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The Development of Professional Occupational Standards for use by NGOs Pertaining to the Inclusion of People with Disabilities in Sports based Programmes in Developing Countries

ABSTRACT

The research is based on both the IT Tralee UNESCO Chair programmes as aligned to articles of the Charter on Physical Education, physical activity and sport (UNESCO, 2015) and MINEPS V Resolutions in Berlin 2013 (UNESCO, 2013), regarding the inclusion of people with disabilities in sports. Therefore, this project focuses on setting up best practices for the inclusion of people with disabilities in sports based programmes in developing countries through developed occupational standards. The aim is to address the lack of inclusion of people with disabilities in sports based programmes in the developing countries.

A qualitative approach is employed to generate data through documents analysis and interviews. The first phase comprises of collection and analysis of mission statements of ten NGOs and a training programme tailored to capacitate NGOs in two developing countries with skills and knowledge of including people with disabilities in sports programmes. This process resulted in the development of occupational standards. The occupational standards comprise of key purpose for existence of NGOs, their roles, skills and knowledge needed to function properly. The second phase generated data regarding the NGO's perceptions of the developed occupational standards during a validation process through semi-structured interviews of nine participants from six NGOs administering sports programmes in the developing countries.

As a result, four key areas were identified from which key roles and functional units were developed. The results also revealed that changing perception, protection of human rights, facilitating inclusion and planning and implementation as the broader competency domains necessary for NGOs administering disability inclusion sports based programmes in developing countries. Thereafter, seven competencies with corresponding knowledge and skills were developed these competency domains.

The occupational standards are anticipated to change the perception and attitudes of the public towards people living with disabilities in developing countries and beyond. Similarly, practitioners in sports will build their capacity by working towards best practices which will influence organisations and public institutions to reflect on their strategies and policies. Also, the research outcomes shall become a new knowledge base for referral and familiarisation with best practices in sports inclusion programmes.

The Development of Occupational Standards for use
by NGOs Pertaining to the Inclusion of People with
Disabilities in Sports based Programmes in Developing
Countries

By

Thabo Philmon Tsiki

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



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Submitted to the National Council for Educational Award, May 2016

Acknowledgements

I would sincerely like to thank my supervisors David Gaughran and Gerry Gallagher for the guidance and support they rendered to me throughout the research.

My heartfelt gratitude also goes to UNESCO Chair IT Tralee for affording me a practical experience and availing resources for successful completion of this research.

A word of appreciation also goes to the Department of Sports and Recreation in Lesotho for endorsing and availing resources the project.

I would like to conclude by thanking my family for the love and unwavering support while undertaking this research.

Acronyms

CANTA	Caribbean Association of National Training Agencies
eipet	European Inclusive Physical Education Training
EOSE	European Observatoire of Sport and Employment
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
IPC	International Paralympics 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
RI	Rehabilitation International
SO	Special Olympic
UK	United Kingdom
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
UTMF	Universal Transformational Management Framework
WHO	World Health Organisation

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The research is based on both the IT Tralee UNESCO Chair programmes as aligned to articles of the Charter on Physical Education, physical activity and sport (UNESCO, 2015) and MINEPS V Resolutions in Berlin 2013 (UNESCO, 2013), regarding the inclusion of people with disabilities in sports. Therefore, this project focuses on setting up best practices for the inclusion of people with disabilities in sports based programmes in developing countries through developed occupational standards. The aim is to address the lack of inclusion of people with disabilities in sports based programmes in the developing countries.

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As a result, four key areas were identified from which key roles and functional units were developed. The results also revealed that changing perception, protection of human rights, facilitating inclusion and planning and implementation as the broader competency domains necessary for NGOs administering disability inclusion sports based programmes in developing countries. Thereafter, seven competencies with corresponding knowledge and skills were developed these competency domains.

The occupational standards are anticipated to change the perception and attitudes of the public towards people living with disabilities in developing countries and beyond. Similarly, practitioners in sports will build their capacity by working towards best practices which will influence organisations and public institutions to reflect on their strategies and policies. Also, the research outcomes shall become a new knowledge base for referral and familiarisation with best practices in sports inclusion programmes.

