



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

**SUBMITTED BY
NGHERO FREDRICK
BU/UP/2019/2759
1900402759**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
BACHELORS DEGREE IN EDUCATION OF BUSITEMA UNIVERSIT**

FEBRUARY 2023

DECLARATION

I Nghero Fredrick do by here declare that this research dissertation titled]perceived Challenges and Facilitators to Participation of Children with Disability in Sports in Primary Schools of Semuto Sub County Nakaseke District is my own original work which has not been submitted to any academic award or its equivalent institution



NGHERO FREDRICK
RESEARCHER

Date: 03rd April, 2023

APPROVAL

This is to certify that Nghero Fredrick carried out research study titled Perceived Challenges and Facilitators to participation of children with Disability in Sports in primary schools of Semuto Sub county Nakaseke District has been under my supervision and I do hereby approve this work for submission.

Date: 07 April, 2023

A handwritten signature in blue ink, appearing to read 'Aissu Godfrey', written in a cursive style.

AISSU GODFREY

SUPERVISOR

DEDICATION

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

ACKNOWLEDGEMENT

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

Special appreciation goes to my respondents (the children), school administration and teachers because without them this study would not have been a reality.

In a special way I thank the staff of the department of Education specifically my supervisor Mr. Aissu Godfrey for his guidance towards the success of my research study.

I further thank my friends in Mathematics and Physical Education fraternity for their positive criticism and moral support towards producing this piece of work.

Special thanks go to my Classmates with whom I have travelled this journey at University; you really made my study interesting.

May the Almighty Bless you all!

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
APPROVAL	
DEDICATION	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ACRONYMS	xi
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study	1
1.2. Problem Statement.....	4
1.3. The study Objectives.....	4
1.3.1. General objective	4
1.3.2. Specific Objectives	4
1.3.3 Research Questions.....	5
1.4 Scope of the study	5
1.4.1 Content scope.....	5
1.4.2 Geographical scope	5
1.4.3 Time scope	5
1.4.4 Assumptions of the Study	6

1.4.5 Limitations of the Study.....	6
1.5. Research Significance	6
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.0 Introduction.....	8
2.1 Disability.....	8
2.2 Physical Disability	9
2.3 Types of Physical Disabilities.....	10
2.3.1 Mobility impairment	10
2.3.2 Visual impairment.....	10
2.3.3 Hearing impairment:	10
2.4 Causes of Physical Disabilities	11
2.4.1 Prenatal causes	11
2.4.2 Per natal causes	11
2.4.3 Postnatal causes	11
2.4.5 Associated effects of Disability	11
2.4.5.1. Neurological impairment	11
2.4.5.2 Musculoskeletal conditions.....	11
2.4.5.3. Trauma-caused physical impairments.....	12
2.5 Society and the Disable.....	12
2.5.1 Primitive Peoples	12

2.5.2 Early Societies	12
2.5.3 Modern society.....	13
2.6 Problems Facing Physically Disabled Children.....	13
2.6.1 Ridicule	13
2.6.2 Isolation.....	13
2.6.3 Abuse and Neglect	14
2.6.4 Poverty	14
2.7 Psychosocial Deficits of children with disabilities	14
2.8 Major theories explaining Behavior of disabled Children	15
2.9 Physical Activity.....	16
2.10 Origin and Evolution of Physical Education for Individuals with Disabilities	17
2.11 Physical Education within the School Program.....	17
2.12 Physical Education for Individuals with Disabilities.....	18
2.13 Regular Physical Education for Disabled Pupil.....	19
2.14 Benefits of Physical Education for Pupils with Disabilities	21
2.15 Adapted Physical Education	22
2.16 Evolution of Adapted Physical Education	23
2.17 Objectives of Adapted Physical Education.....	24
2.18 Guiding Principles of Adapted Physical Education in Elementary and Secondary Schools	25
2.19 The Role of the Physical Educator.....	27
2.20 Principles of Adapting	27

