no assessment as there seem to be no evidence available to the present researchers. The themes seem to be elusive and remain mirage to persons with disabilities and Nigeria society which has far reaching effect on the special population. Worse still, no assessment has been carried out to the best knowledge of the present researchers.

The above development is not good for persons with disabilities and it is high time such is addressed hence for now no study available to the researchers has addressed assessment of the themes which shall serve as direction and challenges to all especially those who serve as crusaders for persons with special needs. If this is left not given due attention, the condition and status of persons with disabilities may not change and no one can categorically say what is responsible.

Based on the foregoing, the researchers took up the study on Special Educators' Assessment of the impacts of the themes of International Day of Persons with disabilities in Nigeria.

### **3. Purpose of the Study**

The purpose of the study was to ascertain Special Educators' assessment of the themes of the international –Day for Persons with Disabilities in Nigeria. Specifically, the study sought to investigate the special educators' assessment of the impacts of

1. Eleven themes of the IDFPWD in Nigeria 1998 through 2008.
2. Eleven themes of the IDFPWD in Nigeria 2009 through 2019.

### **4. Research Questions**

These Research Questions guided the study

1. What is the Special educators' assessment of impacts of the eleven themes of the IDFPWD in Nigeria 1998 through 2008?
2. What is the Special Educators' assessment of impacts the eleven themes of the IDFPWD in Nigeria 2009 through 2019?

### **5. Methods**

Descriptive Survey design was used for this study. It was used to ascertain the assessment of special educators on the 22 themes of International Day of Persons with Disabilities in Nigeria. The population of study comprises all special educators in Universities in Nigeria.

In a bid to arrive at the sample, purpose and simple random sampling were used. The sampling technique used was purposive sampling technique hence three universities that have Special Education as discipline were drawn from the North, East and South respectively. These universities are University of Jos, Jos Plateau State, University of Nigeria Nsukka, Enugu State and University of Ibadan, Oyo state. Furthermore, to get the sample ten most senior and those that had featured in International Day for Persons with Disabilities were drawn such that in each University, from Department of Special Education, ten special educators were drawn.

The Instruments for data collection was constructed by the researchers named *Special Educators' Inventory for the Assessment of Themes of International Day for Persons with Disabilities in Nigeria* (SEIFAOTIDFPWD). The instrument has three sections, the first being introductory part while sections two and three addressed eleven themes respectively. The response options adopted modified likertlike scale of four (response options): Very impactful (VI), Impactful (I), Not impactful (NI) and Not Impactful At all (NIA). The Instrument was face and content validated by three experts. Cronbach Alfa was used in each case to establish the reliability coefficient. The reliability coefficient was .83. The aforementioned result demonstrated the reliability of the instruments which were used by the researchers.

The method of data Analysis was use of frequencies for the research questions. The rule of decision was deduced from summation of frequencies of very impactful and Impactful versus Not impactful and Not Impactful at all against each

item statement of the themes. In the end, any item that has up to 15 as frequencies and above after the summation was considered significant and therefore deduced popular finding.

**6. Results**

1. Research question one: What is the Special educators’ assessment of impacts of the eleven themes of the IDFPWD in Nigeria 1998 through 2008?

Analysis of Research Question 1

Table 1:Special educators’ Assessment of impacts of the eleven themes of the IDFPWD in Nigeria 1998 through 2008?

S/N	Themes	Very impactful	Impactful	Not impactful	Not at all impactful
1(1998)	Arts, Culture and independent living	2	3	14	11
2(1999)	Accessibility for all for the new millennium	2	3	12	13
3(2000)	making information technology work for all	3	4	10	13
4(2001)	Full participation and equality the call for new approaches to access progress and evaluate outcome.	10	5	8	7
5(2002)	Independent living and sustainable livelihood.	2	1	13	14
6(2003)	a voice of our own.	3	4	9	14
7(2004)	Nothing about us without us.	2	4	12	12
8(2005)	Rights of persons with disabilities; action in development.	7	9	9	5
9(2006)	E – Accessibility	5	4	10	11
10(2007)	Decent work for persons with disability	4	3	10	13
11(2008)	convention on the rights of persons with disabilities- dignity and justice for all of us	12	14	3	3