Chapter 1 Introduction

1.0 Introduction

Ever since sport was used as a rehabilitative therapy for people with disability during and after the Second World War, up until today when sport is used for various social and developmental activities, developing countries have struggled to include people with disabilities. A developing country is described as “a country with a relatively low standard of living, undeveloped industrial base, and moderate to low Human Development Index (HDI)” (Education Pathways International, 201?). HDI is used to measure the level of poverty, literacy, life expectancy, education and other relevant issues for a country (Education Pathways International, 201?). Developing countries are also called underdeveloped countries, backward countries, third world countries and newly industrialising countries (International Encyclopaedia of the social sciences, 2008).

A typical and more relevant example is during the London 2012 Paralympic games where Africa sent lower numbers compared to their European counterparts (Novak, 2014). Only nine African countries managed to send more than two, and four managed to send more than four athletes while western countries such as Belgium and France sent 40 and 158 athletes respectively (Novak, 2014). The whole idea here is to indicate that up until today people with disabilities are largely excluded in sports or any recreational activity, implying that their involvement has been lagging behind compared to their counterparts without disabilities. The result has been that people with disabilities have remained at the bottom of the pyramid of social-economic standing in society and continue to be amongst the groups that live in poverty (World Bank, 2008; Brittain and Wolff, 2015). The reason for their exclusion has been attributed to a number of issues such as low self-esteem experienced by some people with disabilities (Brittain, 2004), the disability divide (Novak, 2014) and societal beliefs and attitudes (Sports for Development and Peace, 2008).

To be more precise, in relation to participation in sports, people with disabilities are largely excluded for a number of reasons, especially in developing countries. Some authors indicate that lack of or non-adapted equipment, financial limitations, transport system, lack of access to sporting and recreational activities, unfriendly policies, and lack of information pertaining to inclusive sports activities, lack of trained personnel, cultural

and religious beliefs and inferior attitudes are contributing factors (Nhamo and Sibanda, 2014, Condo and Condo, 2013, Khumalo et al. 2013).

More importantly, people with disabilities represent a sizable number of the world population such that no state can afford to ignore them. There are an estimated 1 billion people with disabilities in the world of which 80 percent live in the developing countries (WHO, 2011). To further highlight the gravity of the problem, UNESCO estimated that 98 percent of children with disabilities in the developing countries do not have access to education and health services (UNESCO, 2004). Given these statistics, it is evident that most people with disabilities who are experiencing exclusion, in different spheres of life, are in the developing countries.

In response, the World programme of Action Concerning Disabled Persons stated that the member states should provide facilities and organisations to encourage sporting activities amongst people with disabilities. Additionally, the UN member states and different organisations advocating for the rights of people with disabilities, have put in place mechanisms to pioneer for the inclusion of people with disabilities in developmental activities. The UN has produced a number of instruments such as the Disability Dimension in Development Action: Manual on Inclusive Planning in collaboration with National Research and Development Centre for Welfare and Health (STAKES) in Finland in 1997. It also published a Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities and its Optional Protocol: From Exclusion to Equality, Realising the Rights of Persons with Disabilities. The UN also produced best practices criteria for including persons with disabilities in all aspects of development efforts in 2011. The UN Convention on the rights of persons with disabilities was adopted in 2006. Article 30, in particular, gives a synopsis on the member states obligation towards making conditions conducive for people with disabilities to partake in sports, recreation and leisure activities.

UNESCO has stepped up its efforts towards promoting sport for all by revising its Charter on Physical education, physical activity and sport to emphasise sport for all, good practices, capacity building and advocacy (UNESCO, 2015). There have been some research activities producing important instruments central to mainstreaming disability in sports, such as Universal Transformational Management Framework (UTMF) (Masdeu-Yélamos, 2015). “The UTMF is a management tool that aims to facilitate the transition

towards universal practice within the fitness sector”. It is used to guide organisations to systematically employ inclusion in their operations to mainstream disability (Masdeu-Yelamos, 2015, p. 9). Other forms of research have been concentrated on building up knowledge around disability and interventions to promote inclusion. These resulted in various models of disability as discussed below.