2.21 Games for Hand capped Children.....	28
2.22 Determining Unique Needs.....	30
2.23 Areas of Modification.....	31
2.24 Assessing and Managing Pupils With Physical Disabilities.....	32
2.25 Sports ethics and Philosophy in Adapted Physical Education.....	33
2.26 Sports in which children with Disabilities can take part.....	33
2.26.1 Archery	34
2.26.2 Horse riding	34
2.26.3 Wheel chair basket ball.....	34
1.26.3 Wheel chair Tennis	34
1.26.4 Swimming for disabled.....	35
2.26.5 Athletics (Track and field, wheel chair Racing)	36
2.26.6 Bowling.....	36
2.26.7 Table tennis	36
CHAPTER THREE	37
RESEARCH METHODOLOGY	37
3.1. Research Design.....	37
3.2 Design of the Study.....	37
3.3 Data collection Instruments	38
3.3.1. Field Observation.....	38
3.3.2. Interview	38

3.3.2.1 Physical education teachers	39
3.3.2.2 Students with Disabilities	39
3.3.3. Focus Group Discussion	39
3.4 Data Collection Procedures.....	39
3.4.1 The Pilot Study	40
3.4.2 The Main study	40
3.5 Data Organization and Analysis	41
3.6 Ethical consideration.....	41
3.6.1 Informed consent	41
3.6.2 The codes of ethics for this research.....	42
CHAPTER FOUR.....	43
PRESENTATION OF THE FINDINGS AND DISCUSSION	43
4.1 Demographic Characteristics of the Participants	43
4.1.1. Sample Schools.....	43
4.1.2. Children with Physical Disabilities.....	43
4.1.3. Physical Education Teachers characteristics.	44
4.2 Data Analysis and Discussion.....	46
4.2.1 Description of the Case.....	48
4.2.1.1 . Values of Physical Education to children with Disabilities.....	48
4.2.1.2. Factors Hindering the participation Physically Disabled pupils in PE Practical class	49
4.2.1.3 Supporting disabled pupils to Engage in Physical activities	51

4.2.2. Semi Structured Interview Report from pupils with Physical-Disabilities.....	53
CHAPTER FIVE	56
SUMMARY, CONCLUSION AND RECOMMENDATION.....	56
5.1. Summary of the findings.....	56
5.2 Conclusion	57
5.3. Recommendations.....	58
5.3.1 Measures to be taken at school level.....	58
5.3.2 Measures to be taken by teachers.....	58
5.3.3 Recommendations for further research.....	59
REFERENCES.....	60
APPENDICES	67
Appendix I: Observation Guide Format During P.E. Practical Class.....	67
Appendix II: Semi Structured Interview Guide Administered to P.E	68
Appendix III: Interview guide administrated to pupils with disability.....	69
Appendix IV: Focus group discussion guides administered for PE teachers.	70
Appendix V: Letter of Introduction to Schools	Error! Bookmark not defined.

LIST OF TABLES

Table 1: Sample schools selected for the study at Nakaseke District - Semuto Sub County	43
Table 2: Pupils with physical disability in the sample schools	43
Table 3: Age ranges of the respondents	44
Table 4: Experience of the respondents	44
Table 5: Qualification of the respondents	45
Table 6: Class of the respondents.....	45
Table 7: Showing that the physical disabled pupils were treated during the practice of PE class	46
Table 8: Showing PE lessons	49

LIST OF FIGURES

Figure 1: The Pie chart above Shows how physically disabled pupils were treated during the practice of PE class in various schools visited by the researcher	47
Figure 2: The pie chart showing variable values of physical education for children with Disabilities	48

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 Organisation
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 Organisation
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

