



SPORT AND PERSONS WITH DISABILITIES

FOSTERING INCLUSION AND WELL-BEING



CHAPTER 5

169 CONTEXT: DISABILITY, DEVELOPMENT AND SPORT

169 Disability and Development

171 Sport as a Tool for the Inclusion of Persons with Disabilities

172 Limitations of Sport to the Inclusion of Persons with Disabilities

173 Sport, Persons with Disabilities, and the Millennium Development Goals

173 International Frameworks for Disability and Sport

176 EVIDENCE: USING SPORT TO FOSTER THE INCLUSION AND WELL-BEING OF PERSONS WITH DISABILITIES

176 Using Sport to Reduce Stigma

178 Sport as an Agent of Socialization

179 Independence and Sport Participation

181 Using Sport to Empower Persons with Disabilities

183 Inclusion of Persons with Disabilities

185 RECOMMENDATIONS TO GOVERNMENTS

186 Policy Recommendations

190 Program Recommendations

192 Harnessing the Contribution of all Sectors of Government and Society

Left:
Role models with disabilities can challenge stereotypes and have a positive impact on community perceptions.

Right To Play

Previous page:
Public sporting events designed to be inclusive raise awareness in the community about what persons with disabilities can do.

Handicap International -
Sport and Leisure Activities
for Children with Disabilities,
Bangladesh

1 CONTEXT: DISABILITY, DEVELOPMENT AND SPORT

“No country can afford to turn its back on 10% of its population.”

– ILO/UNESCO/UNICEF/WHO proclamation, December 3, 1997

1.1 DISABILITY AND DEVELOPMENT

Disability is any physical or mental condition that limits a person’s movements, senses or activities. The term disability is conventionally used to refer to attributes that are severe enough to interfere with, or prevent, normal day-to-day activities. According to the UN Convention on the Rights of Persons with Disabilities, “persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.”¹ Disabilities can be permanent, temporary, or episodic. They can affect people from birth, or be acquired later in life through injury or illness.

The World Bank estimates that approximately 600 million people, or 10% of the world’s population, have a disability² and that 80% of these people live in developing nations.³ If families of persons with disabilities are included, at least 25% of the world is directly affected by disability.⁴

Disability is both a cause and a consequence of poverty. This relationship is particularly acute in developing countries. Studies show that 98% of children with disabilities living in developing countries do not receive an education.⁵ This number is even higher for girls with disabilities.⁶ As a result, a disproportionate number of persons with disabilities in developing nations live in extreme poverty.⁷ At the same time, people living in poverty

are more likely to experience disability as a result of inadequate nutrition and healthcare, and unsafe living and work environments.⁸

The correlation between poverty and disability has direct implications for the capacity of developing nations to achieve the Millennium Development Goals. Poverty itself cannot be addressed without confronting both the causes of disability and the social and economic exclusion of persons with disabilities. As long as 10% of any country's population is uneducated and unemployed, the country will have difficulty meeting its MDG targets. Conversely, countries that purposefully confront the inter-relationship of disability and poverty will make progress toward the targets.⁹

The link between disability and poverty is not limited to developing countries. Despite great variations in wealth and quality of life across countries, persons with disabilities tend to experience greater social, political, and economic exclusion than persons without disabilities worldwide.¹⁰

In many countries, beliefs and attitudes have evolved to recognize the importance of fully including persons with disabilities. These changing attitudes are largely the result of the leadership of persons with disabilities and their families. As a result, legislation has been enacted to ensure equal rights and efforts are underway to enhance accessibility and inclusiveness in the workplace and community life.

On March 30, 2007, the United Nations Convention on the Rights of Persons with Disabilities opened for signature by member nations. The Convention is the first legally binding international instrument focused on recognizing and enforcing the rights of persons with disabilities. States that ratify the Convention must enact laws and other measures to improve disability rights and abolish legislation, customs and practices that discriminate against persons with disabilities.¹¹ A record 81 countries acceded to the Convention on the first day it opened for signature.¹² On April 3, 2008, the Convention received its twentieth ratification, triggering its entry into force 30 days later, on May 3, 2008.

Despite this important milestone, persons with disabilities still face societal barriers and disability still evokes negative attitudes and discrimination in many societies. The individuals concerned — and their families — continue to experience stigma, disempowerment, and social and economic marginalization.¹³

The cost of this exclusion and discrimination is enormous in terms of lost opportunities and poor quality of life for individuals and their families. This cost includes lost

1.2 SPORT AS A TOOL FOR THE INCLUSION OF PERSONS WITH DISABILITIES

potential for society given the social, economic, and cultural contributions these individuals might be making under more equitable and inclusive circumstances.

Sport for persons with disabilities is not a new concept, but its full potential as a powerful, low-cost means to foster greater inclusion and well-being for persons with disabilities is only beginning to be realized.

Sport, gymnastics specifically, was first used in Sweden in the late 1800s as a means of therapy for persons with disabilities.¹⁴ Since then, sport for persons with disabilities has blossomed to include more than 17 international games, including three Olympic-level competitive games targeting athletes with disabilities — the Deaflympics (for those with hearing impairments), the Paralympics (for those with all other forms of physical disabilities such as limb loss and blindness), and the Special Olympics (for those with intellectual disabilities).¹⁵ The growth of sport for persons with disabilities is reflected in the 47 academic periodicals and journals that focus on adaptive physical education and recreation, and the many newsletters published by disability sports organizations worldwide.¹⁶

Sport works to improve the inclusion and well-being of persons with disabilities in two ways — by changing what communities think and feel about persons with disabilities and by changing what persons with disabilities think and feel about themselves. The first is necessary to reduce the stigma and discrimination associated with disability. The second empowers persons with disabilities so that they may recognize their own potential and advocate for changes in society to enable them to fully realize it. The community impact and individual impact of sport help reduce the isolation of persons with disabilities and integrate them more fully into community life.

Sport changes community perceptions of persons with disabilities by focusing attention on their abilities and moving their disability into the background.¹⁷ Through sport, persons without disabilities encounter persons with disabilities in a positive context (sometimes for the first time) and see them accomplish things they had previously thought impossible.¹⁸ Their assumptions about what persons with disabilities can and cannot do are profoundly challenged and reshaped by this experience. As well, the tendency to see the disability instead of the person is greatly reduced, in part because of the common experience of sport that they now share.

Sport changes the person with a disability in an equally profound way. For some, it marks their first experience of human agency — that is, it enables them to make choices and

take risks on their own. For others, the gradual acquisition of skills and accomplishments builds the self-confidence needed to take on other life challenges such as pursuing education or employment. Sport also provides opportunities for persons with disabilities to develop social skills, forge friendships outside their families, exercise responsibility, and take on leadership roles. Through sport, persons with disabilities learn vital social interaction skills, develop independence, and become empowered to lead and make change happen.¹⁹ In the words of one participant:

“It was amazing when I came to know [the] thrilling sport [of blind soccer]²⁰ since I couldn’t imagine that I could play soccer exactly the same as my sighted friends...By playing blind soccer, I experience a series of challenges, recreation for my daily life, and wonderful comrades. In mastering new techniques and challenges each game through teamwork, I feel a sense of mastery, which makes me confident and proud. I believe sports encourage the spirit of challenge and self-reliance, both of which are essential for our lives.”²¹

1.3 LIMITATIONS OF SPORT TO THE INCLUSION OF PERSONS WITH DISABILITIES

When efforts are not made to ensure that sport participation is inclusive, sport remains simply another area where discriminatory attitudes and practices toward persons with disabilities are perpetuated. Even when the decision is made to make sport more accessible and inclusive, without basic steps to foster understanding, knowledge and communication about how to adapt sports appropriately, intolerance can be exacerbated²² and divisiveness can ensue. With appropriate communication, knowledge and skill, sport can be a powerful tool for transforming community attitudes and empowering individuals through the acquisition of new physical and social skills, self-confidence and positive relationships.



Wheelchair races provide a forum to promote participation and celebrate the achievements of persons with disabilities. Sport competitions, when used effectively, can integrate people from all social classes, political affiliations and levels of ability.

Cambodian National Volleyball League (Disabled) Organisation

1.4 SPORT, PERSONS WITH DISABILITIES, AND THE MILLENNIUM DEVELOPMENT GOALS

Sport can play an important role in improving the inclusion and well-being of persons with disabilities and, in so doing, help to advance the Millennium Development Goals. Table 5.1 outlines the ways in which sport for persons with disabilities can help achieve specific MDGs.

