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## The Development and Validation of a Resource Kit for use by NGOs Pertaining to the Inclusion of People with Disabilities in Sport-based Programmes in Developing Countries

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The Development and Validation of a  
Resource Kit for use by NGOs Pertaining to  
the Inclusion of People with Disabilities in  
Sport-based Programmes in Developing  
Countries

By

Koffi Atitso FIATI

A thesis submitted in fulfilment of the requirement for the  
degree of Master of Science by Research



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Institute of Technology Tralee

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Submitted to the National Council for Educational Award, May 2017

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# Subdivisions of the thesis

This thesis has two parts. The first part entails the formal research process chapters from the introduction through the fifth chapter on findings, conclusions, and implications to bibliography as well as the appendices relating to the research.

The second part encompasses the resource kit developed as a manual with its own table of content restarting the page numbering from a new cover part title “Part II, the resource kit”.

# Part I

## Acronyms

CRPD	Convention on the Rights of Persons with Disabilities
DCs	Developing Countries
HDI	Human Development Index
HI	Handicap International
ICF	International Classification of Functioning disability and health
ICIDH	International Classification of Impairment, Disability and Health
IFAPA	International Federation of Adapted Physical Activity
INGOs	International Non-governmental Organisations
IPC	International Paralympic Committee
IWG	International Working Group on Women and Sport
MDGs	Millennium Development Goals
NDA	National Disability Authority
NGOs	Non-Governmental Organisations
NOS	National Occupational Standards
PE	Physical Education
PETE	Physical Education Teachers Education
PI	Plan International
PWDs	People with Disabilities
RI	Rehabilitation International
SO	Special Olympic
UK	United Kingdom of Britain and Northern Ireland
UN	United Nations
UNCRPD	United Nations Convention on the Rights of the Persons with Disabilities
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Emergency Fund
UPIAS	Union of the Physically Impaired Against Segregation
WHO	World Health Organisation
WPA	World Plan of Action
WPADP	World Plan of Action concerning Disabled Persons.
YMCA	Yong Men's Christian Association

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## Abstract

### **The Development and validation of a resource kit for use by NGOs Pertaining to the Inclusion of People with Disabilities in sport-based Programmes in Developing Countries.**

The current study is undertaken in relation to the recommendations of both Article 30 of the United Nations Convention on the Rights of People with Disabilities-UNCRPD, (UN, 2006) and the new Charter on Physical Education, Physical Activity and Sport (UNESCO, 2015) to serve as a building block in the improvement of the health of people with disabilities (PWDs).

The study adopted a three-phase sequential mixed method approach with a participatory action research orientation. There was a document analysis, a survey, and interviews. The first phase comprised an analysis of four documents labelled as inclusive sport and physical activities resource kits. The second phase consisted of a survey directed to 45 Non-governmental Organisations (NGOs) running sport programmes in Developing Countries (DCs.). The aim of the two first phases was to find what could be the requirements of efficient sport-based programmes in the context of Developing Countries. On the other hand, the inquiry searched for what could be the content of an inclusive sport-based resource kit. The third phase entailed interviews of respondents who received a draft of a newly developed resource kit with the aim of getting in-depth inputs from these respondents to refine the resource kit and thus validate it.

The findings of the two first phases revealed that, for an inclusive sport-based programme to be run efficiently, there is a need of trained human resources in terms of programmes coordinators, teachers, coaches and facilitators on inclusion issues relating to sport and physical activities. These findings uncovered also four main thematic areas to consider in the development of the kit. The findings of the third phase helped to refine and thus validate the content of the kit taking into account the context of Developing Countries.

The resource kit thus developed at the end of this research process is expected to equip sport programme leaders and enhance their competence for the inclusion of people with disabilities (PWDs)

# 1. Introduction

Coming from a background of physical education teacher and sports coach (Volleyball coach), I was well aware of the benefits of physical activities and sports as they've been recently well documented. Those benefits go from sociological to positive psychological aspects (Bidonde, Goodwin & Drinkwater, 2009; Dunn et al., 2005) and intrinsic fitness and health enhancement. The health benefits are mostly related to the regression in the occurrence of chronic diseases and hence decrease in mortality rate (Wyndaele, 2011; Weng et al., 2011).

Being from a country labelled as a Developing Country (Togo) where the majority of the population is considered as living with less than two dollars per day (Banks & Polack, 2014), due essentially to the weak economic status, I noticed that people with disabilities (PWDs) are mostly left out of the field I was involved in as professional. Children with disabilities in our schools were and are still just put aside. Whenever there are exams where grades are attributed to students, they are just asked to go and get a dispensation from a doctor in order not to get zero. I could feel a certain injustice towards those students with disabilities, but around me, there was a kind of fatalism. No one seems to be bothering for that situation. Then I got also aware of recent statistics done in countries where they are carried out seriously showing that adults with disabilities are three times likely to have chronic diseases such as cancer, stroke, and diabetes more than adults without disabilities (Center for Disability Control (CDC), 2014). Moreover, these chronic diseases could "account for 66.5% of all years lived with disability in low-income and middle-income countries", according to the WHO's World Report on Disability (WHO, 2011, p 35). On the other hand, 50 per cent of those adults with disabilities don't practise physical activities or sport that could at some extent help avoid those chronic diseases (Center for Disability Control (CDC), 2014).

Harbouring the above-described situation, I was very enthusiastic when at the Institute of Technology Tralee, I got my research project titled "Development and

validation of a resource kit for the use by NGOs pertaining to the inclusion of people with disabilities in sport-based programmes in Developing Countries." I could imagine myself, at last, having the opportunity to do something about that injustice I was resenting because in my profession I have till then neglected children with disabilities. Unfortunately, that enthusiasm began to fade when I started asking preliminary questions around the topic. Is there any study or framework on how to develop a sport-based inclusive resource kit? What are the real issues about the inclusion of people with disabilities in the sport in DCs? How is the concept of disability understood in DCs? What about the concept of the sport itself? These questions were serious challenges to me.

I started the preliminary searching and readings and realised that a framework for sport-based resource kit development was not easy to find whereas there is a lot on the notion of disability and inclusion, the situation of people with disabilities in DCs, the concept of sport and its place in DCs and the NGOs and their roles in DCs. This information allowed me to narrow down step by step on the literature to consider to circumscribe the problem.

Thus, in the refining of the literature, statistics in the field of disability were found showing that more than 80% of the world's PWDs live in DCs (WHO, 2011). It was also documented that, unfortunately DCs are where the weak economic status coupled with some cultural and religious beliefs put the PWDs at the margins of the society especially when it comes to their participation in sport and leisure activities (Nhamo and Sibanda, 2014; Novak, 2014; Wegner and Struthers, 2011; Temple and Stanish 2008). Other studies showed that there were many gains in adopting inclusion, among others, poverty reduction (Banks & Polack, 2014; Bakhshi et al., 2013; Hanushek & Wosmann, 2007).

On the policy making side, the international community, on her side, has given a new momentum on behalf of PWDs through the adoption in 2006 of the United Nations Convention on the Rights of People with Disabilities (UNCRPD, 2006). The Millennium Development Goals (MGDs) also are now catching up by putting



a particular emphasis on the inclusion of PWDs at every level of the society (UN-MDG, 2015). In that sense, the UNESCO also has revised its Charter on Physical Education, Physical Activity and Sport by emphasising on sport for all, promotion of best practices, participants' capacity building and advocacy (UNESCO, 2015). On the other hand, Non-governmental Organisations have been identified in many projects of been doing well for people with disabilities in many countries of the developing world (Lewis, 2009; William, 1991). Handicap International, for example, has supported initiatives of using sports and physical activities in rehabilitation centres as well as refugee camps in the DCs (Chantereault, 2007).

## 1.1 Rational

The consideration of all that precede led to narrow more the focus on the topic. This helped to draw out that the problem this project was about to inquire concerns the challenges encounter in DCs for the inclusion of people with disabilities in sport-based activities. Some of those challenges are, insufficiency of human resources, lack of knowledge as consequence of the lack of training worsened by the lack of material and infrastructural resources (Wenger and Struthers, 2011).

Therefore, given those challenges, this study will contribute to the knowledge portraying the context of DCs. This will be done through the development of a resource kit with the involvement of NGOs as stakeholders in the research process. The importance of this demarche of research could be expressed in three fold. First, the stakeholders involved in the study would have, at the end of the study a document they could use as a tool for including people with disabilities in their sport-based programmes. Being thus involved at an early stage, some of them could even identify their input in the final document. Second, the resource kit could be taken on the ground with some of the stakeholders, to be tested, assessed and more refined. Third, it could be thus disseminated as a kit that would enhance the inclusion actions of other NGOs from the DCs and thus contribute to the filling of the gap, to some extent, of the lacking of literature in that field in the DCs.

## 1.2 Research questions

Following this circumscription of the problem and the outline of the rationale, three research questions were asked to pave the way for this study. They are the following:

- 1- What are the requirements for inclusive sport-based programmes in Developing Countries regarding human, material, infrastructural and other resources?
- 2- What would be the content of a resource kit considered as “One Stop” document that could help to acquire knowledge, skills and guidance for inclusive sport-based programmes run by NGOs in those Developing Countries?
- 3- How relevant could be that inclusive sport-based resource kit for its future users which are NGOs in Developing Countries?

## 1.3 The objectives

The objectives targeted through these questions were to find the necessary information about inclusive sport-based programmes as the literature would bring them out and try to contextualise them to the DCs on one hand. On the other hand, the information got and the contextualisation done would help to write a draft of resource kit taking into account the context of DCs. The final objective would be to refine the draft through another in-depth contextualisation which would serve as a process of validation.

## 1.4 Research design

The methodological demarche for this research was in three stages. The first stage consisted of a document analysis aiming at finding answers to the first two research questions. This option was somehow dictated by the fact that a clear

resource kit development framework was not identified yet in the literature. The second phase consisted in a contextualisation of the findings of the first through a survey. The direction given to this second phase was guided by the literature in which it was found that for a knowledge aiming to change the life of people, it is better when the end users of that knowledge participate in its production (Edelenbos, van Bauren, van Schie, 2011). In that regard, a participatory action research option was thus adopted from that second phase to answer the research questions in the context of Developing Countries (DCs) realities. This participatory view compelled to bring on board some organisations from DCs which were registered on a website platform as Non-governmental Organisations (NGOs) involved in sport and development. They became the main stakeholders of this study. The third phase was built upon the second phase (indirectly on the first) and was done in the form of interviews that had given the opportunity to those stakeholders (NGOs) to increase their inputs in the knowledge production.

## 1.5 Limitations of the research

The above-described research demarche harboured some limits which sprouted out right at the start of the project. The first limit appeared in the fact that the stakeholders could not be formally identified at the start of the research. The population (NGOs) is so diverse that its recruitment for the study represented a serious challenge. Moreover, the researcher conducting the project was studying from outside of the location of the stakeholders (NGOs working in DCs). Another limitation concerned the full cycle of knowledge co-production according to (Edelenbos, van Bauren, van Schie, 2011) which should include bureaucrats or decision makers besides experts and stakeholders on the field. Moreover, the timeline of the study did not permit the process of the resource kit development to go further until a stage of testing and assessment for its dissemination.

This research also failed to involve people with disabilities themselves directly in the inquiry. This would have helped to comply with the statement “Nothing about us, without us” This research, therefore, is delimited to organisations or

institutions labelled as NGOs which would intend to offer inclusive sport-based programmes. They are, at this regard, considered as service providers that would facilitate a better participation of people with disabilities in sport and physical activities by acquiring inclusion best practices.

To reduce the impact of some of those limits, some actions were planned. The use of a website platform where a quite considerable number of NGOs identifying themselves as involved in sport and development were registered. This platform with its reputation would offer a certain guaranty that the organisations which would be contacted were at least involved in sport and thus while agreeing to be part of the process; their information could be taken as credible. The problem of the location would be treated with modern technology of emailing and online interviewing.

## 1.5 Assumptions

Some assumptions were considered in this study. They were of three kinds. The first assumption consists in the fact that the document to be analysed at the first phase were credible because of their origin from reputable institutions. The documents were selected from authors known in the field of sport and disability, and in the academic world and also from authors under the mandate of reputable institutions such the EU or Handicap International. The second assumption was based on the fact that the website platform used to engage the respondents of the second and third phase was a reputable and trustworthy, on one hand. On the other hand, those respondents were also supposed trustworthy, and their opinions can be considered valid about their understanding of the realities on the ground. The last assumption concerned two responded brought on at the interview phase. They were considered as people having an expertise in the field of sport and disability. They were as such trustworthy because of their engagement in the arcane of the NGOs and they have been working in the developing world for reputable institutions such Handicap International and Plan International.

The other different chapters of this research are briefly described in the next section.

## 1.6 Chapters outlined

### **Chapter 2: Literature review**

In this chapter, firstly, a review of the literature on disability models was done about the different definitions of disability according to the models and their relevance in this study. Secondly, the notion of disability was explored about human rights and religious beliefs in DCs. Then thirdly, a review of the literature concerning inclusion and the role of NGOs was done. The fourth theme considered in this chapter looked into the concept of sport in general but inclusive sport concerning disability. Fifth, the notion of resource kit was explored in relation to inclusive sport to find out how an inclusive sport-based resource kit could be.

### **Chapter 3: Methodology**

In this chapter, after restating the objectives of the research and its research questions, the research design was described on the epistemological, ontological and methodological stances. That concluded on the fact that a mixed method approach was adopted with a participatory action research view. Then a brief description of the researcher's background was done followed by the description of the sampling, the data analysis and the statement of the quality assurance.

### **Chapter 4: Analysis of data.**

In this chapter, the three phases of the data analysis were presented were presented in a sequential manner. At each phase, first, the organisation of the data was described. Second, the descriptive characteristics of the cases were

presented. Third, the restatement of the research questions followed by the analysis of the data focusing on the research questions.

### **Chapter 5: Findings, conclusions, and implications**

The fifth chapter consisted, first, in a new summary of the research process followed a restatement of the findings from the fourth chapter and their discussion based on the literature. Then conclusions followed revealing the decisions taken towards the development of the resource kit. The fourth session of this chapter elaborated on the implications of the research regarding suggestions the researcher would make concerning issues encounter during the research process. The fifth section recapitulated the thoughts of the researcher regarding future researches that could fill gaps the current research might have left.

### **Part II: The inclusive sport-based programmes' resource kit.**

The resource kit was developed as the result of the whole research process. It is the document which is meant to be reflecting the co-production of the knowledge, skills, and guidance for inclusive sport-based programmes running in DCs by NGOs.

# 2. Literature review

## Introduction

Since the adoption of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2006, a solid foundation seems to be laid down for the inclusion of people with disabilities at all levels of their lives. Specifically, the article 30 of the Convention in its paragraph 5 (a) calls for the promotion of the participation of "the person with a disability in mainstream sporting activities at all levels." In other words, sports and leisure must be practised in an inclusive setting allowing the person with a disability to partake without any restriction (UN, 2006). The compliance to this dispositions of the 30th article remains a big challenge for Developing Countries (DCs) characterised by low economy, poor policy making and religious or cultural encumbrances (Opoku et al. 2015; Bourgeois, 2011). Thus, many initiatives are envisaged to try to address the issue in those countries which are signatories of the convention. Besides the efforts of the governments which are focused on other priorities such as health and job provision, some organisations, especially those known as Non-governmental Organisations (NGOs) are also doing their best to promote the living conditions in those countries in some other fields.

In this regard that the current research project's aim is to develop and validate a sport-based resource kit that NGOs could use to include people with disabilities The kit should reveal all the aspects that could effectively allow an inclusive sport-based programme to be run by NGOs in Developing Countries. To meet the goal mentioned above, the research inquiry proceeds by asking the following questions:

- 1- What are the requirements for inclusive sport-based programmes in Developing Countries regarding human, material, infrastructural and other resources?
- 2- What would be the content of a resource kit considered as “One Stop” document that could help to acquire knowledge, skills and guidance for inclusive sport-based programmes run by NGOs in those Developing Countries?
- 3- How relevant could be that inclusive sport-based resource kit for its future users which are NGOs in Developing Countries?

These questions while prompted by an initial consultation of the literature led to narrow the review of the literature on five main themes. The first theme explored the theories and models of disability. The second examined Disability, Human Rights, and cultural beliefs. The third theme reflected on the inclusion of people with disabilities with a glance to non-governmental organizations and their role. The fourth scrutinized sport in general and disability inclusive sport in particular. The fifth treated the contours of the notion of resource kit and the concept of universal design.

## 2.1. Disability models

Disability as a social phenomenon and human condition obviously exists and is as old as every human-related phenomenon. Human beings have been brought to question phenomena affecting their lives. The questionings lead to studies aim at explaining those phenomena. In the following sections, the case of disability would be considered from its evolution through history to how it is understood and apprehended today.



### 2.1.1. Disability models history and evolution across continents.

The concept of disability's consideration in academia might have started even before having a name according to Ferguson & Nusbaum (2012). In the United States of America, in the early sixties, sociologists and anthropologists started to explore the phenomenological and cultural experience of disability using the stigmatisation attitude of the society towards people with disabilities (Goffman, 1961, 1963; Edgerton, 1967). A flourishing period for disability exploration followed with the social scientists of Syracuse University (Bogdan & Biklen, 1977; Biklen & Bogdan 1977; Bogdan & Taylor 1976) where the publication of the newsletter Disability Study Quarterly started with Irvin Zola in 1980s (Ferguson and Nusbaum, 2012). The overall approach adopted by these American researchers is coined under the label of "Minority Model" because of the influence of the feminist movement as well as the civil right (racial minorities) movement. The feminist movement can be described as a political, cultural or economic movement aimed at establishing equal rights and legal protection for women. The movement considers women as a minority group that society has undermined or discriminated against (Humm, 2013). According to Humm (2013), the movement's target was to dismantle every cultural, religious and political idea which put women in an inferior position compare to men. The minority model of disability was framed in the same perspective. People with disabilities alike women are considered as a minority group which encounters discrimination and has to fight in order to remove barriers that prevent maximum participation in society.

On the European continent, the United Kingdom started developing its brand of disability study with Michael Oliver followed by Banes (Banes, 2010; Oliver 1990) and by adopting a social activism perspective that challenges the then dominant medical and individual considerations of disability. This model sprouted out from the activist works of the Union of the Physically Impaired Against Segregation (UPIAS) at the early seventies. A Nordic brand of disability labelled the rational model also appeared with the Scandinavians and found in the works of Bjarnason (2002a, 2004), Tosebro (2004) and Gustavsson (2004). These

researchers capitalised on the works of Bank-Mikkelsen (1969) and Nirje (1969) and the best practices in the disability services offered in those countries.

Today, the field of disability has got a momentum around the world with universities in Europe, North America, and Oceania as well as in Asia, Africa or Americas giving majors and minors in the field. The models keep on evolving under new scholarly discourses. Some of the researchers spouse the socio-political-cultural examination of disability (Linton 1998; Linton, Bérubé, and Berube, 1998,) while others adopt the interventionist approach (Schriner, 2001; Pfeiffer and Yoshida, 1995).

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## 2.1.2. Disability models or perspectives.

The different connotations or models of disability have appeared and evolved according to how societies at different times of their history believe and conceive the status of its members. Some models of disability will be discussed in the next sections.

### 2.1.2.1. From the Traditional (individual) model to the Medical model.

According to Davis (1995) whenever and wherever the word “disability” comes out, it evokes mostly a missing either physically, mentally, fiscally or legally and it confers a sort of marginalisation position in society, culture, politics, etc. to the person concerned. This view on disability has been shared in nearly every culture, society or civilisation and is referred as the traditional model of disability. The person affected or in the situation is the one pointed at as having a problem, missing something, or abnormal. It is sometimes also referred at as moral condition triggering out shame, resignation or fatality (Goodley, 2010; Barnes, 1990). With the positivist worldview under the scientific revolution, the traditional model moved to what will be known further as the medical model.

The medical model became dominant after the Second World War with its loads of injured across classes of the society. Disability is understood as a medical problem that resides in the individual – a defect or a failure of a bodily system that is inherently abnormal and pathological (Goodley, 2010). This model was predominant by the necessity for politicians or policy makers to have a ground or a framework that could rationally allow the identification of people who might receive some benefits, some specific aids or exemptions. In this line, the first medico-administrative definitions of disability then appeared in welfare laws, acts and regulations. In the global north, in Britain for example, disability is defined pointing at "anyone with a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities" (Disability Discrimination Act (DDA), 1995: s 1.1). In those definitions, most of the time, terms like illness, disease and abnormal are used to describe the medical conditions linked to disability.

The consequences of this view of disability in the scholarly discourses and policy making are the individualization or stigmatisation of the person concerned. The person with a disability or the disabled person is seen as an object on which interventions should be made. In its evolution and under the functionalist worldview which put emphasis on the role of medicine, it is even wished to carry cosmetic surgery on people with Down syndrome (Oliver, 1998; Chappell, 1992).

This model has its positive points in promoting lives of people with disabilities through the medical and technological advances in welfare services and faith in rehabilitation interventions (Goodley, 2010). However, the negative effects of the medical model are seen in the patronising and paternalism role given to health care professionals which somehow still stigmatises the person with a disability. These pitfalls of the model triggered the rise of other models, with the social model at the top position followed by others such as the biopsychosocial model and the rights based model.

### 2.1.2.2. The social model of disability.

Some other downsides of the medical model such as the dependency of the person with a disability to medicine, the denial for individuals to use their self-care strategies have given ground to question the methods of the medical model. Those questions have led to making a clear difference between “Disability” and “Impairment” used interchangeably by the medical model. The social model was thus born. In the stronghold of the social model, UPIAS defines impairment as:

“...lacking part of or all of a limb, or having a defective limb organism or mechanism of the body` and then “Disability” as `the disadvantage or restriction of activity caused by a contemporary social organisation which takes no account of people who have physical impairments and thus excludes them from mainstream social activities” (UPIAS, 1976, p.3-4).

In this view of disability, society is pointed out as being the disabler. The Disabled People’s International (DPI) has put another stress on the term in that sense by defining disability as “the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers” (DPI, 1982, p.105). For some of the theorists of this social model, disability is something that society has put upon the impairment of people with disabilities in order to limit their full participation in society (Oliver, 1996).

The social model as person-centered perspective has got some particular characteristics according to how researchers perceive the phenomenon in their societies. North American discourses of the social model took a slightly different connotation influenced by the racial movement and the feminist movement by adopting some new vocals or concepts (Albert, 2004). The “person first language” concept has been coined preferring the usage of the term `people with disabilities” to `disabled people`. In this context, it is understood that not only the society has its blame to take in the way a person having an impairment is treated but also consider the individual aspect of impairment. In the British context, most of the scholars prefer to use "disabled people" to keep the burden more with society as found in the works of Barnes, Oliver, and Barton, 2002; Barnes and Mercer, 2003. The social model though offers the opportunity to the people with

disability to be actors of their lives and not mere receivers of care. It has also pushed to question societal assumptions on disability and provoked shift into the decision making, policy conception and implementation for the wellbeing of people with disabilities.

However, by overemphasising on the disabling factors of the society, this model sometimes lack to acknowledge the effect of the impairment on every life and tend to undermine the benefits of medical rehabilitation and technological efforts. This situation caused some other scholars like Shakespeare to argue that the strong social model could lead to a society of "straw people." For him, the social model has become a "rigid shibboleth, an outdated ideology" (Shakespeare & Watson, 2001, p.13). For Shakespeare (2006), having a social approach to disability is indispensable, but it is important to recognize "...that disability is a complex phenomenon, requiring different levels of analysis and intervention, ranging from the medical to the sociopolitical" (2006, p.11).

Shakespeare in his criticism threw a glance to other models such as the biopsychosocial and the right-based model supported by WHO and the ICF on one hand and the United Nations on the other hand.

#### 2.1.2.3. From the Biopsychosocial model to the ICF classification

While the social model was fueling its arguments by mostly pointing the blame finger to the societal barriers, some other discourses arose against the limitations of the social model especially the British brand of it. It was becoming obvious that disability not only lies in the social and environmental barriers which limit the participation of some individuals; it also involves other aspects of which the individual's biological as well as the psychology.

The term biopsychosocial started its appearance in the scholarly discourses. George Engel (1989) was one of those who officially exposed on the term

through his article titled "The Need for a New Medical Model: A Challenge for Biomedicine" in *Holistic Medicine*, 4(1), pp.37-53. According to him, it became important to take into account what was missing in the biomedical model because that approach failed to focus on the patient as a human being as a whole. The social, psychological and behavioural aspects or dimensions of illness should be taken into account henceforth. Consequently, disability should, therefore, take into account the biology (body) as well as the psychology (the feelings of the person) and the social and environmental dimensions. Considering the fact that the two major models (medical and social models), though partially valid couldn't on their own be adequate, the World Health Organization (WHO) opted for the biopsychosocial as a synthesising form. This model makes the synthesis of what is true in the medical and social models, by avoiding the mistake each makes in reducing the whole, complex notion of disability (WHO, 2002). In that regard, WHO defines disability as "an umbrella term, covering impairments, activity limitations, and participation restrictions." (WHO, 201?). It considered impairment as a problem concerning functioning or the structure of the body (bio); an activity limitation as a difficulty met by an individual in executing a task or action (psycho). The participation restriction is considered the problem experienced by an individual while involving in life situations (social).

The model presents a framework that allows the service provision to the people of disabilities to take into account three main levels; the individual level, the institutional level, and the social level. At the individual level, the model gives the individual the possibility to identify the level of the functioning, chose the appropriate treatment or intervention to maximise the functioning, question the usefulness or outcome of the intervention and also rate own capacity of mobility or communication. At the institutional level, the framework serves to plan the appropriate service to give, to have a checklist of quality assurance, to evaluate the cost-effectiveness of the service and its usefulness. At the social level, this model pushes policy makers to have criterion on which people would gain benefits but also how to improve the lives of people of any ability in term of activity

limitation and participation restriction through the pulling down of societal constructed and environmental barriers.

Because of its globalising aspect, the critics of the biopsychosocial model find it as being a vague catch-all model that fails to reflect the complexity of the meanings of impairment (Barnes, 2006; Pledger, 2004; Snyder and Mitchell, 2006). Some authors criticised the ICF classification on which the biopsychosocial model is based on arguing that it lacks positive terminology on impairment and disease and consequently fails to address factors arising from within the “patient” (Wade & Halligan, 2003). According to Wade & Halligan (2003), the ICF doesn’t have a mechanism allowing the patient (the person with impairment) to be at the centre of a rehabilitation process for example. In that regard, the ICF turns to demonstrating a lack of consideration for personal value and quality of life (Wade & Halligan, 2003).

Other researchers found that the biopsychosocial model is an unscientific, “fluffy”, pluralistic approach because is not based on any theory (Henriques, 2015; McLaren, 1997). Ghaemi (2011) shared a similar view by stating that the model is embedded in “inconsistency about the mind/ body relationships, a poor model to address costs and managed care and poor teaching tool when simplistically applied” (Ghaemi, 2011, p. 4). According to Ghaemi, when a physician adopts the biopsychosocial model, it can lead to losing of focus on the expertise of that physician because that physician can’t understand everything. There are some other models described as offshoots of this medical model. Among them is the rehabilitation model which regards disability as a deficiency that must be fixed by a rehabilitation professional or other helping professional and the charity or tragedy model. The charity model will be discussed in relatively detailed words in the next section.

#### 2.1.2.4. The charity or tragedy model.

The charity model, in essence, depicts people with disabilities as victims of unfortunate victims of circumstance, deserving of pity and needing help (Donnellan, 1982). As with the formal medical model, this model also refers to people with disabilities as those having a problem or an abnormality and needing others help. This model has been used by charities and NGOs while raising funds such as the televised programme in Britain titled “Children in Need” in the 1980s. Though such programmes raised millions of pounds, the model of disability in which the approach was embedded was seen as dis-enabling for people with disabilities (Oliver, 1990). Oliver qualified the Children in Need programme as a “televisual garbage ... oppressive to disabled people” (quoted in Donnellan, 1982; p 122 “Disabilities and Discrimination Issues for the Nineties”).

The critics of the charity model point out the fact that the model lowers the self-esteem of people with disabilities by portraying them as recipients of charity. People with disabilities are considered as needing care and incapable of looking after themselves or managing their own affairs. In practice, the model is used to establish institutions which people of disabilities see as segregating (Oliver, 1990). Oliver further indicates that the model leads to a patronising state where people with disabilities don't have enough freedom of choice in the supposed good done for them.

#### 2.1.2.5. The right based model.

Another tendency in the discourses on disability is the one known as ‘Right-based model.’ Under the advocacy of the Disability People Organisations (DPOs), many legal actions have been taken on the international scene leading to the recent legal tool called the United Nations Convention on the Right of People with Disabilities (UNCRPD). Disability is thus considered as human experience, and as such, it is the right of any human being of any ability to be entitled to all the rights inherent to humans. As Bengt Lindqvist, United Nations’ Special Rapporteur on Disability declared it “Disability is a human rights issue! I



repeat: disability is a human rights issue.” (Lindqvist, 2000 cited in Quinn and Degener 2002, p. 13). People with disabilities are not to be considered as aliens, and any person has the right to have a particular level of ability without that reducing his or her intrinsic humanity. Society does have to portrait some people as normal and others as abnormal. Through the social model of disability, impairment is seen as human diversity and thus accepted as normal for any population (Albert, 2004). Furthermore, with the same social model paradigm, disability is considered as barriers encountered by people with impairments to achieving equality and justice. As people with disabilities are human beings, and while searching for equality and justice, disability consequently becomes a ‘human right issue.’ Albert (2004) while analysing the relevance of the social model and the right-based approach's relevance for Developing Counties wondered whether culture could be to maintain a sort of oppression on some members of the society. He made this comment to counterattack some discourses who use the cultural alibi to ignore the rights of a part of the society and particularly people with disabilities. Thus, the international community has kept on acting to take into account the people with disabilities in all its programmes. This has led to devise specific legal provisions for the people with disabilities.

According to Amponsah-Bediako (2013) “...models of disability are tools for defining impairment and, ultimately, for providing a basis upon which society can devise strategies for meeting the needs of disabled people” (2013, p.122). Having in mind the research questions of this current study, the relevance of the exploration of the theme of disability models lies on the fact that patterns of disability are highly influenced by environmental and or societal contexts. The inquiry on requirements for inclusive sports programmes for people with disabilities in Developing Countries could logically gain from the evolution of the disability phenomenon through history to the current scholarly discourses on it. The path could be then seemingly considered as paved for a thorough search of those resources taking into accounts the characteristics of Developing Countries.

As a synopsis, we would not see the models of disability as a series of exclusive options with one superseding or replacing previous sets. Their evolution and popularity provide a continuum on changing social attitudes to disability and where they are at a given time (Michigan Disability Rights Coalition, 2016). Models change as society changes. Given this degree of understanding, the current research project would prefer to adhere to the right-based model but with a glance to biopsychosocial model also. Since the right model stresses that we all need equal opportunities, it would help to empower people with disabilities, giving them full and equal rights alongside their fellow citizens. This model could be easier to implement in the context of Developing Countries where communities are rapidly changing in the present globalising world. In the next section, some salient characteristic traits of Developing Countries will be discussed

## 2.2. The concept of Developing Countries

The concept of Developing Countries was coined during the last quarter of the nineteenth century under the inspiration of the works of Walt Whitman Rostow, according to Nayar (2013). It originally refers mostly to a geographical area encompassing Africa, Asia and South America, nearly all of them colonised by the West in the nineteenth century (International Encyclopedia of the social sciences, 2008). They are countries where the majority of the working population gain from their work less than 2 dollars a day (Banks & Polack, 2014). These countries are also referred to as Low and Middle-Income Countries (LMICs). Since 1990, the United Nations Development Programme (UNDP) has been using the Human Development Index (HDI) as an instrument that assesses human well-being from a broad perspective, going beyond income. It takes into account three basic dimensions of human development. These dimensions are life expectancy at birth; the ability to acquire knowledge, measured by mean years of schooling and expected years of schooling; and the ability to achieve a decent standard of living, measured by gross national income per capita called gross domestic product per capita, GDP (UNDP, 2015).

Thus countries labelled as Developing Countries are those in which the life expectancy is rarely above 60 years (52.11 years in Nigeria compare to 80.90 in Ireland in 2012). The DGP per capita is also low in those countries (Nigeria's is 2,742.22 USD compare to 48,391.33 for Ireland). The literacy level is also low in these countries (UNDP, 2012).

In the last report of the UNDP, in 2015, it has been found that the HDI has increased significantly during the last two decade. Some countries from the original geographical area labelled as Developing Countries have moved from that economic labelling. Ghana and South Korea were nearly at the same development level in the 1960s. Today South Korea has moved from 53 years of life expectancy in 1960 to 81.37 in 2012. During that time the GDP per capita has grown from 155.60 USD to 24,453.97 USD. In Ghana, the GDP per capita only grew from 182.97 (greater than South Korea in 1960) to 1,645.52 USD. Due to this fast change in some countries, some institutions such as the World Bank, are trying to eliminate the term Developing Countries from their data vocabulary. It has disappeared from the last edition of World Development Indicators (Felholz, 2016).

The current research project has to consider these evolving aspects of the characteristics of Developing Countries. In the inquiry, there will be a need to recruit more respondents from regions where the descriptive characteristics of those Developing Countries as "less advanced countries" are accurate. In the development of the resource kit, the variety of economic characteristics of those countries has to be also taken into account by enlarging the scope of themes to be developed.

### 2.3. Disability, human rights and cultural beliefs in Developing Countries.

The Universal Declaration of Human Rights came out as one of the most significant worldwide regulatory tools of the 20<sup>th</sup> century. Its main aim was to eradicate the atrocities done to humankind like those recorded during the World War II. The Human Rights, therefore, highlight the intrinsic humanity of every individual and are set down as common and internationally acceptable moral code (Albert & Hurst, 2004). The first article states that “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” (UN, 1948, art. 1). According to this article, no matter the colour of the skin, the social status, the ethnic group, the ability or disability, any individual is entitled of claiming equality and justice.

It has been, otherwise, repeatedly documented that people with disabilities are most of the time denied access and full participation in almost every country at some level. This situation triggers the rise of conditions pushing them to be among the poorest of the poor and in return the occurrence of poverty pushes them to the outskirts of the society (Eide and Ingstad, 2011, Yeo and Moore 2003). Been considered as excluded from the society or community is the beginning point of the entry to the vicious cycle linking poverty and disability. While exclusion is established, economic and other socio-cultural rights are implicitly denied.

In the midst of that oppressing atmosphere, the people with disabilities voices echo through activists movements in comparison to feminists and ethnic minorities. The international community thus had to react through legal and policy means. The United Nations started thus taking account of the disability cause.

### 2.3.1. Universal Human Rights provisions for people with disabilities.

The journey of the disability activism movement has known many stages throughout history. Their actions, however, became paramount following the racial and feminist movement after the two World Wars.

#### 2.3.1.1. History of the evolution of the rights of people with disabilities.

The early United Nations resolutions concerning people with disabilities started in the 1950s about prevention and rehabilitation for people with disabilities. But the first rights-based action was taken with the "Declaration on the Rights of Mentally Retarded Persons" on the 20th December 1971. In its first paragraph, was reiterated the unalienable rights of these people as human beings and the second insisted on some salient rights such as medical care, physical therapy and education (UN, 1971). In 1975 the common and globalizing term "Disabled persons" is defined for the first time in paragraph 1 of the resolution 3447 of 9 December 1975. In paragraph 2, 5 and 8 the phrases like "shall be granted" as well as "are entitled to" and "their families and communities shall be fully informed"; gave a certain weight to their rights to be advocated (UN. 1975).

The 1980 decade started with the shift from the model called by some authors "caring model" or "charity" model (Quinn and Degener, 2002) to the "rights-based" model by the United Nations. The first strong action was the adoption of the year 1981 as the "Year of Disabled Persons" followed by the biggest step of the decade towards the shift of concept in 1982 with the World Programme of Action concerning Disabled Persons (WPADP) concerning persons with disabilities. The new aspect brought in, beside the former ones (Prevention and Rehabilitation) was the "Equalization of opportunities." This later concept calls the general society, to make accessible to all, physical and cultural environment, housing and transportation, social and health services, educational and work opportunities, cultural and social life, including sports and recreational facilities (UN-GA, 1982, definitions). The United Nations were thus taking more and more

responsibility concerning people with disability especially when it is recommended that periodic monitoring should be done on national, regional and international levels.

Through the WPAPD, for the first time, a special glance was thrown to Developing Countries under the heading "Disability in Developing Countries". The situation was presented in the following terms: "The problems of disability in developing countries need to be specially highlighted. As many as 80 percents of all disabled persons live in isolated rural areas in the Developing Countries" (UN-Enable, 2006b p.4).

In some of these countries, as high as 20% percent of the population could be considered disabled and, if families and relatives are included, 50 percent of the population could be adversely linked to disability.

Unfortunately, from there on, the international community's actions towards people with disability will be serrated for some years. At the first review of the WPAPD, Italy raised the question of a convention in 1987. In 1989 at the 44th General Assembly of the UN, Sweden proposed the drafting of a convention to no avail. During the second review of the WPAPD, in 1992, it was noticed that diseases, poverty, war and other factors were hindering the implementation of the WPAPD. In his report, the Special Rapporteur Leandro Despouy pointed out the necessity to have a thematic convention and an international control body that should provide people with disabilities with particular and specific protection. Despouy Report recommended, for a meantime, the body that monitors implementation of the International Covenant on Economic, Social, and Cultural Rights to take the lead in implementing the rights of people with disabilities. Another tangible step made by the International community towards the people with disabilities was the adoption of the "Standard Rules on the Equalization of Opportunities for Persons with Disabilities" in 1993 (UN-Enable, 1993).

Additionally, one action worth mentioning is the Salamanca Conference in 1994 with the so-called "Salamanca Statement" in which stress was put on new orientations for the "Special Needs Education." The main aim was to call all

Member States of the UN to design Education to meet the needs of children with disabilities.

All the other major treaties of the United Nations, since 1975, tried not to ignore the rights of the people with disabilities but they didn't specifically deal with disability till the draft and adoption of the Convention on the Rights of People with Disabilities in 2006.

### 2.3.1.2. The Convention on the Rights of Persons with Disabilities (UNCRPD)

At last, it has come, the convention Italy in 1987 and Sweden in 1989 called for in vain. It was drafted and presented to adoption on the 13th December 2006. The first article planted its brilliant décor by stating:

“The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity” (UNCRPD, 2006, art. 1).

Some salient points of the convention

In its nature of the convention, the UNCRPD has covered some key aspects of human rights making it specific and special for people with disabilities.

General obligation, awareness raising, social protection, and legal enforcement

In the article 4, countries are urged to take a range of measures, with the active involvement of people with disabilities, to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind.

In the article 8, states and countries are urged to raise awareness of the rights, with the capabilities and contributions of people with disabilities. Countries must

challenge stereotypes and prejudices relating to people with disabilities through campaigning, education, media and awareness-raising programmes

Full participation, independence and full life enjoyment

In the 19th to 29th article, the notion of independence is evoked and stressed on. People with disabilities have the right to live independently in the community. Countries must ensure that people with disabilities have the opportunity to choose where they live and with whom they live, and that they are provided with the support necessary to do this.

The article 30 specifies an area where full participation and full life enjoyment can be mostly observed. People with disabilities have the right to take part in cultural life on an equal basis with others, including access to cultural materials, performances, and services, and to recreational, leisure and sporting activities.

The remaining article specifically from the 32nd to the 50th explain how countries which are bound by the Convention must give it full effect

The impact of the UNCRPD on the lives of people with disabilities.

In recent years and according to the UN, states, and regional organizations have made steps towards notable amelioration of the life of people with disabilities.

The European Union (EU), as a regional integration organization, is also a State party to the Convention. The EU has recently done a review of the whole UNCRPD and signs of progress are made mostly at every level in most of the countries (European Commission-SWD, 2014).

The South American also by their regional organization, "Inter-American Convention on the Elimination of all Forms of Discrimination Against Persons with Disabilities, has made certain progress in countries like Chile, Brazil, Columbia, Ecuador, Peru, Argentina and Guyana. But in some of these countries in the region, there is a lack of specific policies for people with disabilities.

In the African Union, the report of the sixty-seventh session of the Member States showed that efforts are made in countries like Mozambique, Burkina Faso, Togo



and Cote d'Ivoire regarding ratification and drafting of national policies in harmony with the Convention. Besides these few signs of progress, many countries are still lacking real policies for the well-being of people with disability. Poverty and unemployment are the main factors that are bedeviling the efforts of most of the African countries which have signed and ratified the Convention but could not implement it Kotzé (2012).

In the Asian and Pacific region, there are two kinds of legislations dealing with disability issues. The first one called by Andrew Byrnes (2011) as 'explicit rights-based legislation' is observed in South Korea, seen as the best one in the region, Australia, New-Zealand, Fiji, and Hong Kong China. Specific laws are made to protect their rights. The second category, identified as legislation which combines 'rights provisions with programmatic provisions' is mostly observed in India, Bangladesh, Japan Sri-Lanka, Pakistan and Malaysia (Byrnes, 2011).

At date (October 2016) and according to the signatory map of the Convention, 166 states have ratified the convention and its additional protocol (UN-Enable, 2016).

However, the 69th resolution of the General Assembly pointed out some signals showing that there is still a long way to go. There are still concerns about women, children, youth, indigenous peoples and older persons who continue to be subject to multiple and aggravated forms of discrimination while living with a disability. These people are largely invisible in the implementation, monitoring and evaluation of the Millennium and this remains challenges according to the United Nations' General Assembly in 2014.

Major challenges remain indeed, and the case of Developing Countries where 80% of the world's people with disability live is particular. In these countries cultural and religious beliefs constitute other threats to the rights beside poverty which as stated by Byrnes (2011) becomes as the frame within which the whole discussion of disability and disability rights should be considered. In the next section, there will be an analysis of how cultural and religious and even political arguments are used to question the universality of the human rights.

### 2.3.2. The universality of the Human Rights: culture and religious belief issues in developing countries.

While the human rights are most of the time branded as one of the best legal achievement of the international community after the World War II, voices are more and more raised about their universality. From the exceptional number of prisoners' execution in Texas under G. W. Bush or in Florida to the stoning to death of women accused of adultery by the Taliban in Afghanistan, some people or politicians have tried to undermine those human rights. Thus, by asking the question "Are the human rights universal?" some authors (O'Connor, 2014; Franck, 2009; Gearty, 2007) have tried to discuss the reasons underpinning those acts of denial vis-à-vis the rights. According to Gearty, (2007) most of the time, culture, philosophy, international politics, and religion are the elements evoked by those who reject the universality of the human rights.

The main argument based on culture derives from the fact that rights are defined and determined by cultural perceptions, and as there is no universal culture, there couldn't be universal rights. Another point of the cultural argument against the universality of the rights is the fact that they value the individual (which is a more western industrialized model) while in the other parts of the world, the community's rights have predominance over the individual rights (Tharoor, 2013, 2000).

The political argument is put forth mostly by countries governed by dictatorships under the alibi of building national cohesion and economy. They see the restraint of some rights as the sacrifice of few for the cause of the community. They also are quick to state that the human rights are excuses for the North (called also the West) to intervene in their domestic affairs. Some facts of history give reason to tenors of this argument but do not excuse the total annihilation of freedom and right to live.

The religious argument resembles nearly the cultural. Saudi Arabia is mentioned for abstaining during the vote of the Declaration because of the 16th and 18th article on the rights of women and men to choose whom they want to marry and the right of freedom of religion. (O'Connor, 2014).