REFERENCES

- 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/> vo R.
- Abbay Belayhun, 2009, The Principles and Practices of Physical Education Lesson for students with disability: The case of Some Selected elementary schools of Addis Ababa, AAU, and MA thesis.
- Anderson, D. M., Wozencroft, A., & Bedini, L. A. (2008). Adolescent girls' involvement in disability sport: A comparison of social support mechanisms. *Journal of Leisure Research*, 40(2), 183-207
- Anderson, D.M., Wozencroft, A., Bedini, L. A. (2008). Adolescent Girls' Involvement in Disability Sport: A Comparison of Social Support Mechanisms. *Journal of Leisure Research*, 40 (2), 183-208.
- Australian Sports Commission. (2005). Coaching Athletes with Disabilities: An Australian resource. Australian Sports Commission, Canberra, ACT.
- Bethancourt, H.J., et al., *Barriers to and facilitators of physical activity program use among older adults*. Clin Med Res, 2014. **12**(1-2): p. 10-20.
- Black, K and D Williamson 2011 "Designing inclusive physical activities and Games"
- BUCS. Into Inclusion: A Disability Sports Strategy for BUCS2011 – 2016 [internet]. 2011 [cited 2015 August 5]. Available from:
- Buffart LM, Westendorp T, van den Berg-Emons RJ, et al. Perceived barriers to and facilitators of physical activity in young adults with childhood-onset physical disabilities. *J Rehabil Med* 2009; 41:881–5.
- Buffart, L.M., et al., *Perceived barriers to and facilitators of physical activity in young adults with childhood-onset physical disabilities*. *J Rehabil Med*, 2009. **41**(11): p. 881-5.
- C. Sherrill, "Young People with Disability in Physical Education/ Physical Activity/Sport In and Out of Schools Technical
- Chin-Ju H., and Brittain, I. (2006). Negotiating Identities through Disability Sport. *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*].

- Country Profile on Disability federal democratic republic of Ethiopia, Japan International Cooperation Agency Planning and Evaluation Department, (2002)
- Crawford, J.L., and Stodolska, M. (2008). Constraints Experienced by Elite Athletes with Disabilities in Kenya, with Implications for the Development of a New Hierarchical Model of Constraints at the Societal Level. *Journal of Leisure Research*, 40 (1), 128-156.
- DePauw, K.P. & Gavron, S. J. (2005). *Disability Sport*. 2nd edition, Champaign
- Depauw, K.P., and S.J. Gavron (2005) *Disability and Sport*.
- Desveaux, L., et al., *Barriers to Physical Activity Following Rehabilitation: Perspectives of Older Adults with Chronic Disease*. *J Aging Phys Act*, 2015.
- Disability in Development: Experiences in Inclusive Practices (Handicap International, 2006).
- DP. 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”] pdf>. [Parnes, *Foster Inclusion*].
- Eminovic, F., Nikic, R., Stojkovic, I., and Pacic, S. (2009). Attitudes toward inclusion of persons with disabilities in sport activities. *Sport Science*, 2 (1), 72-78
- Enoch, N. 2010 “Towards contemporary National Structure for Youth Sport in England.
- Gaskina, C., Andersen, M. B., & Morris, T. (2009). Physical activity in the life of a woman with severe Cerebral Palsy: Showing competence and being socially connected. *International Journal of Disability, Development and Education*.
- Groff, D., Lundberg, N., & Zabriskie, R. (2009). Influence of adapted sport on quality of life: Perceptions of athletes with cerebral palsy. *Disability and Rehabilitation*, 31, 318-326. (3), 285–299.
- Hilvoorde, I., and Landeweerd, L. (2008). Disability or Extraordinary Talent— Francesco Lentini (Three Legs) Versus Oscar Pistorius (No Legs). *Sport, Ethics & Philosophy*, 2 (2), 97-112.
- Hutzler, Y & Sherrill, C. (2007). Defining Adapted Physical Activity: International perspectives. *Adapted Physical Activity Quarterly*, 24, 1 – 20.
- Hutzler, Y. (2004). Athlete Development and Career Planning in Disability Sport: An organizational perspective. *European Bulletin of Adapted Physical Activity*, 3 (2).