This research question sought to find out the Special Educators’ assessment of the impacts of the first eleven themes of International day of persons with disabilities in Nigeria 1998 through 2008. Out of them all the ones that have impacts are that of 2001, 2005 and 2008. The themes are full participation and equality: a call the call for new approaches to access progress and evaluate outcome. The result of this 2001 theme lies in-between hence same number of respondents indicated it has no impact. Those of 2005 and 2008 indicated having impact hence the results showed well over 15 respondents indicated they have impacts. They respectively addressed rights of persons with disabilities; action in development and convention on the rights of persons with disabilities- dignity and justice for all of us. The result indicated well over 15 which is the accepted benchmark for significant findings. The other 8 themes had no impact based on the assessment of the respondents. These are themes of 1998, 1999,2000,2002,2003,2004,2006,2007 and 2008. This deduction arose from the facts that none any frequency up to 15 after summing up very impactful and impactful.

Research Question 2.

- What is the Special Educators ‘assessment of impacts of the eleven themes of the IDFPWD in Nigeria 2009 through 2019?

Analysis of Research Question 2

Table 2: Special Educators assessment of impacts of the eleven themes of the IDFPWD in Nigeria 2009 through 2019

S/N	Themes	Very impactful	Impactful	Not impactful	Not at all impactful
12(2009)	making the MDGs inclusive, empowerment of persons with disabilities:the call for new approaches to access progress and evaluate outcomes and their communities around the world	9	7	7	7
13(2010)	keeping the promise, mainstreaming the disability in the Millennium development goals	5	6	10	9
14(2011)	Together for better world for all. Including persons with disability	7	3	10	10
15(2012)L	removing barriers to create an inclusive society for all	3	2	19	6
16(2013)	Break barriers, open door for an inclusive society, and development of all	3	4	10	13
17(2014)	sustainable development , the promise of technology	2	2	14	12
18(2015)	Inclusion matters access and empowerment for people of all abilities	2	3	12	13
19(2016)	achieving 17 goals for the future we want	4	2	3	21
20(2017)	Transformation toward sustainable and resilient society for all	5	5	10	10
21(2018)	empowering persons with disability and ensuring inclusiveness and equality	2	3	10	15
22(2019)	promoting the participation of persons with disabilities and their leadership: taking action on the 2030 development Agenda	9	8	8	5

This research question two sought to find out the Special Educators’ assessment of the impacts of the second eleven themes of International day of persons with disabilities in Nigeria 2009 through 2019. Out of them all the ones that have impacts are those of 2009 and 2019. These themes focused on making the MDGs inclusive, empowerment of persons with disabilities: the call for new approaches to access progress and evaluate outcomes and their communities around the world and promoting the participation of persons with disabilities and their leadership: taking action on the 2030 development Agenda (The world Report on Disability by the World Health Organistatio,2019) hence each them has frequency above 15 upon the summation of both the very impactful and impactful. The other 9 themes had no impact which include those of 2010,2011,2012, 2013, 2014,2015, 2016,2017 and 2018. This is deduced from results as shown above.

2005 and 2008. The themes are full participation and equality: a call the call for new approaches to access progress and evaluate outcome. The result of this 2001 theme lies in-between hence same number of respondents indicated it has no impact. Those of 2005 and 2008 indicated having impact hence the results showed well over 15 respondents indicated they have impacts. They respectively addressed rights of persons with disabilities; action in development and on the rights of persons with disabilities- dignity and justice for all of us(The world Report on Disability by the World Health Organistation,2019). The result indicated well over 15 which is the accepted benchmark for significant findings. The other 8 themes had no impact based on the assessment of the respondents. These are themes of 1998,1999,2000,2002,2003,2004,2006,2007 and 2008.These deductions arose from the facts that none had any frequency up to 15 after summing up very impactful and impactful.