There is no doubt that in every fair, conscious and organized society on earth, concepts of justice and law, the legitimacy of government, the dignity of the individual, protection of the oppressive or arbitrary rule and participation in the affairs of the community are found. From the Dinka people of South Sudan to the Incas in South America the aspiration of well-being, freedom, and dignity are the same. The challenge of human rights is to identify the common denominators rather than to throw up one's hands at the impossibility of universalism (Tharoor, 2001).

Furthermore, as Deng (2006) stated it, universal human rights are those which a cultural tradition would claim for its members and must, therefore, acknowledge to members of other traditions if it is to expect reciprocal treatment from those others. Therefore, if the standards being proclaimed internationally are expected to become a reality, the international community has to work towards their 'indigenization' - their assertion within each country's traditions and history. In return, each society also has to work towards them. If different approaches are welcomed within the human-rights consensus, this can guarantee universality, enrich the intellectual and philosophical debate and so complement, rather than undermine, the concept of worldwide human rights. Whether a society has to exalt the individual or the community (formed by individuals), the humanity in individual needs to be preserved and defended. Human rights could only do the best by bringing the world together, emancipating people and groups and keep the world's diversity safe.

Thus, bearing in mind the targets of this research project in searching for the requirements for the inclusion of people with disabilities in sports programmes in Developing Countries, the exploration of this human rights theme seems

opportunistic. The Universal Human Rights in general and the UNCRPD, in particular, give a legal framework to the people with disability for their full participation and enjoyment of sports and leisure. Despite the possible arguments against the universality of the rights on the cultural and religious basis, it is obvious that every culture and religion has some provisions for the well-being of the individuals. The challenge is to find and promote those positive provisions of every culture and align them to the Universal Human Rights to give to every individual the deserved dignity.

## 2.4. The inclusion of people with disability, NGOs, and their roles.

Catering for people with disabilities in the western world seems to have known three main periods. The first, under the influence of the positivist philosophy, considered people with disabilities as patients or subjects to fix or to eliminate. That is known as the medical model (Kliwer and Blake, 1998). Then through the denunciations of the abuses of the tough medical model by the emerging social model, the term of integration appeared. Pushing the social model forward with many scholarly discourses, the biopsychosocial and the rights-based models were born and found that one of the best ways to cater for people with disabilities is through the concept of inclusion. The consideration of this notion of inclusion through its different connotations, in this section, would elucidate its importance for projects in Developing Countries such as the one the current study is inquiring on.

### 2.4.1. The notion of social inclusion

The notion of social inclusion has been mostly related to people with disability though it is sometimes also enlarged to other social minorities such the racial, the ethnic and the indigenous groups. According to some scholars, this notion seems to be ill-defined in its implementations and practices and this partly due to the different connotations of the term disability itself (Collins, 2003).

In an American society which has moved from the civil rights activism era to the disability advocacy evolution, Shafik Asante (1996) asked the question, “What is inclusion?”. He then captured a popular definition of inclusion as an invitation to “come in” for those who have been locked out. Critiquing this social assumption of the notion, he then defined inclusion, in the social context, as recognising the universal “oneness” and interdependence of human beings, recognising that people should be seen as one even though they are not the same (Asante, 1996). This definition at some extent revealed the irrefutable sociability of human beings but also the equality before justice and opportunities no matter the human diversity.

In the document of the Department of Economic and Social Affairs (DESA, 2009) of the United Nations, titled “*Creating an Inclusive Society*”, social inclusion is understood as:

“A process by which efforts are made to ensure equal opportunities for all, regardless of people’s background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions which enable full and active participation of every member of the society in all aspects of life.” (DESA, 2009, p. 3).

On her side, the World Bank defined social inclusion as the process of improving the terms for individuals and groups to take part in society by empowering them to have voice in decisions which affect their lives and thus they could enjoy equal access to markets, services and political, social and physical spaces (World Bank-IBRD-IDA, 2013).

Considering people with disabilities as individuals of the society but also as a specific group of people, the application of those definitions to them could have some particularities in some fields of social life such as education and its related issues (recreation, leisure, sport, etc.). It could be interesting to explore what could be the gains of inclusion in the perspective of providing opportunities for people with disabilities.

#### 2.4.2. Gains of inclusion, specific cases of Developing Countries.

Developing Countries are sometimes referred to as “Low-Economic countries or “Low and Middle-Income Countries- LMICs” especially when indicating their economic status. Those countries are characterized by undeveloped economic level and poverty as the common denominator of their populations. However, efforts have been made in some of its regions like East Asia and Pacific to reduce the poverty headcount at \$1.90 to about 7.2 % of the population in the last twenty years. In others like Sub-Sahara Africa, the headcount is over 42% (World Bank, 2015). In these contexts, the temptation of overlooking people with disabilities is sometimes very high. Thus, the relevance of inclusion is to be proved.

In recent years, it has been well documented that schooling (or education) in general has a positive effect on future job opportunity and consequently poverty reduction (Banks and Polack, 2015; Bakhshi et al. 2013; Hanushek and Wosmann, 2007). This is generally due to the gaining of skills and competencies that allow the individual to be apt to take a job. It is obvious for an able as well as for a disabled person. For the disabled person, education that gives opportunities for work also alleviates from dependency on the family and thus reduce costs and time for the rest of that family. There is also evidence proving that schools are an important setting for developing social networks, which are influential in making linkages that can lead to job opportunities or promote entrepreneurship. The same is true for better-educated individuals who are likely to be employed with higher incomes (Hanushek and Wosman, 2007; Psacharopoulos and Patrinos 2004).

In a multi-country study, it has been found that each additional year of schooling led on average to a 10% increase in personal earnings; this figure was even higher in low-income countries (Hanushek and Wosman, 2007; Psacharopoulos and Patrinos 2004).

An inclusive sport, leisure and recreation setting has similar gain as in the case of education. It allows individuals to interact and through interaction attitudinal barriers fall. It also permits saving. Instead of having equipment separately for able and disabled, an inclusive setting helps to put them together and thus increase participation (Novak, 2014). Benefits of sport, exercise, physical and leisure activities are well known and undeniable for humans, no matter the ability for the people with disabilities, those benefits are even increased when the activities are practiced in an inclusive setting allowing them to socialize and pull down attitudinal barriers as well as some misrepresentations about them.

If in the West, participation in the sport can appear easier for the person with a disability, challenges of having an inclusive setting in Developing Countries remains evident. Nevertheless, considering the fact that every developing society could have a minimum affordable resource or material for an inclusive practice of sport, physical and leisure activities, attitudes could still be sometimes tough to change. Otherwise, some organisations in Developing Countries working in communities seem to be acting positively for the change of attitudes. The current research project then, in its inquiry has to dig into factors that could bring members of Developing Countries societies to understand and accept that they have to gain than to lose in including in general. This with the assumption that what is true about inclusion, in general, remains true concerning sport, physical and leisure activities.

#### 2.4.3. Non-Governmental Organizations (NGOs) and their role in the inclusion of people with disabilities.

Non-governmental Organizations (NGOs) have become the focus of debate gradually when development issues are concerned in many societies, especially in Developing Countries. Their definitions and their roles depend mostly on the scope of their actions. In the following section, those definitions of NGOs will be explored as well as their roles to find the rationale of this exploration for the current study.

### 2.4.3.1. Definition and characteristics of NGOs

According to Lewis (2009) Non-governmental Organisation (NGO) have existed many centuries but they began recognition in 1945 at the creation of the United Nations and got prominence after the 1980s. Sticking to its etymology, the term designates an organisation which is not part of a government nor a for-profit business. NGOs are recognised nowadays as key third sectors in the landscape of development, humanitarian action, environment, and many other public actions such as disability, gender issues, etc. Precise definitions vary as to what constitutes an NGO, and the phenomenon of NGOs remains surprisingly difficult sometimes to analyse. One reason for this is that NGOs are a diverse group of organizations that defy generalisation, ranging from small informal groups to large formal agencies (Lewis, 2009). They have many characteristics. Nevertheless, some of them are core and could be identified as describing them.

As legal entities, the first descriptive element of NGOs is the "non-profit" character. This characteristic is essential in some countries like the USA where an organisation is showing this and proving that it helps people is exempt from taxes. The same thing is in the UK where the term NGO is approached or sometimes interchangeable with "charity."

The second characteristic is non- governmental or political existence. In Britain, for example, this aspect has led the charity commission not to recognise an organisation like Amnesty International (AI) because, according to that commission, AI intervenes directly in politics (Lewis and Kanji, 2009)). As for Bebbington, Hickey, and Mitlin, (2008), there are benefits attached to this character: In being 'not governmental,' NGOs encourage people to participation in development and social change in ways that would not be possible through governmental programmes. They also constitute a space in which it is possible to think about development and social change in ways that would not be likely through government programmes (Bebbington, Hickey, and Mitlin, 2008).



On the ground of the effectiveness of their actions, there are also some core qualities that characterise NGOs. The improvement of the human condition is one of the values that NGOs are supposed to target regardless of their size and their domain of intervention. People must be the central interest of the intervention of the NGO. Another quality is the voluntary, and philanthropic values portrayed in the actions of NGOs (Ball and Dunn, 2013). These values could be seen as the cornerstones of the principal role of NGOs in their impacting actions.

Apart from those mentioned common descriptive characteristics, NGOs are sometimes differentiated by their orientation and their level of operation (William, 1991). According to their orientation, there are charitable orientation NGOs, service orientation ones, participatory orientation NGOs and empowering orientation ones. The first type in this classification (charitable orientation) are those which activities target the needs of the poor. They are those who, for example, will distribute food, medicine, schooling and even housing and transport to the vulnerable people. The service orientation NGOs are those which, in their activities, design programmes and call for the participation of beneficiary people to participate in the implementation. Participatory orientation NGOs in their activities, run self-help projects where people are involved in the implementation by contributing with their assets (money, lands, materials or labour). They are mostly cooperatives. The empowering orientation NGOs are more involved in activities that help people to understand social, political and economic factors affecting their lives and inform or strengthen them to take control of their lives for their wellbeing. These NGOs act as facilitators of change for better life.

The typology based on the level of operation put NGOs community-based organisations, citywide organisations, national wide NGOs and international ones. The community-based organisations are those occurring from people's initiatives and concerned by local issues. They can sometimes have help from stronger national or international NGOs in the conduct of their activities. The citywide organisations operate like the first but on a bigger scale. Rotary clubs

and chambers of commerce and industries are some of the examples of this type of organisations. The National NGOs operate on a national level and most of them assist local NGOs of their domain of intervention to implement programmes. Red Cross and YMCAs are some of the examples of those NGOs. The international NGOs are the biggest like OXFAM, CARE, and CBM which activities are carried out on a global scale with interventions targeting the funding and supporting of local and national NGOs programmes.

#### 2.4.3.2. Roles of NGOS

The roles of the NGOs, mostly in Developing Countries, go from the direct intervention actions for protection and relief to more sustainable roles of transforming and empowering.

Through the role of protection, NGOs try to give relief to victims of disasters and assist the poor. In the case of people with disabilities, many NGOs have helped in Developing Countries to raise awareness to protect disabled children from abandon and even elimination. NGOs can also play preventive roles by trying to reduce people vulnerability. They can also play promotion roles by helping to increase people chances and opportunities, through giving them training on income generating activities. Similarly, NGOS can also play transformation roles by trying to redress social, political and economic exclusion of the vulnerable and the oppressed (Thomas-Slayter, 1992).

Concerning Disabilities in Developing Countries, the main actions of NGOs could be seen at some essential points such as preventing disability; for example, through projects directly targeted at reducing trachoma or polio. They also work by ensuring the inclusion of people with disabilities in all aspects of development and humanitarian programmes. They thus provide funding and advice to other organisations which in turn provide services to people with disabilities, such as training, medical care, rehabilitation services or income generation. They also act through the strengthening of local civil society organisations through the

creation of associations, such as National Disabled Persons' Organisations (DPOs). This enables the sharing of information, ideas, and knowledge of best practices among members. Another of their role is raising awareness of disability issues at local, national and international levels.

One of the most tangible results of this work and lobbying of NGOs is the adoption of the 2006 UN Convention on the Rights of Persons with Disabilities.

Despite the fact that NGOs are becoming the focus of criticism at many political perspectives (Nyoni 1987), their importance is real in the lives of people. The challenge is to keep on maintaining their positive roles. Policy makers should think about what they (NGOs) should do to keep hope for the vulnerable (Lewis, 2009). With this regard, NGOs would remain essential partners in projects such as the one of our current research. In the context of low economic countries where governments are not always ready to carry some duties considered somehow as not priorities, NGOs with their volunteering workforce could make a difference.

## 2.5. Disability-inclusive sport program

### 2.5.1. The concept of sport, exercise, physical activities and recreation.

#### 2.5.1.1. Definitions and meanings of sport

The common definitions of sport relate it to physical activities and competitions. It is mostly defined as an activity involving physical effort and skill or ability in which there is competition between individuals or teams. To make it human centred, it is defined by others as a human activity aiming to the achievement of a result or performance and requiring physical exertion and physical skill, characterised by rules on the behaviour of actors with an organised and competitive character (Kappelides, 2014).

On the scholarly field, the theme of sport has also got momentum while researchers look at why, how and when people are physically active in modern societies and the meanings they give to the sport. Thus, for Ørnulf Seippel (2006), understanding of how sports functions as a social good depend on how sports activities are experienced. Seipel to him while studying experiences of sport, one should take account of the fact that the field of sport consists of an increasingly diverse set of activities, and that a process of individualization probably results in more diverse experiences of sport. This indicates that similar activities might have various meanings to different people and that one person might attach different meanings to the same activity. Someone might play football both because it is fun and because it promotes health. In his analyses, Seippel stated that on the philosophical, historical and sociological basis, there are seven ways to attach to the meanings of sports activities. These seven meanings are, having fun or joy, having expressivity, keeping fit, having mental recreation, improving body appearance, for competition or achievements and social integration.

While re-analysing those meanings about the social background (age, gender, and social class), Seippel argued that there are a strong normative view and explicit policy that youth sport (especially at very young age) should not be very competitive. Sport at this age is expected as aiming for fun and social relations. For older people keeping fit and mental recreation seem to be more central to their participation in sport. Considering gender, it can appear in societies where gender inequalities are less visible that men are more competition driven while women are mostly concerned with social relations and healthy lifestyle. Similarly, Bidonde, Goodwin and Drinkwater (2008) found, studying the health and social benefits of a fitness programme for older women, that the programme procured them a state of happiness and an opportunity to expand their social network.

Those analyses also joined the findings of Allender, Cowburn, and Foster, (2006) in the study done on the reasons why children and adults do or do not participate

in sport and physical activities in the United Kingdom. On the social class basis, the higher the class is, seemingly stronger the search of keeping fit and having mental recreation. The lower class are concerned more about competition and social relations (Sugden and Tomlinson, 2000, Bourdieu, 1978).

The overall view about meaning people give to the sport and physical activities is that no matter the class, gender or age, one can find a valuable reason to participate. By doing so, at an appropriate level of practice, there are chances to gain the intrinsic benefits related more to health issues as it is found in the WHO recommendations on sports and physical activities as well as confirmed by other studies (Wyndaele, 2011; Weng et al., 2011).

The current study could get a sort of justification by the fact that, the resource kit to be developed might contribute to improve the opportunities provider for people with disabilities to participate more in sport and physical activities. Taking into account the context of developing countries, this study will tend to operationalise the concept of sport as activities targeting an active lifestyle and promoting social integration.

The goal of acquiring an active lifestyle could be found in sporting activities which provide fun as well as fitness in general. It is about the opportunity given by those activities to gain mental and physical health through participating. The aim of promoting social integration is to be found in the opportunities that sport offers to develop life skills such as self-esteem, confidence, friendship and teamwork (Kiuppis, 2016; Bidonde, Goodwin and Drinkwater, 2009). These two objectives are found in sporting activities bearing recreational characteristics notwithstanding some competitive aspects. They are activities in which participation is the first motto of participants. Participation should then offer opportunities to develop other particular skills and behaviours contributing to human development (Spaaij, Magee, and Jeanes 2014)

In that regard, Spaaij, Magee, and Jeanes (2014) proposed the concept of “sport development continuum”. These authors argue that sporting provision should

range from the fundamental level of participation to the performance or excellence level. The concept suggests that elite sport is as much as part of "sport for all" while communities are looking for the provision of sporting opportunities. This view should help reconcile some of the historical tension between those encouraging elite sport and those promoting grass roots participation by signifying that these dual goals are inextricably interdependent (Bloyce and Smith 2010). For the current research project this view implies that NGOs involved in the data collection should be those aiming at human development through sport. Those NGOs should be inclined in using sport for its life skills transfer power as a whole (Weiss, Bolter & Kipp, 2014).

#### 2.5.1.2. Definitions and meanings of Adapted Physical Activity (APA)

It seems quite obvious to consider that sport and physical activities provision to people with disabilities rhyme most of the time with the notion of "Adapted Physical Activity." The term Adapted Physical Activity (APA) according to Sherrill and Hutzler (2007) was introduced or re-introduced by the "Federation Internationale de l' Activite Physique Adaptee," through the founders of this organisation in 1973. The concept, like most technical or conceptual terms, has many variables intervening to give many understandings to it. Among those mentioned by Sherrill and Hutzler (2007) are, history, native language, country, education and even professional body. Reid (2003) in his attempt to find the different and many changes of the term, revealed that the most recent precursor of the term "Adapted Physical Activity" was found with the "American Association for Health, Physical Education, and Recreation (AAHPER) in 1952. The American Association for Health, Physical Education, and Recreation coined the term "Adapted Physical Education, APE" to address the problem of taking into account children with disabilities in school programmes in the 1950s. Whereas the term seems, in the case of the Americans, to be reductive to schools offering catering situations for children with disabilities, some authors began giving to the concept a broader and more scientific character.

For DePauw & Sherrill (1994), the definition should put more stress on individual differences and their correlation with the person and the environment with which he or she interacts. Laws and treaties in the 1970s and 1980 began to treat the concept in different contexts in many countries.

In the midst of all this evolution of the term APA, the International Federation of Adapted Physical Activity (IFAPA) started to elaborate on the term in the 1980s. IFAPA firstly searched for a more englobing and hopefully, more universally accepted the conception of the term, during its Proceedings of the 3rd International Symposium in 1983. On the third page of the above-mentioned symposium, Brodhead (1983) declared that APA has to do more than looking for a mere adjustment made to activities to suit individuals or homogenous groups. It has to take into account other concepts like therapy, education, care, rehabilitation, remediation, etc. It is in 2004 that IFAPA officially stated its modern conception of the concept. For IFAPA:

“Adapted physical activity is defined as a cross-disciplinary body of knowledge directed toward the identification and solution of individual differences in physical activity. It is a service delivery profession and an academic field of study that supports an attitude of acceptance of individual differences, advocates access to active lifestyles and sport, and promotes innovation and cooperative service delivery programs and empowerment systems”. (IFAPA, 2004).

In other words, these definitions call for a broader view on the term making it possible to be espoused by fields such as physical education, sport, recreation, dance and creative arts, nutrition, medicine, rehabilitation and much more. Inclusive sport and physical activities are thus directly or indirectly associated with APA.

People with disabilities are thus at the centre of the different connotation of the concept of adapted physical activity. Therefore, for any inquiry regarding the provision of sport and physical activities for people with disability, the exploration of the APA concept appears important. The inquiry of the current study is oriented to NGOs providing sporting activities which should be willing to include people with disabilities. The resource kit which should be developed as a result

of the inquiry should enlighten those NGOs on how to cater efficiently for people with disabilities. This should be done by understanding the concept of adapted physical activity and how to put people with disabilities at the center of the programming of those activities.

#### 2.5.1.3. Inclusive sport, Physical activities and Recreation

There are different views about what inclusion involves as well as what inclusive and which, or physical education and sports could entail (Kasser and Lytle, 2013). Some practitioners oppose inclusive physical activity programmes in educational settings but support them in recreational and leisure venues. They evoke a lack of time and specific knowledge. Others support inclusive physical activity in recreational or educational settings but promote non-integrated sports opportunities, such as the Paralympics. Also, some parents of children with less significant ability differences tend to support inclusive physical education for their child but oppose it for other children such as those having severe intellectual disabilities (Tsai and Fung, 2009). For many other people, opinions on inclusive practices vary according to the abilities of the individuals participating and the particular contexts and circumstances existing.

Nevertheless, attitudes and beliefs can change through a combination of information-based instruction and structured fieldwork experiences by providing contact between people with and without disabilities (Campbell, Gilmore, and Cuskelly, 2003)

Exploring the term of inclusion about after school physical activities and recreation, Hayden (2010) suggested that the notion of inclusive physical activity and recreation should target some keys elements. It should offer equal opportunities to all, promote community belongingness, and honor intrinsic value of each person through a respectful, qualified teaching enabling fair accessibility and participation. In this sense, the author considered the inclusive physical activities and recreation situation as a dynamic situation demanding some key quality standards for their implementation.



Florian (2008) in her article "Inclusion: Special or inclusive education: future trends" found a double dilemma to examine. First, between special education and inclusive education by their definitions and second, between impairments classification based intervention on children with disabilities and the learning outcome. To address the difficulties faced by teachers in mainstream schools she proposed an approach based on the reciprocal triangular relationship between three key elements, knowing, doing and believing.

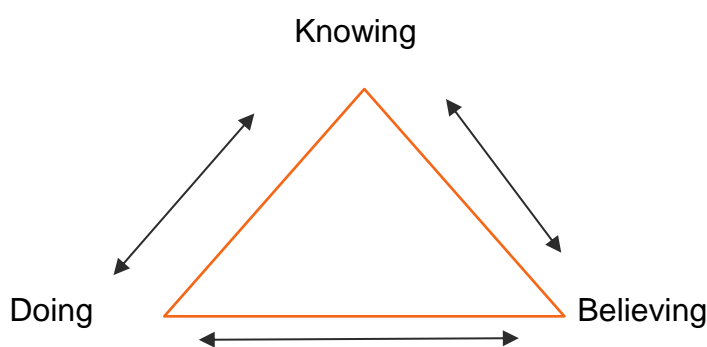


Figure 1. The reciprocal relationship between "knowing, doing and believing (Florian, 2008).

Florian considers that any two of these three elements are thought to influence the third. If a teacher believes in the rights-based philosophy of inclusion and is willing to try then that teacher's knowledge about inclusive practices will develop. Likewise, another teacher believing in the principle of inclusion may lack the confidence to do but taking a course on inclusive practices could develop the confidence of doing. The same thing for a teacher who knows about inclusive practices but is not sure whether he or she believes in it, by working in a school where the "doing" is established can finish by realizing that it can be effective (Florian, 2008).

To implement this approach Florian suggested, firstly, that teacher education and professional development must take the difference into account. Florian stressed that in consequence, there must be a straight rejection of the determinist views that shaped the educational landscape during the 20th century. Florian (2008)

stressed that these views are those underpinning the idea that children's' abilities and educational practices are based on assumptions of a normal distribution of intelligence. On another hand these determinist views stipulate that "mainstream classroom teachers do not recognize or know how to implement effective teaching practices for pupils with special needs" (Florian, 2008 p.206). These perceptions have to be abandoned to really pave the way for inclusive education. Secondly, teachers need to be released from the fear that they are not qualified to teach children with disabilities or some with additional needs. She argued that literature and resources can be found by teachers if they are willing.

While it appears that this approach developed by Florian (2008) is seemingly convincing, its teacher-centred character could constitute its weakness. The teacher can't apprehend the whole contour of some disabilities and help from outside (medical, parents or other) could be needed to enhance teachers' works.

The approach adopted by Lani Florian (2008) was a synthesis of what was done by other researches such as Rizzo (1983, 1984, 1986, 1993), Rizzo & Vispoel (1991, 1992) and Tripp & Sherrill (1991). Rizzo (1986, 1993) used the theory of "reason action" developed by Ajzen & Fishbein (1980) as a theoretical framework to study the attitude of physical educators toward teaching individuals with disabilities. On her side Claudine Sherrill (1993) developed the PAPTECA model of inclusion in her book "Adapted physical activity, recreation and sport: Crossdisciplinary and lifespan". The model of Sherrill is based on her consideration of inclusion as a dynamic and evolving process which should follow rigorous steps. It summarises the different stages for inclusion in physical activities in the entailing letters of the acronym PAPTECA. It is a model which takes into account these stages of inclusion mostly from an organisational or service delivery perspective.

In the acronym PAPTECA, the first letter "P" stands for "Planning". This planning relates to institutional philosophy around which inclusion has to be undertaken. It calls for the referring to a national, regional or local policy of inclusion and all

the related conditions such as educators training and participants' readiness. On a more practical level the planning also refers to human, material and logistical resources to mobilise around inclusion. This implies asking some questions such as who will be involved, when the process will start, for how long and when it will take place.

The first "A" of the acronym stands for "Assessment". This assessment concerns the individual needs of participants in order to know how to address them in the inclusive situation. It also refers to the review of environmental needs as well as instructional demands that should facilitate the inclusion process. In that sense questions like; what are the strengths and weaknesses of the individuals, what are the assistive devices they might need, could be asked among others.

The second "P" of the acronym stands for "Placement" or "Prescription". Following the global planning and the assessment, the placement of the individual in the inclusive process has to be done accordingly. This prescription starts with the setting of individual goal leading to the writing of individual education plan (IEP) or individualised learning plan. The placement also encompasses the determination of how the inclusion would be done. It helps to find out if the inclusion should be full with no adaptation or support, or full with teacher assistance or trained peers assistance. The placement also permits to find if the inclusion would start with a semi-segregated setting, a full segregated setting in a mainstream area or not.

The "T" stands for "Teaching" or coaching or facilitating. In the situation of inclusion, teaching or coaching has to take into account the ability level of participants, the size of the group, the facilities and equipment available as well as the style of the teacher. The learning style of the participants and their behavior has to be also apprehended for an efficient inclusion.

The “E” stands for “Evaluation”. This evaluation has to review through the “teaching-learning” process from the teacher to the student, the instruction, the set goals or objectives and the referrals. The evaluation concerns on the side of the learner, the IEP goals. It helps to find whether the learner is above or below those set goals, should they be revised or not. The evaluation looks also at the criterion or norm in the sense of comparing according to peer groups, disability groups and age groups.

The “C” stands for “Coordination” and Consultation. The coordination concerns mostly resources, the creation of a synergy between services and partnerships surrounding the teaching-learning process (e.g. for funding), parents or guardians and the community as a whole. This coordination should target every necessary interaction that the inclusion setting implies between different stakeholders of the teaching-learning situation. The consultation relates to involvement of some specialists for advice and expertise to reinforce the teaching-learning situation. It could lead to the creation of a specialist poste particularly focus on inclusion.

The second “A” stands for “Advocacy”. In the situation of service delivery concerning inclusion relating to disability, it essential to define actions to promote the cause of disability. These actions should target the change of attitudes, beliefs and behaviors toward people with disabilities. In the end of the whole process, human differences should be understood as enriching not limiting.

The PAPTECA model in its full details could be useful for institutions such as schools and training centres when it is applied with rigor. In the case of the current research project, this model could be helpful for NGOs having a good command of management processes. However for some small NGOs, it could appear daunting because it requires consecration and rigour.

Moving in the direction of the current trends, in UNESCO's new document titled Quality Physical Education (UNESCO-QPE, 2015), inclusion is evoked as a situation of accessible and flexible curricula, where equipment and learning materials can serve as the key to creating inclusive schools. On the flexibility of the curricula, there is a call for a shift from the teacher-centered approach to the child-centered one. The implementation of this approach passes through teachers having a full and accurate understanding of the needs of all learners so that they can deploy a range of skills (including a flexible assessment) to promote achievement.

In the book titled "Count Me In," Van Lent (2006) described, inclusion in the field of physical activities as enabling all individuals regardless of their abilities to participate in physical activities in the same environment as their peers with individualized support and attention. Making it clearer Van Lent stated that including is not a goal but the complete process, proceeding step-by-step pulling down barriers of restriction till getting opened and accessible environment and means for inclusive activities. This view joins the one illustrated by Black and Stevenson in what they call "inclusion spectrum" or inclusion wheel. The inclusion spectrum or wheel is a concept generated to indicate different levels of getting involved in a physical activity according to the nature of the activity and the ability of the participant through adaptation of rules, task, equipment, and the environment.



Figure 2. Inclusion spectrum. Ken & Black (2012)

Source: <https://www.sportscoachuk.org/sites/default/files/Quick-Guide-to-Inclusive-Coaching.pdf> (also referenced in Kuippis, 2016)

### 2.5.2. Sport and physical activities adaptation strategies for inclusion

The search of the effectiveness of adapted activities for people with disabilities has led to design some frameworks called adaptation strategies. These strategies' goal are oriented toward the inclusion of people with disabilities through different kinds of modifications. These different strategies while having some specificities, target mostly the modifications in the sense of the activity, the environment, the actors and the equipment.

### 2.5.2.1. STEP model

To give an acrostic tool to practitioners Black and Stevenson integrated the "STEP" principle, which is the British model of physical activity inclusion coined by the Youth Sports Trust to the spectrum. This model defines with the acronym "STEP" actions that should be taken by coaches and teachers as follow:

**S** – Space - change the space in which the activity is taking place (to give more chances);

**T** – Task - change the nature of the activity to make it as inclusive as possible;

**E** – Equipment - change the type, size or color of the equipment to increase and diversify participation;

**P** – People - change the people – the numbers and ways in which they are involved, and how they interact with each other.

This model presents the advantage of being simple to remember and summarizes the key areas of adaptation for inclusion improvement. However, the disadvantages lie in its activity centred nature, which could lead to overlooking the individual and also the fact that it can't be translated in other languages (The Inclusive Club, 2013).

### 2.5.2.2- The TREE model

In a parallel vision, the Australian Sports Commission-ASC (Black and Williamson 2011, p.213), through its Disability Education Program, coined a similar model in the form of the "TREE" acronym.

**T** –Teaching/coaching style – relating to how the teacher or coach organises, leads and communicates the activity to accommodate different abilities.

**R** – Rules and regulations - standing for changes to the rules governing games and activities to promote inclusion.

**E** – Environment - changes to space, for the whole group or individuals within the group.

**E** – Equipment - change the size, weight, colour, etc. of the equipment to increase participation through including different abilities.

Like the STEP, this Australian model appears short and easy to recall and contains a key reference to teacher or coach role. The disadvantages lie in its activity centred nature, non-sporting reference and may not apply as an acronym in other languages.

Besides these two models essentially activity centred, there are other models, qualified as structural and functional.

#### 2.5.2.3. FAMME model

Targeting the inclusion of all abilities in physical activities, Kasser and Lytle (2005) outlined a step sequence inclusion label the “FAMME” model (a Functional Approach for Modifying Movement Experiences). “FAMME” sets out a four-step procedure as follow:

- 1- **Determine underlying components of skills** - in other words, what components are necessary to perform a movement skill successfully. Adaptations and modifications are made to learn the key components of the movement together concerning the ability of the participant.
- 2- **Determine current capabilities of the individual** - for example, a difference in age will affect skill acquisition, with an eight-year-old child obviously having less strength, balance, and coordination than an adolescent.
- 3- **Match modification efforts to capabilities** - this means, for example, ensuring that modifications are necessary and support inclusion. Here an assistive device can be used to make the skill enjoyable.
- 4- **Evaluate modification effectiveness** - here the practitioner uses their powers of observation and analysis to check whether any



suggested modification or adaptation is contributing to skill acquisition and development or failing to support, or even hindering, the process.

#### 2.5.2.4. FAIER model

Another inclusive activity acronym has been coined by LaCortiglia (2009) called "FAIER." It is essentially an individual-centred structure within which practitioners or leaders, such as coaches, can seek creative solutions, in progressive steps, to ensure the inclusion of young people in physical activity. FAIER with its forming letters, each signifying a step to be taken by practitioners, stands as follow:

- **F- Foundation** – this involves identifying achievable goals for each participant, and the activities likely to lead to the goals being met.
- **A- Awareness** – The leader takes into consideration any aspects specific to the individual which could help as supporting information to enhance the participant confidence.
- **I- Implementation** – At this phase, the activity is constructed based on the factors identified in the foundation and awareness stages.
- **E- Evaluation** – It stands for the leader's observation of the participant's performance and suggestion of modifications or changes in technique or equipment.
- **R- Refinement** – The practitioner analyses the performance and suggests changes that might be required to challenge the individual further, or to develop a specific aspect leading towards the attainment of the long-term goal.

These two last models of inclusion in physical activities are advantageous for their participant centred nature, their easy-to-follow logical step process and enable flexible application across a range of settings and abilities. However, their disadvantages are noticed as they require a longitudinal approach, in-depth knowledge, and awareness of the participant. Unlikely, TREE and STEP can be applied to any group without necessarily having an intimate knowledge of the end users.

Thus, these inclusion models could be applied for a better inclusion of people with disabilities in physical activities and sports, depending on the goals practitioners and participants would have laid down to achieve. Where the goals are an achievement or competition-driven FAMME and FAIER could be appropriate, and where other goals are most wished, STEP and TREE could be indicated. There might be possibilities of combining or making those models complementary.

In the context of the current research project which inclines for a right-based model of disability the TREE model of modification appears to be the preferred. However, espousing the concept of “sport development continuum” (Spaaij, Magee, and Jeanes, 2014) it appear evident to suggest the use of other models of modification in a human right perspective. It will depend on the main goals of the programme the NGOs is promoting. Provision for participation should be simple leisure or fitness opportunities to performance or sporting excellence opportunities. The different NGOS which will be willing to use the resource kit should have the freedom of choice.

#### 2.5.2.5. The importance of inclusive sport and related physical activities for people with disabilities.

Despite all that has been discussed on sport and related physical activities it remains necessary to highlight the importance of those activities for people with disabilities. It could be also helpful to recapitulate on the significance of an inclusive participation in those activities.

The health benefits of sports and physical activities are well documented. Studies have shown that a certain level of practice can contribute to reduce the occurrence of chronic diseases and thus mortality (Nhamo and Sibanda, 2012; Wen et al., 2011; Wyndale 2011). Therefore for people with or without disabilities, an active lifestyle should be an ideal. Furthermore, some physical activities are recommended especially for some people with disabilities as rehabilitation

therapy (Talkowski et al.). In that regard, those people with disabilities could benefit double fold from their participation in physical activities.

On psychosocial ground, studies have also established some important benefits such as sense of belonging, social network, self-esteem and confidence (Weiss, Bolter and Kipp, 2014; 2012; Bidonde, Goodwin, Drinkwater, 2009). Other studies (McConkey et al. 2012; Bourgeois 2011) revealed that through participation in sport people with disabilities gain positive perception from others and thus enhance their acceptance in their communities.

The above mentioned social and psychosocial benefits are found to be boosted when participation in sport and related physical activities are done in inclusive setting. Goodwin and Watson (2000) studied the perspective of student with disabilities in inclusive physical education setting and found that some good experiences were expressed. Among those good experience were sense of belonging and skillful participation. The study further focused on the interaction with help of non-disabled peers Goodwin (2001). It was found that the inclusive setting can be supportive and empowering for the students with disabilities when help is given in appropriate ways. Hutzler et al. (2002) focused on the perspectives of 10 students on inclusion and empowerment. They found that assistive devices as well as peer support and the role model of adults can help enhance the learning of students with disabilities in an inclusive setting.

However, things are not always rosy in inclusion. Some studies have found that the inclusive setting in physical education put more burden on educators (teachers) who become worried about their competence (Lienert, Sherrill and Myers 2001; LaMaster et al. 1998). Teachers were feeling like struggling and inadequately prepare to teach and manage inclusive classes. In the studies of Goodwin (2000, 2001) and Hutzler et al. (2002), some negative experiences were also expressed by the students with disabilities in inclusive setting. Isolation and questioned competence (Goodwin, 2000, 2001) were the most expressed.

Sometimes, the help of their non-disabled peers can be disempowering or limiting (Goodwin, 2002).

Overall, sport and related physical activities can be considered very important for a healthy and active lifestyle for people with disabilities as well as those without disabilities. The participation in those activities on inclusive basis remains the ideal choice though it could raise some challenges. What matters is to find appropriate strategies to run those activities inclusively to benefit all (Black-Hawkins, Florian & Rouse, 2007). Therefore, the current research project will seek for the provision of sporting opportunities for people with disabilities in that inclusive perspective as much as possible. The resource kit for NGOs will help to improve the positive understanding physical educators should have of disabilities issues. This will equip them to believe in their capacities, search for knowledge and acquire skills to include people with disabilities in their programmes.

## 2.6. Resource kit of inclusive sport,

### 2.6.1. Resource Kit

The term "Resource Kit," was not easy to find directly as conceptualised notion in academic discourses. According to Wikipedia, it was coined by Microsoft Company to designate resources documentation released for a product but not directly part of the product. Resource kits appear at that extend as supplementary technical guidance, for troubleshooting, management, support, maintenance and which are provided separately (Wikipedia, 2015). This definition brings out some keywords such as technical guidance, troubleshooting, maintenance and management which might constitute arguably the roles a resource kit should play.

Todi Pruteanu, an academic developer of Microsoft, answering a question of what is an academic resource kit, defined it as a "...tools plus useful educational resources, such as documentation, code samples, curriculum materials, and

tutorials that demonstrate the value of the Microsoft platform in technical education” (Oiaga, 2008 p.1). These first two definitions of resource kit are drawn from the information technology field and illustrate the importance of a resource kit sustaining a product or a project through the provision of further information or instructions.

In other fields such as sport and physical activities, the meanings of the term has to be searched otherwise. It became necessary to look at what it means in article and publications labelled as resource kit or toolkit.

In the specific field of sport, exercise, physical and leisure activities, Pam Kapelides (2014), developed a resource kit titled “*Be Prepared! A Resource Kit for Volunteers and Staff*”. The document covered aspects such as Sport & Active Recreation Programs for People with Disabilities explaining how to design the environment for inclusion. This document also has a nearly detailed general information on disability with different categories of disabilities described and their content. Volunteers and Staff Management are also outlined, how volunteers and staff should carry their duties with creative programming are detailed. Under the topic of creative programming, a list of games and physical activities are proposed and even cooking activities (leisure and recreation).

A similar document confectioned by the National Centre for Health, Physical Activity and Disability (NCHPAD, 2015) of Alabama Public Health retraces most of the themes of Kapelides but also some particular other topics. The document’s title is “*Discover Inclusive Physical Education: A Guidebook for Educators.*” One of the particular topics in this document is in national laws and acts for the provision of people with disabilities. This topic encompassed a sub-topic titled “Individual Education Plan” which seems to be important as it helps to take a sort of particular care of the child with a disability by interacting with other professionals and parents. The aim of this interaction is to make the child well known by the teacher or the coach and thus helping the child to get the maximum profit of any sport or recreation the child would like to practise. Other interesting

topics of the document are, "Fitness testing" and "Adapted equipment resource." In the fitness testing how to test the aerobic cardiovascular endurance, muscle strength and endurance, abdominal strength and endurance, flexibility and their tips are described. In the adapted equipment resources, more than a dozen web-links are given to allow further knowledge.

Another document found labelled "*Sport and Play for all: A Manual on Including Children and Youth with Disabilities*" was quite structured as the two previously mentioned. The interesting thing about this document was that it was not labelled as a "sports resource kit," but it was written in the context of a Developing Country, Sri Lanka. It defined models of disability, elaborated on inclusive sport and proposed inclusive sport game cards after exposing of health and safety issues relating to participation in sport and particularly for people with disabilities.

Other references are found on the theme of "resource kit or toolkit" concerning the field of inclusive sport, exercise and physical activities but not as structured and globalising as those explored above. Some of them are more focused on game cards for inclusive sport and recreation, and others are more policy guidelines like. The only document referring to resource kit (but not directly labelled as such) in the specific field of sport and sport including people with disabilities in Developing Countries was the one written under the Handicap International's copyright in Sri Lanka. Thus, the questions of this research project about the needed resources for inclusive sport might contribute in a sense to fill this gap in the literature on the subject in the context of Developing Countries.

### 2.6.2. Impact of resource kit on target group

Resource kits as illustrated above can have different impacts on the groups they are designated to. Design as a pedagogical document with the aim to instruct,

inform and guide, it can be empowering for the members of the target group or the users. Resource kits in that regard help gain knowledge and confidence for action. Spratt and Florian (2013) conducted a research to find the impact of what was called “Inclusive Practice Project” on beginning teachers. It was a training package aimed at helping teachers to become inclusive. The study found that instead of expecting educators to learn responses to all eventualities, “...they must be equipped with a set of principles from which they can draw to interpret the situations in which they find themselves and to respond in ways which align with the inclusive pedagogy” (Spratt & Florian 2013, p.139). In the case of Spratt & Florian (2013) study, three main principles underpinned the package (toolkit). Firstly, “difference must be accounted for as an essential aspect of human development in any conceptualisation of learning”. Secondly, “teachers must believe (can be convinced) they are qualified/capable of teaching all children”. Thirdly, “the profession must continually develop creative new ways of working with others”. These principles are called inclusive pedagogy principles. When they are observed, according to Spratt and Florian (2013) a kit or training pack can have empowering impact on the target group

However, it has also been reported that sometimes, the information a resource kit or a training package provides could exacerbate fear (LaMaster et al. 1998). This happens when some members of the target group become worried about the safety and security measures or guidelines surrounding some severe disabilities. Despite all that, when resource kits and their relating trainings are conducted within a mastery-focused atmosphere consisting of competent expertise, they empower their target groups (Weis, Bolter and Kipp, 2014). The current research project which will lead to the development of a resource kit has to abound in the same line. The resource kit should be conceived with the idea of making it a self-capacity building document as well as a foundation for trainings.

## Conclusion

The main purpose of this literature review was to find throughout its evolvement, a clear image of the current research project. By exploring the theme of disability,

its historical sociological and cultural evolution; its different models and their applications, a better understanding of the phenomenon disability is established. Its incorporation in the resource kit to be developed appears as logical. The current study being circumscribed to DCs, the right-based model of disability seems to be convenient to adopt. This point does not exclude to have a glance at some other models such the biopsychosocial model in some particular cases.

The theme of the rights enlightened more the importance of approaching the actions in the field of disability through a legal framework, internationally recognised and shapable to realities of different societies and cultures. The examination of the concepts of inclusion in general and the inclusive sports program, in particular, give elements to the opportuneness of the research project as a whole but also tools that could help to conduct inclusive physical activities and recreation in Developing Countries. In that regard, this research project adheres to the concept of “sport development continuum” of Spaaij, Magee, and Jeanes (2014) Provision of sport in that perspective should offer opportunities for recreational and grassroots practices as well as elite practices. Consequently, the TREE model of inclusion appears to be the most appropriate for the socioeconomic context of DCs which are the field of this study.

The last main theme on resource kit shaped up the project's main goal as well as it indicated the framework to adapt. Thus, searching for the needed resources for the inclusion of people with disabilities in sport-based programs, this literature review has revealed the path to follow. This path will have as a starting point all the general knowledge that will help to demystify disability. It will go on with practical knowledge for inclusive sport physical activities in the specific case of Developing countries run by NGOs. It will finish by providing a sort of asset to the incorporation of a flexible mindset in a social relationship especially as disability is concerned.