TABLE 5.1 SPORT, PERSONS WITH DISABILITIES, AND THE MILLENNIUM DEVELOPMENT GOALS

MILLENNIUM DEVELOPMENT GOAL	CONTRIBUTION OF SPORT
1. Eradicate extreme poverty and hunger	<ul style="list-style-type: none"> Reduced stigma and increased self-esteem, self-confidence and social skills, leading to increased employment and lower levels of poverty and hunger
2. Achieve universal primary education	<ul style="list-style-type: none"> Reduced stigma preventing children with disabilities from attending school Increased awareness of importance of physical education for all children and ability to adapt activities for children with disabilities
3. Promote gender equality and empower women	<ul style="list-style-type: none"> Empowerment of women and girls with disabilities — through sport-based opportunities — to acquire health information, skills, social networks, and leadership experience Loosening of restrictive gender norms by introducing the concept of women playing sports
4. Reduce child mortality	<ul style="list-style-type: none"> Improved health of children with disabilities as a result of increased physical activity Reduced likelihood of infanticide by reducing stigma and promoting greater community acceptance of children with disabilities
5. Improve maternal health	<ul style="list-style-type: none"> Improved access by women with disabilities to health information and education, using sport as a communication platform
6. Combat HIV and AIDS, malaria, and other diseases	<ul style="list-style-type: none"> Improved access to disease prevention and treatment information for persons with disabilities through sport programs with a health education component Reduced stigma associated with HIV and AIDS through inclusion of people with HIV and AIDS in sport activities Improved health for people living with HIV and AIDS due to participation in sport activities
7. Ensure environmental sustainability	<ul style="list-style-type: none"> Increased knowledge and action in support of environmental sustainability among persons with disabilities, using sport as an education and social mobilization platform
8. Develop a global partnership for development	<ul style="list-style-type: none"> Creation of global sport and disability networks for data collection, awareness-raising, and knowledge exchange

1.5 INTERNATIONAL FRAMEWORKS FOR DISABILITY AND SPORT

The power of sport as a means to improve the lives of persons with disabilities is reflected in a range of international agreements, strategies and instruments.

As early as 1978, UNESCO identified the value of sport for persons with disabilities in its *International Charter of Physical Education and Sport*.²³ The Charter called on countries

to make special opportunities available “to develop [persons with disabilities] personalities to the fullest through physical education and sport programs suited to their requirements.”²⁴

In 1982, the United Nations developed the *World Programme of Action*, a global strategy to enhance disability prevention, rehabilitation and equalization of opportunities. This stated that member delegations should “encourage all forms of sports activities of disabled persons, [among other things], through the provision of adequate facilities and the proper organization of these activities.”²⁵ The Programme set the stage for the United Nations International Decade of Disabled Persons 1983–1992, during which governments were encouraged to implement its provisions. In 1993, the United Nations adopted *The Standard Rules for the Equalization of Opportunities for Persons with Disabilities*, which also addressed the right to sport for persons with disabilities.²⁶

The UN decade was followed by the Asian and Pacific Decade of Disabled Persons 1993–2002 (later extended to 2012), the African Decade of Disabled Persons 2000–2009, and the Decade of the Americas for the Rights and Dignity of Persons with Disabilities 2006–2016. The Action Plan formally adopted by the Organization for African Unity (now the African Union) in 2002, specifically references the need to “[p]romote more efforts that encourage positive attitudes toward children, youth, women and adults with disabilities, and the implementation of measures to ensure their access to rehabilitation, education, training and employment, as well as to cultural and sports activities and access to the physical environment.”²⁷

The Decade of the Americas builds on the Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons with Disabilities, which was adopted in 1999 and entered into force in 2001. The Convention has since been ratified by 17 countries.²⁸ The Convention calls on governments to eliminate discrimination and to promote integration by public and private sector entities in the provision of goods, services, facilities, programs and activities in sports, as well as other spheres of activity.²⁹

The UN Convention on the Rights of Persons with Disabilities is the first legally binding international instrument to address the rights of persons with disabilities with regard to sport. Article 30.5 of the Convention states that:³⁰

“With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:

- (a) *To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;*
- (b) *To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;*
- (c) *To ensure that persons with disabilities have access to sporting, recreational and tourism venues;*
- (d) *To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;*
- (e) *To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.”*

Article 30.5 addresses both mainstream and disability-specific sport. Participation in mainstream sport means that persons with disabilities participate alongside athletes who do not necessarily have a disability — for example, when a hearing-impaired athlete participates in college soccer with peers who are not hearing-impaired. No adaptations in the rules are made for the athlete’s disability. In such cases, it is important to ensure that persons with disabilities have access to participation and are not excluded based on discriminatory beliefs about their capabilities or well-intentioned, but undue, concerns for their safety.³¹

Participation in disability-specific sport means that persons with disabilities are participating with others with similar disabilities. In this domain, persons with disabilities often experience problems securing practice time, accessible facilities, coaches who are knowledgeable on how to adapt sport, or equitable access to the services and resources available to athletes without disabilities.³²

Adaptive sport is a third category, not specifically addressed by the Convention, and refers to sport that is adapted to include those with disabilities. In addition to disability-specific sport, it includes sport designed to enable those with and without disabilities to participate. For example, sitting volleyball teams can include athletes with disabilities and those without, because it has been adapted to accommodate both.

Article 30.5 also requires that governments ensure that persons with disabilities have access to sport and recreational venues — as spectators and as active participants. The Article also requires that children with disabilities be included in physical education within the school system “to the fullest extent possible” and enjoy equal access to play.

To guarantee that the rights enshrined in the Convention are implemented across the world, the International Disability in Sport Working Group was founded in January 2006. Its members include UN bodies, international NGOs and other organizations. The working group monitors and promotes sport for persons with disabilities on a global basis.³³

2 EVIDENCE: USING SPORT TO FOSTER THE INCLUSION AND WELL-BEING OF PERSONS WITH DISABILITIES

The universal popularity of sport, its physical, social and economic development benefits, and its proven success as an education and social mobilization platform, make it an ideal tool for reducing the stigma associated with disability. These characteristics also make sport an ideal tool for fostering the socialization, independence, empowerment and full inclusion of persons with disabilities. In this sense, sport is not a luxury. It is a necessary and complementary approach that can expand the impact of traditional methods of stimulating individual and community development and empowerment.

2.1 USING SPORT TO REDUCE STIGMA

In some places, persons with disabilities have succeeded in being seen for their abilities, rather than their disabilities. Elsewhere, people suffer from social stigma associated with their disability. Stigma³⁴ consists of unfounded stereotypes, inaccurate assumptions, negative perceptions and prejudice. In many communities, stigma is deeply rooted.³⁵ Many of the discriminatory practices and policies that are barriers to persons with disabilities arise from stigma.³⁶ Stigma is what causes some children to refuse to play with children with disabilities, teachers to avoid asking what a student with a disability can do,³⁷ and employers refusing to hire a person with a disability because they believe they are inferior to persons without disabilities.

The consequences of stigma can be severe and even fatal. In some cultures merely having a family member with a disability makes it difficult for a woman without a disability in the same family to marry.³⁸ Mothers may be blamed when a child with a disability is born³⁹ and then abandoned by their husbands.⁴⁰ Often unable to work full-time and care for their child(ren), they may be denied help by their families because of their child's disability.⁴¹ Parents, driven by shame or fear for their child's safety,

may confine a child with a disability in the home.⁴² In some cultures, the stigma associated with disability is so severe that it results in infanticide.⁴³ Because persons with disabilities are sometimes less valued than those without disabilities, they may also be excluded from essential health care.⁴⁴ This situation is particularly acute in communities without services and supports for persons with disabilities and their families, such as informal settlements and slums.

The more that disability issues are addressed in mainstream society, the more persons with disabilities will be accepted. Sport can help combat stigma because it places persons with disabilities in a position where their skills are highlighted. The focus is not on their disability but their ability to score a goal or make the game-winning assist. This point is underscored by the Office of the High Commissioner for Human Rights:

“For the community, participation by persons with disabilities in sport provides a means of deconstructing disabling images that portray persons with disabilities as passive, inactive and lacking capacities to participate in the wider life of the community. In breaking down stereotypes of disabilities, participation in sport helps build more inclusive communities and therefore greater social cooperation and cohesion.”⁴⁵

Media coverage of sport events involving persons with disabilities can play a major role in creating more positive and accurate perceptions. For example, the growing profile of the Paralympics has significantly contributed to increasing recognition of persons with disabilities.⁴⁶ Over 300 million people watched television coverage of the 2000 Sydney Paralympic Games.⁴⁷ This single event significantly increased awareness of the capabilities of persons with disabilities.

Using sport, persons with disabilities can work to remove the stigma confronting them in their own communities. In rural Bangladesh, where international NGO Handicap International runs the *Sport for Children and Youth with Disabilities Project*, staff report a significant change in villagers’ attitudes toward persons with disabilities after observing them playing sports alongside their peers.⁴⁸

Another example, perhaps one of the best known, is that of Ghanaian Emmanuel Yeboah. Yeboah, who has no lower-right leg, was abandoned by a father ashamed of having a child with a disability. In response to the stigma and negative attitudes he encountered throughout his life, Yeboah decided to cycle across Ghana to draw attention to persons with disabilities and to compel the national government to address disability issues. Along the way, Yeboah stopped in villages to speak with people about what it means to live with

a disability. Eventually, his fight for the rights of persons with disabilities drew international attention, including that of fellow Ghanaian Kofi Annan, then Secretary-General of the United Nations, who became a strong supporter of the cause. Ghana's King Osagyefuo also took interest, inviting the cyclist to meet with him, making Emmanuel Yeboah the first person with a disability in Ghana to receive a royal audience.

Stigma is not only an external barrier, preventing persons with disabilities from accessing social, economic and political rights, but it is often an internal barrier, causing persons with disabilities to question their own worth in society. For example, most landmine victims participating in the Cambodian Volleyball League (Disabled) report that they contemplated suicide when they first lost a limb.⁴⁹ Based on their own previous notions of persons with disabilities, they had no hope. Through involvement in sports, however, these volleyball players saw that they were capable of far more than they had imagined. Their own views on the limitations arising from their disability were fundamentally changed, giving them a more optimistic outlook and restoring their belief in their future.