- ILO 2009: Decent Work - Inclusion of People with Disabilities In Uganda United Nations, (2006), Convention on the Rights of Persons with Disabilities. Available at www.un.org/disabilities
- Jaarsma EA, Dekker R, Koopmans SA, Dijkstra PU, Geertzen JHB. Barriers and facilitators of sports participation in people with visual impairments. *Adapt Phys Act Q* 2014;31(3):240-64.
- Jaarsma EA, Dijkstra PU, Geertzen JHB, Dekker R. Barriers to and facilitators of sports participation for people with physical disabilities: A systematic review. *Scandinavian Journal of Medicine & Science in Sports* [Internet] 2014. Available from: <http://onlinelibrary.wiley.com>. doi:10.1111/sms.12218.
- Jaarsma EA, Dijkstra PU, Geertzen JHB, Dekker R. Barriers to and facilitators of sports participation for people with physical disabilities: A systematic review. *Scandinavian Journal of Medicine & Science in Sports* [Internet] 2014. Available from: <http://onlinelibrary.wiley.com>. doi:10.1111/sms.12218.
- Jaarsma EA, Geertzen JH, de Jong R, Dijkstra PU, Dekker R. Barriers and facilitators of sports in Dutch Paralympic athletes: An explorative study. *Scand J Med Sci Sports* [Internet] 2013. Available from: <http://onlinelibrary.wiley.com>. doi:10.1111/sms.12071
- Jaarsma EA, Geertzen JH, de Jong R, Dijkstra PU, Dekker R. Barriers and facilitators of sports in Dutch Paralympic athletes: An explorative study. *Scand J Med Sci Sports* [Internet] 2013. Available from: <http://onlinelibrary.wiley.com>. doi:10.1111/sms.12071.
- Jespersen, E., and McNamee, M. (2008). Philosophy, Adapted Physical Activity and Disability. *Sport, Ethics & Philosophy*, 2 (2), 87-97.
- Johnson, C. C. (2009). The Benefits of Physical Activity for Youth With Developmental Disabilities: A Systematic Review. *American Journal of Health Promotion*, 23(3), 157-168.
- Juarbe, T., X.P. Turok, and E.J. Perez-Stable, *Perceived benefits and barriers to physical activity among older Latina women*. *West J Nurs Res*, 2002. 24(8): p. 868-86.
- K. DePauw & S. Gavron, *Disability and Sport*, 2d Ed (Illinois: Human Kinetics, 2005)
- Kars C, Hofman M, Geertzen JH, Pepping GJ, Dekker R. Participation in sports by lower limb amputees in the province of Drenthe, the Netherlands. *Prosthet Orthot Int* 2009; 33(4):356-67.

- King, G., Law, M., Hurley, P., Petrenchik, T., & Schwellnus, H. (2010). A developmental comparison of the out-of-school recreation and leisure activity participation of boys and girls with and without physical disabilities. *International Journal of Disability, Development and Education*, 57(1), 77-107.
- Le Clair J. Editor. Disability in the global sport arena. London: Routledge; 2012.
- Lundberg, N. R., Zabriskie, R.B., Smith, K.M., and Barney, K.W. (2008). Using Wheelchair Sports to Complement Disability Awareness Curriculum Among College Students. *A Journal of Leisure Studies & Recreation Education*, 23, 61-75.
- Martin JJ. Psychosocial aspects of youth disability sport. *Adapt Phys Act Q* 2006;23(1):65-77.
- Martin, J. J. & Choi, Y. (2009). Parent's physical activity related perceptions of their children with disabilities. *Disability and Health Journal*, 2, 9-14.
- Martin, J.J. (2006) Psychosocial Aspects of Youth Disability Sport. *Adapted Physical Activity Quarterly*, 23(1), 65-78.
- 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"]
- Mitchell, L. (2007). Assessing and Managing an Athlete with a Disability. *SportEXMedicine*, 32, 6-10.
- Moffett, A., Alexander, M., and Dummer, G. (2006). Teaching Social Skills and Assertiveness to Students with Disabilities. *Teaching Elementary Physical Education* 17(6), 43-49.
- Muzigaba, M., T.L. Kolbe-Alexander, and F. Wong, *The perceived role and influencers of physical activity among pregnant women from low socioeconomic status communities in South Africa*. *J Phys Act Health*, 2014. 11(7): p. 1276-83.
- N.C. & Rudisill, M.E. (2004). An inclusive mastery climate intervention and the motor skill development of children with and without disabilities. *Adapted Physical Activity Quarterly*, 21, 330-347. uth athletes with physical disabilities. *Disability and Health Journal*.