# 3. Methodology

## Introduction

Every piece of academic research is explicitly or implicitly conducted under what is called paradigms that guide the researcher's footsteps. These paradigms are the ethical considerations under which research is conducted known as axiology, beliefs concerning the nature of reality or humanity known as ontology, theory that is put as the foundation informing the research known as epistemology and ways by which knowledge is gained, known as the methodology (Guba and Lincoln, 2005, Creswell, 2009). Some authors put the ontology and epistemology under the term of philosophical worldview described to be the assumptions or philosophical ideas that the researcher espouses (Creswell, 2009; Lincoln & Guba, 2000). Anytime a researcher makes explicit the philosophical worldview that a research follows, it generally gives the explanation of the choice of the techniques of gaining knowledge, in other words, the methodology of the researcher.

In this chapter, the problem the current research is concerned about will be reminded followed by the research questions before describing the research design underpinning the study and its rationales. Following that the researcher's background will be also briefly detailed before the population and its sampling explored. Finally, the procedure of data generation, data processing and the quality assurance around the data will be disclosed.

### 3.1. The project, its objectives and research questions

The research project hereby undertaken has tried to inquire about the problem of inclusion of people with disabilities in sport-based programmes in Developing Countries (DCs). The inquiry's aim was to investigate the requirements for an inclusive sport-based programme in order to develop and validate a resource kit which NGOs in DCs could use to include in those countries to include people with disabilities in their programmes. To achieve the above-described goal, three research questions were asked to guide the process. They are as follow:

- 1 What are the requirements for inclusive sport-based programmes in Developing Countries regarding human, material, infrastructural and other resources?
- 2 What could be the content of a resource kit considered as "One Stop" document that could help to acquire knowledge, skills and guidance for inclusive sport-based programmes run by NGOs in those Developing Countries?
- 3 How relevant could be that inclusive sport-based resource kit for its future users which are NGOs in Developing Countries?

The first question, while evoking requirements and referring to human resource, indicates the four domains of competencies which are, life values, attitude, knowledge, and skills (Valkova, and Morisbak, 2006). It is what individuals who would have the responsibility of carrying or running inclusive sports activities must know about disability. It is about the right behaviour they must portray and the right understanding of the notion of disability required to work with people with disabilities. It's also about the material resources and infrastructural resources as other relevant demands such as sound sport-based activities.

The second question concerning the content of a resource kit refers essentially to the kind of information a document bearing the label of resource kit or toolkit could contain.

The third research question concerns the process that should lead to the validation of the expected resource kit. This process encompasses steps that would lead the recognition of the kit as a valuable and adoptable tool for including people with disabilities in sport-based programmes in DCs.

### 3.2. Researcher background

The investigator or researcher stepped into the field of disability and sport from a professional and personal perspective. Having been trained as physical education teacher and sport coach, the frustration of letting all kinds of students with disabilities aside has grown during the 18 years of teaching and coaching. In my country, Togo, the best we ask the child with a disability is to go and get a dispensation from doing physical education in order not to have “zero” on the examination reports. Sometimes, some of these children would express their desire to participate in games or sessions they find interesting and enjoyable but we, physical education teachers, would simply say, no. In 2012, an event which happened in the West African sub-region and which many might have already forgotten troubled more the researcher’s moral. The Olympic squad of Nigeria, one of the most populous and powerful nations of West Africa, came back from London Olympic Games without a single medal for that nation. A few months later, the Paralympian squad of the same nation, with a less number of athletes honoured the country with 12 medals among which 6 in gold. The country was thus glorified through these people sometimes perceived in their communities as people of a second status. While watching the news of that event a question was striking: “how many of these children with disabilities would I have prevented to become champions by denying them the right to practice sport?”

Being convinced since then that there are ways to make every person enjoy sports and physical activities, no matter the ability, the determination to find these ways has grown higher. It is obvious that there are priorities in life and as policy makers are concerned in Developing Countries, food and water, clothing and

shelter would be the first priorities to evoke. Nevertheless, sport and physical activities are also essential for improvement of health, wellbeing and social welfare. Inquiring for the minimum affordable demands in terms of human resources, equipment and infrastructure appear, therefore, to me, very relevant to this current project.

At the beginning of this research project, I, the researcher, was involved in the conception of a sport inclusive training programme developed in collaboration with the UNESCO Chair and the Cara APA Centre of the IT Tralee and delivered in Togo. The training pack was labelled Plan2inclusivize. During that training, I wrote a reflective journal. This reflexive journal has certainly influenced the research demarche as a whole. The training which was administrated for 5 days consisted of theory and practical lessons given by three instructors. The theory focused on disability issues such as how people with disabilities are perceived in their communities. It also exposed participants on how to change and adopt positive attitudes toward people with disabilities and how to identify and break down barriers encountered by those people for their full participation in their communities' life. The practical lessons entailed how to adapt games, sports, and physical activities in order to promote the participation of people with disabilities.

The target group of the training package consisted of three sub-groups. There was a sub-group formed of community-based rehabilitation (CBR) agents of Plan International Togo. They were men and women working as volunteers that were undertaking disability awareness activities in their communities. They were in charge of CBR centres created by Plan International in their communities. The second subgroup was formed of members from the Togolese Paralympic Committee. Members of this second subgroup were mostly coaches and physical education teachers. They were also volunteers in the projects of the Paralympic committee. The third sub-group was formed of teachers or lecturers from the Institute of physical education and sport of Togo.

As part of the training, the participants were also asked to deliver an inclusive session in a public school toward the end of the programme. This initiative put all the trainees in the real situation of inclusion. A feedback session was organised after that delivery. On the overall, the trainees expressed their satisfaction on how the training package had transformed their perceptions of people with disabilities and had equipped them with inclusion techniques. However, some challenges such as lack of material and infrastructural resources inherent to countries like Togo were evoked during the feedback session.

The Plan2inclusivize training package and its impact on the target group influenced the current research project in the search for documents labelled inclusive sport-based resource kit and also in the elaboration of the survey. The reflexive journal written during that training programme helped to apprehend some realities inherent to Developing Countries.

### 3.3. Research design and philosophical worldview

#### 3.3.1. Consideration of social constructivism

As evoked earlier at the beginning of this chapter about the philosophical view a research can espouse, the current study has been trying to adopt the social constructivism view. Though this view has many critics, some scholars had tried to give it a solid basis (Scott and Marshall, 2009; Rovegno, 2006). In that sense, Scott and Marshall (2009) stated that:

“Society is actively and creatively produced by human beings. They portray the world as made or invented-rather than merely given or taken for granted. Social worlds are interpretive nets woven by individuals and groups. .... the basic features of social order are captured in the principle that Society is a human product. Society is an objective reality. Man is a social product.” (Scott and Marshall, 2009, p. 698)

These authors (Scott & Marshall, 2009) demonstrated that reality or knowledge is constructed socially as human beings interact with each other on one hand.

On the other hand, through the creation of knowledge or reality around individuals, the society finishes remodelling the individual and thus creating him.

In the field of learning and teaching Rovegno (2006) argued that knowledge is mostly socially constructed. While assuming that the aim of the resource kit is to serve at some extent as a document that would enhance coaching, teaching or facilitation of sport-based activities, this research can be approached to what Ravegno (2006) evoked.

The inquiry demarche started with an exploratory phase through the general literature to find what resource kits are in general and specifically inclusive sport-based resource kits. It is like the situation of being in a mine pit where the mineral and its quality appear as evolves the digging process. This process was undertaken through the analysis of four documents labelled as inclusive sport-based resource kits. Furthermore, the context of Developing Countries as a whole dictated a contextualization of the theme of concern to that geographical area. This consideration was taken into account through a questionnaire conceived on the basis of the findings of the document analysis. The questionnaire was addressed to NGOs involved in sport-based programmes in Developing Countries. Finally, the necessity of validation obliged the inquiry to request in-depth information at an advanced level from a smaller number of those NGOs engaged at the earlier stage of the inquiry.

Reality or knowledge gathered through the above described process, at the end could be identified as a socially constructed knowledge. The involvement of human beings in the process of inquiry to get information to build knowledge and then the then produced knowledge adopted by individuals for the change in the society join thus what Scott and Marshall (2009) described earlier.

### 3.3.2. Trends of social constructivism: Adoption of participatory action research

As it was evoked earlier, there is a similarity between education field and the situation of NGOs' play leaders (teachers, coaches, and facilitators). In that regards, the current study could build on how Lee (2013) illustrated the different trends of Physical Education Teacher Education by the following table. Lee (2013) adapted the table from Tinning (20006).

Table 1: Knowledge, PETE, human interests and research (adapted from Tinning, 2006, p.376) an illustration of Lee 2013 p.54

Orientation	World view	Purpose of teacher education	Human interests	Research paradigm
Behaviouristic	Objective reality science for a better world	Prepare skilled technicians of teaching	Technical Prediction Control	Empirical-analytical Natural science
Personalistic	Multiple realities Subjectivity meaning	To develop the individual teacher as a person	Practical interpretive understanding	Hermeneutic Interpretive Phenomenological
Traditional/craft	Reality exists in 'the field' not in theory Practice is best	Prepare teachers for the current system	Practical technical mastery	Simple descriptive modelling
Critical inquiry	Reality is socially constructed Social inequities, power and oppression	Challenge the school system where necessary	Criticism Liberation Emancipation Critical theory	Action research Case study Feminist Poststructuralist

The table 1 above indicates the action research among the social construction trends. Green et al (2003) defined participatory research as a “systematic inquiry, with the collaboration of those affected by the issue being studied, for purposes of education and taking action or effecting change.” Green et al (2003 p. 419). Two principles need to be highlighted in that definition of Green et al. The first concerns “collaboration with those affected by the issue being studied” and the second is “education and taking action for change”. In that sense, the research is not only an academic or scientific production a researcher would go and bring out of people’s context but it becomes a co-production between the researcher and those the issue studied interest. Voice is given to those who are concerned about the issue studied and their voice is not just taken as a mere subject but also considered as information to construct knowledge. Gaveta, (1988) has been more explicit in that sense while stating:

“Participatory research attempts to break down the distinction between the researchers and the researched, the subjects and objects of knowledge production by the participation of the people-for-themselves in the process of gaining and creating knowledge. In the process, research is seen not only as a process of creating knowledge, but simultaneously, as education and development of consciousness, and of mobilisation for action” (Gaventa 1988 p19)

Therefore, referring to those scholars quoted earlier, the participatory action research connotation labelled to this research could be explained by three main reasons. The first reason is the fact that the final outcome of the research, which is the resource kit, is intended to bring change otherwise enable capacities to bring change. That change is expected through the provision of the kit as an element to influence the life of play leader, improve their skill and to enhance their actions on the ground for the inclusion of people with disabilities in sport-based programmes. It is central indicating that the survey served to give information to the respondent NGOs. On their side, those NGOs also informed the research in return. This exchange called by Gaventa (1988) the “process of gaining and creating” was done in depth with the interviews directed to the subgroup of the respondent NGOs who agreed to take the interviews. Their views and their information were taken into account in the final draft of the resource kit. Their suggestions based on their socio-cultural and economic environment influenced the content of the resource kit. They became co-producers of the knowledge exposed in the resource kit.

The second reason relies on the fact that through their involvement in the process of inquiry (survey and the interviews) the respondent NGOs would get educated and their consciousness of disability issues would be positively enhanced (Gaventa, 1988). A knowledge produced in such a way has more impact on decision making and hence in achieving goals according to Edelenbos, van Buuren, van Schie (2011).

The third reason of the participatory orientation refers to the empowering nature of the tool which is the resource kit (Baum et al 2006). The resource kit in its final draft will become a tool that NGOs could refer to for self-capacity building



purposes and training of any human resource expected to serve in the field of inclusive sport-based programmes. It is also worthwhile reminding that the change evoked through this research project is mostly expected at the level of human resources of NGOs considered as the actors of a service delivery which will benefit people with disabilities. Although people with disabilities are not directly involved in the inquiry they are expected to be impacted by the change that educators, trainers and physical activity facilitators would experience.

The adoption of this participatory orientation is also explained by the fact that the inquiry did not aim to uncover the lived experience of participants or respondents about the phenomenon in the study. The inquiry did not aim to explore how people ascribe meaning to their experiences in their interactions with the environment like it is in the case of interpretative phenomenological analysis (Biggerstaff & Thompson, 2008). The inquiry rather exposed issues about a phenomenon (inclusion of people with disabilities in sport-based programmes) and sought the views of the respondents on that phenomenon. Their views based on their socio-psychological and economic context were considered to generate new meanings or new knowledge aimed to mobilise for action (Gaventa, 1988).

### 3.3.3. Methodological stance: Mixed method approach

On the methodological stance, this research approach, evolved from an exploratory qualitative phase, with the document analysis, to a quantitative phase, with the survey, then another qualitative phase with interviews. The figure below represents the evolution.

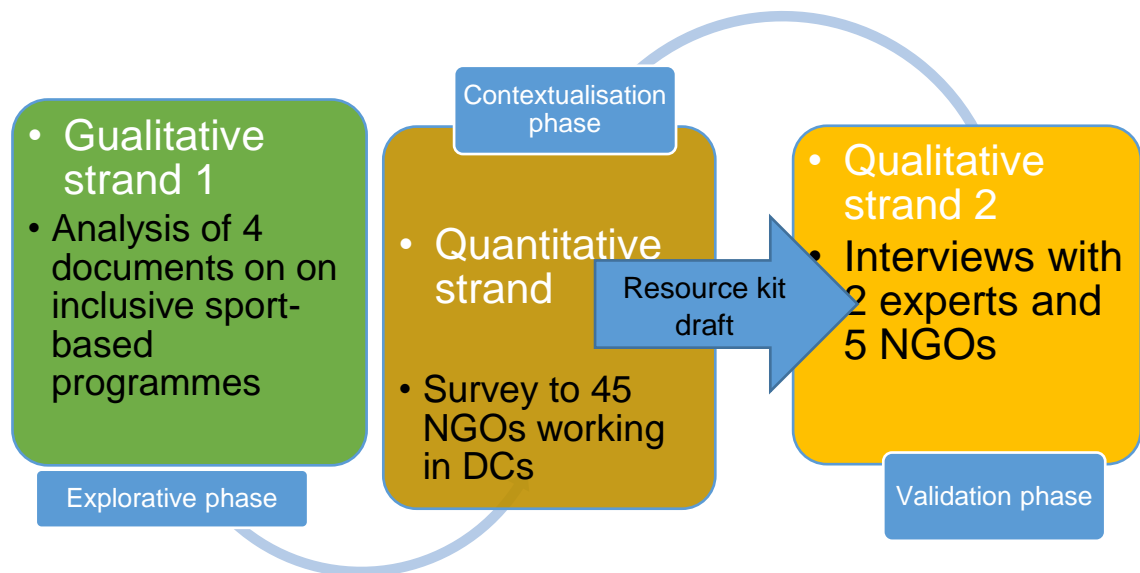


Figure 3. Evolvement of the research process

The evolvement in a certain sense can be approached to what Hanson et al. (2005) called sequential transformative mixed method design. In the case of this type of mixed method, Hanson et al recognise that it is useful because it gives voice to diverse alternative perspectives and also advocates for research participants for a better understanding of the phenomenon under study. In this design, Hanson et al. (2005) stated that data analysis is usually connected and integration occurs at interpretation stage. The current research will follow the same pathway.

The rationales for mixed method research rely often on five main ideas as articulated by Small (2011) and Hanson et al. (2005). Firstly, mixed method targets the necessity of enriching findings with diversifying data sources. Secondly, it is justified by the constraint of contextualising or increasing the depth and the breadth for possible transferability. Thirdly, the mixed method relies on the search for participants' inputs. Fourthly, it also fulfils the obligation of testing a theory emerging by the way and fifthly the desire of making findings trustworthy

Focusing on the research questions the following representation can be made of the reasons for using the mixed method approach. The different objectives assigned to each phase of the research process has been explained in the table.

Table 2: Description of the rationales of research method through the research questions

Research questions	Qualitative	Quantitative	Qualitative
1- What are the requirements for inclusive sport-based programmes in Developing Countries in terms of human, material, infrastructural and other resources??	Document analysis in the search for inclusive sport-based resources requirements in the literature. ***	Survey to contextualise and enrich the findings of the document analysis outcome through the search for the significance of the findings for NGOs using sport in their programs in Developing Countries. **	Interviews in search for in-depth inputs from the participants (5) from the survey and 2 experts in the context of Developing Countries. **
2- What could be the content of a resource kit considered as “One Stop” document that could help to acquire knowledge, skills and guidance for inclusive sport-based programmes run by NGOs in those Developing Countries?	Document analysis in search for themes of an inclusive sport-based resource kit and its structure. ***	Survey to contextualise and enrich the findings of the document analysis outcome through the search for the significance of the findings for NGOs using sport in their programs in developing countries. ***	Interviews in search for in-depth inputs from the participants of the survey to refine the content of the resource kit. **
3- How relevant could be that inclusive sport-based resource kit for its future users which are NGOs in Developing Countries?	Not applicable	Survey in search of the relevance of a resource kit for NGOs using sport in their programmes. *	Interview in search for in-depth information on the content of the resource kit for its refinement and thus validation. ***

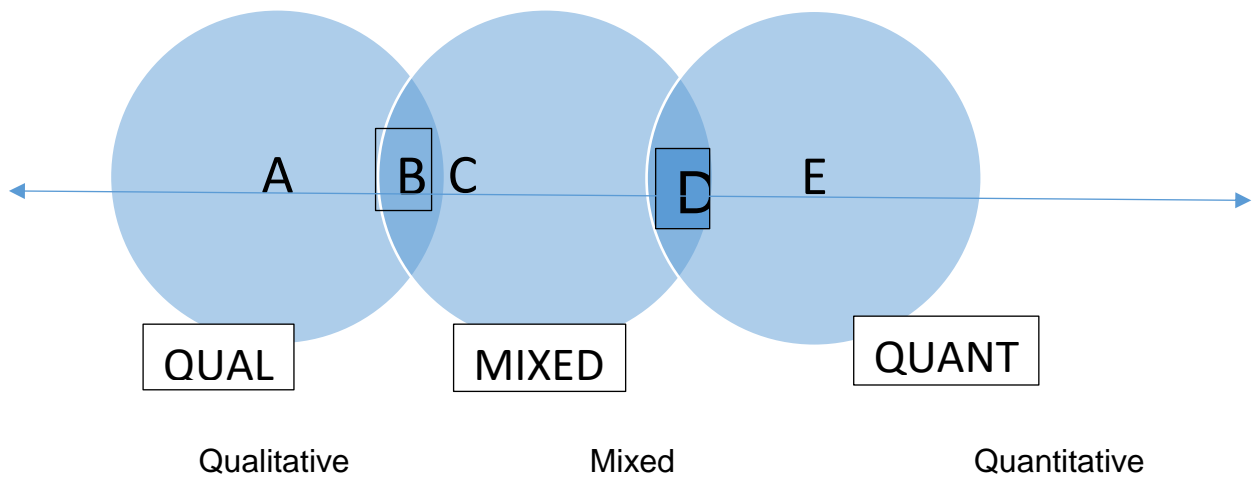
The above demarche, also seemingly, fits in the pragmatist worldview through the belief that the world is not an absolute unity (Creswell, 2003, 2009).

Pragmatist authors indicate that research mostly springs out of social, historical, cultural, economic, political and geographical contexts, among others. They suggest focusing on the research problem or questions instead of the method in order to have the freedom of using all the available approaches to understanding the problem and yield solutions (Morgan, 2007; Tashakkori and Teddlie, 1998). Therefore, the pragmatist worldview gives a sort of liberty to the researcher to use quantitative methods as well as qualitative methods in collecting and analysing data. One of the famous statement of pragmatists is that "truth is what works" (Creswell, 2009). This statement relates to what works as a solution to problems as well as the verification of the successful working of an idea during a research process. Accordingly, the present study by employing those quantitative and qualitative means for data generation and analysis in order to produce, the expected knowledge after integration, falls under this pragmatists' worldview also.

### 3.4. Population and sampling

The overall data of this study is generated from two main sources. The first source is the documents referenced in the literature and commonly labelled as an inclusive sport, physical activity, and leisure resource kits or sport-based resource kits. The second source where data emanated from is participants identified as NGOs using sport, physical activities and leisure in their programmes in Developing Countries. They (NGOs) were represented by people who were actors such as founders of the organisation, programme managers, coordinators, trainers, and coaches. Later on, another type of respondents to whom the label of experts was attributed also joined in the process. Thus, in order to take into account all those sources of data and remaining in the pragmatist vision, the study has been using what some authors called "Mixed Method Sampling" (Teddlie and Yu, 2007; Onwuegbuzie and

Collins, 2007). This sampling is a framework bringing together qualitative and quantitative techniques in sampling. Those techniques, according to Teddlie and Yu (2007), while having their own strand during a mixed method study finish up by being integrated. In the case of the current study, each phase has its the appropriate technique with respective tools but a link or a drive belt was set within the phases. The findings from the document analysis directed to the survey and the survey in a certain sense recommended the interviews. The process could be thus identified with what Teddlie (2005) designed as Purposive-Mixed-Probability Sampling Continuum. The figures bellow illustrate it.



*Figure 4 Purposive-Mixed Probability Sampling Continuum an illustration from Teddlie (2005).*

Based on Teddlie's (2005) figure, the case of the current study can be illustrated as bellow:

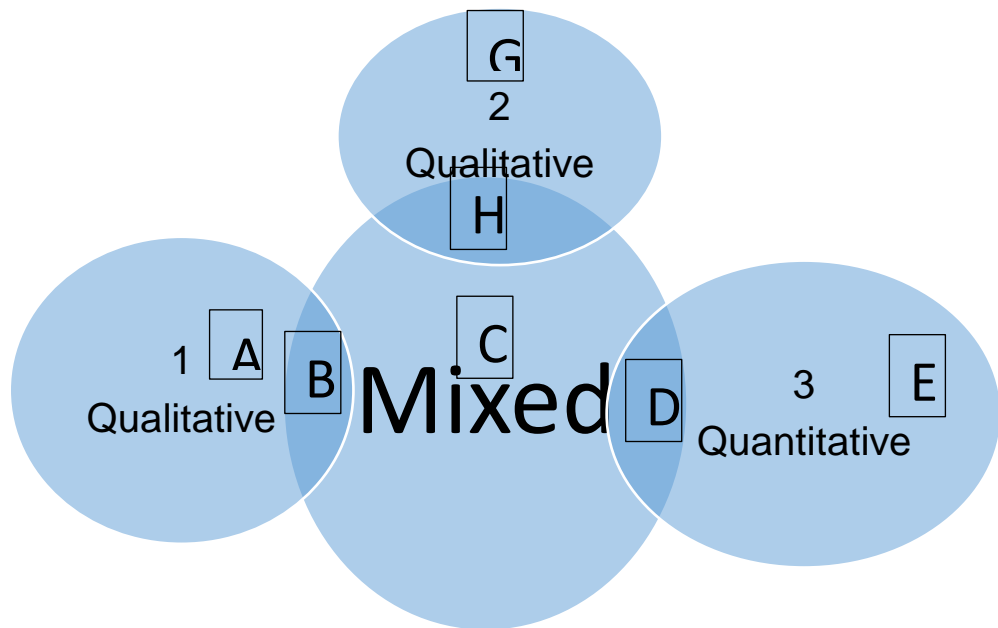


Figure 5. An adaptation of the Purposive-Mixed Probability Sampling Continuum of Teddlie (2005).

*Zone A consists of totally qualitative research with purposive sampling, whereas zone E consists of totally quantitative research with a purposive and probability sampling. Zone B represents the step in the mixed and is primarily qualitative research, with some quantitative components. Zone D represents the step in the Mixed and is primarily quantitative research, with some qualitative components. Zone C represents totally integrated Mixed Methods research and sampling. Zone G represents a second and final qualitative research and sampling. It steps into the Mixed with zone H which pour on the whole process serving for the refinement of the fully integrated zone C. The arrow (in the simple case of Teddlie, 2005) represents the purposive-mixed-probability sampling continuum. Movement toward the middle of the continuum indicates a greater integration of research methods and sampling. Movement away from the centre (and toward either end) indicates that research methods and sampling (quantitative and qualitative) are more separated or distinct*

A search for inclusive sport-based resource kits was done throughout the literature and nearly a dozen of documents emerged. Looking through them, few were covering main themes related to inclusion in sport-based activities on a full

basis. Four of those documents were chosen based on their characteristics of completeness, covering nearly all the aspects of inclusive sport-based programmes. They were also showing best practices and their target audience were reputable.

The four documents were selected because they all treat the concept of inclusion in sport-based activities on four fundamental aspects which are disability, sport, organisation or management and policy (Kiuppis, 2016; Spratt & Florian 2013). Concerning disability, the document has to treat it with the perspective of informing the target audience by giving knowledge on causes of disability, its different categories and its perceptions in societies. Concerning sport, the document has to expose on sporting activities and how to adapt these activities to promote the participation of people with disabilities. On the organisation side, the document has to expose on how to manage sporting events or sport-based programmes with inclusive perspectives. Concerning policy, the selected document should inform on policy issues relating to the rights of people with disability as full members of their communities. These four aspects are those summarised in the criteria of completeness. Some documents elaborated only on sporting topics without informing on disability issues with the perspective of changing the perception of disability of the audience of destination. Those documents were not selected under this criterion.

The criterion of best practice refers to the assumably well-known level of inclusion practices in the social context of the selected document. In this regard, a document like “Count Me In” conceived under a collaborative work of many countries of the European Union can be logically included. The same thing stands for a document elaborated in Australia (Be Prepared!) known as one of the best countries for inclusive practices especially in the field of sports and games (Commonwealth of Australia, 2008).

The criterion of reputation of the target audience of the selected documents refers to the significance of the population the documents were addressed to with

regard to inclusion policies. All the four were conceived for teachers, volunteers and other staffs in the context of countries or institutions embedded in a good tradition of inclusion (Australia, USA, European Union and Handicap International).

Each one of those selected documents had some specific style of presenting the themes and topics on inclusive sport. Some were extensive on disability knowledge issues (Be Prepare! and Count Me In), others were more detailed on sport and games. Some exposed the disability topics on a case study style (Count Me In) while others relate disability issues in medical description style (Be Prepare!, Sport and Play for All).

The above criteria were thus those on which the choice of the four documents was done hence on purpose with a focus on our research questions. Basing the choice on their origin and target audience, this sampling could be indicated otherwise as opportunistic and reputational sampling. Opportunistic because the choice occurred during data collection and was not predetermined but rather through their particular characteristics (Onwuegbuzie and Collins, 2007). Reputational because the intrinsic characteristics of each chosen unit determined its choice.

The second source of data was dictated by the necessity of contextualising the findings from the first source to the future audience of the outcome of the research which are NGOs using sport in their programmes in Developing Countries. A survey was designed for the purpose. There are many NGOs in Developing Countries but finding those using sport in their diverse programmes which can be accessible from distance was the challenge to overcome in the identification of the population and the sampling.

The researcher himself been involved in sport as a coach and national technical director was registered as a "Teampayer" on a website namely



[www.portanddev.org](http://www.portanddev.org). On the platform of the mentioned website, hundreds of organisations identifying themselves as sport for development organisations were registered. The platform was used to select the participants based on three main characteristics. The first one was that the organisation has to be labelled in the description and identification panel of the website as an NGO. The second is that the organisation should be using sport in its programmes in Developing Countries. The third characteristic is the availability of the respondents or responsible persons of the organisations to participate in the research through the medium of internet. After searching through the platform's list from A to Z and keeping the above characteristics, 414 organisations were invited to participate. After two reminder email, 72 of them accepted to be sent the survey. Among the 72 to whom the survey was sent, 45 (62.5 per cent) returned a completed survey.

On the basis of the above demarche, this sampling can be labelled as a critical case sampling. A critical case sampling is the one in which individuals, setting or groups are chosen based on characteristics that make their inclusion in the sample, a convincing insight to the researcher on the phenomenon under study (Onwuegbuzie and Collins, 2007). The criterion of been NGO from Developing Countries, accessible on the net and using sport as a tool in programmes run prove to be those characteristics in the current study for the choice.

Following the survey, there were interviews planned to be carried out on a restrained number of those NGOs which participated in the survey. In-depth inputs were sought from the respondents based on their initial responses to the survey but also taking into account the geographical balance in terms of their area of action in the three main regions of Developing Countries (Africa, South America and the Caribbean and South East Asia). A minimum of three respondents was expected from each of those regions. This last planned sampling corresponds to a purposive stratified sampling (Teddlie and Yu 2007). The choice is made on purpose which is the search for a certain representativeness and the strata are the three main regions from which the respondents will be chosen from.

### 3.5. Procedure.

The data of this study are from two main sources, documents and persons. Each of these sources has been approached in a particular manner but linked in a sequential way.

#### 3.5.1. The document analysis using Nvivo 11 Pro as the software for qualitative research.

The search for the appropriate documents to use in the document analysis started from the stage of the literature review and intensified during the involvement of the researcher in the Plan2inclusivize training package conception.. It took more than six months to search for inclusive sport-based resource kits highlighted in the literature. This search was done through Google search and by using also the IT Tralee library online database as well as other books and journals. Among the quiet limited documents of the kind which appeared, only a few of them could fall under the set criteria of selection as described earlier in the population and sampling. They had to be considered complete in terms of the themes they cover, reputable by their origin and target audience and trustworthy through the particular method of treating their main themes (Bowen, 2009). Bowen (2009) stated that document can be reliable and valid means of generating data for genuine study but those documents must be considered under some conditions. They need to have relevance to the study, have a certain completeness, a credible authorship, target audience, authenticity, credibility and accuracy. In the case of the current research project, four documents were found in the general literature which seemingly met those criteria. These documents were:

*“Be Prepare! Sport and Active recreation programs for People with a Disability. A Resource Kit for Volunteers and Staff”*. This document was conceived in Australia at La Trobe University in 2014 (authenticity). The designated author is Pam Kappelides (credible authorship). The purpose of the document was to provide a supporting tool of good practice for staff and volunteers who are helping people with disabilities willing to participate in sport and active recreation.

The target audience of the document is, therefore, all the organisations (with their staff and volunteers), that are engaged in the provision of sport and active recreation to people with disabilities, mostly in the Australian society. The particularity of this document is that it is very descriptive of types of disabilities and medical conditions. It is also very descriptive of how, organisations which are providing sport and active recreation to people with disabilities, in a mainstream setting, should manage their staff and volunteers. It is very detailed on the process of recruitment, training and retention of volunteers as a very valuable resource for inclusive sport and recreation programmes (completeness, credibility and accuracy).

***“Discover Inclusive Physical Education. A Guidebook for Educators”***. The second document was elaborated in 2015 in the state of Alabama (USA) as a collaborative project of the “National Center on Health, Physical Activity and Disability (NCHPAD) and The Disability and Health Program of the Alabama Department of Public Health” p 2 (authenticity, authorship and credibility). The main purpose of the document is to provide physical educators with:

“a playbook” to “enable educators create an appropriate environment for all students, regardless of ability level, by providing appropriate assessment tools, games, and inclusion strategies to help improve teaching methods and implementation processes” p. 4.

The target audience is then the physical educators, in other words, teachers (target audience). One of the distinctive topics treated by this document is the “Individualised Education Plan” (IEP). This topic is covered from how to assess the abilities of the student to the writing of the IEP. Another specific topic of the document is “Fitness testing” covering the aerobic cardiovascular endurance, the muscular strength and endurance, abdominal strength and endurance and flexibility. Apart from those specific topics, the overlapping topics between this document and the others, are; types of disability, laws, and guidance relating to disabilities and games cards or activity cards (completeness).

***“Count Me In. A guide to Inclusive Physical Activity, Sport and Leisure for People with disabilities”***. This document was developed in the European Union under a “close collaboration of 18 European partner universities involved in this

international project” p 3 (authenticity, accuracy and credibility). It was edited by Mieke Van Lent under the Copyright of Joint Actions Project, 2006 (authorship). The purpose of the document is expressed in terms of:

*“...a guide, ...to give teachers, coaches, parents, and volunteers the opportunity to find out more about inclusion of children with a disability into physical activity, sports and leisure” p 9.*

The target audience of this document is, therefore, teachers, coaches, parents and volunteers engaged in the provision of sport-based activities to PWDs. The particularity of this document is that it treated the concept of inclusion of people with disabilities in sport-based activities with a narrative of supposed real cases in the society. From those cases or examples, adaptation strategies were elaborated focussing on some common disability groups. The document treated also, in a certain detail, the notion of “Adapted Physical Activity- APA”. This document is aligned with the others on the topics of inclusion strategies, the different operational resources, games plays and recreational activities (completeness).

***Sport and Play for All.*** A manual on including children and youth with disabilities. The fourth document was written by Steve Harknett, Project Manager, Sports For All, under the Copyright of Handicap International Sri Lanka 2013 (authenticity, authorship and credibility). The main purpose of the document is to provide “tips, guidance and advice on disability and inclusion, with the primary aim of enhancing users’ knowledge and practice on inclusion” p V. The target audience expressed in the document is children and youth with disabilities, and the wider community, under the technical leadership of teachers, coaches, special education teachers to improve quality of life through sport. The main specific topic of this document is the description of two conceptual models of disabilities, the medical and the social models. The document has been also specific on barriers to inclusion, potentially harmful effects of sport and specific health safety issues related to impairment. The other significant topics of the three first mentioned documents are also well referenced in this document (completeness).

These four documents were first read through one by one to get a general overview of their compliance with the criteria. After that, they were downloaded on the software Nvivo 11 and coded one by one.

### Nvivo 11 Pro description and features.

On its website, QSR International (<http://www.qsrinternational.com/what-is-nvivo>) defined the Nvivo software as:

“Software that supports qualitative and mixed methods research. It’s designed to help you organise, analyse and find insights in unstructured, or qualitative data like interviews, open-ended survey responses, articles, social media and web content.” (QRS International, 201?)

In that sense, NVivo gives, according to QRS a place to organise and manage material so that one can start to find insights in one’s data. On the analysis basis, it provides tools that allow the researcher to ask questions of his or her data in a more efficient way.

In addition, QRS affirmed that the software helps among others to work more efficiently, save time, quickly organise, store and retrieve data, uncover connections in ways that aren’t possible manually, rigorously backup findings with evidence.

I, therefore, found the software which the I T Tralee also provided as part of the training module to the postgraduate research students helpful for this project.

Some of the features of Nvivo 11 Pro are therefore presented in the visual below taken from the [qdatraining.eu](http://qdatraining.eu).

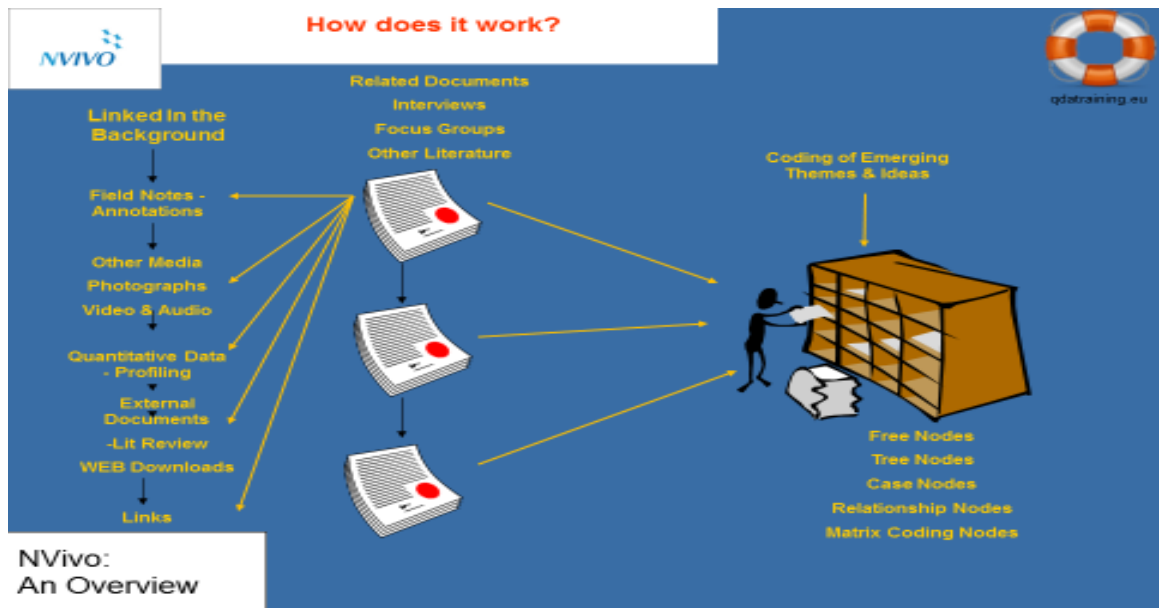


Figure 6. The overview of the Nvivo software. Source: Qdatraining.eu

While reading through the documents used for the analysis, a thematic procedure was used. Anytime any reference in the document evoked a specific topic of interest of the research objectives and the research questions, the reference was highlighted, given a name and arranged in a sort of container labelled in Nvivo as “Nodes”. Those nodes or references containers are the main organising places of the ideas which would build up to become themes. During that process of identifying references (sentences or ideas), also known as coding, and parking them into containers (Nodes) some specific ideas might hook the attention of the researcher on some themes or nodes. Those ideas are then written in forms of “Memos”, to help the interpretation while the researcher would be discussing the findings or drawing the conclusions. The coding process can go through many phases. It usually starts with what is called an open coding during which references of ideas emerging in the documents or data are highlighted and ranged in primary nodes. At another level, those nodes can be rearranged in categories according to their resemblance or common characteristics. There can be another phase where the categories could be regrouped to constitute main themes and named focusing on the research questions. To bring out the meanings of the coding, the data coded can be used through different sorts of queries which are described in the data analysis section of this chapter.

### 3.5.2. Survey and the use of SPSS

A survey is defined as a system of information collection to describe, compare or explain, knowledge, attitudes and behaviour by asking questions to find out people background, beliefs, plans, activities, feelings and motivations (Fink 2003). The questions of a survey are meant to reflect the research questions and their objectives as well as being meaningful, concrete and using conventional language (among other requirements). Therefore, the survey of the current research project was conceived for two principal aims in addition to the demographic or descriptive of the respondent NGOs. The first was to assess NGOs' current situation regarding their human, material, and infrastructural capacities as well as the activities or programmes they were running. The second aim was to examine what NGOs think are needed to be included in a sport-based inclusive resource kit and how the kit can be relevant for them.

The survey questions were self-made based on the findings of the document analysis and inspired by some studies such as the Physical Educators Attitude toward Teaching Individuals with Disabilities III (PEATID III) of Rizzo (1993), Florian (2008) and Spratt & Florian (2013). The PEATID III as a survey has two sections. One section assesses attributes (demographic and descriptive) of the participants. The other section assesses attitude toward teaching students with disabilities in regular classes by measuring beliefs. It is worthwhile reminding that according to theory of reason action (Ajzen, & Fishbein, 1980) beliefs play a significant role in predicting educators' action or behaviour toward learners. Florian (2008) on her side found that believing, knowing and doing are three notions that while two of them are affected toward inclusion can influence the third to apprehend and implement inclusion. The current research project got inspiration from these studies adapting the questions of the survey from the PEATID III and the simple triangular relationship between believing, knowing and doing of Florian (2008).

Spratt & Florian (2013) conducted a study which discusses how beginning teachers who have completed their Professional Graduate Diploma in Education (PGDE) course but now work in different contexts are using the concept of inclusive pedagogy in their classrooms. They (Spratt and Florian, 2013) used an analytical framework based on three key principles. These principles are, first, accounting differences as an essential aspect of human development; second, educators (teachers) must believe (or be convinced) they are capable, and third, they must engage their profession in developing new creative ways of working with others. The study found that educators managed to make choices about how to respond to learning needs of their own particular classroom community drawing on and assessing ideas from various sources, including their PGDE course, their professional colleagues and their own experience.

Spratt & Florian (2013) study inspired the current research project's questionnaire in the sense of the above three indicated principles. Some of the questions were built with the intention of informing the respondents on a kind of inclusion pedagogy but in a broader perspective than the strict context of school (education).

The initial survey constituted of 21 questions. It was piloted with 12 people from three background with the aim to make it clearer, understandable and easier to complete by the true respondents (Fink, 2003). Five of the pilot respondents were from DCs (Togo, Burkina Faso, Niger, Liberia and Brazil). They were people known by the researcher in the field of sport and involved in NGOs at different levels. Three people were former students from IT Tralee who did their work placement in Africa through NGOs working in DCs. Two respondents were from NGOs working in the field of disability in Ireland. The last respondents of the pilot survey were lecturers. The last respondents of the pilot survey were, one lecturer from The United State of America lecturing in methodology and one lecturer from Ireland lecturing in Adapted physical Activity. The participants were asked to look at the relevance of the questions to the research objectives, the consistency of the questions and their wording.



They all returned their completed survey with their comments. The 12 completed survey were compared and the common concerns were discovered. The main suggestions were on the length of the survey. They found the initial survey a bit long and suggested to abandon some questions or merge them with others. They also made suggestions about the scale used in the initial survey. Some of these respondents made also comments on the wording of some questions. A new draft of the survey constituted of 15 questions was developed and proposed to all the 12 once again. The two lecturers and the three from DCs (Liberia, Brazil and Togo) made few new comments on the wording of some questions. Those last comments were taken into account to develop the last and final draft of the survey (appendix E).

The final survey (appendix E) has four main sections. The first was on demographics with the objective of showing the characteristics of each respondent NGO, essentially in terms of the type of NGO and geographical area of action (Questions 1 and 2). The second part of the survey concerned the involvement of each these NGOs in sport (questions 3-8). The third concerned inclusive sport-based activities (questions 9-12). The assessment of the resources used (human, material and infrastructural) in NGOs' programmes and their probable level of inclusion were targeted in those questions. The fourth section of the survey looked at what could be the content of an inclusive sport-based resource kit (questions 13-15). The last question of this fourth section of the survey focused essentially on the themes and their encompassing topics outlined to be included in the resource kit. These themes emerged from the document analysis. The question 15 has the double aim of informing the respondents on the probable content of an inclusive sport-based resource kit but also receiving from them what they think should be more important or less important referring to their social context.

The questionnaire was sent to 72 NGOs across the main regions labelled as Developing Countries (Africa, South America and the Caribbean and the Middle East and South East Asia). Each respondent was sent an internet-based informed letter and a consent form (refer to appendix F and G) which was signed

and returned before the survey (appendix E). The returned completed survey were 45 out of the 72, representing 62.5 per cent.

While the first part of the survey was aimed at characterising the respondents, the second and the third part were those driven by the research questions.

The data generated by the questions was gathered together and input in the software SPSS for rigour and controlled analysis purposes.

#### 3.5.2.1. IBM SPSS description and features.

The IBM or Windows developed software called SPSS (Statistical Package for the Social Sciences) is a program that can be used to perform data entry and analysis and to create tables and graphs. It is capable of handling large amounts of data and is commonly used in the Social Sciences and in the business world. In the case of this current research project, the software was used for the entry of the responses got from the respondents.

The software characterises the questions of surveys in three main groups. There is the group of questions generating meaning in form of variables labelled as nominal variables, the second group called ordinal variables and the third group called interval ratio or scale variables. The nominal variables and the ordinal variables are sometimes both put under the label of categorical variables.

The nominal variables are variables which derived from questions not responded by direct numerical data (arithmetic numbers). For example, a question answered by "Yes or No" or "Female or Male". Those variables which are not numbers has to be transformed by the attribution of numbers to them before they could be used in SPSS. That process is known as setting a code book. While the questions are answered in a way that a certain order can be identified in the responses but not with numbers, the variables are called ordinal variables. For example, a question answered as "Very important, important, somehow important, not important" can be ordered. In such a case the attribution of

numbers can follow an order. The third group of variables is those which are directly generated by responses in form of numbers. For example the age of people, their heights, and their weights etc.