Stigma presents particular challenges for women with disabilities. Women with disabilities often experience double discrimination — on the basis of their gender and their disability. Studies show that 93% of women with disabilities do not participate in sport or physical exercise⁵⁰ and women make up only one-third of athletes with disabilities in international competitions. Many countries still refuse to enter women in these competitions.⁵¹ Access to education and community services, including rehabilitative services, is often affected by gender. This is especially true in countries where it is believed that a woman's primary role lies in the home. As a result of this additional exclusion, women with disabilities have even higher illiteracy rates and lower employment rates than men with disabilities.⁵² Women with disabilities are also more likely to be victims of violence, including sexual violence.⁵³ They are targeted because their reduced status in society makes them vulnerable and because it is difficult or impossible for them to gain justice and redress.

By providing women with disabilities the opportunity to compete and display their physical ability, sport helps to reduce gender stereotypes and negative perceptions associated with women with disabilities. Sport creates a more equitable and empowering environment for these women, giving them confidence to pursue goals in other areas of their life with the same confidence and belief in themselves.

2.2 SPORT AS AN AGENT OF SOCIALIZATION

Persons with disabilities are generally excluded from education, employment and community life from a young age. Exclusion deprives them of opportunities to engage and develop relationships with others — opportunities essential to their social development

and important determinants of health and well-being. As a result, persons with disabilities may have had very little experience greeting people, carrying on conversations and interacting with others.

Sport is well suited to helping persons with disabilities acquire social skills they may be lacking.⁵⁴ It teaches individuals how to communicate effectively⁵⁵ as well as the significance of teamwork and cooperation, goal-setting, self-discipline, respect for others,⁵⁶ and the importance of rules.⁵⁷ Sport also enables persons with disabilities to take risks and learn how to manage failure and success in a safe and supportive environment.⁵⁸ Coaches and teammates provide important role models⁵⁹ and can help persons with disabilities to develop skills they can apply in other aspects of their lives, such as employment.⁶⁰

Sport's universal popularity makes it ideal for fostering social interaction, even in remote areas.⁶¹ By bringing together people with similar disabilities, sport contributes to normalization⁶² enabling persons with disabilities to share their experiences and enjoy camaraderie with others who understand their challenges and capacities. Through this peer interaction, persons with disabilities develop a positive sense of self and group identity because they no longer feel set apart — they are like everyone else. Linda Mastandrea, a Paralympic athlete and lawyer says of this effect:

*"In the world of wheelchair sports...I realized...I wasn't different, but very much like everyone else out on the floor. Through my years of competition, I found the strength and drive to pursue goals I never would have before. I learned that people with disabilities worldwide had the same struggles I had, trying to fit in, trying to get around, trying to learn, to do, to be."*⁶³

Sport also brings together the parents and families of those with disabilities. Often parents of individuals with disabilities find themselves socially isolated. Social interaction with others who have similar experiences enables families to provide support to one another and empowers them to advocate for positive change to ensure greater inclusion and equality for persons with disabilities.⁶⁴

2.3 INDEPENDENCE AND SPORT PARTICIPATION

The definition of what it means to be independent and the value that individuals place on independence varies from culture to culture, and person to person. Many define independence as "self care." However, in the context of disability, independence has been defined as "the ability to be in control of, and make decisions about, one's life."⁶⁵ In one study, young persons with disabilities interpreted independence to mean "being enabled to reach their full potential and allowed to participate," using appropriate support when needed to attain their goals.⁶⁶ These youth did not view support as a negative, but as

a means to facilitate new experiences.⁶⁷ This definition of independence includes the notion of interdependence, which is essential for all individuals to successfully live, work and communicate.⁶⁸

Persons with disabilities in some societies are considered dependent and viewed as frail, incapable, and unskilled.⁶⁹ Interestingly, dependence arising from a disability is often unwittingly exaggerated by teachers and family members — in some cases, the dependence of persons with disabilities is almost entirely a creation of those around them. These individuals fail to encourage persons with disabilities to develop their own ideas, express their desires, and make their own decisions.⁷⁰

Communities and schools are often not attuned to the importance of independence for persons with disabilities.⁷¹ One study found that youth with disabilities were excluded from participation in sports because physical education teachers were overly protective and unduly emphasized their safety.⁷² The absence of community supports to enable persons with disabilities to live more independently often leaves them and their families with few options. The result is the creation of an endless and expensive cycle of dependence that unnecessarily encumbers families and communities who care for persons with disabilities, when in fact those individuals may be capable of living a far more independent life.

Dependence frequently leads to overextended and exasperated family members. Families that have a member with a disability often have incomes below the national average because parents have to give up paid employment, work fewer hours, or give up job advancement to care for their child.⁷³ This responsibility falls largely on mothers who serve as the primary caretaker.⁷⁴ In some cases, the emotional and physical strain involved can lead to abuse of the family member with the disability.⁷⁵ Some families resort to sending their children to institutions, despite deplorable conditions, because they feel they have no other choice.⁷⁶

This cycle of dependence, combined with the frequent lack of access to therapy or rehabilitative services, fosters inactivity. Inactivity often causes individuals with physical disabilities to experience restricted mobility beyond the cause of their disability.⁷⁷ Muscular atrophy from inactivity impedes individuals' coordination and makes it harder for them to reach, bend, and carry weight. As a result, individuals' capacities and independence are further diminished as they progressively lose the muscles they need to feed, bathe and dress themselves.

Sport has the power to reduce dependence and develop greater independence by helping individuals to become physically and mentally stronger. Research has documented

many physical benefits from sport and physical activity. For a group of young people with Down's syndrome, horseback riding increased coordination, posture, muscle tone, sitting balance, strength, and rhythmic movement of the upper body.⁷⁸ Similarly, children with cerebral palsy who participated in a strength training program enjoyed significant improvements in strength and the ability to walk, run, jump, and climb stairs.⁷⁹

Sport also promotes social-emotional development and facilitates self-help.⁸⁰ The same study of the benefits of horseback riding for people with Down's syndrome found improvements in participants' emotional control, social awareness, self-confidence, self-esteem, and self-concept, as well as increased motivation and independence.⁸¹

These skills can be transferred to employment, further helping to build self-sufficiency. An overview of sport and disability programs in developing countries showed that many programs successfully increased employment levels for participants. This was due to increased self-confidence and acquiring important social skills necessary for employment. In the case of the Cambodian National Volleyball League (Disabled), 60% of participants with disabilities were able to find employment after participating in the program.⁸² Sport for Development projects often involve income-generating opportunities. In the Cambodian example, establishing local wheelchair production shops addressed both a shortage of local employment opportunities and the need to increase the availability of low-cost, low-tech equipment.

In Afghanistan, the *Afghan Amputee Bicyclists for Rehabilitation and Recreation Program*⁸³ provides participants with adapted bicycles. A low-cost and accessible means of transportation, this is also an inexpensive form of physical therapy designed to prevent muscular atrophy. The program includes a bicycle messenger service, adding employment to its list of benefits.

2.4 USING SPORT TO EMPOWER PERSONS WITH DISABILITIES

Empowerment can mean giving power and authority to someone, or giving them confidence and strength.⁸⁴ In the context of this chapter, "giving confidence and strength" best describes the role that sport can play in helping persons with disabilities to acquire the knowledge, skills, and confidence to become effective advocates for themselves and others. Many individuals with disabilities accept the exclusion and discrimination they encounter because they feel powerless to change their situation. Additionally, many persons with disabilities have never been taught that they deserve more equitable treatment and that they have rights which should be respected. Without role models and information about living with their disabilities, persons with disabilities lack the knowledge and tools to make improvements in their lives and in their community. If they have not seen examples of better conditions, they may have difficulty imagining

a different situation. Those individuals who might have been interested in working for change may never have the opportunity to learn the leadership and advocacy skills necessary to create change.

Those without disabilities also lack access to information on disability issues and to positive role models with disabilities. A study conducted in the United Kingdom found that the schools surveyed had no staff with a disability and only 16% could name a textbook that included a positive reference to disability or achievements of persons with disabilities.⁸⁵ Often even the best intentioned people exclude persons with disabilities because they lack the information and skills needed to truly include them.

Sport is an effective means of building knowledge and awareness among persons with disabilities because it allows large groups to come together in an enjoyable way.⁸⁶ This is especially true in areas where sport is one of the few means of entertainment. In Iran, 3,000 persons with disabilities, half of whom were women, were introduced to sport through the planning and implementation of a national Paralympic Day. This festival brought potential athletes from around the country to Tehran where they were introduced to several Paralympic sports and learned about physical fitness, nutrition and preventive health practices.