**7. Discussion**

It was found from the first research question that three of the themes had impact. Those themes are2001, 2005 and 2008. Specifically, that of 2001 focused on full participation and equality: call for new approaches to access progress and evaluate outcome. It is worthwhile to note here that the number of those that attested to the fact that it has impact equal the number that asserted it has no impact. This can be traced from the full participation and equality has not truly come to stay but as a call for new approach, the credibility abounds. Some took to first phrase and the others took to the second phrase. Nonetheless frantic efforts are being made to make real full participation. The principle of inclusive education adopted in National Policy on Inclusive Education(2017) stated that inclusive education is every child’s right. There other efforts made to embrace zero reject and no doubt the minds of Nigeria education planners are on that. The

other two themes that were assessed as having impacts are rights of persons with disabilities; action in development and convention on the rights of persons with disabilities- dignity and justice for all of use. This finding is evident in the recent Nigeria President Muhammadu Buhari that signed into law the Discrimination against Persons with Disability(Prohibition)Act. There are many things attached to it that seem promising to persons with disabilities. It is appalling to note the other 8 themes have no impacts. This has no doubt spoken volumes of the attitudes of people on persons with disabilities in Nigeria.This is best captured in Eke (2018) who posed thought provoking hypothetical question, Are you disabled? the author went further to assert that if the answer This is not “Yes”, the obvious answer is not only “NO” but “No , God forbid ” . Ewang in Obi(2020) posited that many of these people with disabilities face human rights abuses, including stigmatization, discrimination, violence, poor access to education, health care, housing and employment. This development on having no impact in view of the aim and purpose of International day of persons with disabilities that embrace promotion of understanding of disability issues and mobilization of support for the dignity, rights and well-being of persons with disabilities. That notwithstanding, impacts are not felt based on the assessment of the respondents. No wonder why Obi(2020) uncovered that Nigeria always have good proposals yet not implementable. This snag might have affected the themes that have been assessed as having no impact.

From the second research question, it was found out that amongst the themes only two have impacts: 2009 and 2019. These themes are making the MDGs inclusive, empowerment of persons with disabilities the call for new approaches to access progress and evaluate outcomes and their communities around the world and promoting the participation of persons with disabilities and their leadership: taking action on the 2030 development Agenda. These themes’ impact is based on the fact that is in process of becoming. There obvious things that happened in this country Nigeria that lend credence to the impact. One of them is appointment of person with disability, Dr.Ankeli as Senior Special Assistant on Disability matters by President Buhari of Nigeria and the recent signing into law the discrimination Acts. Nonetheless, it is shocking to note that other 9 themes do not have any impact when of course the day and the theme go with force of asking all to take action, be informed and get involved. It is noteworthy to note that 3<sup>rd</sup> December International Day of Persons with Disabilities(IDOPWD) has force which is driven by take action, be informed and get involved(*United Nations (2019)*Obi(2020) inferred that by the Disability Act 2018, inclusion is no longer a privilege or optional.The author disclosed that zero reject is an educational philosophy which says that no child should be denied an education or considered uneducable as a result of deviation. These ventures should be paving way for this special population. Not until these themes start to have impact the situation of this special population tantamount to exclusion which to Obi, exclusion means to disallow someone from taking part or refusing someone from taking part in an activity, living in a place, entering a place or using certain facilities.

## 8. Conclusion

Based on the results and findings from the Special Educators’ assessment of the impact of the themes of identified days in years under study, it is therefore concluded that themes of the International Day for Persons with Disabilities have no felt impact on persons with disabilities in particular and Nigeria society in general hence out of 22 themes only five have impacts. The concept of setting aside a day for this special population with a theme each year remains desirable theory to be practiced. This should be a tradition and culture for all especially persons with disabilities in Nigeria and beyond to better their lots. .

## 9. Recommendations

Based on the conclusion reached, the following recommendations are made.

- 1.This popular concept of international day 3<sup>rd</sup> Dec.for persons with disabilities should be celebrated not only in each state capital but all the headquarters of L.G.As of Nigeria with emphasis on taking action, being informed and being involved.
- 2.There should be conferences in each state and L.G.A where the Traditional Rulers should congregate to address the theme to help make the theme(s) reach hinterland through cabinet members to the inhabitants of the communities.
3. Institutional of higher learning that have Department of Special Education should set a day aside apart from the D day to discuss current theme and organize a mini party in cognizance of the day.
4. There is even the need for a Course called International Day for Persons with Disabilities to be included among courses students of Special Needs Education should offer before graduation.
5. There is need to evaluate and assess themes in each country as Nigeria for necessary action to be taken hence the concept and the themes are ambitious, revolutionary, reformative and universal encompassing almost all facets of needs and challenges of persons with disabilities

6.The Special Educator should gear up their service ideal by ensuring enviable strategies,advocacy and volunteering services by ensuring that the themes are actualized for the sake of persons with disabilities who they (should) vow and work for their welfare.

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