In the case of this current study, SPSS was used for descriptive statistic purposes to find mostly the counts and percentages, on one hand, modes, means, range standard variation and sums on the other hand. Tables and charts were thus used to interpret the findings.

### 3.5.3. The interview phase using Nvivo 11 Pro as the software for qualitative research.

Based on the findings of the survey, a first integration process was engaged with the aim of developing a draft of resource kit taking into account the context of Developing Countries. The first draft of the resource kit had was a document of 47 pages structured in four chapters corresponding the four main thematic areas found in the document analysis. Those areas were synopsised in their encompassing topics in the survey question 15 (appendix E). After getting an overall good appreciation from the respondents, the topics were detailed in the draft of the kit.

The thematic area or chapter titled “disability awareness raising” was detailed in its encompassing topics to inform the reader on how to apprehend the meanings of the concept of disability in different social contexts (models of disability). It also exposed the different categories of disabilities and the rights of people with disabilities. The inclusive sport-based programmes management chapter exposed on programming and managing issues related to inclusive sport-based activities in reference to the PAPTECA model of Sherrill (1993, 2004). It detailed how to plan, organise and promote inclusive sport-based settings from recruitment of staff and volunteers to the involvement of the whole community. The third thematic area titled inclusive sport-based leadership skills addressed the required skills of those (coaches, teachers, and facilitators) that would be

running inclusive sport-based activities on the ground. It covered what they need to know as their responsibilities with regard to legislation and demands of inclusive settings. The last thematic area of the kit, inclusive sport-based session running, concerned the practice of inclusive activities themselves as games, sports and related physical activities

It is worth reiterating that all these thematic areas were drawn from the document analysis, checked through the survey and with the focus on the research questions. This approach was necessary for the research to comply with reliability and validity according to Bowen (2009). It is also valuable to notice that all thematic areas were inspired by the three principles of inclusive pedagogy (Spratt & Florian, 2013) as referenced earlier.

The kit was then sent to 35 respondents of the survey phase who indicated in while returning the completed survey that they could take the interviews. Ten respondents who partook the survey declined to be involved in the interview phase. The draft of the resource kit was thus sent to the remaining 35 respondents. The purpose of this process was to involve the respondents fully in the knowledge production with regard to the participatory action research adopted. This should lead to refine the kit and thus validate its content as co-production knowledge from the researcher and the respondents. These respondents are assumed to know their social contexts and could inform the researcher who will have to triangulate on their views and come up with a knowledge that the respondents would be the end users.

At least three participants from each of the three regions of the DCs were expected to be taken into account for the interview phase. Unfortunately after three humble reminders, only 5 respondents out of the 35 from the survey phase took the interview. However, looking for other options, the researcher managed to bring on board, 2 respondents who were not part of the survey phase but who have a sort of expertise in the field of sport and disability to join in at this third phase. The first is an author the researcher met during the Coventry University

Conference on disability held at the Technocentre of the University of Coventry from the 26<sup>th</sup> to the 30<sup>th</sup> June 2016. The main theme of the conference was “*Disability Sport: Why do we ‘Dis People’s Ability’*”. The researcher was admitted to give a presentation on the current research project. That author worked as project manager in a worldly known organisation, in a Developing Country. The researcher, therefore, got into contact with him and he accepted to take the interview and thus give his input in the development of the resource kit. The second person admitted also was a disability advisor of a reputable international NGO with the experience of working in DCs.

The questions of the interview phase were semi-structured. They were tested for reliability and validity purposes on two master research colleagues of the IT Tralee and two lecturers from the National Institute of Youth and Sport in Togo who were engaged in voluntary work with NGOs. Comments were made essentially on the 3<sup>rd</sup> and 4<sup>th</sup> questions (appendix K) in the sense of their focus on the research objectives. They were reworded to the up-to-date form with the intention of finding out from the respondents what Gaventa (1988) called the process of “education and development of consciousness”. Gaventa (1988) stated that while adopting a participatory research orientation “research is seen not only as a process of creating knowledge, but simultaneously, as education and development of consciousness, and of mobilisation for action” (Gaventa 1988 p19). These two questions were meant to gauge the education and development of consciousness that the respondents might have acquired during their involvement in the research. They were also verifying the level of the respondents “mobilisation for action” as required in a participatory action research.

After the test of the questions and the adoption of their final formulation, they were sent to the respondents accompanying the draft. This demarche was adopted to facilitate the respondents understanding while reading the draft.

Five interview questions (appendix K) were asked to draw from these respondents their views and inputs on the draft of the resource kit sent to them. The first two interview questions were in relation to the overall view on the resource kit, the appreciation of the content in terms of topics to be considered important or not. The aim of those two first interview questions was to answer specifically the second research question. The two following interview questions focussed on the perception the respondents have on the notion of inclusiveness with the aim to gauge their current understanding and disposition toward people with disabilities but also their willingness to adopt the resource kit as a tool for inclusion. The last question was aimed at giving another opportunity to the respondents to identify their particular input in the resource kit by proposing games cards from their locality or community.

In the perspective of the participatory action research adopted, the answers have to be analysed in a comparative manner. This was done having in mind that the four aspects of inclusive sport-based programmes, revealed by the document analysis are taken into consideration. Those aspects were, disability knowledge or disability awareness raising, inclusive sport-based programmes management, leadership skills and inclusive session running skills. The first aspect or thematic area is essential to confer to the kit one of its characteristics “adhering to the principle of “accounting difference as part of any human development project” (Spratt & Florian, 2013, p. 137). The theme on leadership skills embedded in legislation knowledge (responsibility of leaders and protection of learners) adhere also to that principle of inclusive pedagogy evoked earlier. The thematic areas on sporting activities running itself and the managerial skills should be inscribed as essential subjects of the kit in the perspective of an efficient inclusive service delivery. These themes adhere to the principle of believing in the capacity of the expected users (NGOs’ staffs and volunteers). They are expected to adopt inclusive pedagogy in their action as sport-based programme leaders. In that regard, the kit should provide them with information helping them to believe in their capacities. They could thus draw on that and become able to seek other information from other sources in order to respond to the learning needs of all participants in the inclusive context. By helping the users to become creative, the

kit would adhere to the third principle of inclusive pedagogy which is the development of new creative ways of working (Spratt & Florian, 2013).

The respondents' views which have to be compared and triangulated focusing on the four themes above explained, should shape the final content of the resource kit. They (respondents) would become consequently the co-creators of the knowledge exposed in the kit.

Each of the participants was interviewed for 20 to 30 minutes by Skype recorded a free video software "Evaer" back up with an audio software called "MP3 Skype recorder". The recordings were transcribed and member checked for their verification by the respondents before their usage as data.

The data generated by the interview were also organised and analysed using Nvivo as in the case of the first phase of document analysis. Thus all the procedure described early were followed in the case of the interview phase also.

## 3.6. Data analysis

### 3.6.1. Analysis of the data from the document analysis

Data analysis started at the exploratory phase firstly, with reading through the selected documents entirely twice as suggested by Braun and Clarke (2006) and Bird (2005) with the intention of being immersed in the data and being familiarised to it. The coding process started by an open coding done on line by line on an inductive basis. This first phase generated a huge number of nodes and sub-nodes representing topics or subthemes. Focusing on the research questions, the second level of coding was done regrouping relating nodes into categories. At the third level of coding, subthemes were more filtered and regrouped under more encompassing themes with the aim of reflecting more on

the research questions. Following this regrouping of themes, the renaming process occurred highlighting the keywords of the research questions. Finally, producing the report which corresponds to finalising the naming of the themes and using extracts from the data to back up those themes. The software Nvivo was used during this process as tool of organising and facilitating the analysis.

Matrix coding query was used to uncover the findings. The matrix coding consisted in questioning the data to find out all the references coded from the four documents which were relating to each theme or topic identified during the coding process. That means for each topic or theme, all the references from each of the four documents were gotten access to and could be compared to without errors. In case a document seemed not to reflect enough on the topic, the researcher can go through the data again, code anew or “uncode” to reflect the accurate information the source (document) has on the topic or theme. During the coding, process, memos and annotations also were used to reflect some hidden meaning especially in the case of interviews where body language of a tone in the voice can portray a meaning behind words. The main themes identified were shown at the top of the tables, in the row, the different documents in the column and the number of references from each document indicated in the intersection cell. When a cell is double-clicked, it reveals all the references coded from that document and put under the nodes bearing the topic’s name. This is shown in appendices B, C, and D. The code book also (appendix A) shows the complementary information of the use of Nvivo 11 Pro in the data analysis.

### 3.6.2. Analysis of the data from the survey

The questionnaire was structured in four parts as described in section 3.5.2. In compliance to that description the analysis, therefore, was done in the following steps:

- The first step consisted of presenting the descriptive characteristics of the respondents exploiting the responses from question 1 and 2 and then question 4 and 5 of the survey (refer to appendix E). This first analysis showing the



demographic characteristics of the respondents was based mostly on counts and percentages for categorical variables (question 1, 2 and 5). The scale or interval and ratio (continues data) variables (question 4) were analysed using the central tendency (mean, mode) and the dispersion (standard deviation and range). Tables and charts were used to illustrate the data.

- The second step consisted of focussing on the three research questions and using the questionnaire data to expose and discuss how those research questions were addressed. The analysis at this level was also done using counts and percentages for categorical variables and central tendency and dispersion for scale variables also known as interval and ratio variables.
- The third step consisted of drawing the conclusion leading to the draft of the new resource kit and last qualitative phase of the inquiry.

### 3.6.3. Analysis of the data from the interviews

It is worth indicating once again that the interviews followed the development of the first draft of the resource kit. That draft was sent to the respondents for their reading before engaging in the interview. The recorded interviews were transcribed and sent to respondents for the member checking process. The analysis of those interviews started after the respondents return the transcribed copy, sometimes with some amendments as validation. The transcripts were then imported to Nvivo and the same process as in the case of the first phase of data analysis (section 3.6.1) was observed. Case nodes were then created using the demographics of the respondents and linking them to the texts from their audio transcripts.

The themes emerging through the different interview questions were coded and here also the matrix coding query was used to pull out the findings and their interpretations.

### 3.7. Quality assurance.

The quality assurance of a study relies mostly on its capacity to show a genuine level of credibility, transferability, and dependability (NCADE The Chicago School of Professional Psychology, 2015). The current research project, through its different approaches, has sought to comply with those demands of quality assurance.

Credibility (which is called internal validity by positivist researchers) refers to the value and believability of the findings of a study (Lincoln and Guba 1985; Leininger 1994; Polit and Tatano Beck 2006). It seeks to ensure that a study measures or tests what is actually intended. To assure credibility Lincoln and Guba (1985) suggested a prolonged engagement in the field or with the data of the phenomenon under study. In addition to that, they also recommend completeness of data which concerns primarily gathering multiple perspectives from a variety of sources and triangulation.

The current research project started its inquiry with the analysis of four documents focused on sport-based programmes treated with topics relating to disability. In other words, all the four documents treated sport-based activities with inclusion perspectives which is the target of the research. The choice of these documents (as described in the section 3.5.1) with a focus on the research questions and objectives constituted the researcher's first attempt to assure that the inquiry was investigating what was intended.

The piloting of the survey (as described in section 3.5.2) was another step that the inquiry kept on investigating what it intended to investigate. The choice of the respondents (NGOs from DCs) with the concentration on the research questions were done with the same intention of not losing focus on the phenomenon under study. The interview phase also followed the procedure of testing (before administration) and member checking to assure the trustworthiness. The use of these three phases during this project was intended to confer a completeness to

the findings as coming from different sources. The triangulation process adopted at the different stages and in the end constituted the reinforcement of the search for credibility. Another requirement of rigour a research project should look for is transferability.

Transferability (referred to as generalisability by positivists) concerns whether or not particular findings can be transferred to another similar context or situation, while still preserving the meanings and inferences from the completed study (Leininger 1994). The current research project sought for transferability by involving, at the survey and the interview phases, respondents from different geographical zones of the DCs (Africa, South America and South East Asia). Although the number of those respondents was not high, the transferability character of the findings could be envisaged when other NGOs share the characteristics of those engaged in this current study.

Dependability (or reliability according to positivists' views) refers to how stable the data are (Graneheim and Lundman 2004, Tobin and Begley 2004, Shah and Corley 2006, Rolfe 2006). It relates to consistency and trustworthiness of research findings and checks whether the findings can be reproduced by other researchers at other times (Kvale, 2013). The current study used documents (from reputable and authorship origin) as a valid source of data in research (Bowen, 2009) as a step toward dependability. These documents could be used by other studies and if the objectives are similar to those of the current study, similar findings could be obtained. On their side Lincoln and Guba (1985) found that there is a close ties between credibility and dependability arguing that, in practice, a demonstration of the former goes some distance in ensuring the latter.

However it has been noticed that no two investigations in the qualitative field could always produce the same results because investigator's observations are tied to the situation of the study (Shenton, 2004). In that regard, Florio-Ruane (1991) argued that published descriptions are static and frozen in their present

context to illustrate the fact that the search for dependability can be sometimes problematic in qualitative research.

The methodology of a research project is aimed to describe the whole scientific process followed by the inquiry aiming to generate findings which could lead to valid interpretations. These interpretations should give grounds for new knowledge or open horizons for further researches. In the case of our current project, the concerned problem of inclusion of people with disabilities in mainstream sport-based activities has been treated with a participatory action research view as well as a pragmatist demarche. After setting an exploratory stage, stakeholders expected to be final users of the outcome of the research as well as other expertise people have been involved in the process as participants and co-producers of the knowledge. Thus, the expected knowledge would be considered to some extent as emanating also from its end users who can identify their inputs in the production of that knowledge. Consequently and according to (Gaventa, 1988; Tandon, 1988), that knowledge could be expected to be more viable.

# 4. Findings

## Introduction

Developing Countries are mostly portrayed as countries where the priorities of governments are far away from fields like sport and leisure. Nevertheless, the benefits of sports and physical activities or active leisure for each individual, on one hand, and the signatory map of the Convention on the Right of People with Disabilities (CRPD), on the other hand, give a slight hope of change. This hope is that, through the actions of NGOs, a certain level of provision for participation in sport and active recreation can be achieved in those countries. Thus, our research project which aim is to develop and validate a resource kit that could enable NGOs to include people with disabilities in those countries through sport and active recreation remains a worthy initiative.

To achieve the above-mentioned aim, the research project adopted an action research methodology on a sequential mixed method basis. The questions asked to address the issues leading to the attainment of the goal, concerned the required resources for inclusion in Developing Countries on one hand. On the other hand, the questions targeted the topics that could be included in the resource kit as a document and also how that resource kit as a whole could be validated. There was an explorative qualitative phase made of a document analysis followed by a quantitative strand consisted of a questionnaire and another qualitative strand made up of interviews. The purpose of the first two phases is to draw an intermediate conclusion allowing the development of a draft of a new resource kit, considered as a one stop document encompassing knowledge, guidance, and skills for running inclusive sport-based programmes. This chapter, will, therefore, firstly treat the two phases of data analysis. Each phase will encompass five main sections.

The first section of each phase will establish the organisation of the data, the second will present the descriptive characteristics of the cases or respondents, then the restatement of the research questions followed by the analysis of the data in accordance with those research questions. The third part of this chapter will consist of the analysis of the last qualitative strand of the research after the conception and dissemination of the first draft of the new resource kit.

## 4.1. Phase 1: Findings of the first qualitative phase

### 4.1.1. Organisation of the data

In this section of the organisation of data, there will be a reminder on how the cases were constituted in the document analysis as well as the review of how the research questions were considered in the analysis.

The document analysis consisted of, firstly, the search for the requirements to run an effective inclusive sport-based programme. Secondly, it consisted of catching the suitable themes which can be incorporated into a new resource kit in the context of Developing Countries. The new resource kit would be expected for training as well as for a self-capacity building. The search was done through four documents labelled as inclusive sport-based resource kits or as sport and play for all resource kits. On the practical base, the search through those four documents was realised by coding the relevance references from each document relating to the research questions.

The findings had to portray how significantly each document referred to the research questions through the use of “Matrix Coding Query” of Nvivo 11 in most of the cases. It is worthwhile reminding that this first phase of the analysis of data which is a document analysis was focussed mostly on the first two research questions. The third research question was considered at the second phase and mostly in the third phase where interviews were the source of data.

#### 4.1.2. Presentation of the descriptive characteristics of the cases (documents)

The four documents analysed (as described in section 3.5.1) were:

- ***Be Prepared! Sport & Active Recreation Programs for People with a Disability. A Resource Kit for Volunteers and Staff.*** This document was written in Australia at La Trobe University in 2014 under the authorship of Pam Kappelides. It was edited by an editorial committee which comprised people from La Trobe University and some other organisations such as YMCA and “People Outdoor” of Australia.
- ***Count Me In. A guide to Inclusive Physical Activity, Sport and Leisure for Children with a Disability.*** The second document was developed in the European Union as a collaborative product of 18 European partner universities. It was edited by Mieke Van Lent under the Copyright of Joint Actions Project, 2006.
- ***Discover Inclusive Physical Education. A Guidebook for Educators.*** The third document was elaborated in 2015 in the state of Alabama (USA) as a collaborative project of the “National Center on Health, Physical Activity and Disability (NCHPAD) and The Disability and Health Program of the Alabama Department of Public Health” p 2.
- ***Sport and Play for All. A Manual on Including Children and Youth with Disabilities.*** The fourth document was written by Steve Harknett, Project Manager, Sports For All, under the Copyright of Handicap International - Sri Lanka 2013.

According to Gowen (2009), a document analysis should reveal or bring forth all relevant information a document can yield on questions of interest in a research and show how the information address those questions. Braun & Clarke (2006) on their side led down steps to follow to gather the sought information. These two authors (their books) therefore became the background that guided the current data analysis. The analysis started from the initial open coding to the

categorisation, then the reorganisation of categories and themes naming (refer to appendices B, C, and D). The process thus led to unfold a certain number of nodes with their corresponding references from each of the four documents as summarised in the table below.

Table 3 Overall coding summary,

<b>Name</b>	<b>Nodes</b>	<b>References</b>	<b>Document pages</b>
<b><i>Be-Prepared.</i></b>	<b>570</b>	<b>3927</b>	116 pages
<b><i>Count Me In.</i></b>	<b>80</b>	<b>848</b>	88 pages
<b><i>Discover Inclusive Physical Education-</i></b>	<b>92</b>	<b>706</b>	43 pages
<b><i>Sport and Play for All</i></b>	<b>591</b>	<b>2056</b>	116 pages

This table 3 showed that the two biggest documents, “*Be Prepared*” and “*Sport and Play for All*”, each one made up of 116 pages yielded more nodes. “*Be Prepared*” generated 570 nodes encompassing 3927 references while “*Sport and Play for All*” produced 591 nodes with 2056 references. The two other documents produced fewer nodes with 80 for 848 references on the side of “*Count Me In*” while “*Discover Inclusive Physical Education*” bore 92 nodes with 706 references. This is an illustration of a certain sense of how each document treated the inclusive sport and play notion specifically but also a justification of why their complementarity should be of great interest.

#### 4.1.3. Research questions

Three research questions were asked to address our research topic on development and validation of a resource kit intended to enable NGOs in Developing Countries to run inclusive sport-based programmes efficiently. Those questions are as follow:

- 1- What are the requirements for inclusive sport-based programmes in Developing Countries regarding human, material, infrastructural and other resources?
- 2- What could be the content of a resource kit considered as “One Stop” document that could help to acquire knowledge, skills and guidance for



inclusive sport-based programmes run by NGOs in those Developing Countries?

- 3- How relevant could be that inclusive sport-based resource kit for its future users which are NGOs in Developing Countries?

Through the step-by- step process of analysis of Braun and Clarke (2006), seven main themes were named at the final phase of the document analysis (appendix C).

The seven thematic areas were as follow:

- 1- Disability awareness raising, which entailed references on disability in terms of categories, models and legislations concerning disability;
- 2- Inclusive sport-based programmes management, which revealed references on programming and management of sport-based programmes;
- 3- Inclusive sport-based leadership skills, showing references on skills that sport programme leaders should acquire;
- 4- Inclusive sport-based session running, which brought out references to how sport-based activities session should be run;
- 5- Sport-based Resources; portraying references on resources needed for sport activities;
- 6- Documents' target audiences, referring to the target group of each document analysed;
- 7- Purposes of the documents, showing references on the underpinning ideas of the writing of each document.

Each thematic area encompassed child subthemes, labelled in the software NVivo as child nodes and representing topics. However, the focus on the research questions had led to emphasise more on the themes relating directly to those research questions.

#### 4.1.4. Findings focussing on the research questions

The first research question stating “what are the requirements for inclusive sport-based programmes in Developing Countries regarding human, material, infrastructural and other resources?” had been passed through the four documents. The table below summarised references coded from each of the documents.

Table 4 Matrix coding query table on human, material, and infrastructural resources.

	<b>Human Resources</b>	<b>Material resources</b>	<b>Infrastructural resources</b>
<b><i>Be-Prepared.</i></b>	37	7	5
<b><i>Count Me In</i></b>	11	20	20
<b><i>Discover Inclusive Physical Education</i></b>	4	11	1
<b><i>Sport and Play for All</i></b>	6	4	5

The table 4 showed that in the search for required human resources for inclusive sport-based programmes, 37 references were found in the first document (*Be Prepared*), 11 from the second (*Count Me In*), 4 from the third and 6 from the fourth (*Sport and Play for All*). Those human resources referenced in these documents related to programme managers, teachers, coaches and facilitators (refer to the code book, appendix A). The high number of references from “*Be Prepared*” and “*Count Me In*” came from the fact that in those two documents, the sport-based inclusion programs were treated in a wider sense. In “*Be prepared*”, references evoked the sport-based programmes in different settings, from the community-based settings to leisure centres (private and public), camping settings, school and after school settings. The second document “*Count Me In*”, boarded in the same line. In addition to the common human resources earlier mentioned (teachers, coaches facilitators), a mention was also made of the role of peers, parents, and siblings in the two documents. Quotes such as “The challenge of inclusion raises a lot of questions for parents, peers, PE teachers, sports instructors, educators etc.” (*Count Me In*, p 2) could illustrate that.

The third document "*Discover Inclusive Physical Education*" had fewer references because it is essentially focused on the school setting. Teachers and their assistants are the main human resources evoked in that document.

On the side of the fourth document, though it evoked settings from the community-based ones run by NGOs to the school settings, the references concerning the human resources were not detailed enough. The document being an initiative of an international NGO (Handicap International), it mentioned the human resources mostly in general terms of volunteers who could be teachers, coaches or instructors working in their communities.

The material and infrastructural resources were evoked in all the four documents with emphasis on some materials relating to inclusion. One of those cases was described as following in "Count Me In:

"David started this exercise with a balloon, as the balloon moves more slowly and gives him more time to prepare. Afterwards, the progression was made to a suspended ball, which allowed him to have repeated practice over a short period of time" p 34.

Other inclusion related example was from *Count Me In* p 38 expressed as the following:

"The environment can be modified in order to make it more accessible e.g. putting ramps for wheelchair users, removing disturbing objects to provide safe mobility for children with visual impairments, and providing enough space for children using gait trainer or wheelchair"

Another aspect relating to resources found in the four documents referred to activities, in other words, plays, games, and recreations needed for the inclusion of people with disabilities. The next table exposed how each document mentioned to that topic.

Table 5. Matrix coding query on sport-based activities for inclusion

	<b>Aquatic &amp; other individual sports</b>	<b>Ball games</b>	<b>Ice-breakers, warm-ups and trust games</b>	<b>Old time and indigenous games</b>	<b>Rackets and bats sports</b>	<b>Recreation and leisure divers</b>
<b><i>Be-Prepared.</i></b>	6	4	15	10	2	24
<b><i>Count Me In</i></b>	5	9	3	1	3	3
<b><i>Discover Inclusive Physical Education</i></b>	2	4	1	1	1	3
<b><i>Sport and Play for All</i></b>	4	6	8	5	16	2

The table 5 showed how each one of the four documents considered the different sport-based activities that could be used in inclusive programmes. Those activities, for synthesising reasons were categorised into six groups. Considering the number of references, “*Be Prepared*” was more expansive on “Ice-breakers, warm-ups and trust games (15 references)” as well as on “Old time and indigenous games (10)” and “Recreation and leisure divers (24)”. Those references explained the fact that the document described more informal and individualised games done in groups than some team and contact games such football and basketball. Some of those games referenced are called “poison ball, egg and spoon race, sack races etc.” p 92. The document “*Sport and Play for All*” also contained some significant number of references on nearly all the six groups of activities. The document was particularly prolific in terms of references (16 references) on “Rackets and bats sports” because it described games like field hockey, tennis and cricket in the Asian (Sri Lanka) context with adaptation methods in order to accommodate people with all abilities.

The findings of the document analysis while addressing the first research question about the required resources that could enable inclusive sport-based programmes, can be summarised as follow:

- There is the need of human resources such as sport-based programmes managers, teachers, coaches and play leaders trained in order to understand

the contours of disability allowing them to include people with disabilities. That ability or capacity to include are gained through the knowledge of adapting games and plays and the skills of transmitting that knowledge by adapting teaching or leadership skills to the abilities of the participants.

- There is the need of material resources. The four documents revealed that in general, adaptations are needed to make materials bigger, lighter, brighter or easier to use compare to common materials used in more competitive activities. Some equipment are more personalised to the ability level of each participant but in some settings, more adapted materials are needed.

- There is the need of infrastructural resources. The four documents evoked mostly accessibility to playgrounds, courts, changing facilities and toilets, and some visual or tactile cues. Those infrastructural resources are expected to create obstacle free environment for a better participation. This was looked at in the line of a universal design concept as related in the document "*Be Prepared*" p 13.

- In the sense of resources understood as any factor or provision that could help to enhance inclusion, the activities or games and plays were taken into account in those documents. In order to enable inclusion, games and plays also have to be adapted according to the ability level of all participants. To do so, those games have to be classified in, fully adapted activities, parallel activities, open activities, reverse integration activities and separate activities as mentioned in "Sport and Play for All". The play leader then by assessing the abilities of all the participants could choose the appropriate adaptation to the activities with the aim to promote inclusion.

The resource kit to be developed has to consider the resources aspects by exposing on how to recruit and train human resources on the managerial basis. It has to expose also on adaptation strategies relating to material and infrastructural resources as well as the games.

The second research question concerning what could be the content of a resource kit for inclusive sport-based programmes run by NGOs in Developing Countries was also passed through the four documents.

It worthwhile reminding that for logic purposes, the search for that content of the expected new kit was done by coding references into topics and then regrouping relating topics under themes. Four main themes were retained as necessary for the resource kit. Those themes were:

- 1- **“Disability awareness raising”** encompassing topics such as “Different meanings of disability and inclusion, “Main categories of disability” and “Disability rights”.
- 2- **“Inclusive sport-based programmes management”** incorporating topics on “Recruitment and management of inclusive staff and volunteers”, “Promotion and management of inclusive events” and “Community mobilisation”.
- 3- **“Inclusive sport-based leadership skills”** taking up topics on “Responsibility of programmes and sessions leaders”, “Health and safety considerations”, “Including principles, “Main categories of disabilities and their including considerations and tips” and “Individualised education or sport plan”.
- 4- **“Inclusive sport-based session running”** englobing topics on “Preparation and delivery of inclusive classes”, “Games ,plays and recreational activities”, and “Equipment adaptation”

For convenience purposes, the matrix coding query was run on the topics encompassing each theme but details were highlighted only when there are certain specificities.

Table 6. Matrix coding query showing the topics under the “Disability awareness raising”

<b>1- Disability awareness raising</b>			
<b>Cases/Documents</b>	<b>Different meanings of disability and inclusion</b>	<b>Main categories of disabilities and health conditions</b>	<b>Disability rights</b>
<b><i>Be-Prepared.</i></b>	3	33	1
<b><i>Count Me In.</i></b>	5	6	3
<b><i>Discover Inclusive Physical Education</i></b>	9	4	5
<b><i>Sport and Play for All</i></b>	6	2	2

Table 6 portrayed the number of references yielded by each one of the four documents analysed. The first document “*Be Prepared*” produced a substantial number of references on the theme of “Main categories of disability (33 references). References such as the following illustrated how large the document covered the topic:

*“The following sections outline the more common types of disabilities and conditions. These have been grouped according to: 1. Physical disabilities; 2. Intellectual disabilities; 3. Mental illness; 4. Autism spectrum disorders; 5. Multiple disabilities; 6. Medical conditions; 7. Challenging behaviours; 8. Communication issues; and 9. Personal care” p 27.*

Contrariwise, the document did not mention clearly rights issues related to disability as it was in the three other documents. The Australian social context of the document where rights are supposedly advanced could be the explanation to this.

The second theme considered in the search for the thematic content of an inclusive sport-based resource kit yielded the table below.

Table 7. Matrix coding query on topics under the theme of “Inclusive sport-based programmes management”

<b>2- Inclusive sport-based programmes management</b>			
<b>Cases/Documents</b>	<b>Recruitment and management of inclusive staff and volunteers</b>	<b>Promotion and management of inclusive sport events</b>	<b>Community mobilisation</b>
<b><i>Be-Prepared.</i></b>	12	6	5
<b><i>Count Me In</i></b>	3	0	0
<b><i>Discover Inclusive Physical Education</i></b>	3	0	0
<b><i>Sport and Play for All Inclusion</i></b>	5	1	2

The table 7 showed that the theme “Inclusive sport-based programmes management” was predominantly treated in the document “*Be prepared*” than in the three others. The document exposed in details how to recruit staff and volunteers for inclusive programmes, how to train and retain that personnel and

even how to lay down their performance appraisal (sections mentioned on page 100). “*Sport and Play for All*” also referenced to the topics of this theme but not in the same proportion as “*Be Prepared*”. The two other documents failed to evoke in clear terms especially the topics on “Promotion and management of inclusive events” and “Community mobilisation”.

The third theme considered in the search of the thematic content of an inclusive sport-based resource kit yielded the table below.

Table 8 Matrix coding query on topics under the theme of “Inclusive sport-based programmes leadership skills”

<b>3- Inclusive sport-based programmes leadership skills</b>					
<b>Cases/ Documents</b>	<b>Responsibilities of programmes and session leaders</b>	<b>Health and safety considerations</b>	<b>Including principles</b>	<b>Main disabilities and their inclusion considerations and tips</b>	<b>Individualised Education (sport) Plan</b>
<b><i>Be-Prepared.</i></b>	93	6	8	121	0
<b><i>Count-Me-In</i></b>	3	1	34	6	8
<b><i>Discover Inclusive Physical Education</i></b>	3	2	9	3	24
<b><i>Sport and Play for All</i></b>	9	46	12	32	10

The first document “*Be Prepared*” was very expansive on topics like “responsibilities of programmes and session leaders (93 references)” and “Main disabilities and their inclusion considerations and tips”. The first topic was treated in details showing how to assure a safe and enjoyable participation. The topic on “Main disabilities and their inclusion considerations and tips” was also well described in “*Be Prepared*” with 121 references. More than twenty types of disabilities and medical conditions were described and the inclusion requirements exposed to give a play leader the basic information on all those types of disabilities. The following reference can summarise that:



*“for each disability type, a brief description of the disability, issues to consider when programming sport and active recreation activities, strategies for inclusion and a discussion of behaviour management issues is provided” p 27.*

The document “*Count Me In*” was more expansive on the topic of “Inclusion principles” with 34 references. It exposed the possible obstacles to inclusion before detailing how to consider inclusion for children with severe, moderate or mild disabilities.

The third document “*Discover Inclusive Physical Education*” was particularly detailed on the topic of “Individualise education plan”. This topic exposed the assessment of the abilities of each child, the definition of short to long term goals leading to the writing of the individualised sport or physical education plan. Some references illustrated that:

“an assessment will not only help write the IEP but will also provide the means to create good and purposeful lesson plans with objectives that will target your student’s strengths and weaknesses” p 11.

The fourth document “*Sport and Play for All*” on its side was more detailed on the “Health and safety considerations” topic with 46 references as well as on “Main disabilities and their inclusion considerations and tips” and “Individualised Education (sport) Plan”. The document’s references to the topic of health and safety exposed the potential dangers people with disabilities might encounter while participating in sport. It also explained child protection in terms like: “The goal of child protection is to protect children from abuse while participating in your sport or play activities. The main types of child abuse are as follows...” p 96. In addition to that, the document considered some common types of disabilities and exposed the safety requirements related to them while practising sport-based activities. On the topic of “Main disability types and their inclusion considerations and tips” the document treated the topic as in “*Be Prepared*” but in lesser details. This document treated the topic on “Individualised education (sport) plan” with the same consideration as “*Discover Inclusive physical Education*” but with fewer references. The author of the fourth document preferred the term “Personalised” to “Individualised” to express how the person or the individual should be at the centre of the activity programming process.

The fourth theme taken into account in the search for the thematic content of an inclusive sport-based resource kit yielded the table below. The theme considered was “inclusive sport-based session running”.

Table 9 Matrix coding query on topics under the theme of “Inclusive sport-based session running”

<b>4- Inclusive sport-based session running</b>			
<b>Cases/Documents</b>	<b>Preparation and delivery of an inclusive class or coaching session</b>	<b>Games, plays and recreational activities</b>	<b>Equipment adaptation tips</b>
<b><i>Be-Prepared.</i></b>	5	9	0
<b><i>Count Me In</i></b>	7	6	7
<b><i>Discover Inclusive Physical Education</i></b>	13	2	9
<b><i>Sport and Play for All</i></b>	25	10	2

The topics encompassing the fourth theme was also treated diversely by the four documents analysed. “*Be Prepared*” treated moderately the topic of “Preparation and delivery of an inclusive class or coaching session” with 5 references. “Games, plays and recreational activities” topic was mentioned with 9 references. The document described some games but it was more expansive on informal games such as those called Gotcha, Elbow tags, Circle Squashers etc. The topic on “Equipment adaptation” was not clearly referenced in that document and this might be due to the social context of the document (Australia) where appropriate equipment seem to be in place in sporting settings.

The second document “*Count Me In*” also mentioned the three topics moderately with 7, 6 and 7 references respectively. Concerning the “Preparation and delivery of the session” the document stated that:

“A goal for the first try should be to show that the activity is, or might be, possible to execute, by adaptation if necessary. One objective of the first try should be some degree of success/skill for the participant or lighting a hope for future possible success/skill. “p 30.

This is an illustration of how mindful the play leader should be of the success of the activity while planning and delivering the session. The aim should be to give every participant and especially those with a disability the attraction to practice.

The third document “*Discover Inclusive Physical Education*” was more detailed on the topic of “Preparation and delivery of inclusive class or coaching session”. That document exposed on how to design an inclusive class, described how to apply the TREE model of inclusion and provided some sample classes. The document stated that:

“The most important part of your class design is to make sure that all of your students are enjoying some degree of success. Success gives them the encouragement they need to keep trying and helps improve the way they feel about themselves.” p 31.

On the topic of “Equipment adaptation”, the document evoked how to use some materials such as scooter boards, office rolling chairs and stationary chairs to enhance inclusion in the school setting.

The fourth document “*Sport and Play for All*” was the most expansive on the topic of “Preparation and delivery of an inclusive class or coaching session” with 25 references. In fact, the document did elaborate enough on what to do before the session in terms of good planning, how to open the session with ice-breakers and confidence building activities and how to give room to flexibility during the session. In that regard, the document recommended to “think before the play session – what activities (warm-ups, games, sports, etc.) are you going to do? What equipment do you need for these?” p 55. On the topic of “Games, plays, and recreational activities”, the document was also prolific in references. It described games ranging from Boccia (a disability specific sport) to some Asian games such as Kabaddi and Tennikoit and showed how to make them inclusive.

The findings of the first phase of the inquiry, considering the second research question, revealed 14 topics put under four main themes. These themes constitute the core chapters on which the new draft of the resource kit will be elaborated.

The document analysis was used as an exploratory phase of this research's methodology. The necessity of focusing on the social context of the inquiry (Developing Countries) forced to seek the contextualisation of those findings to the DCs context. Two main reasons undermined the contextualisation:

- The first reason was that most of the documents analysed (the first three) were conceived in the context of Developed or Western like countries where some realities of Developing Countries might not be taken sufficiently into account. Though the fourth is written in the context of a Developing Country, Sri Lanka, it remained a little an isolated case.
- The second reason was powered by the necessity of embracing an action research view involving those who could be the final users of the expected resource kit in the process of knowledge creation. It is proven that when people are involved in the production of a knowledge they are keen to make a good use of that knowledge (Edelenbos, van Buuren and van Schie, 2011; Baum, MacDougall and Smith, 2006). Engaging a reliable number of participants would, therefore, be interesting and allow a richer input.

The principal objective of the contextualisation process planned was to find out the requirements of inclusive sport-based programmes which could be particular to the DCs on one hand. On the other hand, the contextualisation should also lead to circumscribing the content of the resource kit to be developed. A survey was elaborated that contextualisation purpose. It was fully embedded in the findings the earlier detailed exploratory phase. The next section will expose the findings of the survey as described in the methodology sections 3.5.2 and 3.6.2

## 4.2. Phase 2: Findings of the quantitative phase

Most of the variables constituting the 15 questions of the survey were either nominal or ordinal. A code book was set to give meaning to these variables with the use of the software SPSS 23 (refer to section 3.6.2 and appendix H).

#### 4.2.1. Presentation of the descriptive characteristics of the respondents (NGOs)

The respondents of this survey were chosen from the website database of an organisation called International Platform on Sport and Development ([www.sportanddev.org](http://www.sportanddev.org)). 680 national and international non-profit organisations were registered on that platform. Our purposive sampling targeted those of them labelled as NGOs or INGOs working in Developing Countries either directly or in collaboration with some local organisations. An invitation email to take part in the research was sent to 414 of them. After two reminders, only seventy-five (75) of them responded to the email. Among those 75, three declined the invitation to partake in the research. The questionnaire was therefore sent to those 72 NGOs. During a month and a half and two reminders, finally, 45 NGOs completed the questionnaire and the consent form.

The figure below summarised the information on the first characteristic trait of the respondent.

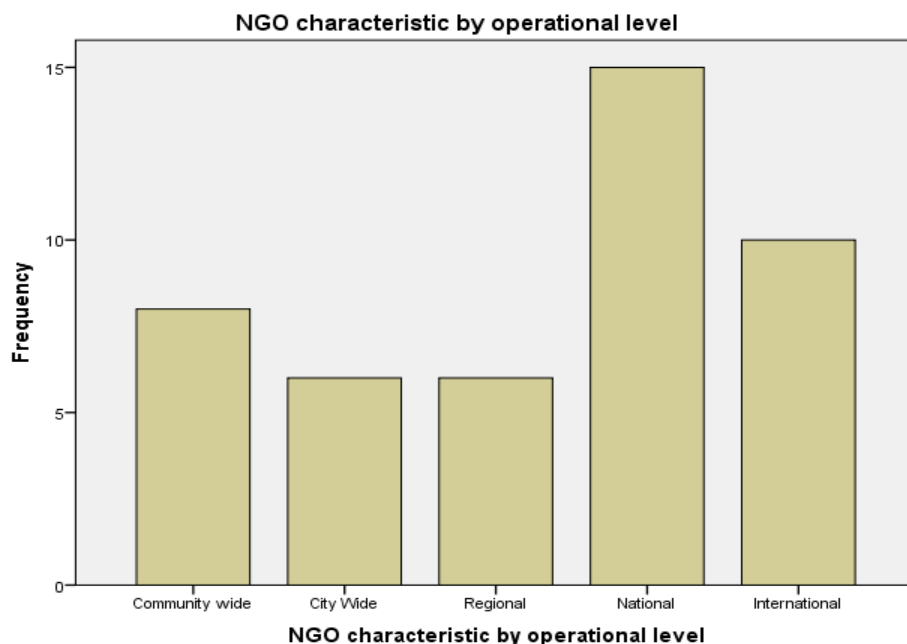


Figure 8. The bar chart on the dispersion of the respondents NGOs according to their level of operation.

The figure 8 showed that 15 NGOs out of the 45 NGOs, representing 33.3 per cent of the sample respondents were acting at the national level. This figure (33.3) was followed by those of the respondents operating at the international level, 12, representing 22.2 per cent. The third rank were the NGOs operating at the community level, 8 of them representing 17.8 per cent of the sample. The fourth rank was shared by NGOs operating respectively at the city and regional level. They were 6 for both of them representing 13.3 per cent of the sample. This distribution showed how diverse was the sample and might consist a source of rich input.

The second descriptive trait of the respondents concerned their geographical location. The chart below summarised the distribution according to that characteristic.

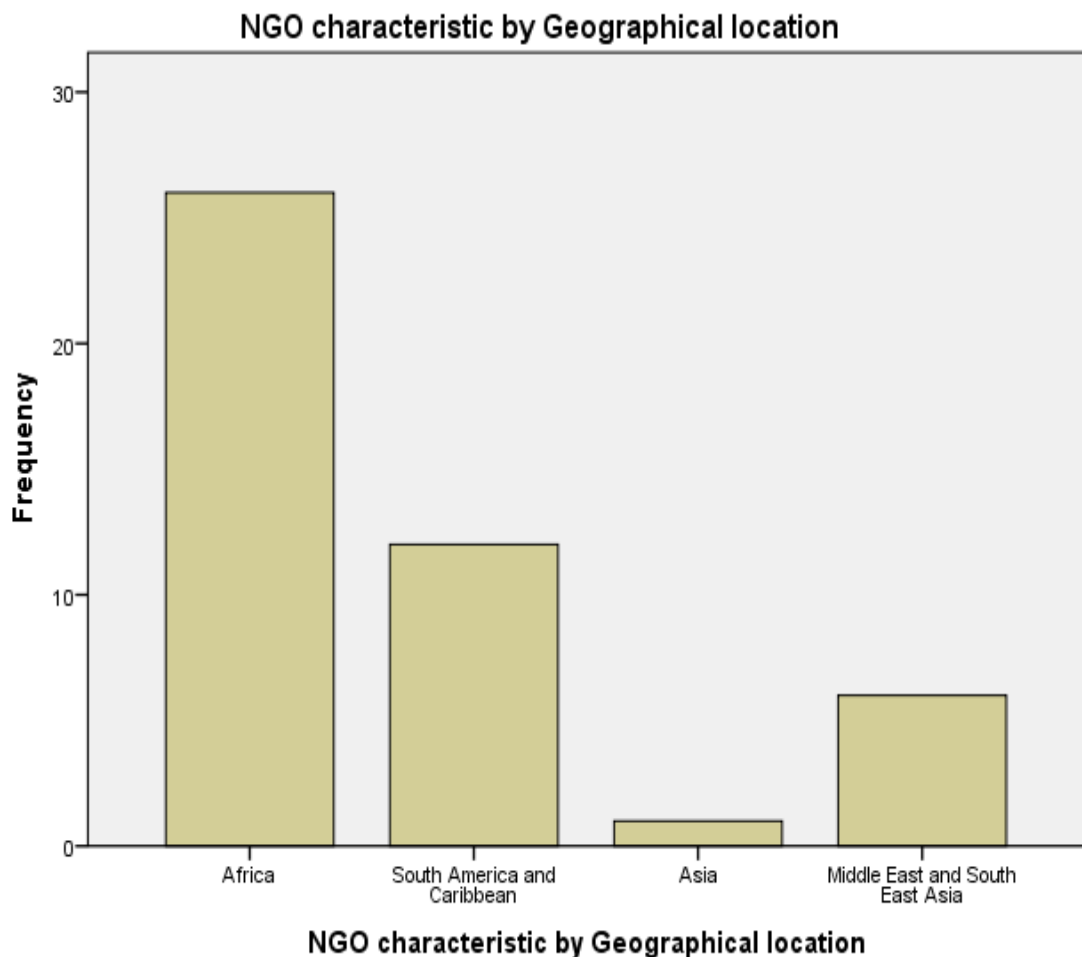


Figure 9. The bar chart on the dispersion of the respondents NGOs according to geographical location.