Sport also provides a forum to enable persons with disabilities to build the skills they need to advocate for and influence change.⁸⁷ The awareness and confidence that persons with disabilities gain through sport are often the impetus for engaging in advocacy work, as the communication, leadership and teamwork skills they develop are easily transferred into this new arena. For example, Manuel Gaiato contracted polio as a young child in Angola. He became interested in playing sports after seeing photos of wheelchair basketball. Through involvement in a local sports project, *Sports for Life*, he was given an opportunity to play. Through practice and perseverance he was elected captain of his basketball team and began speaking about his experiences at schools and sports events. At the age of thirty, Manuel Gaiato has become the key spokesperson for disability rights in eastern Angola and is well known throughout the country for his advocacy work. His recognition in the sports world has earned him regular meetings with government officials and policy-makers for the purpose of improving conditions for persons with disabilities. As a direct result of his lobbying, and that of other *Sports for Life* staff and participants, wheelchair basketball and amputee football have both been adopted at the national level by Angola's National Paralympic Committee.⁸⁸

Individuals with new disabilities can play a bridging role between the disability community and those without disabilities. Many former soldiers who have a disability as a result of war

are respected heroes. Because of their public stature, communities are often more willing to listen to these individuals than to those who have had a disability from birth. Because people with new disabilities often have not suffered the same social, economic and political exclusion as people born with disabilities, they often have the ability to be strong role models and effective advocates for all persons with disabilities.

2.5 INCLUSION OF PERSONS WITH DISABILITIES

Misconceptions and lack of knowledge about the true effects of disabilities frequently lead to social, economic and political exclusion of persons with disabilities. This exclusion may be intentional or unintentional.

Children with disabilities in many developing countries are often largely absent from the education system. School fees and transportation costs often force low-income parents to choose which of their children will attend school.⁸⁹ When pushed to make such a decision, most parents choose a child without a disability.⁹⁰ Some school systems refuse to allow children with disabilities into the classroom.⁹¹ This leaves private education as the only possible alternative — an option which few families can afford.⁹²

Children with disabilities who do go to school are often late as a result of inaccessible public transportation. These children may face further challenges because of the inaccessibility of many school buildings.⁹³ Even if these obstacles are overcome, many parents ultimately remove their children from school because of the negative treatment they receive from teachers and peers.⁹⁴

Similar inclusion challenges arise with employment. Stigma, lack of education, and inaccessible transportation and buildings mean that 80% of persons with disabilities worldwide are unemployed.⁹⁵ Even in developed nations, persons with disabilities confront workplace challenges due to issues of inaccessibility: subway elevators can frequently break, limiting the places that people with mobility disabilities can enter or exit; taxis and buses may refuse to pick up individuals with disabilities because of the extra time and effort involved; and physical barriers often impede entrance into the workplace itself.⁹⁶ Globally, the level of unemployment of persons with disabilities is estimated to cost US\$1.37–\$1.94 trillion in terms of lost gross domestic product.⁹⁷

As noted earlier, persons with disabilities often lack equitable access to health and rehabilitative services. Only 2% of those with disabilities can access vital rehabilitative services.⁹⁸ More disturbingly, persons with disabilities can be excluded from receiving life-saving healthcare. There have been reported cases of those with HIV and AIDS being refused antiretroviral drugs on the basis that these medications should be

given to people without disabilities.⁹⁹ In some jurisdictions, persons with disabilities living with HIV and AIDS are not counted in HIV and AIDS statistics.¹⁰⁰

Even when stigma is absent, persons with disabilities may still face exclusion because people without disabilities do not know how to accommodate and include persons with disabilities in their activities.

The variety and flexibility of sport makes it an excellent showcase for strategies of inclusion and adaptation. For example, people who see sitting volleyball for the first time are often struck by how a simple change — from standing to sitting — can make a challenging sport accessible to players with limb loss or paralysis, providing an even playing field for all athletes regardless of disability. This insight creates a shift in perception and helps to generate interest in other adaptations.

The simple existence of high-profile international games for persons with disabilities can lead to greater inclusion. Because the 2004 Paralympics was to be held in Athens in conjunction with the Olympic Games, the Greek government initiated large-scale accessibility efforts to ensure that all athletes could circulate freely throughout the host city. These efforts included legislative change and changes to physical infrastructure (accessible transportation, communications, and housing). The result is a city that continues to be accessible and inclusive long after the athletes have gone. The International Paralympic Committee also took advantage of the opportunity presented by the Paralympic Games to organize a Paralympic School Day where elementary school children without disabilities played Paralympic-style games.¹⁰¹ This event was a fun and successful way to increase participants' awareness of the barriers that persons with disabilities face and the methods they use to transcend these barriers.

Sport's unique capacity to cut across linguistic and cultural barriers gives it a singular capacity when it comes to inclusion.¹⁰² When an individual with a hearing impairment is placed on a football field, she sees that communication with her peers does not require her to hear their words. She understands that her teammate's pointing hand means he wants to receive the ball downfield. She understands that clapping by her coaches and teammates means she did well. As one participant with a hearing impairment explained:

“When I was on the athletic fields, I felt normal for the first time in my life. I could do what everyone else could do. I didn't have to worry about struggling to communicate. I just played. My teammates respected me for my playing skills and began to make efforts to include me.”

This experience also helped those who played with her to put aside their fears about trying to communicate with individuals who have hearing impairments.

Because of its popularity, sport can be a highly effective way for mainstream institutions to introduce more inclusiveness for persons with disabilities. A Special Olympics pilot project in Bulgaria, *Changing Attitudes-Changing Schools*, uses sport to encourage mainstream schools to create a welcoming environment and include children with intellectual disabilities.¹⁰³ The principal of a participating mainstream school believes that these inclusive activities “help mainstream school educators to become more understanding of students with special needs.”¹⁰⁴ Mainstream institutions can be powerful agents when promoting inclusive programs for persons with disabilities because they are strategically placed to reach out to many people, including those with, and without, disabilities.

3 RECOMMENDATIONS TO GOVERNMENTS

There are numerous challenges to implementing sport programs for persons with disabilities. Persons with disabilities may be difficult to locate if they are frequently kept at home or do not have gathering places, such as accessible community centers. Transportation may not be accessible, making it difficult for persons with disabilities to travel to sport activities. Where accessible facilities are available, it may be difficult to secure playing time because sport for persons with disabilities is not considered a priority. Additionally, it can be difficult to locate coaches who believe in the capabilities of persons with disabilities and who are knowledgeable about how sport can be adapted to include them. All of these challenges must be addressed if sport is to be effective as a tool for inclusion.

Different cultural, economic, political, and development contexts offer different challenges when it comes to using sport to advance the inclusion and well-being of persons with disabilities. Implementing programs in regions where persons with disabilities are not stigmatized, but where sport is viewed as a luxury, will require a different approach from regions where sport is viewed as an essential part of life, but where persons with disabilities are not accepted as full members of society. With this in mind, the recommendations that follow are designed to be broadly applicable to governments working in very different contexts.

3.1 POLICY RECOMMENDATIONS

Declare the right of persons with disabilities to participate fully in society and affirm the realization of this right as a national objective.

Governments are encouraged to formally include the full participation of persons with disabilities in the government's development strategies and allocate resources accordingly. Many governments claim insufficient finances to address disability.¹⁰⁵ As noted by the World Health Organization, "[w]hen the economy is good, more money is generally allocated to education and to the rights and needs of...persons with disabilities. When the economy is bad, the needs of the average citizen are targeted [instead]."¹⁰⁶ Because it is a particularly cost-effective tool to advance the inclusion of persons with disabilities, sport can help governments to address this challenge.

Identify and eradicate stigmatizing and discriminatory attitudes, policies and practices within the government itself.

This process can directly involve persons with disabilities to help the government identify problematic practices and shape more inclusive approaches.

Increase public awareness of the rights and capabilities of persons with disabilities and the importance of ensuring their full participation in society.

The use of athletes with disabilities as public spokespeople and role models can be a powerful means of creating positive change in public perceptions.

Incorporate a special focus on inclusion and developing opportunities for persons with disabilities in national sport and Sport for Development strategies.

The governments of Argentina, Benin, Brazil, Ghana, Mexico, Mozambique, South Africa, Spain, Tanzania and Zambia all include disability as a priority in their Sport for Development policies and programs.¹⁰⁷ Brazil's National Sports Policy, for instance, is based on two key principles: reversing injustice and exclusion, and reducing social vulnerability; and the government's obligation to ensure every citizen's access to sport and recreation as enshrined in the national constitution. In Tanzania, a National Policy on Disability was put forward in 2004 to ensure that persons with disabilities have the opportunity to fully participate in sport and recreation, with a requirement that sport organizations facilitate this participation.¹⁰⁸

Establish more fundamental social supports for persons with disabilities, to ensure that they can participate fully in sport.

Examples of important needs that are not currently being met in many countries include:

- Adequate social insurance
- Access to medicines
- Rehabilitative services

- Trained and qualified caregivers
- Supports for families of persons with disabilities (caregivers in particular — 99% of whom are women)

Families and caregivers benefit from being involved in planning and decision-making about rehabilitation, programs and services — including issues related to sport.

Emphasize the importance of developing sport opportunities for people with different types of disabilities and equal opportunities for females and males to participate.

Policies that include adaptive sport for people with and without disabilities foster greater inclusion. Developing an inventory of available programs and the current allocation of resources across populations with diverse disabilities and between men/boys and women/girls with disabilities can help to establish a baseline picture. This basic information can help with planning to make sport opportunities available on a more equitable basis. Incentives to support broad-based participation opportunities can be built into criteria and funding for sport programs.

Include physical education for children in any disability legislation and ensure that all children with disabilities are included.

