



PLATFORM TO PARTICIPATE OF PERSON WITH DISABILITY IN SPORTS

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ABSTRACT

Today, the idea of people with a disability being able to participate in sport and physical activity is not so uncommon. In many countries, opportunities exist from the grassroots to elite levels for people with a disability to showcase their abilities in sport and physical activity. Since the 1970s, the number of international organizations and associations serving athletes with disabilities has increased dramatically.

In some countries there are increased opportunities for people with a disability to participate in school-based physical education, clubs and community associations and casual recreation. But this is not the case in all parts of the world. Whilst there has been progressive and positive change in quality of life for people with disabilities in many developed countries, often this progress is not reflected in developing countries.

Sport and adapted physical activity (APA) for people with disabilities involves considering: classifying individuals according to their abilities, the kinds of equipment needed to participate and so on. Find out more in the sections below on these technical aspects. Competitive sport Opportunities for athletes with a disability range from sport and disability specific world championships, regional multi-sport tournaments such as the Parapan American Games, selected events for athletes with a disability in Olympic and Commonwealth Games and some athletes with a disability also compete in mainstream competitions against able-bodied athletes. There are now more than 17 international games for athletes with disabilities.

Disability

Disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth, or occur during a person's lifetime.

Definition of Disability

Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

— World Health Organization,

CONCEPT OF SPORT-IN-DEVELOPMENT PROGRAMMES FOR PWD

The sport-in-development programmes can contribute includes:

- Sport activities in schools reduce negative attitudes towards school and increase retention.
- Sport activities teach children tolerance, acceptance and the value of inclusion.
- Inclusive extra-curricular sport-in-development programmers foster greater gender equality in schools and contribute to reduced school drop-out rates among girls.
- Quality sport activities improve the relationship between teacher (as a mentor) and child.
- Sport as an educational techniques and tool can be used to empower disabled children and youth with prevention messages and teach them the skills in early adolescence necessary to establish and sustain healthy behavior patterns.
- The popularity of sport festivals can provide a powerful communication and mobilization platform for disable persons.

CHILD PROTECTION AND SAFEGUARDING IN SPORT

Every day millions of people participate in sport; such as coaches, athletes, volunteers, referees and organisers. For the majority, this is a positive experience that develops social networks, confidence, skills and knowledge. For others the experience is negative. Child safeguarding in sport has been given too little attention by many clubs, organisations, funding bodies and governments for a considerable amount of time. The most common reactions being that it does not happen, is someone else's responsibility or is an isolated incident. These three attitudes are often classified as:

- Denial
- Blame
- Minimisation

These typical responses leave children, coaches, clubs, sports bodies, funding bodies and governments isolated, vulnerable and, in the long term, severely affected. Safeguarding children has both a preventive and reactive component; ensuring effective policies, practices and procedures are in place to limit harm occurring, as well as having measures in place to report, investigate and deal with suspicions and incidents. This section is designed to provide more information on child safeguarding and - by linking with our Toolkit section - the necessary tools to develop and implement a culture that includes practices, procedures and policies. These practices, procedures and policies are to ensure that all who participates in sport remain safe, have fun and learn.

IMPAIRMENT GROUPS

The International Paralympic committee (IPC) recognises six different impairment groups. These are:

- Amputees;
- Athletes with cerebral palsy;
- Blind or visually impaired athletes;
- Spinal cord injured athletes;
- Athletes with an intellectual/learning disability;
- Other athletes (les autres) with a physical impairment, who do not fit into any of the above groups.

PLATFORM TO PARTICIPATION

Special Olympics:

The three largest international disability sport competitions are the Special Olympics, Paralympic Games and Deaflympics. Special Olympics provide year-round training and competition opportunities for people with intellectual disabilities at all levels. The Paralympic Games provide international competition for six different disability groups including amputee, cerebral palsy, visual impairment, spinal cord injuries, intellectual disability and les autres (those that do not fit into the other groups).

Deaflympics

The Deaflympics provide competition for athletes who are deaf or hard of hearing.

Paralympic:

The Paralympic Games cater for elite athletes with intellectual disabilities while Special Olympics offer sporting opportunities to all persons with intellectual disabilities from elite to those with severe and profound challenges. Since 2001 athletes with an intellectual disability have been unable to participate in the Paralympic Games. This is due to the suspension of their representative body, the International Sports Federation for Persons with Intellectual Disability (INAS-FID), from the International Paralympic Committee while the classification system is reviewed.

PCI and FESPIC Games:

FESPIC Games were conducted by FESPIC Games Federation and considered as Asian Games for Para Sports where all the Asian Countries and the countries of South Pacific region were allowed to participate till 2006, International Paralympic Committee which is an apex body for Paralympic sports decided in 2000 that all the IPC affiliated members became automatic members of Fespic Games Federations and only such members were made authority to send teams to the future games

Other Special Events:

Special Olympics Bharat was given responsibility for the conduct of these inclusive sports programs in, two major inclusive schemes, one for the Disabled and other PYKKA which were activated in 2010.

Specialist Trainers from the UK conducted two Trains the Trainer courses specifically for inclusive games for disabled through International Inspiration Program of the British Council. They trained 60 Master Tutors in two courses held in Goa and New Delhi. These Master Tutors conducted the training of the first 60 Master Tutors who trained the first 600 top Trainees in the LNUPE University to conduct inclusive sports for all children with all disabilities.

DISABILITY AND GENDER

In all areas of disability, women have a right to participation and this includes as athletes, coaches, officials, managers, sport scientists, administrators and leaders. More than two-thirds of the world's women live in developing countries, but the overall participation rates for sport are minimal. Women in developing countries experience additional barriers to sport participation and these have been linked to issues such as the male dominated world of sport,

class, culture, body image and dress in addition to religious, traditional and cultural beliefs regarding the role of women.

Women with disabilities have ‘double discrimination’ in disability sport – being disabled and being a woman. There are statistically less women with disabilities across the spectrum than men and women are less prone to taking up sport. In 2005, it was estimated that women make up only about one-third of athletes with disabilities in international competitions.

CONCLUSION

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. Culture and Sports that all children with disabilities have a right to play and participate in sports, recreation and cultural activities on an equal basis with other children; and appropriate governments and establishments shall provide for disability and age appropriate opportunities for children with disabilities to participate in sports ,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.

REFERENCE

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