- Norwich B, Lewis A. How specialized is teaching children with disabilities and difficulties? *Journal of curriculum studies*. 2007; 39 (2): 127–150.
- Obrusnikova, I., & Block, M., & Dillon, S. (2010). Children’s beliefs toward cooperative playing with peers with disabilities in physical education, *Adapted Physical Activity Quarterly*, 27, 127-142.
- 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%20S>
- Pahor, M., et al., *Effects of a physical activity intervention on measures of physical performance: Results of the lifestyle interventions and independence for Elders Pilot (LIFE-P) study*. *J Gerontol A Biol Sci Med Sci*, 2006. **61**(11): p. 1157-65.
- Physical Activity guidelines (2008S) Physical activity way for quality life
- Ping Luo (2000) *Adapted Physical Education (PHED 4800) Student Handbook*, California State University Stanislaus, available at: www.csustan.edu/kinesiology/Faculty/Ping
- Report for the World Health Organization” (World Health Organization, 2004) at 4, online: ICSSPE <<http://www.icsspe.org/portal/download/YOUNGPEOPLE.pdf>>. [Sherril, “Young People”].
- Rhinehart(2011), *Modifying Gym class to include students with special needs*, Bright Hub education .inc, part of the village family: available at :[http://www.brighthubeducation.com/special.ed-physicaldisabiliti/49396-adapted physical education for children](http://www.brighthubeducation.com/special.ed-physicaldisabiliti/49396-adapted%20physical%20education%20for%20children).
- Rimmer JH, Riley B, Wang E, Rauworth A, Jurkowski J. Physical activity participation among persons with disabilities: Barriers and facilitators. *Am J Prev Med* 2004; 26(5):419-25.
- Rimmer JH. Use of the ICF in identifying factors that impact participation in physical activity/rehabilitation among people with disabilities. *Disabil Rehabil* 2006; 28(17):1087-95.
- 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>>.

- Saebu M, Sorensen M. Factors associated with physical activity among young adults with a disability. *Scand J Med Sci Sports* 2011;21(5):730-8.
- Salehi, L., et al., *To identify the facilitator and barrier factors of physical activity among elderly people in Tehran*. *Iranian Journal of Epidemiology*, 2010. **6**(2): p. 7-15.
- Shapiro D, Pitts B, Hums M, Calloway J. Infusing disability sport into the sports management curriculum *Sports Management International Journal*. 2012; 8 (1): 101-117
- Shapiro D, Pitts B, Hums M, Calloway J. Infusing disability sport into the sports management curriculum *Sports Management International Journal*. 2012; 8 (1): 101-117.
- Shapiro DR, Martin JJ. Multidimensional physical self-concept of athletes with physical disabilities. *Adapt Phys Act Q* 2010; 27(4):294-307.
- Shapiro, D., & Martin, J. J. (2009). Athletic identity, affect, and peer relations in yoalentini.
- Shihui C, Jin W, Mei J, Lau KO. Motivation of sport participation in elite athletes with physical disabilities in mainland china. *Asian J Exerc Sport Sci* 2007; 4(1):63-7.
- Sjors, C., et al., *Perceived reasons, incentives, and barriers to physical activity in Swedish elderly men*. *Interact J Med Res*, 2014. **3**(4): p. e15.
- Thomas,N, and Smith (2008) Disability sport and society. *Sociology of Sport Journal* 23(4), 352-376.
- UNESCO (United Nations Educational, Scientific and cultural Organisation) (2008) Inclusive education.
- UNESCO (United Nations Educational, Scientific and cultural Organisation) (2015) Quality physical Education Guidelines for policy makers
- 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=lumes/83/4/news0405/en/print.html>>.
- 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=#>>.

- Utrecht/Nieuwegein: Mulier Instituut/Arko Sports Media; [Internet]. 2013. Available from: www.beheer.nisb.nl/cogito/modules/uploads/docs/12191380721184.pdf. [Last accessed: 26 Nov 2013]
- Vanlandewijck, Y. and Higgs, C. (2007). *Sport for People with a Disability*, ICSSPE Perspectives, Volume 7.
- von Heijden A, van den Dool R, van Lindert C, Breedveld K. (Un)limited exercise 2013: Monitoring sports and physical participation of people with a disability ((On)beperkt sportief: Monitor sport- en beweegdeelname van mensen met een handicap).
- 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*].
- Wu SK, Williams T. Factors influencing sport participation among athletes with spinal cord injury. *Med Sci Sports Exerc* 2001; 33(2):177-82.