In the United States, for example, many children with disabilities are not covered by legislative provisions intended to ensure equal access to education. Under the legislation, each public school child who receives special education and related services must have an Individualized Education Program (IEP).¹⁰⁹ However, the legislation only applies to the subject that is considered to be affected by the child's disability. For instance, a child with a visual impairment may be eligible for an IEP for his or her English class, but not for physical education class — if it is believed that the child is “reasonably successful” in physical education. As a result, the law can be applied selectively and it does not fulfill its mandate to promote inclusion of all children with disabilities.¹¹⁰

Create strong physical education requirements for all children.

Weak or non-existent physical education requirements for children generally result in low levels or non-existent physical activity for those with disabilities.¹¹¹

Ensure that policies and practices are rights-based, with suitable and effective enforcement mechanisms.

Many laws, policies, and practices that address persons with disabilities are rooted in charity, rather than rights.¹¹² These ignore the fundamental human rights of persons with disabilities and perpetuate dependency rather than promoting independence. Policies and development strategies focused on securing the rights of individuals with disabilities to participate in education and employment, to enjoy full access to all public facilities, and to actively participate in sports, are likely to be more cost-effective

in the longer term and to promote real inclusion, providing they are enforced. In sport, this means explicitly affirming in national sport and development policies the rights of persons with disabilities to participate in sport and physical education.

Refer specifically to disability in government policies.

Government policies and legislation frequently neglect to mention persons with disabilities specifically, silently including them under the umbrella term of “vulnerable groups.” While this term often evokes images of women, racial and religious minorities, even children, people often fail to consider those with disabilities. As a result, persons with disabilities are frequently forgotten. Laws and policies requiring mandatory physical education or promoting sport for all are often silent on addressing the right to access physical education and sport for persons with disabilities. As a result, persons with disabilities in these countries tend to be excluded.¹¹³ Awareness increases when governments and policy-makers make it clear that these laws and policies apply to persons with disabilities and that appropriate action is expected to ensure they benefit from them.¹¹⁴ Persons with disabilities need mainstream and disability-specific sport opportunities, accessible facilities, and access to coaches trained in adaptive sport. Explicitly addressing these needs in relevant policies, legislation and programs is the best way to ensure that their vital needs are met.

Define the terms “sport for all”, “disability”, “participation”, “mainstream sport”, and “disability-specific sport”.

While useful in many contexts, the generic term “sport for all” is sufficiently vague about the actual scope of policies to invite inconsistent application when it comes to persons with disabilities.¹¹⁵ If this term is used, it must be clearly defined to include persons with disabilities. The definition of “participation” should also be made clear. “Participation” can be interpreted to include persons with disabilities participating as score keepers, and not active participants. Similarly, “disability” must be defined to ensure that policies embrace all disabilities, intellectual as well as physical, mild to severe, and temporary or intermittent disabilities as well as permanent. Finally, defining both “mainstream” and “disability-specific” sport will help ensure that both types of opportunities are available.

Include persons with disabilities in policy development and planning.

Persons with disabilities are the primary experts on their own needs and are best equipped to diagnose problems and offer potential solutions for their inclusion.¹¹⁶ They can also be extremely effective advocates and ambassadors for the resulting policies and programs. As advocates, they can help to ensure that policies and programs reach the most people and have the greatest possible impact. In a community where word-of-mouth advertising is critically important, these ambassadors can help establish sport programs for persons with disabilities and can increase the credibility of the programs within the disability community.

Focus on both accommodation and inclusion.

Efforts to include persons with disabilities often stop at accommodation (environmental modifications and the provision of technological and personal aids to accommodate persons with disabilities) rather than full inclusion. Although accommodation often enables, it does not address stigma and discriminatory attitudes. Accommodation alone cannot automatically ensure that the beneficiary can participate in, and benefit from, existing systems.¹¹⁷ To achieve this goal, both inclusion and accommodation must be addressed.¹¹⁸ In sport, this means designing programs to enable individuals with disabilities to play, and ensuring that coaches and program leaders have the skills, and exercise the leadership, to ensure that persons with disabilities are actually fully included in the games.

Actively communicate government sport and disability policies and make them easily accessible to donor agencies, development partners and affected individuals.¹¹⁹

This will help the government to engage partners, leverage additional resources for its efforts, and enhance accountability. It will also empower persons with disabilities by communicating their rights and making it easier for them to advocate for their enforcement. Particular attention is required to ensure that these policies are accessible to persons with disabilities (including those who are hearing or visually impaired) as they may have trouble accessing the policies through regular means.

Enforce laws and policies created to protect the rights of persons with disabilities to sport and physical education.

A study conducted by Inclusion International found that in all regions studied — the Americas, Asia, Africa, and Europe — authorities were ineffective at protecting the legal rights of individuals with disabilities.¹²⁰ This is often due to inadequate investment in implementation, few monitoring and enforcement mechanisms, and confusion about who is responsible for what.¹²¹ To remedy this, governments require clear policies on how disability should be included in their programming. Departments and implementation partners must be given the knowledge and capacity to implement policies effectively.¹²² Implementation and enforcement require allocated funding¹²³ with penalties for not complying with laws and policies clearly written into monitoring and enforcement procedures. In Poland for example, there is a levy incentive system which fines companies that do not meet employment quotas for persons with disabilities. As a result, unemployment rates for persons with disabilities, and those without, are identical.¹²⁴

Help develop and participate in coordinated mechanisms for international policy knowledge exchange on sport and disability.

Sharing information can strengthen and streamline policy development and delivery of sport for persons with disabilities. Without information exchange, governments can

find themselves duplicating effort when it comes to policy development. To save scarce resources and avoid mistakes, it is helpful to review experiences in other jurisdictions. Where information on policies and their implementation in other jurisdictions is not available, dedicated efforts may be required to collect and analyze information and disseminate the resulting knowledge. In either case, a coordinated, international approach involving a variety of interested governments can yield a far richer knowledge base. Joint sponsorship of research, analysis and the dissemination of knowledge can reduce costs for individual governments. The inclusion of international disability and sport organizations in this process can leverage their extensive expertise and help develop their capacity to provide valuable policy input to governments.

3.2 PROGRAM RECOMMENDATIONS

Ensure that coaches and physical education teachers are trained in adaptive sport and inclusion of persons with disabilities.

Professional preparation and knowledge increases the likelihood that a program will be effective and will provide a sufficiently challenging experience for participants with disabilities. The Australian government requires that all educators be taught how to include children with disabilities in all mainstream activities.¹²⁵ In the realm of sport, the European Union recently launched a Cooperative Masters Degree in Adapted Physical Activity that enables students to study adaptive sport in a variety of countries.¹²⁶ Georgia State University in the United States provides a two-week training academy for emerging leaders from 15 African countries, in partnership with the International Paralympic Committee and the African Sport Federation of Disabled (ASCOD).¹²⁷ Governments that invest in, and take advantage of, these and similar resources will improve the capacity of sport teachers and coaches to deliver inclusive programs.

Invest in programs to produce and make available low-tech, low-cost adaptive aids.

It is often difficult to find adaptive equipment that allows athletes with disabilities to participate in sport. Some organizations have tried to have wheelchairs donated and shipped to areas in need. However, the cost of shipping and storage means this is not always cost efficient. To address this, organizations can train persons with disabilities on wheelchair production and repair. This approach can create a vocation and a source of income for persons with disabilities. Similar results could be achieved through programming to train technical professionals in the developing world. One such program has been developed by Smith College in the United States where engineers developed a service program to mobilize and increase the capacities of technical professionals abroad to build low cost adaptive equipment.¹²⁸ In another example, Tempo Tricycles makes bikes for people with unique abilities or physical requirements: one of its bikes is specifically adapted for people without arms or who cannot use their arms.¹²⁹

Disseminate resource materials on adaptive sport that include photographs and positive role models, including women with disabilities.

Generally there is a lack of knowledge about adaptive sport. People are unaware that a body of knowledge exists, comprising principles, theories, and practices to guide adaptation.¹³⁰ The limited number of involved and accessible experts in adaptive activity makes information distribution even more vital. Information can be shared electronically, with toolkits published online for others to follow.¹³¹

Include monitoring mechanisms and indicators to gauge the impact of programs on persons with disabilities and their families.¹³²

Currently, where good examples of inclusive practices are being demonstrated, governments and development agencies do not often have the tools to translate these experiences into systematic approaches for disability and inclusion.¹³³ To date, Europe is the only region that has attempted to collect data on physical activity among persons with disabilities.¹³⁴ Canada is the only country in North America to have done the same — including persons with disabilities in its 1983 national fitness survey.¹³⁵ This means there is little statistical evidence on which to base inclusion strategies,¹³⁶ particularly in the developing world. One way to address this gap is for sponsoring organizations to examine local best practices in performance monitoring and evaluation and to adapt these approaches for sport and disability programs. When formal ties to the leaders of local disability communities are created, several areas of understanding and impact can be measured through their networks — community knowledge about the program and how this is spread, number of participants, skills acquired, and any change in behaviour in participants and their immediate community of friends, family, and schoolmates. Even the most basic evaluative data can be used to systematically improve programs if data collection is built into the program from the beginning.

Organize forums where parents of children with disabilities can gather, share experiences and ideas, and network.

Very often parents are successful initiators and leaders of disability projects. Because they have a personal interest in the well-being of their child, they are results-driven and committed. Many take significant risks in challenging prevailing social norms to get projects off the ground. Governments and implementation partners can benefit from this level of engagement by creating forums to exchange knowledge and information.