The figure 9 showed that 26 NGOs out of the 45 respondents were from Africa, representing 57.8 per cent of the sample. The NGOs from South America and the Caribbean were 12, representing 26.7 per cent, and those from the Middle East and South East Asia consisted of 6 NGOs representing 13.3 percent of the respondents. Only one from Asia (understood as more developed than the others, e.g. China) was among our respondents.

The third descriptive characteristic of the respondents concerned the sport-based programmes age (in years). The pie chart summarised the distribution according to that characteristic.

Table10 on the characteristics of the NGOs according to the age of their sport-based programmes (in years)

<b>NGO characteristic by age of sport programmes in years</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	6.7	6.7	6.7
2	5	11.1	11.1	17.8
3	3	6.7	6.7	24.4
4	2	4.4	4.4	28.9
5	7	15.6	15.6	44.4
6	3	6.7	6.7	51.1
7	2	4.4	4.4	55.6
8	5	11.1	11.1	66.7
9	3	6.7	6.7	73.3
10	2	4.4	4.4	77.8
11	2	4.4	4.4	82.2
15	1	2.2	2.2	84.4
16	3	6.7	6.7	91.1
18	1	2.2	2.2	93.3
20	1	2.2	2.2	95.6
21	1	2.2	2.2	97.8
25	1	2.2	2.2	100.0
Total	45	100.0	100.0	

Table 11. The central tendency and the dispersion values considering the age of NGOs' sport-based programmes in years.

**Statistics**

NGO characteristic by age of sport programmes in years

N	Valid	45
	Missing	0
Mean		7.84
Std. Deviation		5.803

Table 11 summarised the repartition of the sample showing as mean (7.84) and the mode (5) on one hand as central tendency values. On the other hand, the standard deviation (5.80) and the range (24) were displayed. The table 10 on its side revealed that NGOs with 5 years old programmes were the most important in number (7) representing 15 per cent of the sample. The 5 years old in terms of the running of sport-based programmes were followed by those having 2 and 8 years old representing each of them 11.1 per cent of the sample.

The fourth descriptive characteristic of the respondents concerned the frequency of the programmes they run. The figure below constituted the summary of the repartition of that frequency.



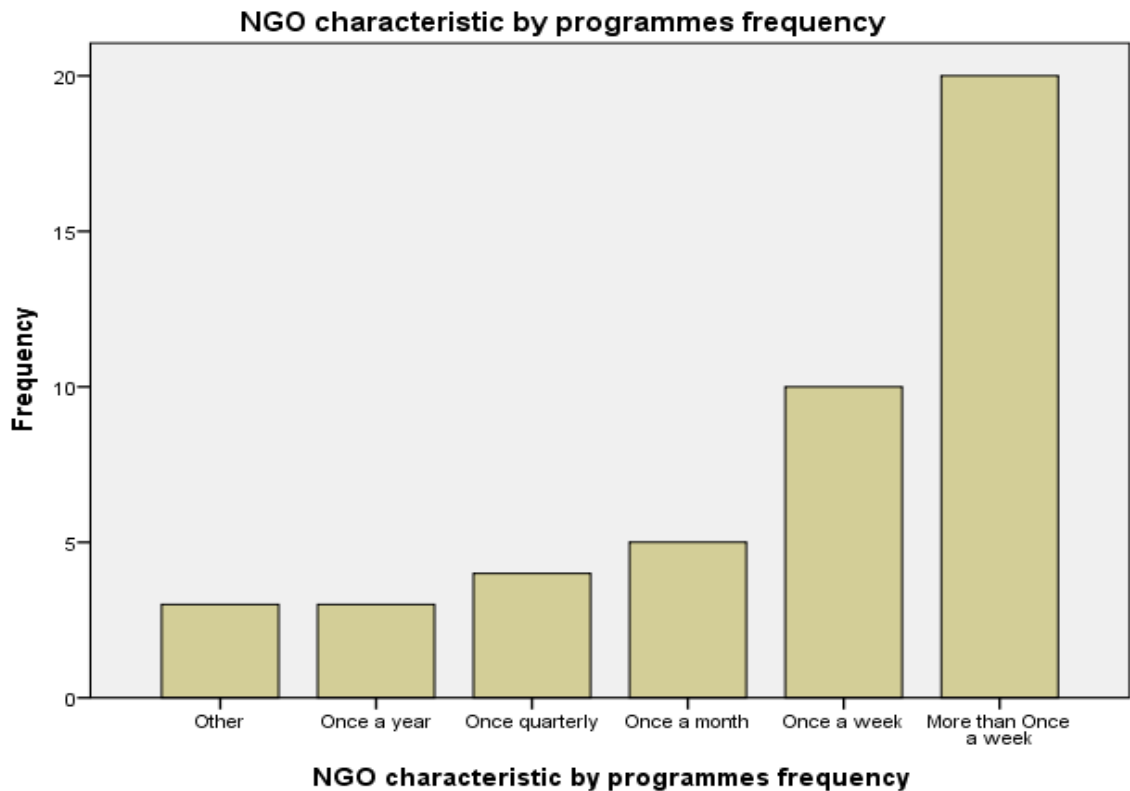


Figure 7. Bar chart on the characteristics of NGOs according to the frequency of their sport-based programmes

The above figure 10, indicated that 20 NGOs out of the 45 respondents run their programmes “more than once a week”, representing 44.4 per cent. The NGOs running their programmes at least “once a week” constituted 10 NGOs representing 22.2 per cent of the sample. Those running their programmes on monthly basis (11.1 per cent) and quarterly basis (8.9 per cent). NGOs running their programmes on yearly basis and other represent, for each, 6.7 per cent. It is worthwhile revealing that those of the NGOs with their programmes running frequency labelled as “other” were a few of the international NGOs. They provide punctual assistance to some community or national-based on demand or according to circumstances.

#### 4.2.3. Research questions

The uncovering of the findings will be guided by the research questions as described in the methodology sections 3.5.2 and 3.6.2.

For consistency reasons and in alignment with the first phase (qualitative phase) from which this quantitative phase derived, the analysis started with the human, material, and infrastructural resources before coming back to the sport-based activities.

#### 4.2.3.1. First research question

To find out the human resources, the survey question 6 stated that, “what kind of human resources (staff and volunteers) do you have at your disposal for your sport-based programmes?” A table was given containing the types and the positions of the human resources and the respondents had to tick and put down the number of each type and position. The table below summarised the output of that survey question 6.

Table 12. Repartition of the human resources of the responding NGOs

<b>Statistics</b>									
		PM	PT	PC	PF	VM	VT	VC	VF
N	Valid	45	45	45	45	45	45	45	45
	Missing	0	0	0	0	0	0	0	0
Mean		2.31	2.49	3.27	3.64	5.20	9.31	10.73	9.18
Std. Deviation		4.17	9.65	10.96	8.87	10.37	44.62	30.13	37.22
Sum		<b>104</b>	<b>112</b>	<b>147</b>	<b>164</b>	<b>234</b>	<b>419</b>	<b>483</b>	<b>413</b>
<b>Paid staff total:</b>				<b>527</b>		<b>Volunteers total:</b>			<b>1549</b>
<b>General total:</b>						<b>2076</b>			

**The label of table 12:**

PM = Paid Managers; PC = Paid Coaches; PF = Paid Facilitators; VM = Volunteer Managers; VT = Volunteer Teachers, VF = Volunteer Facilitators.

The table 12 revealed, in general terms that, the respondent NGOs were employing a total of 2076 people as their personnel for their sport-based programmes. Among that personnel, 527 were considered as paid staff,

representing 25.39 per cent of the whole personnel. The volunteers were 1549 people, representing 74.61 per cent of the personnel. Concerning the paid staff, the mean varied from 2.31 (the smallest) for the paid managers to 3.64 (the highest) for the paid facilitators.

The standard deviation values showed a high dispersion around the mean for teachers. Their standard deviation values represented mostly four times their means. These values seemingly signify that teachers constituted a volatile population compared to coaches and facilitators in sport-based programmes in DCs. The values could also indicate that the engagement of teachers as volunteers by NGOs must be reviewed on a regular basis. This could help to avoid insufficiency of that human resource while running a sport-based programme.

In summary, the repartition of the human resources of the responding NGOs highlighted the fact that volunteers constituted nearly the 2/3 of the NGOs personnel. The consequence could be the necessity of having policies for their recruitment, training, and management, as it was revealed particularly in one of the documents, analysed at the first phase of this research (*Be Prepared*).

To find out how trained the human resources of the responding NGOs were in catering for people with disabilities, the survey question 10 was asked. The question stated that “how well trained are your personnel (staff and volunteers) to deal specifically with the inclusion of people with disabilities?” There also a table was proposed to the respondents and they were asked to tick and give the numbers for each of the proposed position and qualification

Table 13. Repartition of the NGOs different human resources according to the training level for inclusion.

<b>Statistics</b>													
		Dam	Dim	Ism	Dat	Dit	Ist	Dac	Dic	Isc	Daf	Dif	Isf
N	Valid	45	45	45	45	45	45	45	45	45	45	45	45
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		1.89	1.49	1.36	4.13	2.42	1.18	2.96	2.53	2.04	2.29	2.07	1.67
Std. Deviation		3.90	3.87	3.87	12.17	6.41	3.88	6.31	5.65	5.43	5.27	5.29	4.72
Sum		85	67	61	186	109	53	133	114	92	103	93	75
Total of personnel trained on disability awareness: 507										24.42%			
Total of personnel trained on disability inclusion: 383										18.45%			
Total of personnel trained on inclusive sport-based activities: 281										13.54%			

**The label of table 13:**

Dam = Disability awareness trained managers; Dim = Disability inclusion trained managers; Ism = Inclusive sport trained managers; Dat = Disability awareness trained teachers; Dit= Disability inclusion trained teachers; Ist= Inclusive sport trained teachers; Dac = Disability awareness trained coaches; Dic = Disability inclusion trained coaches; Isc = Inclusive sport trained coaches; Daf = Disability awareness trained facilitators; Dif = Disability inclusion trained facilitators; Isf = Inclusive sport trained facilitators.

The overall view of the repartition of the human resources in terms of their training level to cater for the inclusion of people with disabilities revealed that only 507 people (24.42 per cent) had received an initial disability awareness training. From that initial level, only 383 representing 18.45 per cent of the general total had moved on to receive a disability inclusion training. From the level of disability inclusion training those who moved on to received sport-based specific disability inclusion were only 281(13.54 per cent of the 2076 general total of the personnel). The mean varied from 1.18 (the smallest), for inclusive sport trained teachers, to the 4.13 (the highest), for disability awareness trained teachers. This situation revealed that teachers were enough to receive the initial training on disability awareness but a few on them only continued to the specific

level of sport inclusion The most spread part of the distribution appeared at the disability awareness trained teachers where the mean was 4.13 but the standard deviation 12.17. Moreover, the high values of teachers' standard deviations (12.17, 6.41 and 3.88) representing 2 to 4 times their means, confirmed their volatile nature as evoked earlier.

Bringing together the repartition of the human resources of our respondent NGOs and the repartition of the training level of those human resources some facts emerged. Volunteers constituted the highest part of the human resources for those NGOs (74.61 per cent). Those human resources both volunteers and staff appeared to be lacking specific sport-based inclusion training (only 13.54 per cent were trained for that). Thus, addressing the first research question, it can be affirmed that sport-based programmes managers, teachers, coaches and facilitators were needed, and more on a voluntary basis, to run the programmes. Furthermore, those personnel have to be trained from disability awareness notions to the sport inclusion knowledge and skills. At the current time, the training appeared to be a serious challenge for the respondents.

To find out the material resources, the survey question 7 stated that “*what material resources (equipment) do you have at your disposal to run your sport-based programmes?*” A list of some common materials was given and a Liker scale was given to indicate the level of possession of each material by each respondent NGO. The table below summarised the output of that question:

Table 14. General sport-based material resources

<b>Statistics</b>									
		Bls	Rkt	Bat	Cns	Bib	Jrs	Hps	Otr
N	Valid	45	45	45	45	45	45	45	45
	Missing	0	0	0	0	0	0	0	0
Mode		3	1	1	3	3	3	2	2
Range		3	3	3	3	3	3	3	3

Level of possession of each different material by the NGOs in percentages								
Not applicable	6.7	53.3	57.8	6.7	15.6	8.9	31.1	2.2
None	2.2	17.8	22.2	4.4	22.2	17.8	40.0	66.7
Some	62.2	26.7	17.8	60.0	42.2	51.1	17.8	24.4
sufficiently	28.9	2.2	2.2	28.9	20.0	22.2	11.1	6.7

**Label of table 14:**

Bls = Balls; Rkt = Rackets; Bat = Bats; Cns = Cones; Bib = Bibs; Jrs = Jerseys; Hps = Hoops; Otr = Other equipment.

Before commenting the table 14, it is important noticing that materials labelled as “Other” were some specific equipment for some sports such as sandboarding and tennikoit (snowboards, boots and bindings). A few of the respondent NGOs mentioned those activities and their materials.

The first part of table 14 showed the general statistics of the repartition of the material resources and the second part summarised the level of possession of each material. The statistics took into account all the 45 respondent NGOs and there was no missing. For some materials such as balls, cones, bibs, and jerseys the mode was “3” meaning that most of the respondent NGOs possessed “some” of them for their programmes (refer to the code book appendix C). The second part of the table confirmed that tendency. Thus 62.2 per cent of the respondents possessed “some” balls, 60.0 per cent “some” cones, 42.2 per cent “some” bibs and 51.1 per cent “some” jerseys. These four materials were “sufficiently” possessed by 28.9 per cent of the responding NGOs in the case of balls and cones, 20.0 per cent in the case of bibs and 22.2 per cent in the case of jerseys. Rackets and bats possession revealed a mode of 1 meaning that most of the respondent NGOs did find them not applicable for their programmes whereas those materials could be used in many games. The mode for hoops was 2 meaning that most of the respondent NGOs did not have them. This material contrariwise seems to be useful in many sport-based programmes where they could be used in warm-up games as well as in cool down ones.

To find out how our responding NGOs were catering for inclusivity, as material resources were concerned, the survey question 11 “*what inclusion-related material resources do you have at your disposal for your sport-based programmes?*” was asked. A table was proposed with a list of some common disability related materials and the respondents had to indicate their level of possession on a liker scale ranging from “sufficiently, some, none to not applicable”.

The table below was the output of that survey question 11.

Table 15. Sport-based programmes’ inclusive material resources

<b>Statistics</b>									
		Wch	Bbl	Bfd	Dbt	Drk	Dcbn	Dcbl	Otr
N	Valid	45	45	45	45	45	45	45	45
	Missing	0	0	0	0	0	0	0	0
Mode		2	2	2	2	2	2	2	2
Range		3	3	3	3	3	3	3	3
<b>Level of possession of each different inclusion-related material by the NGOs in percentages</b>									
Not applicable		22.2	17.8	17.8	37.8	35.6	24.4	17.8	2.2
None		66.7	60.0	60.0	46.7	44.4	53.3	60.0	86.7
Some		8.9	17.8	17.8	13.3	17.8	8.9	15.6	6.7
sufficiently		2.2	4.4	4.4	2.2	2.2	13.3	6.7	4.4

**The label of table 15:**

Wch = Wheelchairs; Bbl = Bell balls; Bfd = Blindfolds; Dbt = Different weight and size bats; Drk = Different weight and size rackets; Dcbn = Different colour balloons; Dcbl = Different colour balls; Otr = Other.

Before commenting the table 15, it is worth indicating that the different disability related materials listed were proposed taking into account the main types of disabilities. Wheelchairs were proposed having in mind physical disabilities mostly.. Bell balls and blindfolds were chosen referring to visual impairments.

The other materials such as balloons, balls of different weight and colour were chosen referring to other types of disabilities and medical conditions that would affect people’s strength, their accuracy, their reaction time etc.

Table 15 showed a mode of 2 for all the items corresponding to the word coded “None”. This was revealing that most of the 45 responding NGOs lack most of the materials. Concerning wheelchairs, for example, 66.7 per cent of them did not possess them, 60 per cent did not possess bell balls or blindfold as well as balls of different size and weight. A few of the NGOs nevertheless possessed “some” of those materials like bells balls, blindfold and different size and weight rackets (17.8 per cent of them). The possession at the level of “sufficiently” was met also by 13.3 per cent of the responding NGOs on different colour balloons.

All these figures (statistical numbers) proved that while considering the common disability-related materials, the existing situation of the respondent NGOs was very challenging. Therefore, addressing the first research question, it appeared, that the needed material for inclusion, revealed by the document analysis, were still obvious but they were lacking in the programmes run by those NGOs.

The survey question 9 was asked to find out the infrastructural situation and was completed by the question 12 concerning inclusion-related infrastructures. The question 9 stated that “*what physical infrastructure have you access to for your sport-based programmes?*” A table was proposed with a list of some common infrastructures and the respondents had to indicate their level of possession on a liker scale ranging from “sufficiently, some, none to not applicable”. The output was shown as follow:

#### 16. Infrastructural resources of sport-based programmes

<b>Statistics</b>										
		PG	HL	SP	CF	RL	OG	SF	TL	OT
N	Valid	45	45	45	45	45	45	45	45	45
	Missing	0	0	0	0	0	0	0	0	0
Mode		3	2	1	2	1	3	2	3	2



Range	3	3	3	3	3	3	3	3	2
Level of possession of each different infrastructure by the NGOs in percentages									
Not applicable	2.2	17.8	46.7	13.3	53.3	24.4	8.9	4.4	0.00
None	4.4	46.7	40.0	64.4	33.3	31.1	71.1	37.8	91.1
Some	66.7	26.7	11.1	15.6	8.9	35.6	13.3	44.4	6.7
sufficiently	26.7	8.9	2.2	6.7	4.4	8.9	6.7	13.3	2.2

**The label of table 16:**

PG = Playing grounds; HL = Halls; SP = Swimming pools; CF = Changing facilities; RL = Rivers and lakes; OG = Other sport grounds; SF = Shower facilities; TL = Toilets; OT = Other

The overall view of the infrastructural resources summarised in the above table 16 showed that among the listed items, only a few were got access to. Many were either seen as not applicable to the respondent NGOs or simply not accessible to them. The mode of infrastructures like playing grounds, other sport grounds and toilets were “3” meaning that a quiet number of NGOs had “some” of them. Among the 45 responding NGOs, 66.7 per cent of them had “some” playing grounds at their disposal whereas 26.7 per cent of them had them sufficiently for their programmes. Concerning toilets as sport-based programmes infrastructures, 44.4 per cent of the NGOs had “some” but only 13.3 per cent had them “sufficiently”. Other sport grounds were possessed or got access to by 35.6 per cent of the NGOs but only 8.9 per cent of them had them “sufficiently”. The most lacking infrastructures for the respondent NGOs were shower facilities which 71.1 per cent of NGOs did not have (none), changing facilities which 64.4 per cent of them did not have. The level of possession of sport halls, swimming pools and leisure exploitable rivers and lakes were also low (respectively, 11.1 per cent, 8.9 per cent and 13.3 per cent).

The survey question 12 stated that “what inclusion-related infrastructure do you have or use in your programmes?” The same kind of table and Liker scale as previously was proposed. The output was summarised in the table below.

Table 17. Inclusion-related infrastructural resources

<b>Statistics</b>										
		Wpg	Whl	Wsp	Wrl	Wcf	Wsf	Tbc	Wtl	Oti
N	Valid	45	45	45	45	45	45	45	45	45
	Missing	0	0	0	0	0	0	0	0	0
Mode		2	2	2	2	2	2	2	2	2
Range		3	3	2	3	3	3	2	3	3
<b>Level of possession of each different inclusion-related infrastructure by the NGOs in percentages.</b>										
Not applicable		11.1	15.6	33.3	44.4	13.3	15.6	20.0	11.1	2.2
None		57.8	64.4	57.8	51.1	66.7	71.1	71.1	66.7	91.1
Some		26.7	17.8	8.9	2.2	17.8	11.1	8.9	20.0	4.4
sufficiently		4.4	2.2	0.00	2.2	2.2	2.2	0.00	2.2	2.2

**The label of table 17:**

Wpg = Wheelchair accessible play grounds; Whl = Wheelchair accessible halls; Wsp = Wheelchair accessible swimming pools; Wrl = Wheelchair accessible rivers and lakes; Wcf = Wheelchair accessible changing facilities; Wsf= Wheelchair accessible shower facilities; Tbc = Tactile boundaries on courts; Wtl = Wheelchair accessible toilets; Oti = Other inclusive infrastructure.

The mode value “2” displayed by the statistics of the table 17 portrayed the lacking status of those infrastructures for most of the respondent NGOs. Even infrastructures which were moderately available such as playing grounds, toilets and other sport grounds, accessibility to them by wheelchairs were very low. More than 57 per cent of the NGOs didn’t have wheelchair accessible playing grounds, 71.1 per cent didn’t have tactile boundaries on courts and 66.7 per cent of them didn’t have accessible toilets.

Addressing the first research question while considering infrastructural resources, the analysis of the data yielded by the survey questions 9 and 12 revealed that many of our respondent NGOs were lacking those resources. The lack appeared to be appalling while the inclusion-related infrastructures were concerned.

The survey question 3 was asked to find out the sport-based activities or programmes run by the responding NGOs. Those activities were considered also as some kind of resources pertaining to the inclusion of people with disabilities in general terms. The question stated that “what are the sport-based programmes that your NGO run?” The respondents were asked to mention the main activities they run in importance order. It is worthwhile reminding that for coding purposes, the sport-based programmes or activities mentioned by the respondent were ranged into six groups. Each time an NGO mentioned the activity “yes” was ticked for that NGO. When the sport-based activity was not mentioned, “no” was ticked for that NGO. The output was summarised in the table below.

Table 18 Sport-based programmes repartition.

<b>Statistics</b>							
		Brs	Bls	Ath	Fio	Wts	Cbt
N	Valid	45	45	45	45	45	45
	Missing	0	0	0	0	0	0
<b>Percentages of practice (yes) or non-practice (no) of each sport-based programme or activity.</b>							
No		73.3	6.7	57.8	60.0	84.4	6.7
Yes		26.7	93.3	42.2	40.0	15.6	93.3

**The label of table 18:**

Brs = Bat and racket sports; Bls = Ball sports; Ath = Athletics; Fio = Fitness and outdoors; Wts = Water sports; Cbt = Capacity building training.

Before commenting the figures in table 18, it is meaningful to indicate what was encompassing each group of sport-based programme or activity. Bat & racket sports designated all the sport regularly practised using bats or rackets such as cricket (mentioned mostly by NGOs from Middle East and South East Asia), tennis, hockey and badminton. Ball sports were those practised using balls as main object such as soccer or football (mentioned mostly by NGOs from Africa and South America and the Caribbean), basketball, volleyball, Throwball etc. Under the term “athletics” were put all the sports practised on field and track such

as running marathon or semi-marathon, short put, long jump etc. Fitness and outdoors encompassed all the sport-based activities done individually or in group from biking in a gym to walking in a park or rock climbing or sandboarding. The term “water sport” was referring to all the sports practised in or on water, from swimming in a pool or river to surfing, diving and other. It was noticed during the report of the completed survey that nearly all our respondents mention a dimension of capacity building as part of their programme. Many mentioned football or soccer as a tool to help children get back to school, learn how to build their social skills or develop their self-esteem or self-determination. Therefore the term “capacity building” was also retained as sport-based programme or activity.

The table 18 showed that ball sports were the most run sport-based activities with 93.3 per cent of the respondent NGOs practising them. Capacity building as mentioned earlier was also run in the same proportion. At the second rank were athletics and then fitness and outdoors practised respectively by 42.2 and 40.0 per cent of the respondents.

Addressing the first research question in relation to sport-based activities considered as resources for the inclusion of people with disabilities, the majority of respondent NGOs mentioned ball sports as their favourite programme or activity. This might be due to the fact that those sports are easier to provide in terms of equipment and infrastructures. It was also interesting to notice that those NGOs also integrated capacity building as part of their programme. It was interesting noticing that even in the context of Developing Countries there were few varieties in the activities or programmes run by our respondent NGOs.

#### 4.2.3.2. Second and third research questions

To address the second and third research questions, the survey question 9, was asked to find out firstly the situation of inclusion of people with disabilities from our respondents in the programmes they run. Secondly, the survey questions

13, 14 were asked to bring out the level of usage of a supposed inclusive sport-based resource kit by the NGOs and also the relevance of such kit for their programmes in the future. Finally, the survey question 15 was asked to get the appreciation of the respondents on what could be the entailing themes of a new resource kit of which they might be the end users.

The survey question 9 stated that “how would you describe the inclusivity of your sport-based programmes?” Five propositions were provided on a Liker scale and each respondent had to tick the most descriptive one of their organisation’s inclusivity. The output was summarised in the table below.

Table 19. Inclusivity level of NGOs sport-based programmes.

<b>Inclusivity Level</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unsure/Can't judge	5	11.1	11.1	11.1
	A combination of these	13	28.9	28.9	40.0
	Solely for people without disabilities	7	15.6	15.6	55.6
	Include people with and without disabilities	20	44.4	44.4	100.10
	Total	45	100.0	100.0	

It is worth indicating that the proposed response scale for this question 9 was five (refer to the code book, appendix H) but in the output, the respondents did not choose the option “solely for people with disability). The table 19 showed that 44.4 per cent of the respondents (20 NGOs) affirmed that they run programmes including “people with and without disabilities”. Those of the respondents who run their programmes “solely for people without disabilities” were (7) representing 15.6 per cent of the NGOs. The respondents who affirmed they

were running a kind of “combination” represented 28.9 per cent and those who were unsure represented 11.1 per cent of the NGOs.

The survey questions following the question 9 (from 10 to 13) were a kind of hook questions to test the accuracy of the affirmations the respondents would make. The survey question 13 was preceded by a definition or description of an inclusive sport-based resource kit, what it could entail. The question itself stated that “does your NGO use a document (meaning the resource kit) of this kind for its programmes?” The output was consigned in the figure below.

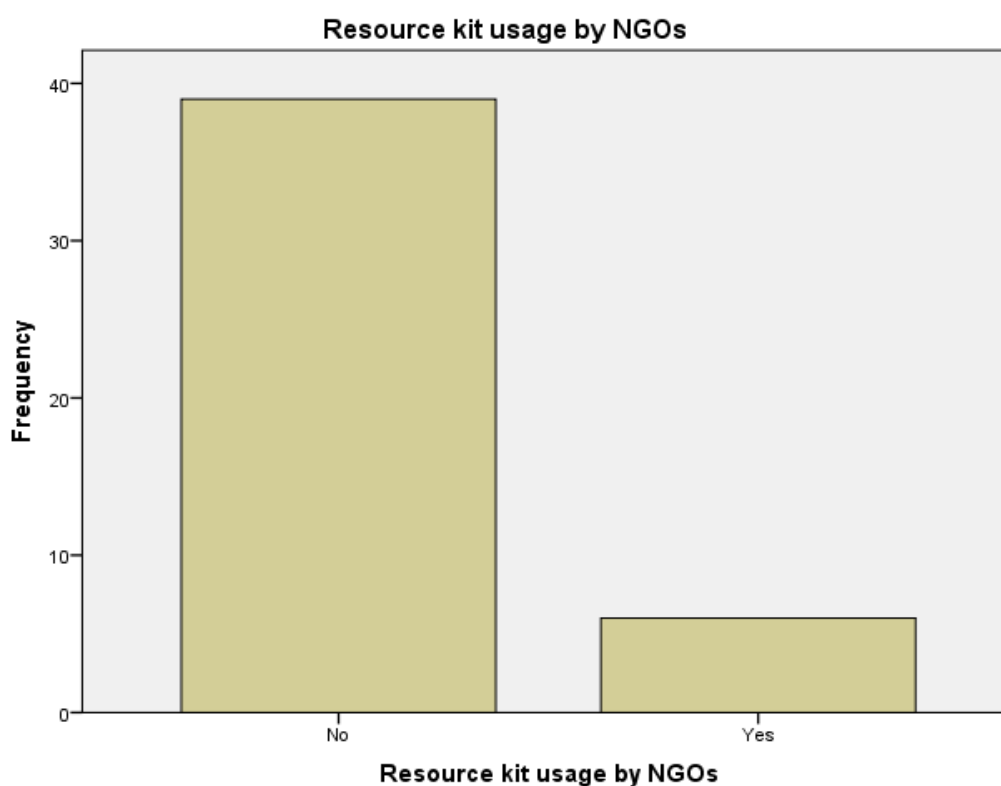


Figure 8 Resource kit usage by the respondent NGOs

The figure 11 revealed that only 6 of the respondent NGOs (13.3 per cent) recognised they were using a document that could be labelled as an inclusive sport-based programmes resource kit. The rest of them representing 86.7 per cent did not use any document like that. As a hook question of the survey question 9, the responses given at this question 13 seemed to be in contradiction with the question 9 responses. In the question, 9 responses, 44.4 per cent of the respondents affirmed that they include people with and without disabilities in their

programmes whereas their responses to question 13 was showing that they might not have the tools to really include people with disabilities in their programmes. Cross-checking with the survey question 10, 11 and 12 where it was noticed that there was a lack of human resources training (only 13.3 trained), a lack of disability-related material and infrastructures, a certain understanding could be gotten. In fact, where those NGOs affirmed they were including people with and without disabilities, the reality could be that it was not effective. They don't have the required resources to do that inclusion effectively.

The survey question 14 was asked with a double intention. It was a kind of introduction to the survey question 15 to find out the mindset of the respondents about that kind of resource kit before asking them to give their appreciation on what could be the content of such a kit. On the other hand, that survey question 14 would also give a preliminary insight into the third research question. It is worth indicating that before the question 14, the 13 gave a description of what is a resource kit. It was on that basis (description) that the question 14 and 15 were asked. The question 14 stated that *“how relevant do you think an inclusive sport-based resource kit could be to your programmes in the future?”* A table was proposed with a Liker scale and each one of the respondents had to tick one of the propositions. The next figure summarised the responses.

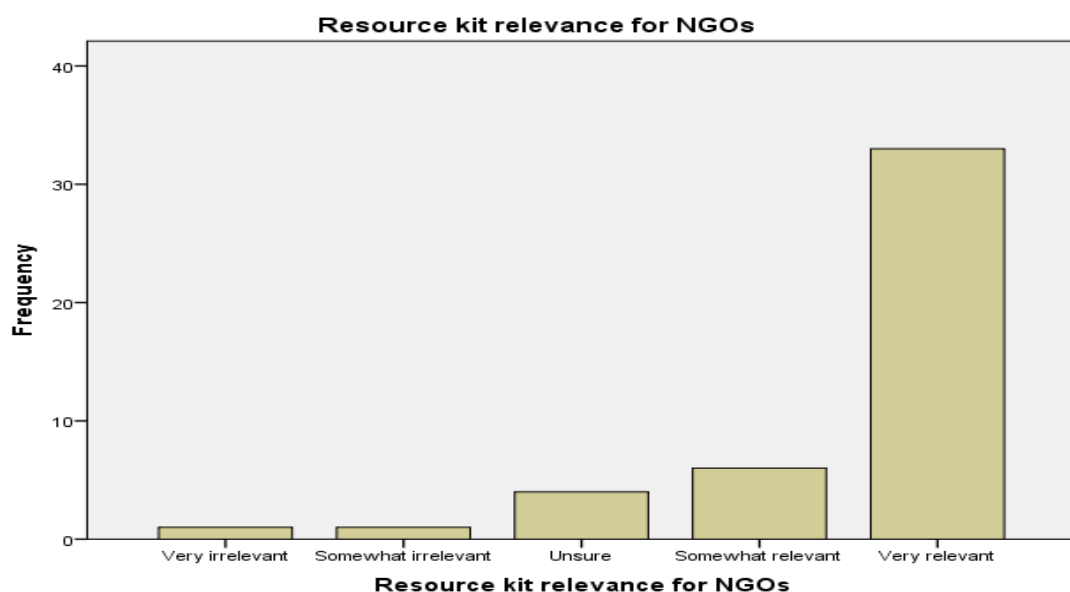


Figure 9. Resource kit relevance for respondent NGOs

The figure 12 showed that 33 NGOs (73.3 per cent) out of the 45 respondents found an inclusive sport-based resource kit “very relevant” for their programmes in the future. Those who found it “somewhat relevant” represented 13.3 per cent (6 NGOs) and those who were “unsure” or could decide represented 8.9 per cent (4 NGOs). Those who found it “somewhat irrelevant” and “very irrelevant” represented 2.2 per cent (only one NGO in each case). On this five points Liker scale, the responses which can be considered as positive in general (very relevant and somewhat relevant) represented 86.6 per cent (39 NGOs). Those of the responses which could be considered as negative were representing 4.4 per cent (2 NGOs). Taking the responses from those two sides, it appeared that even if the respondent NGOs seemed to be not catering yet efficiently for people with disabilities in their sport-based programmes, they might be inclined to change if inclusion tools were given to them. One of those tools could be the inclusive sport-based resource kit. The last survey question, the number 15 was then asked on the content of a forthcoming inclusive resource kit.

The survey question 15 consisted of a table in which fourteen topics were listed under four main themes as the probable content of an inclusive sport-based resource kit. It is central restating that the table was a summary of the four themes and their encompassing topics which were found during the document analysis. This was got focusing on the second research. The topics are listed in this question 15 to give a synoptic idea of the content of a resource kit to the respondent. The respondents were asked to indicate how important they found those topics to be part of a resource kit they might be the end users. A five points Liker scale was provided and for each topic, each NGO had to tick only one option. The table below summarised their responses.



Table 20. Resource kit content topics appreciation

Themes	Topics	Importance				
		Important %	Somewhat important %	Unsure %	Somewhat unimportant %	Unimportant %
<b>Disability Awareness raising</b>	Different meanings of disability.	84.4	8.9	4.4	2.2	0.00
	Main categories of disabilities and causes	75.6	13.3	8.9	2.2	0.00
	Disability rights	86.7	4.4	6.7	2.2	0.00
<b>Inclusive sport-based programmes management</b>	Recruitment and management of inclusive staff and volunteers	66.7	22.2	8.9	2.2	0.00
	Promotion and management of inclusive sport events.	73.3	17.8	6.7	2.2	0.00
	Community mobilisation	68.9	22.2	6.7	2.2	0.00
<b>Inclusive sport-based leadership skills</b>	Responsibilities of a leader (coach, teacher or facilitator)	73.3	17.8	6.7	2.2	0.00
	Child and vulnerable adults protection	84.4	8.9	4.4	2.2	0.00
	How to facilitate inclusion	86.7	4.4	6.7	2.2	0.00
	Main disabilities and their inclusion considerations and tips	71.1	20.0	6.7	2.2	0.00
	How to write an Individualised Sport Plan	62.2	26.7	8.7	2.2	0.00
<b>Inclusive sport-based session running.</b>	Preparation and delivery of an inclusive session.	80.0	13.3	4.4	2.2	0.00
	How to read game cards and conceive them.	60.0	26.7	8.9	4.4	0.00
	Adaptation of equipment from own environment	75.6	15.6	6.7	2.2	0.00

The table 20 revealed that all the 14 topics that could be incorporated in the resource kit were appreciated as “important” by at least 60 per cent of the respondents. Some topics came at the top with more than 80 per cent of the respondents appreciating them as “important”, the highest grade on the scale. Those topics were “disability rights” and “how to facilitate inclusion” appreciated as important by 86.7 per cent of the respondents. Following those topics were “different meanings of disability” and “child and vulnerable adult protection” appreciated as important by 84.4 per cent of the respondents. Many other themes were appreciated as important by more than 70 per cent of the respondents (“preparation and delivery of an inclusive session” 80 per cent, “main categories of disabilities and causes” 75.6 per cent, “adaptation of equipment from own environment” 75 per cent etc.

It was also noticed that while considering the positive appreciations together (important and somewhat important), 11 topics out of the 14 could be considered as having positive appreciation from more than 90 per cent of the respondents. Thus considering the second research question on what could be the content of a new inclusive sport-based resource kit, all the listed topics could be considered as qualified.

The results of this table 20 when analysed through a disability model lens can reveal some other meanings. The high rate got for topics like “disability rights” and “how to facilitate inclusion” (86.7 %) could indicate the recognition by the respondents of a need for equity based on rights. The score got for the topics such as, “different meanings of disability”, “child and vulnerable adults protection” (84.4 %) and “preparation and delivery of an inclusive session” could show a willingness to promote access. This promotion of access or ability to participate tend to adhere to the social model’s characteristics.

#### 4.2.4. Summary of the two first phases and link with the draft of the resource kit

The document analysis paved the way to answer our research questions, essentially the first and the second. It was found that the requirements for inclusive sport-based programmes, as human resources, were sport-based programmes managers, teachers, coaches and facilitators trained at least on disability awareness and best on disability inclusive sport. The material and infrastructural resources pinned down went from common sport materials to some disability-related materials and accessible infrastructures. The sport-based activities also should be adapted to accommodate people with all abilities. That was what concerned the first research question.

Responding to the second research question, fourteen topics were identified as necessary to be incorporate in an inclusive sport-based resource kit. That kit was understood as a “one stop” document that could influence the life values of people intending to run inclusive sport-based programmes, give them knowledge and guidance and equip them with skills to run effectively those inclusive programmes.

The specific characteristics of DCs forced to set the objective of confronting those findings from the document analysis to the realities of DCs. The survey was designed for that purpose. It was shaped on the basis of checking if what was found in the document analysis was relevant to the current situation on the ground in DCs. The findings of the survey revealed concerning the first research question that the resources highlighted by the document analysis were relevant to the DCs context. However, there was a serious insufficiency of those resources. It was also revealed that the respondents were catering somehow for people with disabilities in their sport-based programmes but they were lacking tools to do it efficiently.

Concerning the second research question, the contextualisation revealed that all the thematic areas found in the document analysis were well appreciated by the respondents. Furthermore, a high majority of the respondent NGOs found an

inclusive sport-based resource kit very relevant for their programmes in the future addressing thus the third research question.

Capitalising on the findings from both phases the development of a new resource kit, appeared to be recommendable. The resource kit draft encompassed the details of the four thematic areas got from the document analysis as revealed in the findings in section 4.1.4. All the 14 topics under those thematic areas as indicated in the survey question 15, were detailed in the draft of the kit. The detailed kit of 47 pages was sent to the respondents as described in section 3.5.3.

## 4.3. The third phase: Findings of the second qualitative phase (interviews).

### 4.3.1. Organisation of the data analysis

The data analysed at this third phase came from interviews carried on two types of respondents in line with the pragmatist and participatory action research view this study had espoused. These interviews were meant to get in-depth inputs from the respondents which will serve to answer the second but prioritarily the third research question. Five questions were asked to the respondents as described in the sections 3.5.3 and 3.6.3 of the methodology chapter.

### 4.3.2. Presentation of the descriptive characteristics of the cases (respondents)

Two types of respondents were involved at this third phase of the analysis of data as mentioned in the section 3.5.3 of the methodology. The first type of respondents were two people having a kind of expertise in the field of sport for development in relation with disability. They have a background of having worked or still working in the context of Developing Countries. The second category came from the former group of respondents who took part in the survey phase.

Below is the summary of the characteristics of the seven respondents at this third phase.

Table 21. Overall coding process of the third phase

<b>Respondents designation</b>	<b>Respondents origin and quality</b>	<b>Nodes</b>	<b>References</b>
<b>R1-</b> Respondent 1	Expertise in disability sport and author	20	115
<b>R2-</b> Respondent 2	Expertise in disability and working in DCs	17	34
<b>R3-</b> NGO-C	International NGO working in DCs	16	53
<b>R4-</b> NGO- J	African NGO	13	34
<b>R5-</b> NGO- T	South America and international NGO	15	52
<b>R6-</b> NGO- G	South East Asia NGO	11	16
<b>R7-</b> NGO- M	African NGO	13	33

Table 21 showed the seven respondents labelled from R1 to R7 followed by their specific designation. The second column corresponded to their origin and quality. The two last columns showed the number of nodes relating to each respondent during the coding process and the number of references coded from each respondent's interview.

#### 4.3.3. Findings based on research questions

The analysis of these interview questions was aimed at uncovering what the respondents think about the whole resource kit as it was elaborated. On the other hand the relevance or not for the kit for their work in the field of providing sports and physical activities for people with disabilities will be checked.

#### 4.3.3.1. First interview question: What is your overall view on the resource kit?

All of the 7 respondents answered this question and the table below summarised the coding matrix of their responses.

Table 22. Matrix coding of the first interview question

<b>Respondents designation</b>	<b>Negative views</b>	<b>Positive views</b>	<b>Remarks</b>	<b>Suggestions</b>
R1- Respondent 1	0	4	4	2
R2- Respondent 2	0	3	2	2
R3- NGO- C	0	5	0	0
R4- NGO-J	0	5	0	0
R5-NGO- T	0	7	0	0
R6- NGO- R	2	0	0	2
R7- NGO- M	0	5	0	0

Table 2 portrayed the four main themes identified during the coding of the data to answer the first interview question. Those themes were labelled as negative views, positive views, remarks, and suggestions. Negative views are those expressed in form of rejection of the content of the kit, or showing that the kit is inadequate. The positive views are those expressed showing that the kit is adequate or good. The remarks are views expressing some challenging issues in the content of the kit. The suggestions are views expressed toward the improvement to make in the content of the kit. Remarks and suggestions are most of time expressed following positive views.

In general, the positive views were more expressed followed by some remarks and suggestions by the first two respondents. The other respondents gave more positive views (for 4 out of 5) whereas one of them gave a negative view.

The positive views of the first respondent are mainly expressed in terms like:

“My overall view is that it is a very comprehensive manual and it covers a wide range of topics and themes. This manual makes a valuable contribution to the limited literature on inclusive sport in developing countries”.R1

This respondent being an author of a similar document himself, pointed out some remarks on the resource kit. For him, there are “places where the choice of phrase or vocabulary leaves the meaning slightly unclear”. He also found that calling the resource kit a “One Stop” document appeared to be too ambitious. He affirmed that because it would “be misleading to suggest that this manual is adequate on its own to fully equip the inclusive sport practitioner even though it covers a wide range of topics”. His suggestions in that regards were to “getting someone to proof-read this for readability and comprehensibility.” On the other hand, he also suggested, “to signpost readers to other manuals which address some of the different topics in greater depth”.

The second respondent on his side found the document “as timely and good effort” and contrary to the first expert, he liked the subtitle “One Stop document”. He, however, found that the document seemed to be too embracing. He stated that:

“I feel like it is riding between a management document, a field sort document, and academic document. I think you have to find for yourself what is needed and for my perspective and for my organisation, the more hand-on it can be the better it is”.

His remarks were related to the absence of an introductory chapter (which was not in the first draft) to the draft showing the target audiences and how the documents should be used by those audiences. He, therefore, suggested having that introduction part which would also “define some key concepts to be used throughout the document”.

