

**PERCEIVED CHALLENGES AND FACILITATORS TO PARTICIPATION OF
CHILDREN WITH DISABILITY IN SPORTS IN PRIMARY SCHOOLS
OF OTUKE SUB COUNTY IN OTUKE DISTRICT**

**BY
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DECLARATION

I Gira Joel, declare that the research is an original piece of work that I did obtain as a result of the research study conducted in Otuke Sub - County, Otuke district. To be the best of my knowledge, this research work has not been submitted before by any one for the award of a Degree in any institution.

Sign.....

Date.....

APPROVAL

This is to certify that Gira Joel carried out this study on “**Perceived challenges and facilitators to participation of children with disability in sports in primary schools of Otuke Sub County in Otuke district**”. He has been under my supervision and the report is now ready for submission to the board of Examiners and the senate of Busitema University with my approvable as a university supervisor.

.....

MR. OWOR MICHAEL OPIR

DATE:

DEDICATION

I dedicate this dissertation to my dear Lecturers who nurtured me to this level, my family members for cooperation especially my wife and children who worked tirelessly to see that I succeed in all that I am doing.

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I do thank the Almighty God for having given me the strength and confidence to complete my research report in the desired time.

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LIST OF ACRONYMS

| | |
|---------------|---|
| ACPF | The African Child Policy Forum (Children with disabilities in Uganda: The hidden reality) |
| ADD | Action on Disability and Development |
| CWD | Children with Disability |
| DPOU | Disabled Peoples' Organization in Uganda |
| ESAU | Epilepsy Support Association of Uganda |
| FHRID | Foundation for Human Rights Initiative and Disability |
| HIV | Human Immune-Deficiency Virus |
| IDEA | Individuals with Disabilities Education Act |
| MADE | Mobility Appliances by Disabled Women Entrepreneurs |
| MHU | Mental Health Uganda |
| MP | Member of Parliament |
| NAD | Norwegian Association of the Disabled |
| NCCWD | National Council for Children with Disability |
| NCD | National Council for Disability |
| NGO | Non-Governmental Organization |
| NUDIPU | National Union of Disabled Persons of Uganda |
| NUWODU | National Union of Women with Disabilities of Uganda |
| PE | Physical Education/Exercise |
| PWD | People with Disability |
| UDWA | Uganda Disabled Women's Association |
| UHRC | Uganda Human Rights Commission |
| UN | United Nations |
| UNAB | Uganda National Association of the Blind |
| UNAD | Uganda National Association of the Deaf |
| UNAPD | Uganda National Action on Physical Disability |
| UDHS | Uganda Demographic Household Survey |
| UNCRC | United Nations Convention on the Rights of Children |
| UNCRPD | United Nations Convention on the Rights of Persons with Disabilities |
| UNDP | United Nation Development Programme |

| | |
|---------------|--|
| UNESCO | United Nations Education Scientific and Culture Organization |
| UNICEF | United Nations International Children’s Emergency Fund |
| UNISE | Uganda National Institute of Special Education |
| UPE | Universal Primary Education |
| USDC | Uganda Society for Disabled Children |
| WHO | World Health Organization |

ABSTRACT

As a key stakeholder in the development of physical culture and the promotion of inclusive practice, the School and University sector has the capacity to contribute extensively to expanding and strengthening the provision for disability sport at the local, regional and global level. Such activity is predicated in nurturing children as critical practitioners able to challenge established patterns of thinking about disability and Traditional models of activity provision. This criticality should form approaches to programming and promotion of inclusive practice both as part of the school physical activity portfolio and in the practitioner's subsequent work with local, regional and international stakeholders. It should also equip children to challenge the systemic inequities increasingly characterized by competitive disability sport in local and global settings. This text tends to report on a small scale action research project, which sought to explore the impact of physical activities adopted on critical pedagogy approach to teaching and learning level of children with disability. The research identified that placement learning provided an impetus for the children to engage in more critical reflection of a 'lived experience' through the range of elements of sports and physical activity was essential in developing children's ability to question and challenge established ways of working with sports and physical exercise. It also considers implications for adopting critical pedagogic approaches to teaching and learning for children's academics and administration.

The study is based on establishing the strategies for adopting children with disability in the field of sport and physical education and exercise in the changing situation in the globalization of sports today. It was also looking at inclusive sports irrespective of the ability of the people in subject.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

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." 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 disability.(World Bank: 2004), and that 80% of these people live in developing nations. If families of persons with disabilities are included, at least 25% of the world is directly affected by disability (World Bank, 2003).

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 (Oregon: MIUSA, 1997). This number is even higher for girls with disabilities. As a result, a disproportionate number of persons with disabilities in developing nations live in extreme poverty. Shukshin (2005), 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 (Washington: World Bank, 1999).

Many disabled children can experience personality disorders and disharmony more often than normal children as they cannot establish healthy communication. Sports support children to overcome their problems, by minimizing loneliness feelings and enable them maintain a meaningful living process. Sports enable individuals to get rid of their narrow worlds and be affected from other environments, individuals, beliefs and thoughts. With this aspect, sports contribute to establishing and reinforcing new friendships, and social cohesion. Therefore, disabled individuals, who are encouraged to sports, can be integrated to society faster, prevented

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