Encourage partnership and collaboration.

Competition for government and other resources is often healthy. However, competitiveness among organizations that should be partnering — and the uncoordinated initiatives that often result — can create problems and waste resources. Unproductive competitiveness

among disability organizations can be reduced and coordination can be fostered by giving priority to proposals that demonstrate a holistic approach to program objectives by engaging multiple sport, disability and development partners.

Exercise flexibility when partnering with local development programs.

Flexibility will facilitate continuous local control and can help to resist the prescription of highly precise goals, validated methods, and predictable results. Flexibility is critical for successful sport and disability programs as it emphasizes strong vision and willingness to experiment (and even take risks) to see what works. Projects that rely heavily on routine and are overly bureaucratic tend to lose energy and perspective. Projects that continuously develop a range of new activities in direct response to local needs and opportunities tend to have the most positive impact. A few simple goals and clear impact measures can keep organizations focused and motivated.

Develop a forum to enhance the capacities of stakeholders globally to include persons with disabilities in sport through sharing knowledge and experience.¹³⁷

This includes establishing mechanisms for dialogue between local, regional, and international players to link local knowledge and experience to national, regional and international analyses.¹³⁸ One example, Active Places, is an online Australian search engine that identifies physical recreation, sport and cultural activities, appropriate contacts and accessible facilities for persons with disabilities.¹³⁹

3.3 HARNESSING THE CONTRIBUTION OF ALL SECTORS OF GOVERNMENT AND SOCIETY

Recognize and apply the right of all persons with disabilities to participate in sport, physical education and activity in all spheres of government activity.¹⁴⁰

Disability affects all sectors of society, including many areas for which governments are partially or fully responsible, such as education, gender equality, youth, employment, etc. Because of this, government strategies and initiatives must be broadly inclusive at the level of policy and practice. Concentrating responsibility for persons with disabilities in a single department usually results in their rights not being adequately addressed in other departments. For example, in several countries, children with disabilities are excluded from the educational system because ministries responsible for social welfare are given sole responsibility, and ministries of education take no responsibility for addressing disability issues.¹⁴¹ Instead, each ministry must be trained and equipped to effectively address disability within its own area of responsibility.

This same approach applies to sport-focused initiatives. Argentina, Brazil, and Norway's national strategies on sport are all multisectoral. This coordinated approach can save

resources and can be applied in every government. For example, it is less expensive to ensure that a pamphlet created by the Ministry of Health on HIV and AIDS is converted into Braille for blind readers, than for the Ministry of Social Welfare to expend resources researching and writing its own pamphlet on the same issues and then converting it into Braille.

Engage as many sectors and implementation partners as possible in helping to realize the potential of sport to advance the inclusion and well-being of persons with disabilities.

The list of sectors below is not exhaustive, but is offered as a starting point.

The health sector can:

- Ensure that all pamphlets and educational materials are accessible.
- Encourage sport for persons with disabilities to foster health, by directing campaigns at persons with disabilities and by including examples of persons with disabilities engaged in sport in their materials. (According to a study in Cambodia, approximately 98% of the children with disabilities are unaware of the possibilities and advantages of practicing sport.)¹⁴²
- Provide persons with disabilities with the necessary aids to enable their participation in sport and training on how to use these aids.
- Ensure that rehabilitative and other services are accessed equally by women and men with disabilities.
- Organize sports clinics and tournaments that showcase disability sport and deliver health-related messages to these individuals.
- Educate doctors on the capabilities of persons with disabilities and the benefits of sport. When physical education is required, children with disabilities often get a note from their doctors to excuse them from this requirement.¹⁴³ Doctors are often viewed as knowledgeable about the capabilities of persons with disabilities. However, many doctors have discriminatory beliefs about the capabilities of their patients with disabilities because they often view the disability from a medical perspective only.

The sport sector can:

- Include persons with disabilities in their education materials as examples of participants.
- Make persons with disabilities a target group in their campaigns.
- Provide information to persons with disabilities on the location of accessible sport facilities.
- Encourage service providers and sport clubs to target persons with disabilities for inclusion in their activities (e.g., make sure that court time is provided to them).
- Educate physical education teachers, sport service providers, and sport clubs on methods of adaptation and inclusion in sport.
- Plan national sports days or events that highlight the inclusion of persons with disabilities.
- Have politicians and government leaders recognize persons with disabilities in sport and make special appearances at their events.

- Develop educational campaigns that use positive images of athletes with disabilities involved in sport.
- Support the inclusion of persons with disabilities in sport leadership positions (e.g., teacher or coach).
- Devote resources to developing elite athletes with disabilities.
- Promote disability sport games, especially international competition such as the Paralympics, Deaflympics and Special Olympics.
- Ensure sport stadiums and venues are accessible.
- Promote media coverage of famous athletes with disabilities and their accomplishments.

The education sector can:

- Educate physical education teachers about disability to reduce stigma and misperceptions and foster inclusion.
- Provide physical education teachers with toolkits that discuss methods of adaptation and inclusion. In Canada, curriculum on adapting sport for persons with disabilities was distributed to over 15,000 schools.¹⁴⁴
- Provide role models of persons with disabilities engaged in sport (through books or live examples).
- Ensure that there are teachers and coaches on staff who have disabilities.
- Create awards to recognize positive examples in disability sport.
- Create competitions for the design of adaptive sports.
- Include adaptive sport competitions in the regular sport calendar, creating showcase opportunities.
- Establish programs and cooperatives to educate individuals on adaptive sport, especially within the university system.

The social welfare sector can:

- Encourage independence by using sport to attract participants with disabilities to vocational and life-skills training.
- Build the capacity of disabled peoples' organizations (DPOs) working in sport. Promote mechanisms for cooperation and collaboration in pursuit of common goals, versus unproductive competition for resources that can dilute the community's voice.
- Hold training seminars for DPOs on methods to secure funding.
- Develop networks of DPOs involved in sport for persons with disabilities to promote capacity development and knowledge exchange.
- Distribute information on resources and methods of adapting materials for persons with disabilities.
- Host national game days that promote sport as a tool for social change for persons with disabilities and others. For example, Argentina hosts the Evita Games, encouraging widespread participation in sport and promoting sport as a tool for social inclusion.
- Encourage ambassador programs where persons with disabilities educate communities on disability.

The transportation sector can:

- Ensure that public transportation is accessible:
 - New buses or trains should have a wheelchair lift and easily navigated aisles; routes should be visually displayed and verbally announced.
 - Policies should be developed to ensure no discrimination takes place in public transport (e.g., buses do not drive past those in wheelchairs because they do not want to take the extra time to assist with boarding and disembarking).
 - Drivers should be trained on how to assist individuals with disabilities.
 - Elevators should be installed in subway systems where appropriate.
 - If existing public transport is not accessible, alternative transport should be provided. In Washington, DC, a taxi service is available to persons with disabilities at a cost comparable to public transit, because not all transit is accessible.¹⁴⁵
 - Maps of accessible routes should be provided.

The employment and economic development sector can:

- Help persons with disabilities develop vocational skills through sport-related enterprises.
- Develop industries and markets for low-cost, low-tech, adaptive equipment.
- Educate companies on the capabilities of those with disabilities and the ways that sport can develop reliable, dedicated workers.
- Encourage corporate sponsorship of sport programs for persons with disabilities.
- Develop a tourism infrastructure around disability sport.

Local governments and municipalities can:

- Celebrate the accomplishments of athletes with, and without, disabilities in the same way — bring Paralympian, as well as Olympian, medal winners home to a hero's welcome.
- Encourage community gatherings of parents of children with disabilities to foster networking and empowerment.
- Encourage the development of sport programs for persons with disabilities by ensuring the equitable allocation of community resources and facilities (e.g., local fields or gyms).
- Require any new construction, including recreation facilities and playgrounds, to be accessible. For example, instead of using mulch for playgrounds, use a hard flat surface. Leave plenty of space between equipment to enable a wheelchair to navigate between machines and stationary structures. Post accessible signage.¹⁴⁶
- Ensure that community centres are physically accessible and can be reached by accessible public transportation (where public transit exists). Ensure that persons with disabilities know which community centres and public transit routes are accessible.
- Provide incentives for existing public-use facilities to become accessible. For example, privately run accessible facilities could qualify for a reduction in property taxes while public facilities might receive extra funding to make the necessary changes to become accessible.