On the side of the respondents from the survey phase, 4 out of 5 gave overall positive views on the resource kit without suggestions or remarks. They found it as:

“a strong kit, a great job, an extensive document, really excellent, a recommendable manual and a toolkit that could provide an opportunity to increase the participation of disabled people in sports based activities” (R3, R4, R5, and R7).

There was one among those respondents from the survey level (R6) who expressed a negative view on the resource kit. For him, the resource kit was

“Too long, too dense and as such hard to use and engage with”. According to this respondent, the document is overwhelming and he suggested to make the resource kit, a form of “short presentations or series, easier to digest”. He also thought that if the document has to remain as it was in volume (of the first draft) it should rather be called a manual and not a resource kit. This revealed a particular understanding that respondent (R6) had of the term resource kit.

In summary, the responses of the different respondents to the first interview question revealed that the document was viewed as a good, valuable and recommendable document by most them (6 out of 7 or nearly 86 per cent) with pertinent remarks and suggestions to improve it. Its density and over embracing form was also pointed out.

#### 4.3.3.2 Second interview question: What are the topics you find very important and those which could be abandoned?

This second interview question was asked to go deeper into the views expressed by the respondents while responding to the first interview question.

The table below summarised the responses of the 7 respondents.

Table 23. The matrix coding of the second interview question

<b>Respondents designation</b>	<b>Important topics to keep</b>	<b>Missing topics to add</b>	<b>Probable restructuring</b>	<b>Topics to abandon</b>
R1- Respondent 1	4	7	14	0
R2-Respondent 2	3	0	3	0
R3-NGO- C	2	0	3	0
R4-NGO-J	3	0	0	0
R5-NGO-T	5	0	2	0
R6-NGO-G	1	0	0	0
R7-NGO-M	1	0	3	0



Table 23 represents the matrix coding showing the four themes generated by the coding of the second interview question. The respondents pointed out some topics of the resource kit as very important or important, others as missing in the resource kit and some of them suggested restructuring some topics or some paragraphs. On the overall, none of them did point any topic to be directly abandoned in the resource kit.

The first respondent (R1) while recognising all the topics of the kit as relevant, pointed four of them as very important. He identified the topic of “Volunteer and staff management” as “a positive point of this manual” because “...it addresses the important (but often neglected) question of volunteering in sports programmes”. Another topic identified as very important was “Care and accident prevention” on which he stated that:

“Given the importance of this issue, this section could be discussed in greater detail, with more concrete examples, and be adapted more to the Developing-Countries context. I think that could help local NGOs a lot” R1

In addition to those themes, he indicated also “types of disability” as well as “individual sport plan” to be considered as important.

About missing topics, the respondent (R1) found that a topic like “Why do inclusive sport?” was missing. According to him, this topic should be included in the kit to show “what are the benefits of sport to people with disabilities, from perspectives of health, physical rehabilitation, social and psychological benefits”, for them as well as their families and the whole community. Other themes he thought as missing were the “sustainability of programmes” and the “gender issues in sport”. For this respondent, the consideration of the topic on the sustainability of programmes would help programme runners to plan how to keep on alive inclusive programmes “when the NGOs’ initial funding for their projects would come to their end”. Concerning the topic on gender, he suggested treating it in the sense of exposing “what are the cultural/ religious attitudes towards gender participation to sports and how can NGOs address these?” Other topics

like programme monitoring and evaluation were also suggested to be added to the resource kit.

The first respondent suggested also many restructurations going from topics restructuration to changing some sentences from one paragraph or topic to another. Concerning the topics, he proposed, for example, moving the topic on “Promotion and management of inclusive events” from the second chapter to the last with the understanding that “sport events are usually the culmination of programmes”. He also advised to invest time and other means on the design and the final layout of the document to make it “attractive for teachers, play facilitators and coaches”

The second respondent (R2) stated, with a kind of hesitation in the voice, that “all the topics are important” but appreciated more the chapter 4 especially topics on “inclusive session running” and “material adaptation” as very important and needed to “be illustrated with more images from the DCs context”. He found, in contrast with the first respondent, that:

“All our NGOs we are working in, we know how to go along working with volunteers and supporting them, identifying them etc. That is our field of expertise. Where you are bringing in expertise is how to do inclusive sport but you very much stayed in areas where we are already familiar in, especially for chapter number 2”. R2

He suggested not to abandon the topics about volunteer management but to reduce the emphasis on that chapter 2 especially topics on volunteer recruitment, community mobilisation, parents mobilisation. Concerning restructuration, he proposed elaborating more on “inclusive session running” to include a step by step weekly or monthly planning of some sessions as examples.

The respondents from the survey group did not point out any particular topic to be abandoned. The respondent R5 identified the first chapter by stating that:

“I think they are all very important particularly as I said your first section talking about what is disability and who is considered to have a disability and not seeing it as a deterrent to life but seeing it as a difference between people” (R5).

This respondent R5, on his side, found also that “there is a lot of text” and suggested as restructuration, that “it might be worth either putting a little executive summary at the start of each chapter and reduce the text”. He also advised removing a table of 4 pages on “Different types of disability and their inclusion tips” into an appendix “to make the document shorter and not be intimidated by reading 50 pages”. Others showed their preferences of importance for chapters from 2 to 4 (R4). For the respondent R6, the most useful chapter for him was chapter 3. The respondent R7 while recognising all the chapters as important and relevant, suggested that it would be “good to expand a little bit on the topic of community mobilisation and show the role of the different components of the community”, agreeing thus with the first respondent but contrasting with the second.

#### 4.3.3.3. The third interview question: What do you think presently about inclusiveness?

In this demarche of validation of the resource kit, it appeared reasonable to check the evolution of the perception of the respondents (especially those who were involved in the survey) with regard to the notion of inclusiveness in the context of DCs. The third interview question was therefore asked for that purpose as a hook question to serve also as a contrasting point before the next question on the usefulness and adoptability of the kit. The figure below summarised the coding of the responses got from the different respondents.

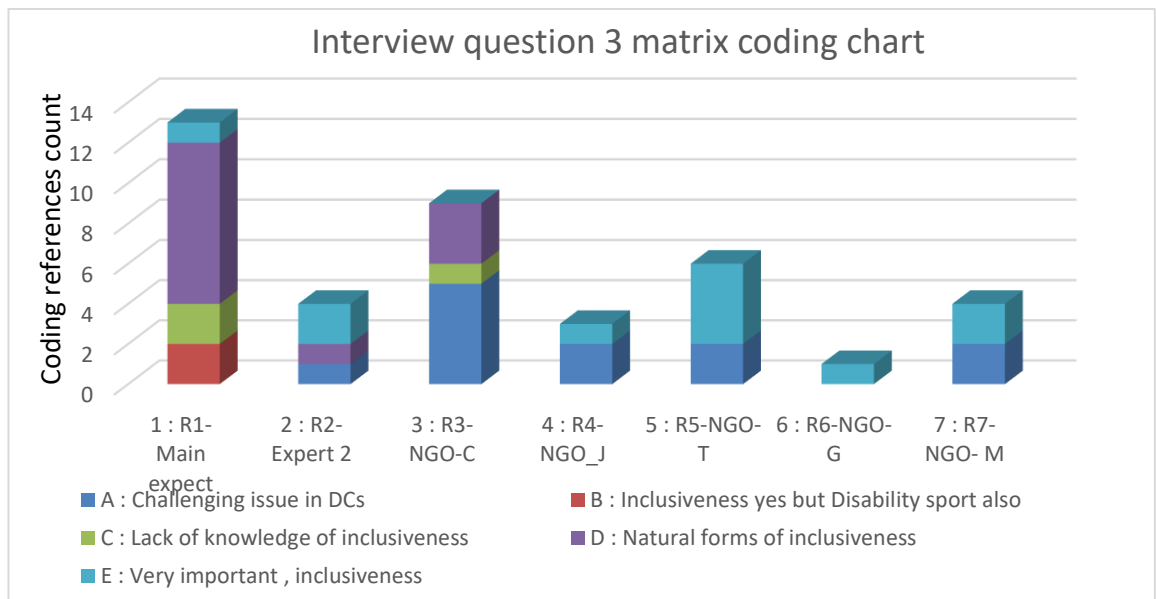


Figure 10. Matrix coding chart of the responses to the third interview question.

Figure 13 indicates the five themes which emerged during the coding of the responses given to the third interview question concerning what they think about inclusiveness especially in the DCs context. In general, the respondents found inclusiveness very important or important whereas recognising challenges due to lack of organised knowledge or engagement on it.

The first (R1) agreed with most of the respondents on the fact that inclusiveness is important and has to be taken seriously into account but made some distinctive points. According to him:

“There is already inclusive practices in sport because there is no special sport in most places, so people adapt, and (not all) but there are some disabled children who do take part in mainstream sport because there’s nothing else for them”.

He illustrated his point by comparing this state with what is happening in “Inclusive Education” as well by affirming that:

“People somehow often manage by themselves. I've seen in Cambodia deaf children in school with no sign language, no special training for the teacher but the teacher was managing because there is no alternative. The same thing happens in sport as well”.

For him this natural form of inclusiveness is there so that projects runners “can recognise it, can build upon, can encourage and develop further”. He also recognised the challenges confirming that:

“to me, it's also very true as well that there is a lack of knowledge, lack of awareness, some fears sometimes and coaches, teachers don't want to include children with disabilities because they are afraid of accidents or afraid they will get hurt. So that is all true but at the same time there is some natural inclusion taking place”. R1

Another theme the first respondent brought out on this question was the one labelled “inclusiveness, yes, but disability sport also”. He pointed out that while inclusive sports and physical activities are recommended to enhance in general social inclusion of the people with disabilities, “Disability sport” or performance sport must not be excluded. He insisted that “we should also try to provide special opportunities as well as inclusive opportunities because this is what disabled people themselves want”.

The second respondent (R2) on his side was less prolific on the question. He also recognised that there is a sort of natural inclusiveness in DCs but with a lot of challenges. He affirmed:

“I think inclusiveness stays in NGOs, very much at the policy level but in the actual reality, we don't see enough of inclusiveness. And when it is there it is tokenism. We add one wheelchair, we take pictures with a person in a wheelchair and we say we've been inclusive but all that doesn't mean structured inclusive programming.”

He added that on the other hand, “there is a very good momentum for inclusiveness especial with the “Sustainable Development Gaols” or SDGs which are saying; “leave no one behind”. He concluded that it is important to “bear in mind that there is a lot to do”.

The respondent R3 found straight away that inclusiveness is a challenging issue in DCs. He recognised the existence in DCs of some organisation working for inclusiveness but on overall when those NGOs may say they are for everyone or inclusive, “when it comes down to it, they are maybe an academy or focussed on winning or focussed on the best children and help them to become great in sport”. It is, therefore, important to get the message clearly across. According to

him (R3) getting the inclusiveness message across could be asking their partners, as part of their agreement that, they “must also adhere to social inclusion and work with children of all abilities”. The other respondents from the survey group also agreed to the importance of inclusiveness seeing it as the right of all to participate in sport and leisure though it wouldn’t be easy to achieve (R4, R5, and R7). The respondent R6 was less prolific on the question by just stating that inclusiveness “is vitally important”

In summary, the common ground found in the responses to this third interview question was that inclusiveness in DCs context remains a challenging issue. Nevertheless, it is import to consider and promote taking into account its feeble form of natural existence but also the current momentum prompted by the SDGs.

#### 4.3.3.4. The fourth interview question: Could this resource kit make a difference in case you would like your programme to be inclusive?

The fourth question was aimed at reviewing the validation process by checking some final statements of the relevance of the kit and its possible adoptability by the respondents in inclusiveness. The figure below portrays the coding of the responses from the different respondents.

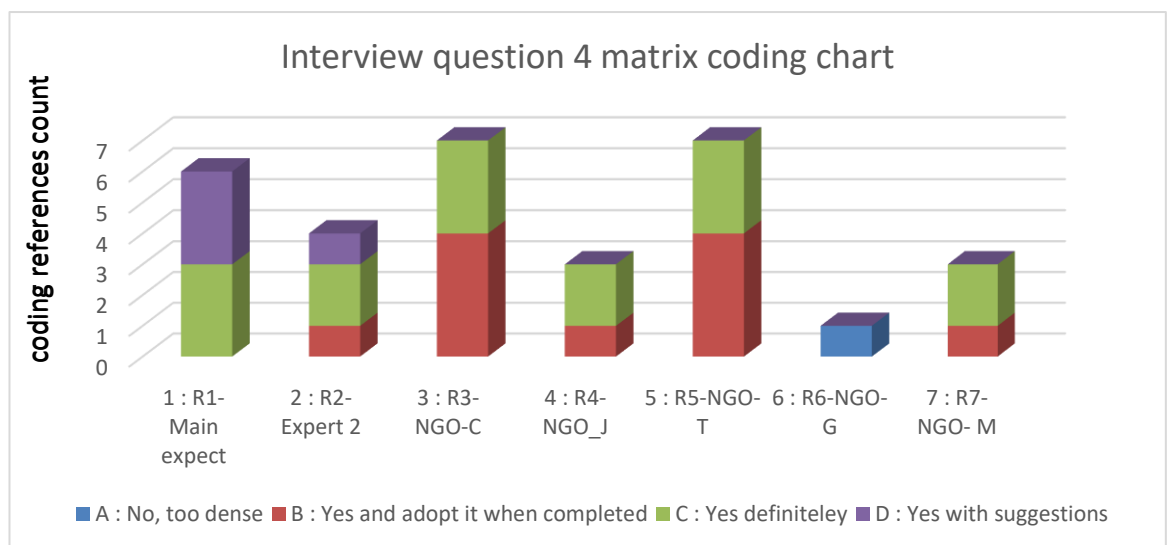


Figure 11. . Matrix coding chart of the responses to the fourth interview question

Figure 14 indicates the four main themes that came out of the coding of the responses to the fourth interview question. Those themes sprout out in form of a straight acceptance affirmation of the relevance of the kit with some suggestions. Others also expressed the espousal of the kit when completed. There was also a complete rejection of it in its then-current form.

The respondent (R1) recognised that the kit would make a definite significance difference when adopted by NGOs. He stated that “the answer, in short, is yes ...there is a lack of literature, a lack of training materials, I think this manual makes a contribution.” In order to give a kind of validation seal to the kit, he made some complementary suggestions. He suggested “making it a bit more adapted to developing world situations” on one hand. On another hand, he advised repeating throughout the whole document some green boxes in the first chapter made up of questions and reflection points. He found that “...it would help the reader to reflect and apply what they've read to their own experience”. On a structural point, this respondent found that the kit has to be submitted to a “serious design and formatting process” in order to make it attractive. For him, it “worth spending time and money to get the layout done correctly”.

The second respondent (R2), on his side, also found that the kit would make a significant difference when NGOs in the field take it on as a tool but only after focussing more on actors on the field. He suggested focussing it a bit more on coaches and teachers. According to him, “you cannot just send a resource kit and expect people to do it. It has to come with a training, with guidance, with support, with follow-up support etc.” He made another point on the kit affirming that “as it is now, it doesn't look attractive which is normal because you are still at the writing phase” and added that “but for the next phase and if you want to disseminate it then you will have to work on layout issues.”

The respondents R3, R4, R5 and R7 unanimously agreed that the kit would make a definitely significant difference when their NGOs have access to it and were all

eager to adopt it when complete. The respondent R3 was declaring, enthusiastically (body language), in that regard that:

“...if we are able to offer this to our partners or if we are able to say "Okay, to be part of network then you have to sort of adhere to this inclusive resource kit or you have to be able to train your staff to fully understand these issues and able to provide them with this resource kit it would help them a lot”. R3

The respondent R5, on his side, affirmed that “I would love to have the final copy ...we would love also to include some of the information in this kit in our training courses”. That resounded like a special pledge towards adopting the kit.

The respondent R6 rejected the kit by declaring “No. I am overwhelmed by the density of information. It's too much to take in or act upon in a simple way”. In line with what this respondent stated in the first interview question, he found that the kit needed to be made simple to be usable. His point at some extent joined the points of view of the second respondent who was suggesting that the document might be preferred targeting as audience people working on the ground, coaches, teachers, and facilitators.

In summary, as common ground, most of the respondents seemed to see the kit as a tool that could make a significant positive impact on their programmes. Moreover, those respondents appeared to be eager to adopt it. However, the kit needed a refinement in content but also in layout.

#### 4.3.3.5. The fifth interview question: (Optional). Would you like to share a local game of your community based on the game card conception framework on page 43, table 13?

The fifth question was an optional question but with the aim to gauge the respondents' sense of belonging to the process of knowledge co-production that our research adopted for the development of the resource kit. The coding of the responses of the different respondents was summarised in a matrix coding chart as shown below.



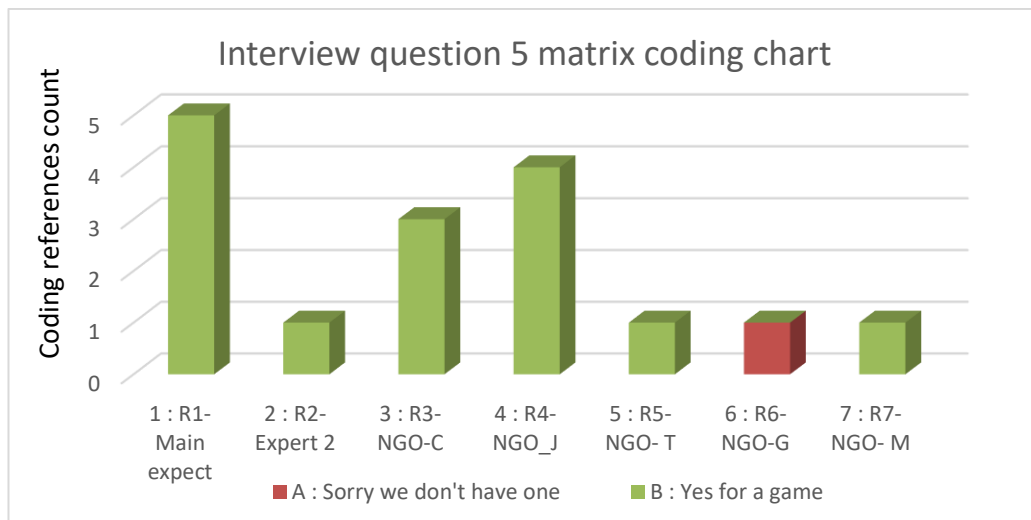


Figure 12. Matrix coding chart of the fifth interview question

The responses to this fifth interview question yielded only two themes. Six out of the seven respondents agreed to share a game that could be incorporated into the kit and one respondent (R6) was sorry. Among those who accepted to share, some of them elaborated in extenso about the game directly during the interview while others promised to send it by email after the interview.

The first respondent (R1) shared a game called “Cups and saucers” which was in his authored document. He explained the reason he chose it by stating “when we played this in Sri Lanka all the kids had fun and also it's very easy to adapt in different ways”. The second respondent also accepted to share a game and promised to send it by email. The respondents R5 and R7 abounded in the same line.

The respondent R3 while recognising that their games “are not in the same framework as what is in the resource kit” because they are a capacity building organisation, promised to send a game “educating about different social issues like gender equality, conflict prevention, health and wellness”. The respondent R4 on his side proposed a game from their community called “Racka Racka, played by two teams of a minimum of 2 team members”. The two teams toss for who will start. One of the two teams will go in the middle of the playing field which usually measures 8.5 meters. He elaborated on the aim of the game as “being

the first team to reach a winning score which can be 100 by accumulating points on balls caught while in the middle". The respondent R6 declined that call of sharing games from one's community expressed in this fifth interview question by declaring "no sorry".

On the overall, the answer to the fifth interview question appeared to reveal the willingness to share games in the kit of most of the respondents.

#### 4.3.4. Summary and answer to the research questions.

Considering the interview questions 1 and 2, the second research question found its answers summarised as follow:

- The 4 chapters and their 14 consisting topics were globally approved as relevant to be part of the resource kit
- Some topics might be added while others are suggested to be less emphasised.
- Some restructurations are to be made at the levels of chapters as well as topics.

Building on these answers to the second research question the three remaining interview questions helped to find that the respondents unanimously agreed on the importance of promoting inclusiveness in DCs though there are challenges. Most of them found the resource kit significantly relevant and eager to adopt. Most of them were also prompt to share games from their communities which could be included in the kit.

Thus, considering the third research question which was looking at how the resource kit could be validated, the above summary responses from the interview questions could lead to the following answers:

- The experts' positive views on the resource kit marching the same from most of the other respondents gave the kit a credit of a relevant document for the inclusion of people with disability in sport-based programmes.
- As a document that most of the respondents wished to adopt in the future for their programmes, it can be considered as valuable for them and thus validated.

# 5. Discussion of the findings

## Introduction

The purpose of this chapter is to discuss the findings with regard to the literature after restating the research questions. The main themes portraying the findings and show how they answer the research questions will be outlined. The chapter will be concluded with the link between the findings and the development of the resource kit. It is worth restating that the development of the resource kit for NGOs running sport-based programmes in DCs is the ultimate goal of the inquiry. The research questions asked to guide the inquiry were as follows:

1. What are the requirements for inclusive sport-based programmes in Developing Countries regarding human, material, infrastructural and other resources?
2. What would be the content of a resource kit considered as “One Stop” document that could help to acquire knowledge, skills and guidance for inclusive sport-based programmes run by NGOs in those Developing Countries?
3. How relevant could that inclusive sport-based resource kit be for its future users which are NGOs in Developing Countries?

The inquiry adopted a three-phase approach. It started with a document analysis which results were then contextualised in a survey and validated in an interview phase. The discussion of the findings will follow the order of the research questions by commenting the main themes aimed at responding to the questions and how they could be back up by the literature.

## 5.2. Requirements for inclusive sport-based programmes.

The answers to the first research question looking at the requirements of an inclusive sport-based programme were mostly searched through the first and second phase of the inquiry.

The findings revealed that for an inclusive sport-based programme to be run by NGOs, there was a need for human resources in the form of sport coaches, teachers and facilitators under the programme or project managers. These human resources should be trained in disability awareness at an initial stage to inclusive sport facilitating. at a final stage. These findings hence yielded from the literature (document analysis) needed to be verified on the ground in the DCs through the survey. The findings of the survey revealed that the respondent NGOs were employing around 75 per cent of volunteers in comparison to only 23 per cent of paid staff showing the importance of volunteering in the actions of NGOs. These human resources were lacking training especially training on inclusive sport facilitation.

These findings were in accordance on one hand with the importance of volunteering in NGOs' actions as found in the literature (Ball and Dunn, 2013). Ball and Dunn (2013) stated that volunteering in NGOs constitutes an important opportunity to run some development projects in countries where governments are overwhelmed by other priorities. The high percentage of volunteers (75 per cent) in the case of this project confirmed that. On the other hand, the lack of training of the human resource on inclusion issues could be approached to what Opoku et al., (2015) found when accessing an inclusive education programme in Ghana. Opoku et al. (2015).stated that the lack of training of teachers for inclusion was one of the causes for which the expected target of making the education fully inclusive was not achievable

The second range of requirements for inclusive sport-based programmes was the need for material resources in the form of general sports equipment but also

some specific equipment that could help to cater for people with various abilities. Regarding that need of material resources, on the ground, the survey findings showed that there was a substantial lack of those resources. Disability related equipment or materials, such as wheelchairs, bell balls, and blindfolds, were simply lacking. There was also lack infrastructural resources. Only 26.7 per cent of the respondent NGOs declared having some wheelchair accessible playing ground. The wheelchair accessible halls, were possessed by 18 per cent of the NGO. This situation revealed by the findings at the survey stage confirmed what the literature exposed through some authors (Novak, 2014; Khumalo et al., 2013; Azaiza et al 2012; Andreff, 2006). These authors found that the lack of funding for the sport related field in the DCs has left the material and infrastructural conditions very deplorable in those countries.

Concerning sport activities as part of the requirement for inclusive programmes revealed by the findings of the first phase, their situation is quite varying on the ground in the DCs. Ball sports were the most common and were adopted by more than 93 per cent (42 out of 45) of the NGOs. Interestingly they were 93 per cent also declaring being involved in capacity building of the participants as NGOs oriented towards sport for development. The fact that capacity building also was one of the most shared activities (at the same level as ball sports) was a confirmation of the objectives of the website platform (Sportanddev) where those NGOs were recruited from. The registered NGOs were supposed to be involved in sport and use it as a tool for development in their communities. The sport was meant to promote other values such as education in general and social leadership skills. This confirmed also what literature revealed about the importance of the actions of NGOs in DCs in terms of helping communities in building their capacities to take care of themselves (Lewis, 2009; William, 1991). The researcher can also confirm this by the own experience got at the beginning of the research process. Being involved in the Plan2inclusivizee project which was run in Togo, the researcher noticed that a female football project developed in Togo by Plan International Togo had contributed to increase the education rate of girls in the region where the project was run and most of those girls also acquired other skills such as sporting journalism.

### 5.3. The thematic content of the inclusive sport-based resource kit.

The answers to the second research question looking at what could be the content of an inclusive resource kit produced, at the first phase, four main thematic areas. These thematic areas or themes constituted the resource kits chapters. The first thematic area encompassed general information on disability going from disability understanding and different types of disabilities to the rights of people with disabilities. It was, labelled “Disability awareness raising”, as chapter title because the aim of all the information was to help understand disability. That understanding would trigger changes in the perceptions people have of disability and lead to the acceptance and inclusion of those people as full participants in the society.

This thematic area was addressed in the context of DCs through some questions of the survey. Those questions were aimed at gauging the inclusiveness of the programmes run by the respondent NGOs, the availability or not of a resource kit or document in which they could get information on disability. Responding to those survey questions, a little more than 44 per cent (20 out of 45) of the respondent NGOs affirmed that they were including some people with disabilities. When it came to the usage or not of a kind of inclusive resource kit, nearly 87 per cent (39 out of 45) of them recognised they were not using any inclusive resource kit as a manual or document to support their actions. This information could carry a meaning of an ineffective inclusion attempts in their sport programmes. That was another piece of evidence of the lack of training revealed in the answers to the first research question. While they were then asked about how relevant the use of an inclusive sport-based resource kit would be for them in the future, more than 73 percent (33 out of 45) said they would find it very relevant with, an additionally, 13 per cent (6 out of 45) stating that they would find it somewhat relevant.

At the third phase, the “Disability awareness raising” thematic area was addressed through the interview question on the importance of inclusiveness regarding the programmes the respondent NGOs were running. All the respondents affirmed that it was important. This unanimous response proved that knowledge and understanding can change attitudes. This finding confirmed what I observed also on the ground during my experience with the Plan2inclusivize project. I discovered that all the participants were amazed after having the first information based essentially on disability awareness raising during their training. Some of them even confessed their bad attitudes towards people with disabilities they interacted with and promised to correct their behaviour from there. This change confirmed the argument made by Florian (2008) while demonstrating the triangular influence between knowing, believing and doing. Florian showed that when a person accepts to know (in this case about disability) it can increase belief or confidence leading to do what is required.

The second theme, revealed at the first phase, regrouped information related to managing an NGO willing to embrace inclusion. It brought out topics concerning recruitment and management of volunteers, community mobilisation and inclusive event organisation. This theme appeared to be pertaining more to a managerial level of NGOs’ actions regarding inclusive sport-base programmes. The theme was positively appreciated at the survey stage by nearly an average of 90 per cent of the respondent NGOs. At the third phase when the theme became the title of the second chapter of the kit and the entailing topics elaborated in detail, the majority of the respondent (6 out of 7) found them important and interesting. It is, however, worthwhile reminding that, while some NGOs found that thematic area helpful for their programmes, few which claimed to have the expertise of the topics detailed found those topics too much elaborated. The significance of these different views was in accordance with the literature concerning the variety in the NGOs’ field. While some are well structured and highly organised, others (especially on local and national level) need improvement (William, 1991). My involvement on the already mentioned Plan2inclusivize project also confirmed that. During that project, I found that



participants from Plan International Togo, a national NGO with international consistent support were aware of management and organisational issues than other smaller local NGOs involved in the same training. The final draft of the resource kit has to take this difference in NGOs' nature and produce the appropriate information that both big and small NGOs can use.

The third thematic area concerned leadership skills that inclusive programme facilitators and/or activities facilitators on the ground (playing ground, schools, clubs etc.) should acquire in order to run effective inclusive sport-based programmes. The topics entailing that third area were, among others, responsibilities of programme and session facilitators, health and safety, inclusion considerations and tips, children and vulnerable adult's protections and individualised sport plans. The aim of this thematic area was to give appropriate information to the sport programme leaders mostly on how to carry out their responsibilities genuinely and safely prior to coming into contact with participants. Similarly to the second thematic area, the topics of this third also got, on average, more than 85 per cent of positive appreciation in most cases, at the survey stage. Some topics such as "Child and vulnerable adults protection" and "Main disabilities and their inclusion tips" got more than 90 per cent of positive appreciation. The appreciation at the interview stage was also positive with 6 out of the 7 respondents. Like in the case of the second thematic area, few NGOs also found some topics like "Responsibilities of leaders" too detailed. In the same sense, others found the topic of "Main disabilities and inclusion consideration and tips" very dense. This is in alignment with what was found concerning the second thematic area.

The fourth thematic area was formed by topics concerning preparation and delivery of inclusive sessions, games plays and recreations as well as equipment adaptation. The main aim of this thematic area was to equip the field worker (coach, teacher, and facilitator) with information on how to conduct inclusive sessions in a practical sense. It was thus titled "Inclusive session running." Nearly all the topics of this thematic area got 90 per cent of positive appreciation from the respondent NGOs during the survey phase. During the interview phase, the thematic area got a positive appreciation from nearly all the participants but the

topics were diversely appreciated. Some suggested that the topic on “Preparation and delivery of an inclusive session” should be more detailed while others found that the topic on “How to read game cards” should be more explicit.

The findings answering the second research question revealed an enthusiasm of the respondents in relation to the content of the resource kit and their willingness to participate in the co-production of knowledge. This is in accordance with what Edelenbos, Van Buuren, Van Schie (2011) affirmed about knowledge co-production. They found that it is when the stakeholders were engaged at an early stage of the knowledge production beside experts and decision makers and when they could recognise their inputs in the production that the application concerning them has the bigger chance of having an impact. On the other hand, this gave credit to the participatory action research demands as revealed in the literature (Bergold & Thomas, 2012; Baum, MacDougall and Smith, 2006; Gaventa, 1988) regarding the involvement of people in the knowledge production; the aim being, an opportunity given to people to take action to improve their own life or the life of their own community.

## 5.5 Relevance of the resource kit to the end users.

The findings answering the third research question were found at an earlier stage during the survey phase. Those findings came out from the questions relating to the relevance of the usage of a resource kit in the future by the respondent NGOs. Those findings were further probed through the interview questions 3 to 5 regarding the importance the respondents were giving to inclusiveness and their probable acceptance of the resource kit as a tool they might use in their sport-based programmes.

At the survey phase, more than 73 per cent (33 NGOs out of 40) found that an inclusive resource kit would be very relevant for their programmes in the future. Additionally, 13 per cent of them found it somewhat relevance, making nearly 87

per cent of a positive view on the relevance of the resource kit. Similarly, at the interview phase, most of the respondents from the survey phase still had a positive view of the resource kit. That matched also the views of the other respondents engaged at that last phase especially the views of the first respondent who is also an author of a similar document.

Therefore, building on the fact that answering the second research question the respondents found the topics important and taking into account what was reported earlier from the literature on Edelenbos, Van Buuren, Van Schie (2011), the resource can be considered relevant for its end users. This relevance is comforted by the fact that some of the respondents could even identify their input in the kit. They were also willing to incorporate the document into their work. Others, even at then draft stage, requested its translation in their local language.

After repainting the whole picture of the research process and giving meanings to the findings with regard to the literature, the next section will draw the link between the findings and the final draft of the resource kit.

## 5.6. The link between the findings and the development of the resource kit.

It is central to reiterate that the ultimate aim of the current research project was to develop

an inclusive sport-based resource kit. That kit should be used by NGOs in DCs to include people with disabilities in their sport-based programmes. The conception of the kit was theoretically framed by the principles of inclusive pedagogy evoked in Spratt and Florian (2013). These principles stipulate that:

- difference must be accounted for as an essential aspect of human development in any conceptualisation of learning;
- Educators must believe or been convinced they are capable of educating people of all abilities;

- The educating or coaching profession must continually develop creative new ways of working with others.

Therefore, the kit to be developed must be underpinned by those principles by portraying knowledge that would equip the user to be capable of including people with all abilities in sport-based programmes.

On the other hand, the inquiry of the current project was guided by the conceptualisation of participatory research according to Gaventa (1988). Research is considered, in that regard, “not only as a process of creating knowledge, but simultaneously, as education and change of consciousness, and of mobilisation for action” p. 19.

Following the above described considerations, a sequential mixed method approach was adopted to uncover the appropriate knowledge to enclose in the kit. The search for the production of a knowledge that educates changes consciousness of its end-users forced to involve NGOs in the DCs on a participatory basis. These NGOs respondents reviewed a proposed draft and gave their views which shaped the final content of the kit.

The kit has evolved from its entailing topics produced in the table of the survey question 15 (appendix) to the final copy under the views expressed by the respondents. It is worth indicating that the proposed topics in that table derived from the findings of the document analysis. After rating the topics in the survey question 15 and reviewing the full draft, the evolution of the kit could be recapitulated as addition of topics, restructuration of chapters' content and reduction on topics' content.

Two new topics, “how to use this document” and “preliminary terminologies and acronyms” appeared at the beginning of the kit. In the first chapter, the topic “perceptions of disability in DCs context” was added as a consequence of the suggestions of the respondents. In the second chapter, “sustainability and

scaling of programmes” was the new topic. Concerning the restructuration of chapters’ content, the topic “main categories of disabilities and causes” was moved from the first chapter to be combined with “main disabilities and their inclusion tips” in the third chapter. The topic “promotion and management of inclusive sport events” was also moved from the second chapter to the last chapter. The content of some topics were reduced or summarised following the remarks and suggestions of the respondents. This was done mostly in the first and second chapter where some respondents stated that there was too much elaboration.

The final content of the kit became, therefore, a co-production from the respondents and the researcher. The researcher sought for the information, arranged it and proposed it to the respondents. They got informed, analysed the information taking into account their sociocultural, economic and political context and gave their appreciation and views. The researcher triangulated on these views and produced the knowledge in which the respondents can recognise their contributions.

# 6. Conclusion and recommendations.

## 6.1. Introduction

This chapter summarises the entire research project by outlining the rationale for undertaking the project and the methodology used to answer the research questions. The findings are synoptically presented and some recommendations proposed regarding the usefulness of the resource kit and future researches to improve it.

## 6.2. Rationale and summary of the research

Literature has revealed that Developing Countries are, in general, confronted to challenges in providing sporting opportunities for their population (Andreff, 2006 ; Novak 2014). In those countries, public authorities are the main providers of sporting opportunities and the weak economic status of the states make it difficult to fund sport and physical activities. Lack of sport equipment and infrastructures, lack of training of the sporting human resources and lack of consistent sport policies are the main characteristics of the practice of sport in those countries according to Andreff (2006). In these conditions as described above, the provision of sporting opportunities for people with disabilities becomes even conjectural (Novak, 2014; Bourgeois, 2011; Onyewadume, 2007). The provision of disability specific equipment and accessible infrastructures become serious challenges for governments in those countries. People with disabilities thus become more and more exposed to the denial of all the benefits of sport and physical activities participation.

Nevertheless, in Developing Countries, NGOs are known for their impact in helping communities to take actions to improve their lives where governments couldn't intervene (Lewis, 2009; William, 1991). The current research project is inscribed in that trend through the achievement of its ultimate goal which is the development of a resource kit that NGOs running sport-based programmes in DCs could use to include people with disabilities. A three-phase mixed method approach was used to discover the requirements for efficient inclusive sport-based programmes as well as the thematic content of the inclusive sport-based resource kit.

The requirements for inclusive sport-based programmes came out as:

- Human resources which are coaches, teachers and facilitators trained on inclusion best practices.
- Material and infrastructural resources design with adaptation to accommodate people of varying abilities
- Sport and physical activities conceived with adaptation in order to cater for people with all abilities.

Taking into account the above-mentioned requirements for inclusive sport-based programmes, the content of the resource has to show that:

- Difference (in ability) is accounted for as an essential aspect of sport-based programmes
- Sport educators/ coaches have to believe in their capacities of educating or coaching people of all abilities
- Sport educators have to be eager for innovation and creativity.

Based on those above described principles the final content of the kit enclosed the following:

- Chapters giving general information on disability with the aim of understanding difference and accounting it for programming and management (chapter 1 and 2)

- Chapters on how to cater for people with different abilities in programming sport-based activities (chapter 2 and 3).
- Chapters on running inclusive sport-based activities themselves (chapter 3 and 4).
- 

The hope assigned to this resource kit is that it would equip NGOs providing sport-based programmes in the DCs to include more people with disabilities in their programmes. This would, in turn, give opportunities to those people with disabilities to enjoy the health benefits of sport and physical activities. (Wyndaele, 2011; Weng et al., 2011; Andersson, 2009; Rimmer, 1999) as well as the socialising and well-being benefits.

### 6.3. Recommendations

In every research, some holes can appear during the process. In the case of this current research project, the development of the resource kit should have involved a consequent number of NGOs as stakeholders. This would have helped to comfort a participatory action research trend. That trend did not meet all its target. There was not enough NGOs involved at the interview phase where greater in-depth input was expected. Time constraints also didn't permit to work further on the layout issues in order to make the kit more attractive.

As consequence the following recommendations are made:

- The resource kit can be taken through a phase of test on the ground. That test could be done in the form of engaging a number of NGOs who would use the kit on the ground as a document under an assessment programme. In that regard, a study should be commissioned on the process of implementation of the resource kit in real situations of Developing Countries. A researcher, in that case, could take the resource kit to a number of NGOs in DCs and during the use of the resource as a tool for inclusion, gather data about what worked and what didn't work.



During the assessment, the efficacy of the document to serve a tool for inclusion in sport-based programmes could be found on one hand. On the other hand, the inquiry during the test could also search for either dividing the resource kit into two documents or reduce it to what matters most on the ground. The findings of that study could lead to a further refinement of the kit.

- Another option of study could be the repetition of the above describe study in three or more regions of the DCs (Africa, South East Asia, and South America). The results would be put under another comparison study in order to come out with a universal document throughout the developing world. The main merit of those further studies will be the production of a large scope document but also a document representing effectively the Developing Countries.
- The resource kit can also be submitted to some design professionals to improve its layout and make it more attractive.

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# Appendices

## Appendix A - Document analysis code book.

<b>Code book: Topics relating to the resources</b>		
<b>Short description</b>	<b>Detail description</b>	<b>Examples</b>
<b>Human resources</b>	Staff and volunteers needed for inclusive sport-based programmes	Programme managers, teachers, coaches and facilitators or play leaders trained on disability awareness raising, disability inclusion and sport-based disability inclusion.
<b>Material resources</b>	Material and equipment needed to run inclusive sport-based programmes.	Wheelchairs, scooter board, blindfolds, rackets and bats of different size, weight, balls of different size, weight colours and texture, balloons etc.
<b>Infrastructural resources</b>	The necessary infrastructure that could facilitate the participation of people of all abilities.	Ramps accessible to wheelchairs on courts and play grounds, tactile cues, accessible toilets, changing facilities etc.
<b>Aquatics and other individual sports</b>	Sports and games practiced in water and other outdoor or indoor games practiced individually	Swimming (in pools or rivers and lacks), skiing, climbing etc.
<b>Ball games</b>	Games played essentially with balls as main material	Soccer (football), Volleyball, basketball etc.
<b>Ice-breakers, warm-ups and trust games</b>	Games played in groups but non-competitive serving as ice-breakers, warm-ups or cooldowns.	Gotcha, Elbow tag, Walk tag etc.
<b>Old time and indigenous games</b>	Games practiced as traditional or indigenous games.	Lion and the got, Scavager hunt etc.
<b>Rackets and bats sports</b>	Games played especially with rackets or bats.	Tennis, Hockey, Cricket, Baseball etc.
<b>Recreation and leisure divers</b>	Games played on more recreational and leisure basis	Mute Line-Up, Everybody Up, Magic shoes etc.

## Appendix B - Screenshot showing the four analysed documents in Nvivo

The sources: The four analysed documents, their nodes and

The screenshot displays the Nvivo Pro software interface. The top menu bar includes FILE, HOME, CREATE, DATA, ANALYZE, QUERY, EXPLORE, LAYOUT, and VIEW. Below the menu is a ribbon with various tool icons for workspace, item, clipboard, format, paragraph, styles, editing, and proofing. The main window shows a search for 'Sport-based inclusion resource kits or toolkits' under the 'Sources' tab. The search results are displayed in a table with columns for Name, Nodes, References, Created On, Created By, Modified On, and Modified By. The table lists four documents: 'Be-Prepared.', 'Count-Me-In.pdf Inclusive physical activity 2006', 'Discover Inclusive Physical Education-Final', and 'Sport and Play for All - A Manual for Disability Inclusion (2)'. The left sidebar shows a navigation pane with options like Internals, Externals, Memos, Framework Matrices, Sources, Nodes, Classifications, Collections, Queries, Reports, Maps, and Folders. The bottom status bar shows the user 'KAD' and '4 Items'.

Name	Nodes	References	Created On	Created By	Modified On	Modified By
Be-Prepared.	570	4453	30/12/2015 11:35	KAD	30/12/2015 11:35	KAD
Count-Me-In.pdf Inclusive physical activity 2006	80	848	30/12/2015 11:35	KAD	30/12/2015 12:23	KAD
Discover Inclusive Physical Education-Final	92	706	30/12/2015 11:37	KAD	30/12/2015 11:37	KAD
Sport and Play for All - A Manual for Disability Inclusion (2)	591	2056	08/06/2016 12:10	KOFFI	08/06/2016 12:10	KOFFI



## Appendix C- Screenshot showing the coding process in Nvivo

The screenshot displays the Nvivo Pro interface with three callout boxes highlighting key features:

- Nodes and the numbers:** Points to a table listing nodes with their names, source counts, and reference counts.
- References in nodes:** Points to a list of references associated with a specific node, including their coverage percentages.
- Coding phases:** Points to the left-hand navigation pane showing the project's hierarchical structure.