Finance ministries and multilateral funding partners can:

- Ensure that some development resources are allocated to disability.
- Ensure that annual budgets include money for inclusion, accommodation, and outreach.
- Ensure that development assistance targeted to disability is large enough in scale to make a real difference.¹⁴⁷
- Develop innovative approaches to funding sport for persons with disabilities. Examples of innovative approaches include
 - Poland's use of the revenue from enforcement of its employment equity law to fund the *Polish Fund for People with Disabilities*. This program sent 106 athletes and 44 support staff to the Paralympic games in 2004.¹⁴⁸
 - Profits from Brazil's *Timemania* lottery are directed to soccer clubs, sport management agencies, social security, and the Olympic and Paralympic Committees.
 - Brazil's *Sport Incentive* legislation allows citizens to direct up to 6% of their income taxes toward investments in sport activities and projects. Legal entities such as companies may direct up to 1% of their revenue-based taxes for the same use.
 - Spain initiated a *Support the Paralympic Objectives Plan* in 2005 to assemble coaching and financial resources through corporate sponsorships to help support Paralympic athletes and increase their success in international competition.
 - Pakistan's National Paralympic Committee partners with the World Bank to host an annual art and music exposition, with the proceeds benefiting the Paralympics. The event brings businesses and public interests together to raise awareness about opportunities for athletes with disabilities in Pakistan while creating sustainable support for Paralympic athletes.¹⁴⁹

The Media can:

- Ensure that disability is portrayed in a positive way — too often the view of disability is a negative one of dependence, inactivity, and isolation.
- Ensure that the involvement of persons with disabilities in high-performance competitive sport is given appropriate coverage and not included in the "life" or "culture" sections of newspapers, but in the sport section with other elite athletes.
- Ensure that when interviewing a person with a disability, the piece does not exclude the disability (e.g., wheelchair) when filming or photographing the individual. However, an overemphasis on the disability sometimes means overlooking standard sports-reporting information about the person's training, accomplishments, goals, etc. An appropriate balance is crucial.

ENDNOTES

1-33

- 1 *Convention on the Rights of Persons with Disabilities* (18 March 2008) A/Res/62/170, entered into force 3 May 2008, online: UN <<http://www.un.org/depts/dhl/resguide/r58.htm>> [*Convention on the Rights of Persons with Disabilities*].
- 2 World Bank, *Disability & HIV/AIDS* (World Bank: 2004), online: World Bank/Home/Topics/Health/Public Health/HIV/AIDS/Disability <www.worldbank.org>. [World Bank, *Disability*].
- 3 *Ibid.*
- 4 S. Peters, *Education for All: Including Children with Disabilities* (World Bank, 2003), online: World Bank <<http://siteresources.worldbank.org/EDUCATION/Resources/Education-Notes/EdNotesDisability.pdf>>.
- 5 C. Lewis & S. Sygall, *Loud, Proud and Passionate: Including Women with Disabilities in International Development Programmes* (Oregon: MIUSA, 1997).
- 6 *Ibid.*
- 7 A. Shukshin, "Disabled Often Among the 'Poorest of the Poor'" (2005) 83:4 Bulletin of the World Health Organization at 241-320, online: WHO <<http://www.who.int/bulletin/volumes/83/4/news0405/en/print.html>>.
- 8 A. Elwan, "Poverty and Disability: A Survey of the Literature" (Washington: World Bank, 1999) cited in World Bank, *Disability*.
- 9 R. McCarthy, "Sport and Children with Disabilities" in *Sport in the United Nations Convention on the Rights of Persons with Disabilities* (International Disability in Sport Working Group, Centre for Study of Sport in Society, Northeastern University, 2007) at 13, online: International Platform on Sport and Development <<http://www.sportanddev.org/data/document/document/336.pdf>>. [McCarthy, "Sport"].
- 10 *Ibid.* at 20.
- 11 United Nations, News Release, "UN Convention on Disability Rights Reaches Milestone in Signatories" (11 July 2007), online: UN News Centre <<http://www.un.org/apps/news/story.asp?NewsID=23208&Cr=disable&Cr1=#>>.
- 12 United Nations, News Release, "Record Number of Countries Sign UN Treaty on Disabilities on Opening Day" (30 March 2007), online: UN News Centre <<http://www.un.org/apps/news/story.asp?NewsID=22085&Cr=disab&Cr1>>.
- 13 McCarthy, "Sport" at 13.
- 14 C. Sherrill, "Young People with Disability in Physical Education/Physical Activity/Sport In and Out of Schools Technical Report for the World Health Organization" (World Health Organization, 2004) at 4, online: ICSSPE <<http://www.icsspe.org/portal/download/YOUNGPEOPLE.pdf>>. [Sherrill, "Young People"].
- 15 K. DePauw & S. Gavron, *Disability and Sport*, 2d Ed (Illinois: Human Kinetics, 2005).
- 16 *Ibid.*
- 17 K. DePauw & S. Gavron, *Disability and Sport* (Illinois: Human Kinetics, 1995).
- 18 P. Parnes, G. Hashemi, "Sport as a Means to Foster Inclusion, Health and Well-Being of People with Disabilities" in *Literature Reviews on Sport for Development and Peace* (2007) at 21, online: SDP IWG <<http://iwg.sportanddev.org/data/htmleditor/file/Lit.%20Reviews/literature%20review%20SDP.pdf>>. [Parnes, *Foster Inclusion*].
- 19 K. Fukuchi, "My Hope for an Inclusive Society" (2007) in *Sport in the United Nations Convention on the Rights of Persons with Disabilities*. [Fukuchi, "Hope"].
- 20 This sport is played using a ball with bells in it to help the players to locate the ball.
- 21 Fukuchi, "Hope" at 10-11.
- 22 Parnes, *Foster Inclusion* at 6.
- 23 UNESCO, *International Charter of Physical Education and Sport* (21 November 1978) online: UNESCO <http://www.unesco.org/education/nfsunesco/pdf/SPORT_E.PDF>
- 24 *Ibid.*
- 25 United Nations, *World Programme of Action Concerning Disabled Persons* (3 December 1982) A/Res/37/52, online: UN Enable <<http://www.un.org/esa/socdev/enable/diswpa00.htm>>.
- 26 United Nations, *The Standard Rules on the Equalization of Opportunities for Persons with Disabilities* (20 December 1993) A/Res/48/96 online: UN Enable <<http://www.un.org/esa/socdev/enable/dissre00.htm>>.
- 27 The Secretariat of the African Decade of Persons with Disabilities, *Continental Plan of Action for the African Decade of Persons with Disabilities*. CM/DEC.676 (LXXVI), online: The Secretariat of the African Decade of Persons with Disabilities <http://www.secretariat.disabilityafrica.org/documents.php?action=get_file&attach_id=267>.
- 28 Organization of American States (OAS), 29th Sess., *Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities* (8 June 1999) A-65, online: OAS, <<http://www.oas.org/juridico/English/signs/a-65.html>>. [*Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities*]
- 29 *Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities*.
- 30 *Convention on the Rights of Persons with Disabilities*.
- 31 E. Roy, *Policy Analysis of Draft Sport and Recreation Article in the Convention on the Rights and Dignity of People with Disabilities* (Boston: Northeastern Center for the Study in Society, 2004).
- 32 *Ibid.*
- 33 See the Useful Resources section for more information.

ENDNOTES

34-66

- 34 Although the definition of stigma varies, it is usually agreed that stigmatized individuals possess an "attribute or characteristic that conveys a social identity that is devalued." There is usually also a relationship between an attribute and a stereotype. B. Link & J. Phelan, *On Stigma and its Public Health Implications*, National Institute for Health, online: Stigma and Global Health: Developing a Research Agenda (an international conference) <<http://www.stigmaconference.nih.gov/LinkPaper.htm>>.
- 35 *Hear Our Voices: People with an Intellectual Disability and their Families Speak Out on Poverty and Exclusion* (Toronto: Inclusion International, 2006), online: Inclusion International <http://www.ii.tomekklas.com/site_uploads/File/Hear%20Our%20Voices%20w%20Covers.pdf>. [Hear Our Voices].
- 36 R. Sachs, *Integrating Disability Studies into Existing Curriculum* (Montgomery College), online: Montgomery College <<http://www.montgomerycollege.edu/departments/dispvc/diversity.htm>>.
- 37 E. Burgess, "Participation in Sport", *Sport for Persons with a Disability, Perspectives* (Volume 7), C. Higgs & Y. Vanlandewijck, Eds (Berlin: ICSSPE, *Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities* 2007) at 35-39. [Burgess, "Participation"].
- 38 *Ibid.*
- 39 *Ibid.* at 38.
- 40 *Ibid.*
- 41 *Ibid.*
- 42 *Ibid.*
- 43 *Hear Our Voices* at 39.
- 44 *Ibid.* at 40.
- 45 S. Walker, "The Convention on the Rights of Persons with Disabilities: The Participation in Sport and the Right to Take Part in Cultural Life" in *Sport in the United Nations Convention on the Rights of Persons with Disabilities* (International Disability in Sport Working Group, Center for the Study of Sport in Society, Northeastern University, 2007) at 16. online: <<http://www.sportanddev.org/data/document/document/336.pdf>>. [Walker, "The Convention"].
- 46 C. Blauwet, "Promoting the Health and Human Rights of Individuals with a Disability Through the Paralympic Movement" (ICSSPE, 2007) at 21. [Blauwet, "Promoting the Health"].
- 47 *Ibid.* at 21-27.
- 48 Sport for Development and Peace International Working Group, *From the Field: Sport for Development and Peace in Action* (Toronto: SDP IWG Secretariat, 2007) at 75. [From the Field].
- 49 *Ibid.* at 70.
- 50 Parnes, *Foster Inclusion* at 9.
- 51 *Ibid.*
- 52 *Hear Our Voices* at 37.
- 53 *Ibid.*
- 54 Parnes, *Foster Inclusion* at 13.
- 55 E. Roy, "Aiming for Inclusive Sport: the Legal and Practical Implications of the United Nation's Disability Convention for Sport, Recreation and Leisure for People with Disabilities" (2007) 5 *Entertainment and Sports Law Journal* 1.
- 56 "Cambodian National Volleyball League (Disabled)" in *From the Field: Sport for Development and Peace in Action* (Toronto: SDP IWG Secretariat, 2007) at 69.
- 57 J. Ikelberg et al., *Fun Inclusive! Sport as a Means of Rehabilitation, Interaction, and Inclusion of Children and Young People with Disabilities* (Munich, Germany: Handicap International, 1998) at 6, online: Handicap International <http://www.handicap-international.org.uk/pdfs/Fun_Inclusive_Sport_and_Disability.pdf>. [Ikelberg, *Fun Inclusive*].
- 58 *Ibid.*
- 59 UN Inter-Agency Task Force on Sport for Development and Peace, *Towards Achieving the Millennium Development Goals Task Force Report* (United Nations, 2003), online: UN <<http://www.un.org/themes/sport/reportE.pdf>>. [Inter-Agency Task Force on Sport for Development and Peace, *Towards Achieving*].
- 60 Blauwet, "Promoting the Health" at 21-28.
- 61 C. McCain-Nhlapo, "Sport a Force for Inclusive Development!" in *Sport in the United Nations Convention on the Rights of Persons with Disabilities* (IDSWG, Centre for the Study of Sport in Society, Northeastern University, 2007) at 18. online: International Platform on Sport and Development <<http://www.sportanddev.org/data/document/document/336.pdf>>.
- 62 L. Mastandrea, "The Importance of Sport to the Convention on the Rights of Persons with Disabilities" in *Sport in the United Nations Convention on the Rights of Persons with Disabilities* (IDSWG, Centre for the Study of Sport in Society, Northeastern University, 2007) at 39, online: International Platform on Sport and Development <<http://www.sportanddev.org/data/document/document/336.pdf>>.
- 63 *Ibid.*
- 64 A. Gustavsson et al., *Successful Projects — What Makes Them Work: A Cross National Analysis of the Studies of Projects that Have Improved the Quality of Life of People with Intellectual Disabilities in India, Romania, Kenya and South Africa* (London: Inclusion International, 2007) at 44, online: Inclusion International <http://www.inclusion-international.org/en/ii_initiatives/27.html>. [Gustavsson, *Successful Projects*].
- 65 A. Hawker, Culture and Rehabilitation at 5, online: Canadian Research Network for Care in the Community (CRNCC) <<http://www.crncc.ca/download/CultureandRehabilitation.pdf>>.
- 66 *Promoting the Participation of People with Disabilities in Physical Activity and Sport in Ireland*, Appendix 3. (Dublin: National Disability Authority, 2005), online: National Disability Authority <[http://www.nda.ie/cntmgmtnew.nsf/0/7020D28F7F65773A802570F30057F05E/\\$File/activity_sport_11.htm](http://www.nda.ie/cntmgmtnew.nsf/0/7020D28F7F65773A802570F30057F05E/$File/activity_sport_11.htm)>.

ENDNOTES

67-122

- 67 *Ibid.*
- 68 *Ibid.*
- 69 Parnes, *Foster Inclusion* at 10.
- 70 *Hear Our Voices* at 45.
- 71 Burgess, "Participation" at 35-39.
- 72 *Ibid.* at 38.
- 73 *Hear Our Voices* at 28.
- 74 *Ibid.* at 38.
- 75 *Ibid Ibid.* at 47.
- 76 *Ibid.* at 48.
- 77 Parnes, *Foster Inclusion* at 11.
- 78 K. DePauw, "Horseback Riding for Individuals with Disabilities: Programs, Philosophy, and Research" (1986) 3 *Adapted Physical Activity Quarterly* at 217-226. [DePauw, "Horseback"].
- 79 *Ibid.*
- 80 Parnes, *Foster Inclusion* at 13.
- 81 DePauw, "Horseback" at 217-226.
- 82 *From the Field* at 58.
- 83 For more information on the Afghan Amputee Bicyclists for Rehabilitation and Recreation Program, see online: AABRAR <<http://aabrar.org>>.
- 84 This definition of empowerment is drawn from the Compact Oxford English Dictionary.
- 85 Burgess, "Participation" at 35-39.
- 86 Inter-Agency Task Force on Sport for Development and Peace, *Towards Achieving*.
- 87 Mastandrea, "Importance" at 39.
- 88 *From the Field* at 64.
- 89 *Hear Our Voices* at 32-33.
- 90 *Ibid.*
- 91 Sherril, "Young People" at 4.
- 92 *Ibid.*
- 93 *Ibid.*
- 94 *Hear Our Voices* at 34.
- 95 *Time for Equality in Work* (Geneva: International Labor Organization, 2003), online: ILO <http://www.ilo.org/dyn/declaris/DECLARATIONWEB.DOWNLOAD_BLOB?Var_DocumentID=1558>.
- 96 For example, see *Disability Rights Council of Greater Washington, et al. v. Washington Metropolitan Area Transit Authority*, Case No. 1:04CV00498 (USA).
- 97 R. Metts, *Disability Issues, Trends and Recommendations for the World Bank* (Washington D.C.: World Bank, 2000).
- 98 T. Degener & G. Quinn, *Human Rights are for All: An Evaluation of the Current Use and Future Potential of the UN Human Rights Instruments in the Context of Disability*, (February, 2002), online: National Human Rights Institutions Forum <<http://www.nhri.net/pdf/NoteCSDCHR.pdf>>.
- 99 *Hear Our Voices* at 40.
- 100 *Ibid.* at 50.
- 101 For additional information on Paralympic School Day, see online: International Platform on Sport and Development <<http://www.sportanddev.org/en/projects/disability/paralympic-school-day.htm>>.
- 102 Inter-Agency Task Force on Sport for Development and Peace, *Towards Achieving*.
- 103 Special Olympics, Press Release, "The Right To Play Becomes Reality in Bourgas" (28 May 2007), online: Special Olympics <http://www.specialolympics.org/Special+Olympics+Public+Website/English/Press_Room/Global_news/Right+to+Play.htm>.
- 104 *Ibid.*
- 105 *Hear Our Voices* at 56.
- 106 Sherril, "Young People" at 5-6.
- 107 Sport for Development and Peace International Working Group, *Sport for Development and Peace: Governments in Action* (Toronto: SDP IWG Secretariat, 2008).
- 108 *Ibid.*
- 109 US Department of Special Education, "Individualized Education Programs — Special Education Research," online: US Department of Education <<http://www.ed.gov/programs/specdediep/index.html>>.
- 110 Sherril, "Young People" at 7.
- 111 *Ibid.*
- 112 *Hear Our Voices* at 61.
- 113 Sherril, "Young People" at 6.
- 114 *Ibid.* at 17-18.
- 115 *Ibid.* at 17-18.
- 116 *Ibid.*
- 117 *Disability, Development, and Inclusion in International Development Cooperation: Analysis of Disability-Related Policies and Research at Selected Multilateral and Bilateral Institutions* at 3, online: Inclusion International <http://www.inclusion-international.org/site_uploads/1119016919121949239.pdf>. [Disability, Development].
- 118 *Ibid.* at 6.
- 119 *Disability, Development* at 3.
- 120 *Hear Our Voices* at 46.
- 121 *Ibid.* at 61-62
- 122 *Disability, Development* at 3.

ENDNOTES
123-149

- 123 *International Disability Rights Monitor: Regional Report of the Americas, Centre for International Rehabilitation* (Chicago: International Disability Network, 2004) at 11-12, International Disability Rights Monitor online: <http://www.idrmnet.org/pdfs/IDRM_Americas_2004.pdf>
- 124 Blauwet, "Promoting the Health" at 21-30.
- 125 *Ibid.* at 10.
- 126 Sherril, "Young People" at 15.
- 127 *Ibid.* at 11.
- 128 A. Bloomgarden & D. Riley, "Learning and Service in Engineering and Development" (2006) 2:1 *International Journal for Service Learning in Engineering*.
- 129 For more information on Tempo Tricycles International, see online: Tempo Tricycles <<http://www.tempolafaek.com.au/indexx.html>>.
- 130 Sherril, "Young People" at 7.
- 131 Gustavsson, *Successful Projects* at 26.
- 132 *Ibid.* at 7.
- 133 *Ibid.* at 6.
- 134 Sherril, "Young People" at 7.
- 135 *Ibid.* at 8.
- 136 *Ibid.* at 7.
- 137 Blauwet, "Promoting the Health" at 21-41.
- 138 *Disability, Development* at 7.
- 139 For more information on Active Places, see online: <<http://www.activeplaces.com.au/>>.
- 140 *Disability, Development* at 7.
- 141 *Ibid.* at 34.
- 142 Ikelberg, *Fun Inclusive* at 19.
- 143 Sherril, "Young People" at 6.
- 144 For more information, see Active Living Alliance, online: ALA <http://www.ala.ca/Images/PDFs/MTIntro_e.pdf>.
- 145 For more information, see Washington Metropolitan Area Transportation Authority, online: WMATA <http://www.wmata.com/metroaccess/access_form.cfm>.
- 146 The United States provides a good example of accessibility guidelines for recreation facilities. More information is available online: United States Access Board <<http://www.access-board.gov/>>.
- 147 Gustavsson, *Successful Projects* at 44.
- 148 Blauwet, "Promoting the Health" at 21-30.
- 149 Blauwet, "Promoting the Health" at 21-30.