The main interface shows the following components:

- Top Menu:** FILE, HOME, CREATE, DATA, ANALYZE, QUERY, EXPLORE, LAYOUT, VIEW.
- Nodes Panel:**

Name	Sourc	Refer
1- Disability a	0	0
1.1- Differ	4	23
1.2- Main c	4	45
1.3- Disabili	3	10
2- Inclusive sp	0	0
3- Inclusive sp	0	0
4-inclusive spo	1	2
5-Inclusive spo	0	0
6- Documents'	4	9
7- Purposes of	4	10
- References Panel:**
  - 1.1- Different meanings o
  - participate and contribute
  - Reference 3 - 0.04% Coverage
  - In assisting a participant who is visually impaired it is important to be articulate and to give the fullest description of instructions; this may involve moving parts of their body to indicate a required movement for an activity
  - <Internals\\Sport-based inclusion resource kits or toolkits\\Count-Me-In.pdf Inclusive physical activity 2006> - \$ 5 references coded [0.38% Coverage]
  - Reference 1 - 0.11% Coverage
  - For successful inclusion in physical activity it is important to find a group of people around the child(ren) that want to give it a go. With this group, you can proceed to the most important question: How can we do it? - How can we facilitate the participation of children with disabilities in inclusive physical activity settings?
  - Reference 2 - 0.05% Coverage
  - Inclusion requires adaptation of the activity. You can do this in many ways, without changing the basic
- Left Navigation Pane:** Nodes, Phase 1 Open coding, Phase 2 Developing categ, Phase 3 Categories regroup, Phase 4 Main thematic are, Cases, Relationships, Sources, Nodes (selected), Classifications, Collections, Queries, Reports, Maps, Folders.
- Bottom Status Bar:** KAD 57 Items Sources: 4 References: 23 Unfiltered 100%

## Appendix D- Screenshot showing the matrix coding query in Nvivo

Node matrices of the different themes

A node matrix showing the matrix coding query results

The screenshot shows the NVivo Pro interface with the following components:

- Menu Bar:** FILE, HOME, CREATE, DATA, ANALYZE, QUERY, EXPLORE, LAYOUT, VIEW
- Toolbar:** Includes icons for Go, Refresh, Open, Properties, Edit, Paste, Copy, Merge, Cut, Format, Paragraph, Styles, Select, PDF Selection, Text, Region, Find, Replace, Delete, Spelling, and ABC.
- Nodes Panel:** A list of nodes including Phase 1 Open coding, Phase 2 Developing categ, Phase 3 Categories regrou, Phase 4 Main thematic are, Cases, Relationships, Node Matrices, Sources, Nodes (selected), Classifications, Collections, Queries, Reports, Maps, and Folders.
- Node Matrices List:** A list of matrix coding queries such as 'Disability awareness raising the', 'Documents and representation i', 'Inclusive Sport-based program', 'Inclusive sport-based session ru', 'Inclusive sport-based skills repre', 'Matrix coding for activities or ga', 'Matrix coding for required resou', 'Matrix coding query of spor-bas', 'Matrix coding query on inclusive', 'Matrix coding query on Inclusive', and 'Matrix coding query on inclusive'.
- Matrix Coding Query Results:** A table showing results for a query named 'Matrix coding for required'. The table has columns for sources A, B, and C, and rows for items 1 through 4.

	A : 5.1- Human Res...	B : 5.2- Material res...	C : 5.3- Infrastructur...
1: Be-Prepared.	37	7	5
2: Count-Me-In.pdf ...	11	20	20
3: Discover Inclusiv...	4	11	1
4: Sport and Play fo...	6	4	5

KAD 11 Items Cell content : Coding references count Unfiltered ENG 18:41

## Appendix E- The questionnaire

The aim of this questionnaire is, firstly to access the current situation on the ground in terms of human, material and infrastructural resources used by Non-governmental Organisations (NGOs) running sport-based programmes in Developing Countries. Secondly, it will help to identify the needed resources for inclusive sport-based programmes that could be run in those countries by NGOs. It will finally help to gauge the relevance of an inclusive sport-based resource kit for those NGOs.

We highly appreciate your contribution to that goal through your participation in this survey

### I- Demographic information:

1- What is the appropriate level of operation of the NGO you are involved in?

(Please tick all that applied))

Community-wide <input type="checkbox"/>	Citywide <input type="checkbox"/>	Regional <input type="checkbox"/>	National <input type="checkbox"/>	International <input checked="" type="checkbox"/>
--	--------------------------------------	-----------------------------------	-----------------------------------	--

2- What is the geographical location your NGO is working in at present?  
(Please tick all that applied)

Africa <input type="checkbox"/>	South America and the Caribbean <input type="checkbox"/>	North America <input type="checkbox"/>	Asia <input type="checkbox"/>
---------------------------------	---	---	-------------------------------

Europe <input type="checkbox"/>	the Middle East and South East Asia <input type="checkbox"/>	Oceania <input type="checkbox"/>	Other .....
---------------------------------	---	----------------------------------	----------------

### II- Involvement in sport, physical activity and leisure.

3- What are the sport-based programmes that your NGO run? (Please mention the main ones you run in importance order)

.....  
 .....  
 .....  
 .....

4- How long have you been running the programmes?

Years.....(or) Months.....

5- How frequently do you run your **main programmes**? (Please tick your **most significant** frequency)

More than once a week <input type="checkbox"/>	Once a week <input type="checkbox"/>	Once a month <input type="checkbox"/>	Once quarterly <input type="checkbox"/>
---	---	--	--

Twice a year <input type="checkbox"/>	Once a year <input type="checkbox"/>	Other <input type="checkbox"/> location.....
---------------------------------------	---	--

6- What kind of human resources (staff and volunteers) do you have at your disposal for your sport-based programmes?

(Please tick and give the number of each type and position)

Human Resources: Positions/ Types	Manager/Coordinator of sport programmes	Teacher	Coach	Facilitator
Paid staff	<input type="checkbox"/> No:	<input type="checkbox"/> No:	<input type="checkbox"/> No:	<input type="checkbox"/> No:
Volunteers	<input type="checkbox"/> No:	<input type="checkbox"/> No:	<input type="checkbox"/> No:	<input type="checkbox"/> No:

7- What material resources (equipment) do you have at your disposal to run your sport-based programmes (Please tick **for every item your level of possession or “Not applicable” according to your sport programmes** )

Material/ range	Sufficient	Some	None	Not applicable
Balls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rackets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bibs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jerseys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hoops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe up to 3)..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8- What physical infrastructure have you access to for your sport-based programmes (Please tick **for every item your level of possession or “Not applicable” according to your sport programmes**)?

Infrastructure/ range	Sufficient	Some	None	Non-applicable
Playing grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Halls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming pools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rivers or lakes usable for sport and recreation (leisure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other grounds suitable for sport and recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shower facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (mention please).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**III- Involvement in Inclusive sport, physical activity or leisure.**

9- How would you describe the inclusivity of your sport-based programmes?(Please tick **the most descriptive category**)

Include people <b>with and without</b> disabilities	<b>Solely</b> for people <b>with disabilities</b>	<b>Solely</b> for people <b>without disabilities</b>	A combination of these.	Unsure/Can judge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10- How well trained are your personnel (staff and volunteers) to deal specifically with the inclusion of people with disabilities? (Please tick and give the **number** at each position and qualification)?

Position/ qualification	Trained on disability awareness	Trained on disability inclusion	Trained on sport related Disability Inclusion
Manager/coordinator of sport programmes	<input type="checkbox"/> No:	<input type="checkbox"/> No:	<input type="checkbox"/> No
Teacher/trainer	<input type="checkbox"/> No:	<input type="checkbox"/> No:	<input type="checkbox"/> No
Coach	<input type="checkbox"/> No:	<input type="checkbox"/> No:	<input type="checkbox"/> No
Facilitator	<input type="checkbox"/> No:	<input type="checkbox"/> No:	<input type="checkbox"/> No

11-What inclusion-related material resources do you have at your disposal for your sport-based programmes? (Please tick **for every item your level of possession or “Not applicable” according to your sport programmes**)

Material / range	Sufficient	Som e	None	Non- applicable
Wheelchairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bell balls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blindfolds (for visually impaired sports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different size/weight bats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different size/weight rackets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balloons of different colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different colour/texture/weight balls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other inclusive sport equipment (write please up to 3)...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12-What inclusion-related infrastructure do you have or use in your programmes? (Please tick **for every item your level of possession or “Not applicable” according to your sport programmes**)

Infrastructure/ range	Sufficient	Some	None	Non-applicable
Playing grounds with wheelchair accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Halls with wheelchair accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming pools with accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rivers and lakes with accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing facilities with wheelchair accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shower facilities with wheelchair accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tactile or visual enhanced boundaries on courts/playing grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toilets with wheelchair accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other accessible infrastructure (mention please)..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IV- Resource kit content.**

***A resource kit for an inclusive sport, physical activity and leisure programme can be defined as a “One Stop” document containing mainly the following: General information on different kinds of disabilities and how to take account of them in sport; attitudes and behaviours when working with people with disabilities; how to prepare and conduct inclusive sport and leisure sessions and how to use game cards in order to promote the participation of people of all abilities.***

13-Does your NGO use a document of this kind for its programmes?

Yes  No

14-How relevant do you think an **inclusive sport-based resource kit** could be to your sport-based programmes in the future? (Please tick **the appropriate box**)

Very relevant	Somewhat relevant	Unsure	Somewhat irrelevant	Very irrelevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15- Below is a projected content of an inclusive sport-based resource kit. Please read carefully and tick from “Important.....” “Unimportant” for each topic in the 5 sub-columns of the “Importance” column. Tick only “One” according to how important you consider the topics as part of an inclusive resource kit.

Themes	Topics	Importance				
		Important	Somewhat important	Unsure	Somewhat unimportant	Unimportant
<b>Disability Awareness raising</b>	Different meanings of disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Main categories of disabilities and causes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disability rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inclusive sport-based programmes management</b>	Recruitment and management of inclusive staff and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Promotion and management of inclusive sport events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community mobilisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inclusive sport-based leadership skills</b>	Responsibilities of a leader (coach, teacher or facilitator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child and vulnerable adults protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How to facilitate inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Main disabilities and their inclusion considerations and tips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How to write an Individualised Sport Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inclusive sport-based session running.</b>	Preparation and delivery of an inclusive session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How to read game cards and conceive them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adaptation of equipment from own environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for participating in this research. The outcome of this research will be made available to you on completion



## Appendix F- Informed letter.



9 May 2016

### To whom it may concern

#### RE: INVITATION TO PARTICIPATE IN A RESEARCH STUDY

I am a Masters Student at the Institute of Technology Tralee in Ireland under the auspices of the UNESCO chair at the Institute. I am currently undertaking research in the area of 'mainstreaming disability' on sports programmes in Developing Countries. The research will employ, in addition to the use of a document analysis, surveys and interviews to generate data at different stages and in this regard, I would be grateful if you would consider participating in this research.

The goal of the research is to **"Develop and validate a resource kit for use by NGOs pertaining to the inclusion of people with disabilities in their sports-based programmes in Developing countries"**. *For the purpose of this research, the resource kit for an inclusive sport-based programme will be a "One Stop" document that could enable NGOs who will like it, to acquire Knowledge, skills and guidance for inclusive sport-based programmes.*

At the first stage, my intention is to engage different NGOs that administer sports programmes in Developing Countries through the use of a survey. After that a draft of a resource kit will be developed and then submitted to a smaller number of those NGOs which participated in the survey. This will be based on their geographical location in order to get as global a view as possible. In-depth interviews will be conducted with that smaller number of NGOs and data generated from the interviews will help to refine the resource kit and serve as validation process.

All organisations that agree to take part in the study will receive, by email, an internet based survey which could take 15 to 20 minutes to complete. The interviews at the second stage will be conducted through Skype or telephone and recorded for the purposes of transcription and in-depth analysis. The goal being to identify relevant data that meet the need of the research. The transcript of the interviews will be emailed to the participants for verification and approval before their usage. All responses during the survey and the interviews will be treated as confidential and, in no case, will responses from individual participants be identified.

Confidentiality is assured as all information will be held under strict security of which I will have sole access. Participation in this study is entirely voluntary and you can freely decline to participate or withdraw from the study at any time without giving any reasons. A copy of both the study and the resource kit will be made available to all the participants once the study has been completed.

I am the main contact of the research but if you wish to inquire about the validity of this study, do not hesitate to contact my supervisors and UNESCO Chair as follows:

Masters Research Student	Main Supervisor	UNESCO Chair
Koffi Atitso FIATI Email: [REDACTED] alternatively [REDACTED] [REDACTED] Tel. + [REDACTED]	David Gaughran [REDACTED] [REDACTED] Cell: + [REDACTED]	Catherine Carty [REDACTED] [REDACTED] Phone: + [REDACTED] [REDACTED]

If you agree to take part in this study after reading this letter please sign the consent form together with the survey and email it back to me by the 13 May 2016.

**Your NGO does not need to be catering for people with disabilities before you participate in this research. The only condition is running a sport-based programme in a Developing Country.**

Thank you in advance

*Koffi A. FIATI*

## Appendix G - Consent form

### CONSENT FORM

**Title of project:** *Development of a resource kit for use by NGOs pertaining to the inclusion of people with disabilities in their sports based programmes in Developing Countries.*

**Name of researcher:** Koffi Atitso FIATI

Email: [REDACTED]

Alternatively [REDACTED]

1. This consent form establishes that you have read and understood what taking part in this research study will involve. Please tick all of the statements below if you agree with them.
2. I confirm that I have read and understood the information sheet about the study and have had the opportunity to ask questions
3. I understand that taking part in this research is voluntary and that I can withdraw at any time without giving reasons
4. I agree to take part in the study which includes a survey and a possible interview
5. I understand that any information that I give will be used anonymously and I will not be identified when my views are presented to other participants or in any publications or reports
6. I understand and consent for recording of the interview for the purpose of the transcription and understand that the recordings shall be destroyed after a final report has been produced
7. I have agreed with the researcher to have the following contact details for the purpose of contacting me directly for the arrangement of the interview

**Name of NGO:**

**Developing Country of operation:**

**Position in the NGO:**

**Tel:**

**Email:**

**Skype :**

**Signature (or full name in italic):**

Appendix H- Code book of the quantitative data analysis with SPSS.

Type or number of question	Response options	Attributed value
1 - What is the appropriate level of operation of the NGO you are involved in? (please tick all that applied)	Community-wide	1
	Citywide	2
	Regional	3
	National	4
	International	5
<b>The following response choices are nominal and applicable for the question 2 only</b>		
2- What is the geographical location your NGO is working in at present? (Please tick all that applied)	Africa	1
	South America and Caribbean	2
	Asia	3
	Middle East and South East Asia	4
	Oceania	5
	Europe	6
	North America	7
	Other	8
<b>The following response choices are ordinal and are applicable for the question 5 only</b>		
5- How frequently do you run your main programmes? (Please tick your most significant frequency)	Other	0
	Once a year	1
	Twice a year	2
	Once quarterly	3
	Once a month	4
	Once a week	5
	More than once a week	6
<b>The following 4 response choices are ordinal and applicable for question 7, 8, 11, and 12</b>		
	Not applicable	1

7- What material resources (equipment) do you have at your disposal to run your sport-based programmes (Please tick for every item your level of possession or “Not applicable” according to your sport programmes )	None	2
	Some	3
	Sufficient	4

**The following response choices are ordinal and applicable for the question 9 only**

9- How would you describe the inclusivity of your sport-based programmes?(Please tick the most descriptive category)	Unsure/ can't judge	1
	A combination of these	2
	Solely for people without disabilities	3
	Solely for people with disabilities	4
	Include people with & without disabilities	5

**The following response choices are ordinal and are applicable for ques 13 only**

Does your Ngo use a document of this kind (resource kit) for its programmes?	No	1
	Yes	2

**The following response choices are ordinal and applicable for the question 14 only**

14- How relevant do you think an inclusive sport-based resource kit could be to your sport-based programmes in the future? (Please tick the appropriate box)	Very irrelevant	1
	Somewhat irrelevant	2
	Unsure	3
	Somewhat relevant	4
	Very relevant	5

**The following response choices are ordinal and applicable for the question 15 only**

<p>Below is a projected content of an inclusive sport-based resource kit. Please read carefully and tick from “Important.....</p> <p>“Unimportant” for each topic in the 5 sub-columns of the “Importance” column. Tick only “One” according to how important you consider the topics as part of an inclusive resource kit.</p>	Unimportant	1
	Somewhat unimportant	2
	Unsure	3
	Somewhat important	4
	important	5

## Appendix I- Screenshot of the qualitative data analysis, data view

SPSS display of the data view of the survey

Real Surveydataset 30 july.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Direct Marketing Graphs Utilities Add-ons Window Help

Visible: 90 of 90 Variables

	Part_ID	Type_Operat	Geo_Locatio	Bat_RakSpo	Ball_Sport	Athletics	Fitness_outd	Water_Sport	Capacity_Bu	Prog_Age	Pro_Freque	Paid_Manag	Paid_Teac
		ion	n	rt			oors	s	id		ncy	er	er
1	1	4	1	0	1	0	0	0	1	4	6	2	
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Data View Variable View

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## Appendix J- Screenshot of the qualitative data analysis, variable view

SPSS display of the variable view of the survey

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Data View Variable View

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## Appendix K- The interview questions

**Q1: What is your overall view of the resource kit?**

**Q2: What are the topics you find very important and those which could be abandoned?**

**Q3: What do you think presently about inclusiveness?**

**Q4: Could this resource kit make a difference in case you would like your programme to be inclusive?**

**Q5- (Optional). Would you like to share a local game of your community based on the game card conception framework on page 43?**

# **Part II**

## **The resource kit**

## Inclusive sport, physical activity and leisure resource kit



Source: Boe Lawson-Gaizer. Ping Sans Frontiere.



Source: Internet, not determined

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## How to use this document.



- This document is meant to be used by NGOs managers to plan sports programmes, train staff and volunteers for inclusion in sports and physical activities, on one hand. In that regard, apart from topics developed in this documents, some links are provided for further details on other specific topics relating to inclusion.
- On the other hand, the last two chapters are more for coaches, teachers and play leaders as actors working on the ground, who can use it as a play book or an instruction manual

## Preliminary terminologies and acronyms

**Sport:** In this document, sport is defined as "any human activity involving physical exertion and skill as the primary focus of the activity, with elements of completion where rules and patterns of behaviour governing the activity exist formally through organisations and is generally recognised as a sport"<sup>1</sup>.

**Active recreation:** Is defined as active recreation "activities which are engaged for the purpose of relaxation, health and wellbeing or enjoyment with the primary activity requiring physical exertion, and the primary focus on human activity"<sup>2</sup>

**Leisure:** Leisure is understood as any activity, those done for relaxation, wellbeing and enjoyment but the primary requirement is not necessarily physical exertion but could imply also mental exercises (puzzles).

**Sport-based programmes (activities):** In this document, the term sport-based programmes joins together activities organised as sport, active recreation or leisure.

**DCs:** Developing Countries

**PWDs:** People With Disabilities

**CRPD:** Convention on the Rights of Persons with Disabilities

**STEP:** Style (teaching), Task, Equipment, people

# CHAPTER ONE

## DISABILITY AWARENESS RAISING: UNDERSTANDING DISABILITY

### CHAPTER AIM

THIS CHAPTER'S AIM IS TO CHALLENGE YOUR LIFE VALUES BY MAKING YOU AWARE THAT:

---

- Anybody can be a person with a disability
- Disability is part of human individual difference
- Disability is a multifaceted notion
- Disability is a human rights issue
- We can all make efforts to remove disabling factors for a better inclusive society.

### 1.1. Different meanings of disability

#### 1.1.1. Who is a person with a disability?

The answer to that question may vary according your life values encompassing your beliefs, perceptions, your knowledge and even your illusions.

You might look around you and find a person with a disability in your neighbourhood, in that family having a child using a wheelchair, or that man on roadside begging. You might have in mind that person you met in the street having difficulties to move, that man using the “white stick” to find his way or that person you met who can’t tell you his name in the language you speak. You might even think about those individuals you believe might be cursed or are unfortunate, those pitiful individuals in your community.

## ***But do you know, a person with a disability could be you?***

Do you know it could be you, the strong gentleman healthy and fit? You may be a soldier and ready to defend your country, an athlete honouring already your nation, a teacher caring for the future of your students. It could be you, Mr the President focus on the wellbeing of your nation, you the honourable MP. Do you know it could be you the fit coach or manager training youth to win the next league or you the prospect player dreaming of becoming the next Messi or Roger

Federer, the next Usain Bolt or Serena Williams?

Yes indeed anybody can be a person with a disability.

**The famous Mohamed Ali**, one of the all-time best boxer became a person with a disability before his death.

**Salif Keita** of Mali the African "Kora Awards 2004" winner, is known as one of his country's best musician, he is an albino. Been born in a country where his individual difference would have made him an ignored and abandoned

person because of his disability, he became famous.

**The great Ludwig Van Beethoven**, one of the best composer of all time, became a person with a disability.

Names like **Albert Einstein**, **Stephen Hawking** famous in sciences (physics) were people with disabilities

In Rio 2016 Olympics the Nigerian Olympic Team went back home with only a bronze medal but the Paralympic Team won 12 medals among which 8 golds for the nation to be ranked at the honourable 17<sup>th</sup> position. **Paul Kehinde** a powerlifter of Nigeria even broke a Paralympic record during the games

### **Awareness point**

*"ALTHOUGH BEETHOVEN GRADUALLY LOST HIS HEARING, HE CONTINUED COMPOSING. HE COMPOSED MANY OF THE MOST FAMOUS MUSICAL WORKS OF ALL TIME, SUCH AS HIS NINTH SYMPHONY, AFTER HE HAD BECOME TOTALLY DEAF"*

Source:

<http://amazinglist.net/2013/03/5-of-the-most-amazing-people-with-disability/>

If you the reader of this document, understand that the person with a disability could be anybody, then let us discover the true meaning of disability.





Disability was defined for a long time pointing the finger to a person's lack or miss in terms of physical, psychological or medical deficiencies <sup>3</sup>. That is the vision called medical model. It is illustrated by the visual below showing the problem lies in the individual.

### 1.1.2. What is disability according to the medical model conceptualisation?



Figure 1. Illustration of the medical model Source: <http://www.accessibletheatre.org.uk/wp-content/uploads/medical3.png>

### 1.1.3. What is disability according to the social model conceptualisation?

With the social model conceptualisation, a clear distinction is made between disability and impairment. That difference will lead to identifier what the social model discourse call disablers. The difficulties encountered by the individual come from the society and the environment surrounding that individual

**Impairment** is considered in this definition at its ordinary meaning as any health problem, any loss or abnormality of physiological, psychological, or anatomical structure or function, should it be permanent or temporary.

**Disability** is “as the disadvantage or restriction of activity caused by a contemporary social organisation which takes no account of people who have physical impairments and thus excludes

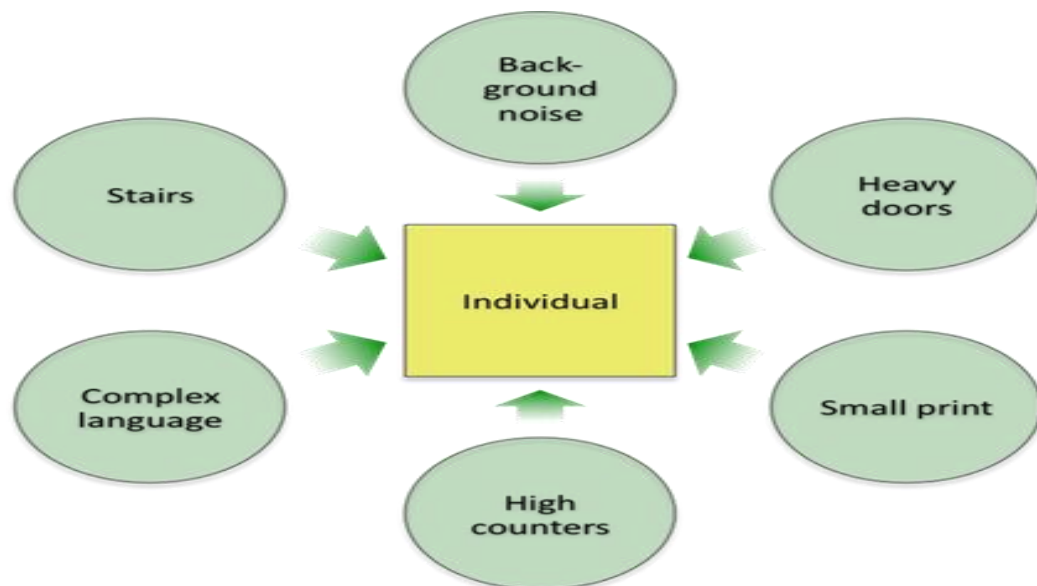


Figure 2. Illustration of the social model showing that the difficulties encountered by a person with disability are found mostly in the social environment. Source: <http://www.accessibletheatre.org.uk/wp-content/uploads/social2.png>

**As a reader of this kit,**

- **Could you identify disabling factors for the participation and enjoyment of people with disabilities?**
- **Could you act or advocate for their removal?**

**If yes, then you are in alignment with the social model**

#### 1.1.4. What is disability according to the biopsychosocial model or conceptualisation?

The biopsychosocial model takes into account not only the social and environmental factors but also the body (bio) and the psyche of the person.

- ▶ The World Health Organisation (WHO) adopted this model in health and defines disability as:
- ▶ “an umbrella term, covering impairments, activity limitations, and participation restrictions.”.
- ▶ It considered impairment as a problem concerning functioning or the structure of the body (bio);
- ▶ an activity limitation as a difficulty met by an individual in executing a task or action (psycho).
- ▶ The participation restriction is considered as the problem experienced by an individual while involving in life situations (social).

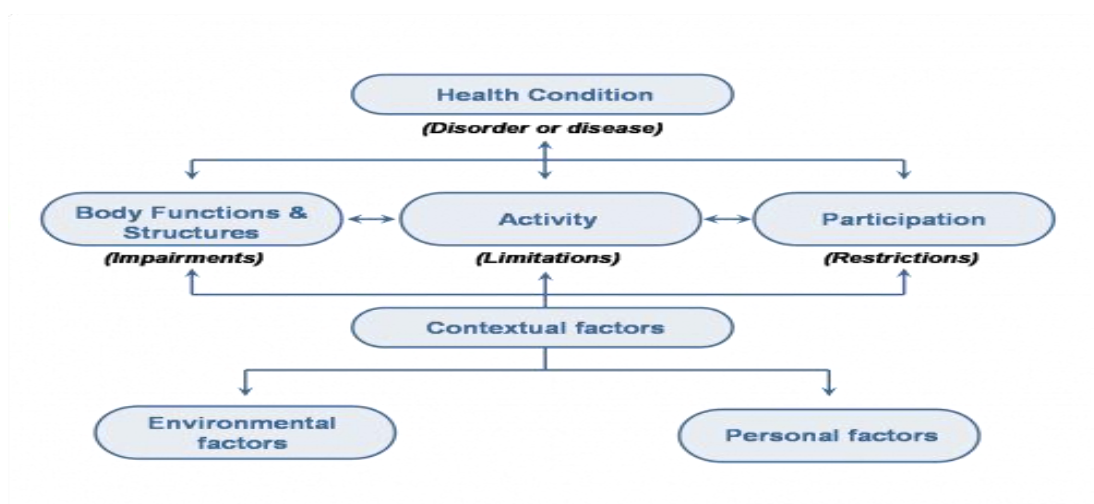


Figure 3. Illustration of the biopsychosocial model showing the influence of health condition, environmental factors and personal factors in defining disability. Source: <http://www.rehab-scales.org/images/blocks/1176903286/image-1.png?1176975371>

## 1.2. Disability rights

### 1.2.1. The Universal Human rights and the Convention on the rights of People with Disabilities



The international community offers us the Universal Human Rights (UHR) which recognise all human beings as equal no matter the colour of skin or race, the economic status or the disability. The Convention on the Rights of People with Disabilities (CRPD) came as the particular rights instrument for people with disabilities.

In the specific field of sport, the article 30 states that member states should **“encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels”** <sup>6</sup>

The implication of that convention is that all the signatory nations have the obligation to develop domestic legislations in order to enforce the convention. Nearly all the Regional organisations in Developing Countries are now complying with the UN recommendations about elaborating local and domestic laws in line

with the CRPD and implementing them. The African Union, for example, has a “Continental Plan of Action on the Decade of Persons with Disabilities (2010 – 2019)” which was amended during the fourth session of the African Union Conference of Ministers of Social Development in 2014 in Addis Ababa.

This consideration of disability issues on the human rights filed is what fosters the so-called “**Human Rights Model of Disability**.” This consists in putting forward human rights as the basis to promote equality of opportunities for all, eliminate barriers that could hinder full participation and enjoyment of life for all and make life flourishing for all.

**As a reader of this kit, whether you are a coach,  
a teacher or a play leader,**

**-Do you know the legal provision of your country in  
favour of people of disability?**

**- Do you know how to advocate for the rights of those  
people?**

One of the ways of advocating for the rights of people with disabilities is to promote the Universal Design concept.

### 1.2.2. The Universal Design (UD) concept

The Universal Design is a concept aiming to take into account, when conceiving an object, a service or an environment, the fact that it should be used by all no matter the ability. The UD encompasses 7 principles of UD.

In the field of sports and recreations, UD principles' application should help to eliminate all barriers to participation and give opportunities for a full, independent and empowering enjoyment for the people with disabilities.

Here are the summary of those 7 principles:

- The principle of – **Equitable Use**- recommends the same mean of use for all users, avoiding segregation, ensuring security and privacy to all users and making appealing to all users. One example is accessibility for wheelchair users to sports installations and equipment without difficulties.
- The principle of – **Flexibility in Use**- recommends multiple choice of use, making easy user's accuracy and pace. A ball can be bigger or lighter so that people with different abilities can use it in the same game.
- The principle of- **Simple and Intuitive Use**- recommends the elimination of unnecessary complexity, the provision of a range of literacy and language skills and feedback during and after task completion. The example of a sport installation where a person with visual impairment as well as the one using wheelchair can find independently their way to the facilities.
- The principle of - **Perceptible Information**- recommends necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
- The principle of - **Tolerance for Error**- recommends that the design should minimise hazards and the adverse consequences of accidental or unintended actions. The example of a sport device or equipment like treadmill which should allow manipulation mistake without being dangerous for the user.

- The principle of - **Low Physical Effort**- recommends that the design should be efficient and comfortable minimising physical effort and repetitive actions. The example of wheelchairs which wheeling should not demand excessive and unnecessary efforts.
- The principle of - **Size and Space for Approach and Use**- recommends that an appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Adopting those principles should normally promote the rights of people with disabilities in any society. Apart from those principles, on the human behaviour side, there is an important notion that should be taken into account, the notion of empathy.

### 1.2.3. Empathy, the attitude of sensing another person's world.

- When we understand that a person with a disability can be anyone,
- While we accept that disability has not to do only with the body functioning of a person,
- When it is established in our mind that disability is a human experience and a person with an impairment is entitled to all human rights, we can try to sense the person of a disability's world. We can become empathetic.

Empathy was described by Rogers (1961) as the ability "*to sense the client's private world as if it were your own, but without ever losing the "as if" quality ...*" (p. 284). Thus, are we a family member, a coach, a teacher or a play leader, a classmate or a peer, **our willingness to understand the world of the person with a disability will play a great role in our attitudes, behaviours and coping skills with that person**. When the person with a disability's fear, anger, contentment, satisfaction and discomfort can be sensed by another person, interactions could be more fruitful.

Being empathetic when interacting with a person with a disability does not mean being emotional.

**Being empathetic  
is:**

- ✓ Being open-minded and flexible.
- ✓ Being able to understand why this child with a disability can't perform at a certain level and as play leader you will need to dig into what can be done to improve the personal performance without being pitiful or over-reacting.
- ✓ Being energised as a play leader, parent or even classmate to facilitate the participation and full enjoyment of the person with a disability.

When it does happen, the change in understanding disability leads to the change even in the language. The table below retraces how the language of a person aware of the notion of disability should change

Table 1. Change in the language towards disability

Avoid saying	Correct terminology (better say)
Handicapped, crippled	A person with disability
Wheelchair bound,	He/she uses wheelchair
Victim of cerebral palsy	Has cerebral palsy
Is retarded	Has an intellectual disability
Is autistic	Has autism
Is quadriplegic	Has physical disability (or quadriplegia)
Is epileptic	Has epilepsy etc.
Is a nonverbal	He uses sign language



### 1.3. Perceptions of disability in Developing Countries Context.

Developing Countries (DCs) are areas where 80 % the world people with disabilities live according to WHO (2011). In some countries such as Brazil, Argentina or Columbia between 14 to 15 per cent of the population could be estimated as having some sort of disabilities. There are many perceptions of the causes of disabilities in DCs. Some believe that they are caused by curses, punishment from God or even incarnations of a goddess. Our scientific era has tried to explain a lot of disabilities and the main real causes are either congenital or hereditary, environmental (wars, accidents, natural disasters), or either by viruses (e.g. Zika), microbes etc.



Figure 4. A child with a disability playing a ball game with his peers even in a simple plastic chair. Source: Koffi A. FIATI, Plan2inclusivize training project in Togo, October 2015

**As a reader of this kit, whether a teacher, coach or manager,**

- **What are perceptions of the causes of disabilities?**
- **Are you ready to find more about the real causes and change positively your perceptions**

# CHAPTER TWO

## INCLUSIVE SPORT-BASED PROGRAMMES MANAGEMENT

### CHAPTER AIM

THIS CHAPTER'S AIM IS TO EXPOSE ON:

---

- Why it is important to do inclusive sports and physical activities
- How to plan inclusive sport programmes in terms of human resources management
- How to get the entire community involved in the inclusion planning
- How to sustain established inclusive sport-base programmes.

### 2.1. Why do inclusive sports and physical activities

People with disabilities have a right to sports and physical activities under the 30<sup>th</sup> article of the CRPD but beyond that right, the benefit of sport for them from different perspectives are enormous.

## The benefits of sports and physical activities are:

### From health perspective, they help to:

- ✓ - Increase the activity level for PWDs this is more valuable.
- ✓ - Reduce the sedentariness.
- ✓ - Contribute to reduce the upset of chronic diseases (e.g. diabetes, hypertension) which tend to be more prevalent with PWDs (Ginis et al., 2011; Weng et al, 2011).

### From rehabilitation perspective they help to:

- ✓ - Improve muscle strength and fitness as well as correcting functional abilities for the person with disabilities.

### From psychological and social perspective they help to:

- ✓ -The PWDs to improve self-confidence and self-esteem as well as developing social skills such as co-operation and teamwork.

## 2.2. Recruitment and management of inclusive staff and volunteers.

Staff and volunteers are the human resources that organisations promoting people with disabilities rights as full partakers in the community have to know how to manage. In Developing Countries. NGOs need to know the planning of the recruitment of their human resources, how to train them and retain them.

Sport-based programmes managers, coaches, teachers, facilitators have to know their responsibilities and how to abide with the NGOs' guidance in mainstream settings.

### 2.2.1. How to plan the human resources

Some key questions need to be asked while planning human resources.

These questions serve as checklist for an efficient planning.

The summary of those questions are in the table below.

Table 2. Human resources planning checklist. Adapted from Kappelides, 2014

Questions	Some answers	Observations
What is the aim of the programme?	e.g. run an inclusive multisport programme	Accommodating people with and without disabilities
Is the current staffing level adequate?		
What is the current paid staff/volunteer ratio?		
What kind of personnel can be recruited?	e.g. teachers, coaches or facilitators	More volunteers are needed
Is the personnel turnover predictable?		
Are there some cyclical fluctuations?		

When answers are consciously found to those questions, a clear idea of the number of staff and volunteers needed, other questions should be asked to describe the jobs requirements.

Below are some of the areas of the job description.

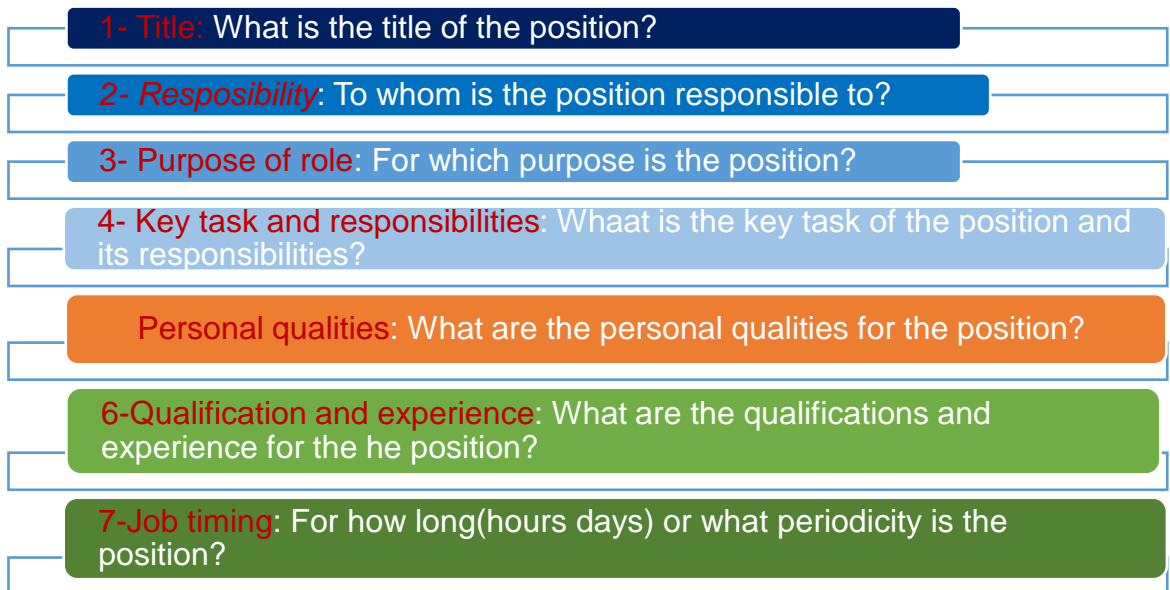


Figure 5. Job description checklist: Adapted from Kappelides, 2014

### 2.2.2. Recruitment

Recruitment in general consists of bringing in an organisation or institution some personnel to fill the positions in order to achieve the organisation’s goals or purposes. **In the case of NGOs, it is mostly about attracting that personnel on a voluntary basis.** This is more appealing in DCs where governments don’t often have enough financial resources to recruit paid staff. The table below shows some strategies, benefits and what the common media of recruitment are.

Table 3. Recruitment strategies. Adapted from Kappelides, 2014

Benefits of volunteering	Illustrations	Media of recruitment
Doing well, helping others.	A retired athlete having the desire and the satisfaction of helping others	Organisations’ Facebook pages and websites, TV, Newspapers and mouth to mouth friends.
Giving back to one’s community	Former players having the feeling to give back a part of what they received from their community.	Organisations’ Facebook pages and websites, TV, Newspapers and

		community gatherings, open days.
Share talents and abilities	Make available one's talents and abilities during holidays.	Organisations' Facebook pages and websites, TV, Newspapers, conferences and seminars.
Explore new career opportunities	Gain some new experiences from volunteering	Organisations' Facebook pages and websites, TV, Newspapers, conferences and seminars, open days.
Build self-confidence and gain experience	Use volunteering as self-confidence building time before a paid job.	"
Having fun	Use volunteering as fun time and friendship or networking time.	"
Fight boredom.	Volunteering can help escape idle handiness.	Organisations' Facebook pages and websites, TV, Newspapers and community gatherings.

### 2.2.3. Sorting among the recruits, training and monitoring.

After recruiting staff and especially volunteers, the next step is to select and orientate according to the positions available, train appropriately and monitor and evaluate in order to keep alive the volunteering spirit and availability.



Figure 6. Illustration of the summary of the human resources management process.

### 2.3. Community mobilisation in Developing Countries (DCs)

The community as a whole could help in identifying disabled children/youth to take part in inclusive sport. This could be in liaising with schools, health centres, community associations, parents and even businesses.

**Community leaders** can help through their understanding to change the perceptions of PWDS and also acquire spaces for inclusive programmes.

**Schools, health centres and parents** can help identify and encourage the participation of children with disabilities in inclusive programmes.

**Businesses** can help in fund raising for inclusive sport-based programmes.

**PWDs organisations** can help to promote some disability specific sport in mainstream setting and can also provide environment for children who might want to practice disability performance sport.



Figure 7. Summary of the community mobilisation for inclusive sport-based programmes.

## 2.4. Sustainability and scaling of programmes

It is noteworthy reminding that NGOs run mostly their programmes or project on determined time terms. The question is what happens after those project reach their terms? Some good projects for communities in DCs cease when the initial funding institution stops its aids. It is therefore vital that NGOs manage to transfer the programmes into the local communities for their sustainability and scaling. This could be done through the involvement of the local authorities as well as the community in decision making from the beginning of the projects. It is the philosophy of “Community Based Development (CBD)”. More information on this topic can be got on:

<http://www.serviceforpeace.org/index.php/2013-09-24-15-50-07/community-based-development> and

<http://www.worldbank.org/en/topic/communitydrivendevelopment>





Figure 8. Ping pong for all project in Northern Togo. Source: Lawson-Gaizer, Ping Sans Frontiere.



Figure 9. Community leaders (village chief and nobles watching a community inclusive event in Togo

**As a reader of this kit.**

- **Can you identify local partners in your community who can help inclusive programmes?**
- **Can you mobilise those partners for the success of inclusive sport-based programmes?**

# CHAPTER THREE

## INCLUSIVE SPORT-BASED LEADERSHIP SKILLS

### CHAPTER AIM

THIS CHAPTER'S AIM IS TO EXPOSE ON:

---

- How to prevent accidents in inclusive sports settings
- How to report an incident when it happens
- How to protect children and vulnerable adults
- How to facilitate inclusion by knowing the inclusion principles
- How to interact with participants according to their abilities or special needs.

### 3.1. Responsibilities and aptitudes of leaders (teachers, coaches and facilitators).

The responsibilities of a play leader go from common legal basic care issues to health and safety management through incident reporting. It is important that volunteers know the guidelines of the NGO in terms of care for the participants and the rights of the volunteers. Then first aid skills (sometimes available with the Red Cross in DCs) and other health and safety management skills can be built on those guidelines.

### 3.1.1. Common care and accident prevention.

The field of sports is commonly a place of physical exertion with fun but it can be also a source of an accident. That is why:

- Play leaders need to be aware of the additional risks for PWDs and be vigilant, proactive while at the same time not over-reacting to risk and over-protecting PWDs.
- Play leaders have to involve all the participants in the programmes for caring issues and indicate actions to take by each participant in case of occurrence of an incident or a situation of risk.

The table below summaries what to do in common care situations.

Table 4. Care issues and actions

Care issues	Description	Actions to take
Reciprocal responsibility	Peers watch over each other	Make quickly known to leaders any uncomfortable or insecure situation
Participant personal responsibility	Make all participants aware of how to be careful	Take no unnecessary risk behind the leader
Belongings care	Keep belongings (phones, tablets and purses) hidden.	Put belongings in lockers where available or under watch.
Trustworthiness appraisal	Encourage participants to be trustworthy	Praise participants for their trustworthiness.
Bullying	Bullying situations can occur towards children with disabilities	Watch out and raise the case quickly with wisdom
Sexual behaviour issues	Sexually active youth can be tempted to misbehave towards vulnerable participants.	Clear rules should be implemented by leaders against sexual abuses and tempting situations completely avoided.

Accidents can be avoided as much as possible when some proactive measures are taken before, during and after sports sessions.

The table below illustrates some key accident situations and how to prevent them.

Table 5. Accident prevention situations and prevention measures

Accident situations	Prevention measures
Sport equipment	Indicate clearly usage guidelines
Personal disability equipment (e.g. Wheelchair, crutches, prostheses)	Put protective pads and safety areas, check for pressure sores and insensible cuts)
Water sports situation	Always have safeguards at hand, increase leader-participant ratio.
Outdoor sports	Take protective measures against sunburn, cold and fire outbreak.
Transport	Ensure the transport mean has a valid insurance
Accommodation	Leaders have inspected accommodations their participants might occupy before letting them in. inform on emergency exits.
Insurance	Leaders have to encourage participants to insure themselves or relate to whoever responsible for that.

### 3.1.2. Incident and accident reporting

Accident reporting is one of the responsibilities of play leaders especially when those events occur during a session or a programme. It is a technical domain on which inquiries could be based. It would also help to evaluate situations leading to the accident and avoid the occurrence of the same kind of accident in the future.

Table 6. Incident reporting Table

Key points	Description
What happened?	A participant broke his leg
Where did it happen?	It happened on the football pitch
When did it happen	During the friendly match
How did it happen?	The victim was about to score a goal and clashed with the opposite goalkeeper who tackled him.
Who was involved?	Carlos Yao of our team.
How serious it was?	It is an open fracture needing immediate evacuation to the hospital
What was done and by whom to assist in the incident?	The referee stopped the game and first aids personnel were called in to immobilise the player. The leader called the ambulance which came 30 minutes later.
What immediate effect did it have?	Players were frightened and it took more than 15 minutes to resume the game. The play was less physically engaged after the accident.
What future impact could it have?	Some players were still concerned after the match and need some psychological help to regain confidence for the future.

### 3.2. Children and vulnerable adults' protection

While running sport-based programme on an inclusive basis, the risk of having abusive cases can be easy. Children with and without disability and some adults with some kind of severe disabilities could be exposed to abuses. The fact that the field of sport is sometimes placed where social interactions such as admiration (for coaches, teachers, friends or peers), belongingness and proximity are built, abuses can be easily ignored, self-censored or denied. Thus, any NGO doing inclusive sport should conduct an audit of its safeguarding measures.



The sports project should aim to develop healthy relationships of trust and respect between leaders and participants. That relationship should not become exploitative or abusive.

The next table will present some vulnerability situations and how to protect people against them.

Table 7. Child protection situations and safeguarding dispositions

Situations	Protection dispositions
Leader-Participant relationship	Leaders' aim should be to develop healthy relationships of trust and respect between them and participants. It's about ensuring that the relationships remain appropriate and don't become exploitative or abusive.
Participants peer relationships	The project should encourage relationships and social interaction, ensuring they are age-appropriate and that behaviour is appropriate.
Inclusive practices	Avoid unconscious segregation by not letting children always choosing their teammates.
Bullying	Be attentive and proactive against open and sly taunting and provocations
Sport changing and toilets facilities usage	Take proactive measures to avoid children using those premises for sexual abuses on peers and vulnerable adults.
Denunciation	All the participant should be taught and encourage to make known abuses when it imminent.
Self-proactive protection	According to the environment, set guidelines of self-proactive protection and teach them to participants.

**As a reader of this kit, in your position of play leader,**

- **Can you assess the care situations around your programme?**
- **Can you assess the probable accident occurring situations and be proactive against them?**
- **Can you report an incident when it occurs?**
- **Can you apply your NGO's safeguarding principles?**

In addition to the information summarised in this table, details can be got from the following link:

[http://assets.sportanddev.org/downloads/eight\\_safeguards\\_final.pdf](http://assets.sportanddev.org/downloads/eight_safeguards_final.pdf)

### 3.3. How to facilitate inclusion

Inclusion is the core concern of this document. While many definitions could be given to the concept of inclusion, it is simply understood in this document as creating the context of participation for people of all abilities in sport-based activities by:

- **Modifying the environment to meet individual needs** <sup>8</sup>
- **Increasing participation opportunities**
- **Reducing exclusion barriers**

To illustrate the whole process of inclusion, this document will adopt the “Inclusion Spectrum” of Black and Stevenson (2007) and the twin track approach of DFID (2000).

#### 3.3.1. The inclusion wheel or spectrum

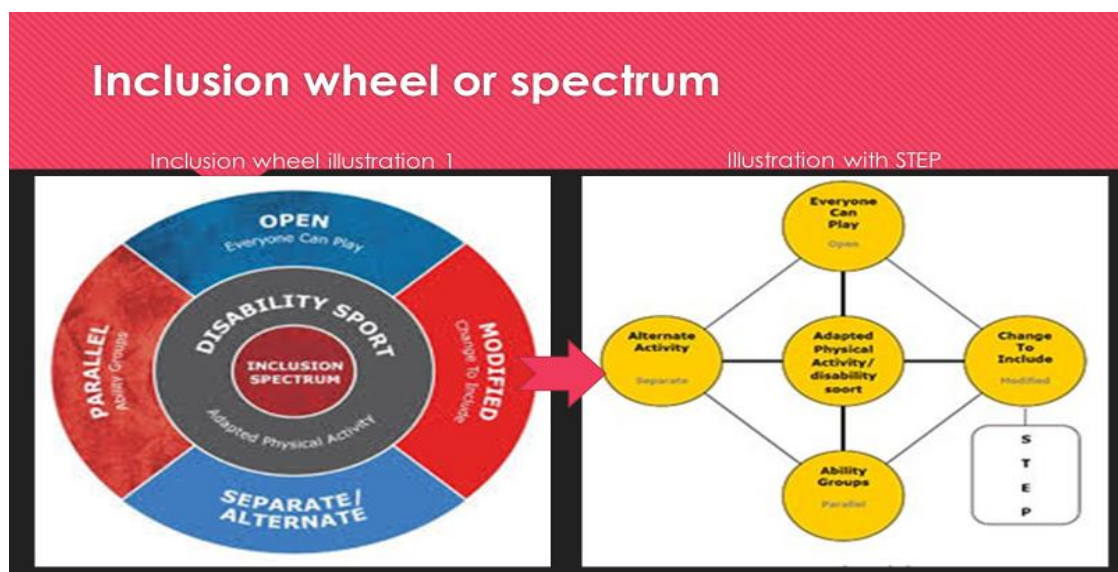


Figure 10. Inclusion spectrum (illustration from Blake and Stevenson, 2007).

The figure 9 has two parts. The first part shows a more original form of the inclusion spectrum as it was designed by Black and Stevenson. The second part shows another representation of the spectrum but with the STEP model of inclusion adjacent to it.

The acronym STEP hocked to the second part of the figure 7 stands for “Space”, the “Task” the “Equipment” and the “People”. Another similar model developed is the “TREE” model. Some other models exist but the core resemblance remains the adaptation touching the activity or task, the environment or space, the equipment or material and the people with their teaching styles or interactions

The inclusion spectrum is in fact an illustration of the different ways activities are structured and organised. It shows the different levels where a person could get into an activity. This involvement or inclusion is based on the nature of the activity, the ability level or disability of the participant and the occurring setting or environment of the activity. These different levels are described in the table below

Table 8. Detailed description of the inclusion spectrum

Inclusion level	Characteristics	Examples of activity
Open Activity	Participants with and without disabilities can play the same game (activity) without adaptations or modification or at least minor adaptations	Warm-up and cooling down using mostly individual running games, dance, aerobics etc.
Modified activities	Participants are doing the same activity but with adaptation to rules, equipment and environment to enhance the participation of all individuals having different abilities	Playing Volleyball or Basketball with lowered basket or net.



Reverse integration	Participants without disability are included in a purely disability sport with peers with disabilities. This a very important for disability awareness raising.	Wheelchair basketball, goalball or boccia played by participants without disabilities.
Parallel activities	Participants are all doing a similar activity but mostly with their own pace according to their ability level. Adaptations can put participants into groups based on their abilities to do the activity.	A ball game where some participants could catch a kicked ball by others before rolling or throwing it.
Separate activities	Participants with disabilities playing an adapted or disability sport alongside their peers playing mainstream game.	A club having wheelchair basketball and basketball players but practicing separately. Same for Volleyball and sitting volleyball

### 3.3.2. Adaptation or modification strategies.

In this document, the logic underpinning adaptation strategies is to make activities inclusive for people of all abilities. Thus the different adaptations that will be treated should converge toward improving inclusion.

- **Adaptation to the task.**

The task to perform or the activity to do can be adapted in order to include participant with special needs. For example, a soccer session could recommendation that the child with a disability should touch the ball once or a number of times before the team can score. Adaptation to the task is mostly linked with adaptation to the rules of the game with the intention of making it inclusive. This adaptation relates mostly to the concept of Adapted Physical Activity (APA). APA could be understood as a multidimensional and multidisciplinary process that make physical activities adapted to all abilities and hence practical by all. For deeper information on the notion, refer to [www.ifapa.org](http://www.ifapa.org)

- **Adaptation to the Equipment.**

This adaptation targets the specific equipment of a game such as balls, bats, and rackets etc. with the aim of making the activity easier to some participants of less abilities. This should not necessary lead to lose the challenging and fun character of the game for those participants but help to avoid frustration from repetitive failure. The case of a session using bell balls for the inclusion of visually impaired participants, balloons, catching pads or bigger rackets to increase the accuracy of slower participants are some examples among others.

- **Adaptation to teaching style, instruction or communication.**

According to the participants' abilities, the number of participants and even the skills of the leader/coach/teacher, the adaptations to the teaching style or communication could be of an importance. Some participants might have a personalised communication need such as sign language or assisted body movement. Clear verbal communications might be sufficient for some whereas others might need more demonstrations and repetitions before getting the message across. Some specific teaching-learning styles such as success-based teaching, differentiated teaching could be revised by the leader in order to accommodate all the participants.

- **Adaptation in human resources.**

Sometimes, the leader needs to adapt and use peer participants to help and even parents (when possible). Some participants could only participate if they paired with their brothers or sister, close friends or parents. This happens mostly when the participant with a special need is participating for the first time or is not yet familiarised with the other participants. Or where the participant needs personal assistance for mobility or communication. Another relevant point about human resources adaptation is the process of grading by giving points for degrees of disability. It ensures that teams are formed in a certain equal basis with regards to abilities. Teams can be unequal in number but equal in ability according to the grading of the members.

- **Adaptation to the environment or space.**

This adaptation consists of removing disturbing obstacles as well as providing safety atmosphere or context of participation. A participant in a wheelchair can play in a zone inclusive basketball game with peers without disability while a

zone aside will be managed for that participant to dribble ball received, pass to partners or score without wounding the others without wheelchair.

Following these types of adaptations, the play leader has to adopt some general inclusion principles and have good aptitudes or mind-set for inclusion. The table below puts these two aspects together.

Table 9. Summary of main including principles and leadership aptitudes. Adaptation from Kappelides (2014) and Jowsey (1992).

Inclusion principles	Leadership aptitudes
<b>Focus on ability:</b> e.g. know disability but target strengths and abilities to develop	<b>Willingness to learn :</b> Be keen to learn and gather experience
<b>Inspire independence:</b> Create conditions to minimise parents' overprotection and encourage independence	<b>Be a friend but also leader:</b> Inspire confidence and guide safely
<b>Prioritise safety</b> Make participant feel always safe even in challenging situations	<b>Being non negligent:</b> Be creative but not irresponsible
<b>Allocate sufficient time:</b> Give the participant the necessary time to acquire skills	<b>Be patient and innovative:</b> Don't rush but adapt to each participant's pace.
<b>Record each participant weak points:</b> Record and watch out the particular health constraints of participants	<b>Be observant and foreseer.</b> Learn to read fatigue signs on participants
<b>Understanding checking:</b> always verify the get through of the communication by asking the participant to get the message back	<b>Be flexible and communicative:</b> Ready to repeat if needed.
<b>Variety in teaching styles:</b> adapt the teaching style to the need of the participant	<b>Be multifaceted in interaction:</b> be available for each participant's need

### 3.4. Main disabilities and their inclusion considerations and tips

To work efficiently in an inclusion situation, some further considerations and tips are needed to be known by the play leader the figures below illustrate them

**Physical impairments/disabilities.** Cerebral Palsy (CP), Spina Bifida (BF), Spinal Cord Injury (SCI). Refer to: <http://www.disabled-world.com/disability/types>

Including tips 1	Including tips 2
<ul style="list-style-type: none"><li>● Ask what the person is able to do</li><li>● Chat on appropriate adaptation (STEP/TREE)</li><li>● Ask if the person needs assistance</li><li>● Watch out for periodic rest for PWDs who are ambulant</li></ul>	<ul style="list-style-type: none"><li>● Watch out for variety of personal equipment (wheelchair)</li><li>● Avoid to lean on participant's device (e.g. wheelchair)</li><li>● Watch out to secure playing surface (wood, gravel, rubber, concrete etc.)</li></ul>



Figure 11. Physical disability. Source: Boe Lawson-Gaizer. Ping Sans Frontiere in Togo.



## Vision impairment/blind

Blurred vision, cloudy vision, double spot, tunnel vision and total blindness <http://www.disabled-world.com/disability/types/> [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

### Including tips 1

- Check individual degree of disability
- Prioritise verbal cues
- Guide to discover playing area and use the clock method of 12 for front, 3 for right, 9 for left and 6 for back.
- Use if possible, the body movement of the participant

### Including tips 2

- Keep playing area clear of physical obstacle and reduce background noise
- Uses modified equipment (e.g. bell balls)
- Provide enough time for introduction.

## Hearing/speaking impairments:

Conductive hearing loss, sensorineural hearing loss, mix hearing loss. Refer to <http://www.disabled-world.com/disability/types/> and [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

### Including tips 1

- Put the participant in front when giving instruction (for lip reading)
- Speak clearly and loudly without exaggerating
- Use gestures, demonstrations and writing when instructing

### Including tips 2

- Check the participant communication method.
- - Require sign language assistance if possible (parents, caregivers etc.)
- Wave hand or tap on the shoulder to attract attention



Figure 12. Intellectual disability. Source: <http://thementornetwork.com/assets/IDD-youth-girl-main1-740x380.jpg>

**Intellectual disabilities:** Can be mild, moderate and severe or profound.  
e.g. Down Syndrome, Prader-Willi Syndrome, Williams Syndrome, Fragile X Syndrome, Angelman Syndrome  
Refer to <http://www.disabled-world.com/disability/types/> and [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

### Including tips 1

- Put the participant in front when giving instruction
- Speak clearly and shortly without figures of speech.
- Use a wide range of demonstrations and teaching style when instructing.
- Repeat instruction as often as possible (loss of attention)

### Including tips 2

- Check activity specific support or assistance (from parent of peers)
- - Provide enough time for introduction
- - Keep playing area clear of every physical obstacle

**Mental disabilities/illness:** Schizophrenia, Bipolar, Obsessive Disorder.  
These are manifested in thinking, feeling and causing significant disturbance to thoughts, mood, perception and memory.  
Refer to <http://www.disabled-world.com/disability/types/> and [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

### Including tips 1

- Check stress causing situation and prevent or remove them.
- - Check each individual capacities and plan their promotion.
- - Be ready to repeat instructions clearly and concisely

### Including tips 2

- Lead other participants to befriend the participant with the disability
- - Encourage and motivate when the participant is disinterested
- - Allow to withdraw from stressing or tension situations



### 3.5. How to write Individualised Sport Plan (ISP) or Individualised Education Plan (IEP)

An individualised or personalised sport or education plan is a planning document based the assessment of the whole sporting context from the human resources available to the social environment of the programme and most relating to the abilities of each participant. **It is done in collaboration with parents and care givers and even medical personnel as much as possible.**

#### 3.5.1. Assessment for the ISP or IEP writing

The assessment should mostly target first the “**Motor Ability**” or performance of the participant by asking questions like:

- What are the basic skills of the participant compare to the peers?
- What are the strongest skills of the participant
- What are the weakest skills?
- What are the skills to develop in order to enhance the participant independence?

The assessment should also check the “**Background**” of the participant through questions like:

- What social background is the participant from?
- Is the participant and family knowledgeable of the disability of the participant?
- Is the family supportive of the sport activities desired by the participant?
- Was the participant involved in some sports before?
- Is the participant aware of the possible risks related to disability and the desired activities (e.g. pressure sores, shunts loss, brittle bones etc.)?

The assessment should also focus on the **“Personal Goals”** of the participant by asking the following questions:

- What are the participant personal goals (e.g. wanting to be Paralympian, play for fitness and fun, play for therapy purposes)?
- Does the participant looking for more independence (e.g. play with friends and peers afterward, build own fitness programme)
- Are there physical or social barriers that could prevent the achievement of those goals?
- Are there opportunities available to seize in order to achieve those goals (e.g. adaptive sport team or league, regular competitions)?
- Is the participant unable to point out personal goals?

All these three levels of assessment can be reinforce by the adaptation strategies summary which the leader can lay down as indicated in the table below.

Table 10. Adaptation strategies summary table. Source: Taken from “Count Me In” p.38

Adaptation Strategy		Lisa	Anna	Michael	José	Sofia	David	Tom	Antonio
Instructional modification	Teaching Style	++			++			++	+
	Communication Style	++	++	++	++			++	++
Peer Interactions		+	+	+	+	+	+	+	+
Activity Content	Rule modification	+			+	++	++		
	Task modification	+			+	++	++		++
Environmental modification	Access			++		++	+		++
	Room / Venue			+		++	+		++
Equipment Modification				++		++	+		++



On the basis of the assessment and the adaptation strategies, the ISP or IEP can be conceived. It should state the present level of the participant, the annual or seasonal goal to achieve and the short term objectives leading to those goals. Below is a sample.

Table 11. Sample of ISP or IEP. Illustration from NCHPAD, 2015 p. 13.

Component	Criteria
Present Level Statement	Carlos is able to throw a regulation softball overhand five out of five times
Annual Goal	Carlos is able to throw a regulation softball overhead stepping with opposition and finishing with a full extension follow through five out of five times.
Short-Term Objectives	1- Carlos is able to throw a regulation softball overhead stepping with opposition four out five times.  2. Carlos is able to throw a regulation softball overhead stepping with opposition and finishing with full extension and follow through four out of five times.

**As a reader of this kit, in your position of a play or game leader,**

- **Can you identify the special needs of your participants?**
- **Can you identify the inclusion tips needed to work with those with disabilities?**
- **Can you conceive an ISP or IEP?**

# CHAPTER FOUR

## INCLUSIVE SPORT-BASED SESSION RUNNING

### CHAPTER AIM

THIS CHAPTER'S AIM IS TO ELABORATE ON:

- How to prepare, run by acting and reflect on an inclusive session
- How to conceive game cards for inclusive sessions
- How to adapt or create equipment from own's environment
- How to organise and manage inclusive sports events

This chapter starts with an acronym GEAR

The acronym is GEAR is an illustration of gear as the one of a car which the driver always use to change the pace of the movement of the car.



Figure 13. Car gear to illustrate the acronym GEAR

The significance given to the word gear in this kit is illustrated by the figure below.

**It is a short guide that encourages the play leader to get involved and take action and go through again to reflect on the session after finishing it.**

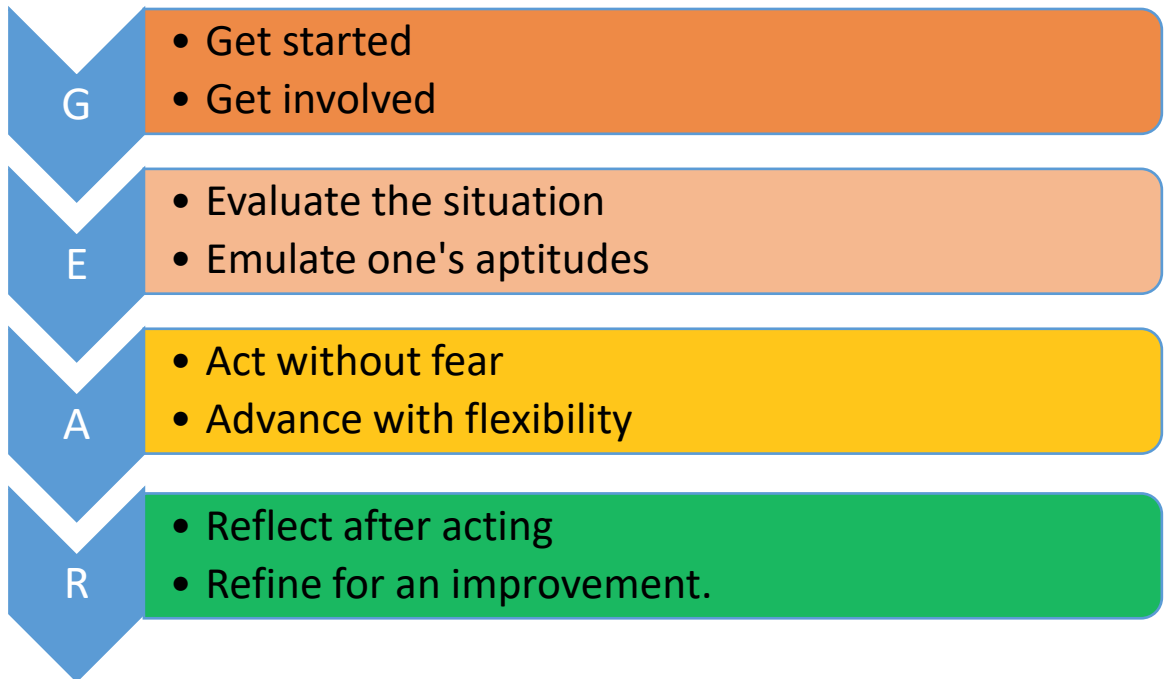


Figure 13. Illustration of the gear mind-set the leader should have before and after an inclusive session.

#### 4.1. Preparation and delivery of an inclusive session (Get involved)

During the preparation of an inclusive session, the leader has to be guided by some questions which are laid down also in the form of another acronym SAFE.

When preparing a session, the leader should ask the question whether the chosen activities are “**Safe**”. After that the next question should be whether the activities are “**Ability-focussed**”. The following question should be whether the activities are “**Fun**”. The last question should be whether the activities are “**Engaging**” or challenging.

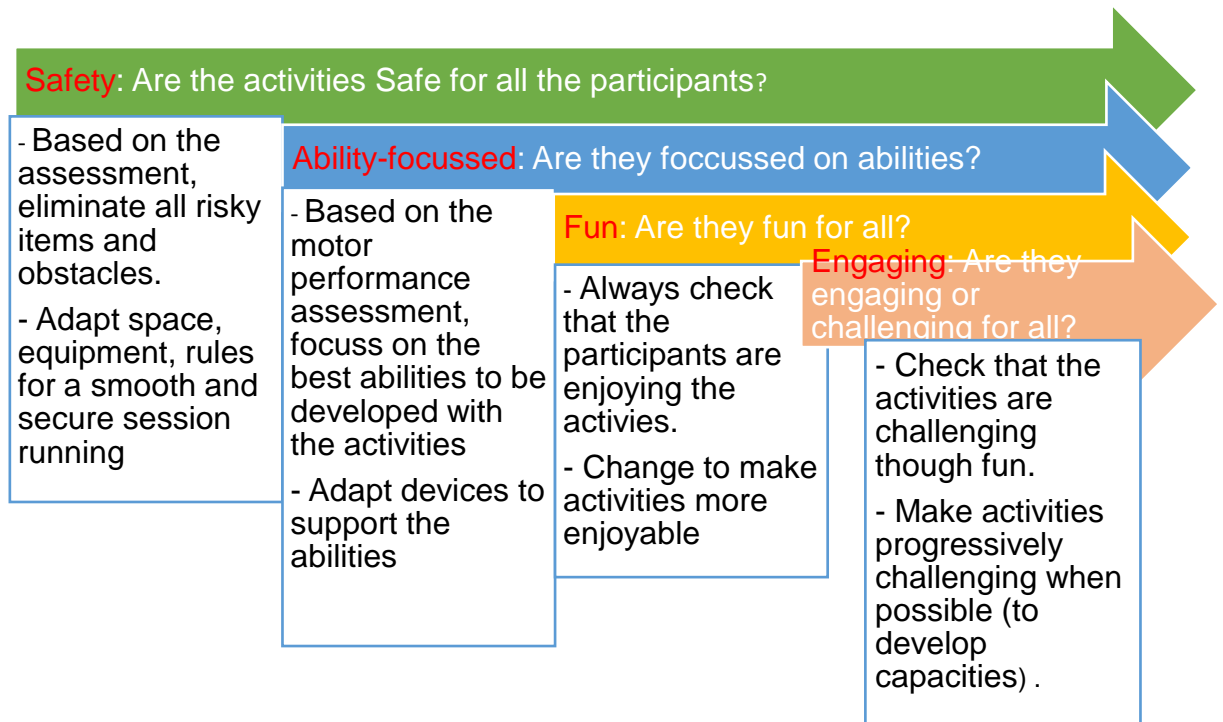


Figure14. Illustration of the inclusive session preparation steps.

## 4.2. Game cards reading and conception (Evaluate, emulate)

Games cards are a layout plan of activity to be used during a session. They present the characteristics of the activity describing the required area for the game, the number of participants that could be involved, the rules allowing the game to evolve and the inclusion strategies available for the game. The leader may have some from books to follow or conceive them from the plays and traditions of the community.

### 4.2.1. Game cards reading and conception plan

Whether a leader has those game cards to pick and apply or willing to conceive them there are some aspects to look for when reading of conceiving a game card. The table below summarises the game cards reading and conception plan.



Table 11. Game card conception template

<b>Game card components</b>	<b>Characteristics</b>
<b>Requires area and specific material or equipment</b>	<ul style="list-style-type: none"> <li>- What are the required dimensions (e.g. 40mx60m)?</li> <li>- How should be the surface (e.g. sandy, plane, and grassy)?</li> <li>- How should the area be parted (e.g. 2 courts, 3 zones etc.)?</li> <li>- What are the specific material or equipment for the game?</li> </ul>
<b>Number of participants</b>	<ul style="list-style-type: none"> <li>- What is the appropriate number of participants (e.g. 30, 40 or 50 persons)?</li> <li>- In how many groups will the participants be divided (e.g. 2 groups of 8, 4 groups of 7 etc.)</li> <li>- How could the groups be organised (e.g. a goalkeeper, 4 defenders, 3 attackers)</li> </ul>
<b>Evolution (What to do, rules, layout)</b>	<ul style="list-style-type: none"> <li>- How does the game start (e.g. with a service behind the end line, with a kick-off in the centre, etc.)?</li> <li>- How does the game continue (e.g. 3 touches before returning the ball, 30 second to shoot etc.?)</li> <li>- How does a team score (e.g. when the ball touches the ground, when the ball goes in the poles etc.)</li> <li>- How does a team win (the highest score after 20 min, the first to win 2 sets etc.)?</li> <li>- What happens when it is draw (points are share, the first scorer wins etc.)?</li> </ul>
<b>Inclusion strategies</b>	<ul style="list-style-type: none"> <li>- What specific change to make to the infrastructure (e.g. lower basket for some participants, a specific zone for some participants)?</li> <li>- What specific equipment should change (e.g. some participant using bats to kick the ball, or a pad to catch the ball etc.)?</li> <li>- What specific rule change implies for some participants (e.g. some participants can score only from a zone etc.)?</li> </ul>

## Sample game cards.


**Game card 1. Inclusive Basketball.** We will consider the case of child who has diplegia in a class or group where there is no proper basketball wheel chair but an adapted skate board (DCs conditions)

Table 12. Illustrative inclusive game card based on Basketball

Game card components	Characteristics
<b>Requires area and specific material or equipment</b>	<ul style="list-style-type: none"> <li>- A basketball court. Two small zones of 2 m wide are marked along each side line for the skate board users.</li> <li>- Normal basketball balls, two adapted skate boards.</li> </ul>
<b>Number of participants</b>	<ul style="list-style-type: none"> <li>- Total number of 20 or more.</li> <li>- Make two teams of 10 players including substitutions. Each team has a player on a skate board in one of the zone.</li> <li>- Skate board user will play in the two zone along the side lines.</li> </ul>
<b>Evolvement (What to do, rules)</b> 	<ul style="list-style-type: none"> <li>- The game start with a basketball normal kick off in the centre</li> <li>- Basketball general rules apply but before scoring each team has to play with their player on the skate board.</li> <li>- Players on skate board can dribble (basketball dribble) or roll the ball. If they score from their zone, it counts 3 points.</li> <li>- Players on the skate board can be marked by other players of the opponent team but at the edge of the skate board zone (not inside).</li> </ul>
<b>Inclusion strategies</b> 	<ul style="list-style-type: none"> <li>- The court is delimited in zones. Use saucer markers to delimitate the zones.</li> <li>- There is only one real wheelchair user who will be on a skate board.</li> <li>- The rule of marking players on the skate board touching the ball before scoring and the 3 points score for them.</li> <li>- As only one child in a wheelchair user, the others who will be using the skate board are in a situation of reverse integration.</li> </ul>

## Game card 2.

Table13. Illustrative game card using an indigenous game from West Africa. Game card 3. “Evedada”, a recreation target game in West Africa (Togo, Ghana, Benin).

Game card components	Characteristics
<b>Requires area and specific material or equipment</b>	<ul style="list-style-type: none"> <li>- A smooth playground of 30X20 m</li> <li>- Two start lines distant of 15 to 20m</li> <li>- 22 or more “Eve” balls are divided in equal to each team</li> <li>- Each team align the balls on the start line in equal distance.</li> </ul>
<b>Number of participants</b>	<ul style="list-style-type: none"> <li>- Two teams of 5 to 10 or more players</li> <li>- Each team has a captain who goes for the toast to gain the right to start or not.</li> </ul>
<b>Evolve ment (What to do, rules)</b> 	<ul style="list-style-type: none"> <li>- The game starts with the winning team of the toast throwing the first 2, 3 or 5 balls to hit those aligned by the opponent team.</li> <li>- There can be a double ball placed before each team’s line which the opponent must hit before hitting the other balls.</li> <li>- When a ball is hit, it is returned with the hitting ball to the throwing team.</li> <li>- The opponent team keeps the balls which do not hit target till the last is thrown.</li> <li>- The throwing turn changes when the current throwing team throws the last ball without hitting target.</li> <li>- The winner of a set is the team which first hits all the opponent balls.</li> <li>- The game can be of one set winner, two or three sets.</li> </ul>
<b>Inclusion strategies</b>	<ul style="list-style-type: none"> <li>- A player with arm impairment can be included using a switch to throw the balls.</li> <li>- Players can play sitting down, kneeling or in wheelchair</li> <li>- A player with visual impairment can be included with a pre-guiding recognition of the area and team mates’ guidance.</li> </ul>

### Game card 3

Table 14. Illustrative game card using an indigenous game called “Racka Racka”, a recreation game in Zimbabwe and some other Southern Africa countries.

Game card components	Characteristics
<b>Requires area and specific material or equipment</b>	<ul style="list-style-type: none"> <li>- A smooth playground of 15X 10m with a 8X5 m in the middle.</li> <li>- A ball (also a bell ball).</li> </ul>
<b>Number of participants</b>	<ul style="list-style-type: none"> <li>- Two teams of at least 2 players or more players</li> <li>- Each team has a captain who goes for the toast to gain the right to go to the middle of the playing area.</li> </ul>
<b>Evolution (What to do, rules)</b>	<ul style="list-style-type: none"> <li>- The team in the middle has to evade or catch the ball as the opposing team will be throwing the ball trying to hit them who are in the middle. If a player is hit by the ball they sit down. The objective for the team throwing the ball is to hit the opposing team members as quick as they can. Once all the members have been hit the teams exchange roles.</li> <li>- A team scores 10 points by catching a ball. Scores are accumulated by rounds. The winning team is the one reaching a set total point of 50 or 100.</li> </ul>
<b>Inclusion strategies</b>	<ul style="list-style-type: none"> <li>- A wheelchair user can be included using the rule that the ball thrown to that player should bounce first before reaching him or her.</li> <li>- Players with visual impairment can be included also by using a bell ball and having respecting the rule of bouncing the ball on the ground before reaching the player. The player throwing the ball should his intention before throwing.</li> </ul>



## 4.2.2. Lesson plan (Act, advance)

After picking or conceiving game cards, the leader can lay down the lesson plan or session plan. Below is a sample of lesson plan.

Table 1524. Structure of a lesson plan


<b>Participant group:</b>	<b>Venue of the session:</b>	<b>Date:</b>	<b>Number of participants:</b>		
<b>Session aim:</b>		<b>Session prerequisites:</b>			
<b>Activity Phase</b>	<b>Activity Description</b>	<b>Time</b>	<b>Teaching Points</b>	<b>Leaders</b>	<b>Comments</b>
<b>1- Introduction:</b> Meet, greet and start. Ice breaking					
<b>2 -Warm up</b> Make it progressive					
<b>3- Main activities</b>  Make it progressive and fun					
<b>4- Cool down</b> Stretching important  <b>Debriefing.</b>					

The “SAFE” questions should be asked again after the session by the leader in order to reflect on the session, correct errors and refine his knowledge of inclusive session running. This constitutes the “R” symbol of the “GEAR” acronym.

### 4.2.3. Ice breaking: start in joy and in confidence

It is important to start an inclusive session in a joyful and confident atmosphere. It allows participants to get to know each other feel comfortable and engage fully.

## Icebreakers



- **1- Know your neighbour.** This icebreaker is for groups less than 15 persons.
  - The leader gets the whole group into a circle looking inwards. He asks each one to ask for the name of the person at one's right and at one's left. The leader will then sing "know, know, and know your neighbour" and then throw a ball or a bean bag to a participant. That participant will catch the ball or the bag and give the name of person at the right and the one at the left.
- **2- Self-introduction.** This icebreaker can be for 15 a larger group.
  - The leader get the group into a circle looking inwards. The leader sings "what is your name, what is your name" and go from the centre to reach a participant. That participant will come into the centre and give his or her name. He or she will then go and reach to a new participant who will do the same thing.

### 4.2.4. Warmup exercises

## Warmup exercises

- **-Call body parts or connect.**
  - The leader delimitates the playing area and asks the group to move inside. At the call of a body part, e.g. elbow, each participant runs to a peer and connect that body part with that peer. A variation of this exercise is to call a number instead of body part. When that number is called, participants get into that number
- **Jogging pace variation.**
  - - The leader holds marker saucers (green, yellow, red) and gets the participants inside the playing area. The group starts jogging at a moderate pace. The leader the leader lift up the red colour, the group stops jogging. When the green colour is lifted up, they restart jogging. If it is the yellow colour, the groups increases the pace of the jogging

### 4.3. Equipment adaptation from one's environment, encouraging material making creativity in DCs

One of the challenges facing participation in sport in DCs is lack of funding impacting mostly on the lack of materials or equipment for sports and active recreations. It is therefore important to know how to use some available items in the surrounding environment to adapt or make some of the equipment of materials cheaply.

The main attitude to adopt in order to venture in the process of adapting materials and equipment from one's environment is to encourage and build on creativity aptitudes present most of the time in DCs. A cone for example can be made out of plastic bottles; a maker saucers out of used plastic sandals etc.

This section is inspired by the article of Sean Healy (2013) <sup>9</sup> in the journal *Palestra*. Healy found that equipment adaptation could be done based on 6 aspects of the item which he called the 6S (size, sound, support, surface, speed, switches). According to him to adapt equipment in order to include people with disabilities, the following have to be taken into account.

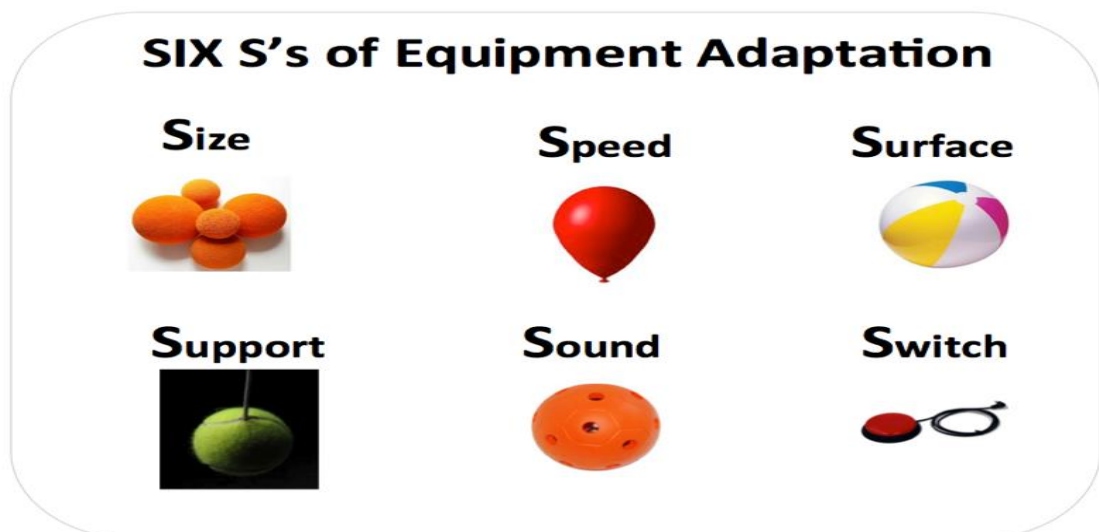


Figure 15. Equipment adaptation. Source: <http://theinclusionclub.com/project/e52-adapt-it-sport-equipment-storeroom>

The “**Size**”. The adaptation to the size should make it comfortable and safe to be used whether by holding or catching, kicking or grasping, lifting or throwing. Large and heavy footballs could be dangerous for small children and some with disabilities. On the contrary, a smaller ball could be appropriate for all abilities.

The “**Sound**”. The adaptation concerning the sound is particularly for the inclusion of people with visual impairments. Sound devices can thus be incorporated to ball, fix to cones or other object to help the person with visual impairment to orientate.

The “**Support**”. The adaptation concerning the support has to do with giving a less dynamic situation for participant with disability to practice an activity when his or her accuracy and coordination are to be improve before getting into a more dynamic game.

The “**Surface**”. The adaptation to the surface of an equipment can help the participant to grip it easily like making a racket handle surface more comfortable by wrapping it with a kind of soft tissue or tape.

The “**Speed**”. The adaptation to the speed of the equipment is aimed to slow down the speed of the object in other to increase the success of the participant playing a game with that equipment.

The “**Switches**”. “Switches” are other dimensions added or attached to equipment to be clicked or flipped in other to use the main equipment.



Figure 16. A homemade switch to throw a tennis ball. Source: <http://theinclusionclub.com/project/e52-adapt-it-sport-equipment-storeroom/>



The following websites are provide some examples for material creation <http://www.internationalinspiration.org/exciting-new-inclusive-sport-resources-our-local-partner> and


<https://www.youtube.com/watch?v=wthDNMBYPtw>

Below are also some practical examples of material creation or adaptation

## Making balls

These balls can be done with \$ 0

- **Paper Ball –**
  - Useful for short distance throwing and accuracy games.
  - • Take a sheet of newspaper and crumple up
  - into a small ball
- **Noisy Ball -** For people with a hearing impairment. The ball could also be used to play Goalball.
  - • Take a medium sized ball (10 -20cm diameter) wrap it in plastic and fix the plastic with tape.
  - •When the ball rolls it will make a sound.
- **Cloth ball**
  - •Find an old clean garment like a vest or sock
  - •Roll up newspaper to make a ball that will fit inside the garment.
  - •Gradually draw the garment around the paper trying to keep a circular shape.
  - • Sew the end to keep the shape.



## Plastic bottles for target games

Cost \$0



- Plastic bottles can be used as targets. If filled with water they can also roll.
- - ● When using plastic bottles outside it is useful to fill them with sand or beans so they do not fall down. If using plastic bottles as skittles put just enough sand or beans in them so they can still be knocked over.
- - Groups of bottles can also be used on a court or table as target practise in sitting volleyball or polybat
- - ● Bigger bottles can have their tops cut off to make small targets for throwing things into

## Table Tennis Net

<http://www.activityvillage.co.uk/make-a-ping-pong-bat-and-net>



- 2 wide popsicle sticks
- 3 lengths of 1 inch wide ribbon, the width of your table. coloured tape
- Sticky tack (or dough)



## Sitting Volleyball Net. 25mm and 20mm hollow section square tube; Screws with butterfly nuts and hexagonal nuts. Cost \$ 5-10



- Start by cutting the metal to the lengths required.
- •Weld together the bottom T and upright (25mm), drill holes and weld on the nuts for the securing screws. We call this the Base T.
- •Cut the two supporting legs and fix to the Base T.
- •Cut the three pieces that make the width of the net and weld 10cm of 25mm tube onto two of the pieces to make the joining sockets. Drill holes and weld on nuts for the securing screws. Join together and fit to the Base T.
- •Cut the metal for the posts and fix hooks or pieces of hollow rod to fix the net.
- • Secure the posts to the base triangle, and the posts are complete.
- •Make a net using the same method as the Table Tennis nets.



Figure 17. A snooker pool created in DCs context. Source (Not identified)

## 4.4. Promotion and management of inclusive sport events.

One of the biggest challenge facing organisations willing to run inclusive sport-based programmes in Developing Countries could be how to stage inclusive events. Some ideas will be shared in this subchapter on how to promote and manage those events.

### 4.4.1. Working with Disability Peoples Organisations (DPOs).

The Disability People's Organisations (DPOs) are organisations formed mostly by people with disabilities themselves with the aim of "having a voice of their own". Among the major roles of DPOs are the one of self-representation leading to self-identification of their needs and hence efficacy in dealing with those needs. In the field of sport-based programmes, it is vital that mainstream organisations that are willing to include people with disabilities in their planning learn how to make the voice of people with disabilities be heard. Therefore, while running an inclusive sport-based programme, it is worthy to make your organisation known to national and even international DPOs. That partnership could create opportunities of having events staged.

There is a certain risk sliding to a pure disability sport while having the partnership with a disability exclusive sport organisation. That is why it is vital to interact in order to share a common understanding of disability inclusion. This will help to set down the rules for inclusive events staging clearly. In that regard, events can be done on the basis of reverse integration (as detailed earlier in chapter 3) where people without disabilities will practice sports or games supposedly for people with disabilities such as wheelchair Basketball or Goalball.

### 4.4.2. Target community and national (cultural or political) events

Some common community and national events in DCs can provide opportunities of staging inclusive sport-based activities. It is the case of independence days or



local festivals periods. In some DCs, some sports and recreation activities are funded during the festivities of the Independence Day through the Ministry of Sports and Leisure or Culture. School sports also can be the target of inclusive activities staging.

When an event is sponsored or funded by a donor, it very important to be grateful to them through a feedback report of the event. The organisation should relate in that report the impact of the events in the society or community and also for the image of the donor.

It is worthwhile reminding that NGOs willing to use national political opportunities must be careful. They must avoid political parties or leaders acquaintances.

#### 4.4.3. Inclusive festivals organisation

Inclusive festival can be organised in different format but in this document we suggest integrated team events. Teams should be formed with young people arranged into mixed basis. Each team is balanced to include a similar ability range, including for example:

- **disabled and non-disabled children;**
- **older and younger children;**
- **boys and girls.**

A high level of organisation can involve the use of a point system to balance the teams and require for each team to you every one in every team.

Based on game cards conception and the inclusion spectrum, an inclusive festival can be organised with ideas as indicated in the next table.

Table 18. Illustration of games that can be played during an inclusive event or festival

<b>Games</b>	<b>Organisation suggestions</b>
Blanket ball	Team agrees a target number of tosses and catches and tries to reach the target without the ball touching the floor See how many tosses and catches can be done in a certain time Pairs in the team use a “blanket” most suited to them and all pairs scores are added to give a team score.
Boccia	Play the extension game ‘Boccia bucket’ with the group choosing or making their own targets from a variety of different equipment items.
End zone	Devise a dribbling game using markers with the team scoring a point for each marker successfully negotiated. Teams could use one “course” or different courses adapted for different abilities
Balloon strike	This is easy to use in a Festival. If being competitive then score two points for a successful first strike and one for a successful second strike.
Evedada	Refer to the sample game card 2 Allow some participants to use a switch to throw the small balls.
Basketball	Refer to the sample game card 1 with other adaptations according to the abilities of the participants.
Racka, Racka	Refer to the sample game card 3 with other adaptations according to the abilities of the participants



Figure 19. An imposed and unhappy role given to child of disability during a game.  
Source: Koffi A FIATI, Plan2inclusivize

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