Models of disability are described as “tools for defining impairment and, ultimately, for providing a basis upon which society can devise strategies for meeting the needs of disabled people” (Kofi, 2013, p.122). Some of these models include but are not limited to medical, social, biopsychosocial and human rights model. A medical model perspective on disability issues is still dominant today and people are still subjected to medical examination or assessment in order to ascertain if they qualify for access to resources and benefits (Humpage, 2007). However, there has been a shift in the literature, which focuses more on the social model. It argues that the problem lies with the way society operates which perpetuates the exclusion of people with disabilities (Oliver, 1996, Britain, 2004; Ariemerman, 2013; Barnes, 2009; Sullivan, 2011). The main argument has been that instead of focussing on the cure, efforts should be concerted towards changing the way societal systems operate so that people with disabilities will be able to participate fully in developmental matters without any prejudice. More recently, there has been a strong view that disability is a human rights issue, implying that disability issues must be dealt with within human rights context. This perspective has led to a special United Nations Convention on the Rights of Persons with Disabilities, which was adopted by UN in 2006. With reference to specific literature on disability sport, a handful of authors have published extensively on promoting the inclusion of people with disabilities in sports (Britain, 2004, McConkey et al. 2012, Novak, 2014; Nhamo, and Sibanda, 2014; Onyewadume, 2007; Temple and Stanish, 2008), of which some authors focus on the developing countries (Nhamo, and Sibanda, 2014; Onyewadume, 2007; Temple and Stanish, 2008).

Only a relative handful of studies (Nhamo, and Sibanda, 2014; Onyewadume, 2007; Temple and Stanish, 2008, Wegner and Struthers, 2011) have concentrated their efforts on identifying challenges facing the inclusion of people with disabilities in sports in developing countries. These studies go only as far as highlighting some areas of concern that need attention to minimise the exclusion of people with disabilities in sports in the developing countries. The concerns include lack of training, equipment and infrastructure,

policies, culture and inclusion programmes. These issues are discussed in detail in chapter 2.

1.1 Rational for the Study

Lack of studies on best practices for the inclusion of people with disabilities in sports programmes in the developing countries is the missing link from the research. People with disabilities need practical steps on how to alleviate challenges that exclude them from participation in sports and other developmental activities as mandated by the UNCRPD and as enshrined in different countries' legislations. People with disabilities would like to participate in sports but the lack of adaptive programmes and training on inclusion are the impeding factors (Wenger and Struthers, 2011). Some of the available technology advances like prostheses used for running are not accessible because they are expensive (Novak, 2014). This is worsened by the fact that most of the people with disabilities are not working as claimed by Ntibe (2011). Ntibe argues that most of the people with disabilities in Ghana are reduced to begging on the street because they are not working. This claim coincides with that of the World Bank (2008), and Britain and Wolff (2015) that people with disabilities are amongst those living in poverty due their lack of inclusion in developmental activities. It is against this that efforts should be concerted towards mainstreaming disability in sports in developing countries to maximise universal accessibility.

Therefore, given the statistics that more people with disabilities live in the developing countries that have many developmental and social justice challenges, there is a need to undertake this research in the developing countries. This research is also responding to the demands of the UNESCO Charter and UNCRPD of making sports and recreation accessible to all people regardless of their abilities.

This study is aimed at contributing to the knowledge base on best inclusion practices for mainstreaming disabilities in sports programmes in the developing countries. This will be done through the development of a set of occupational standards for NGOs in order to encourage them to include people with disabilities in sports programmes. The study addresses the key purposes of organisations operating in that space, the functions and competency framework (Knowledge and Skills) employees would need in order to tackle issues of inclusion. The occupational standards are anticipated to be an instrument that

organisations can use to administer inclusive activities specifically but not exclusively in sports programmes. It is hopeful that “with appropriate communication, knowledge and skills, sport can be a powerful tool for transforming community attitudes and empower individuals through the acquisition of new physical and social skills, self-confidence and positive relationships” thus leading to employment and alleviation of poverty (Sport for development and peace, 2008, pp. 172).

1.2 Research statement

An investigation of the best practices for inclusion of people with disabilities in sports programmes through developed occupational standards for NGOs to include people with disabilities in sports based programmes in developing countries

1.3 Objectives of the study

The following three objectives have been set to achieve the broader aim of this research and those are:

- To establish the current situation in terms of policy and programmes for inclusion of people with disabilities in sports based programmes in developing countries
- To develop a functional map which entails a set of functions needed for NGOs to mainstream disability in sports programmes in developing countries
- To develop a competency framework which encompasses a set of competencies, knowledge and skills for NGOs staff operating in developing countries.

1.4 Research Question

- What is the current situation in terms of policy and programmes with regard to the inclusion of people with disabilities in sports programmes in the developing countries?
- What is the key purpose for organisations undertaking disability inclusion sports based programmes in developing countries?
- Which functions and competencies are required for NGOs to include people with disabilities in sports based programmes in developing countries?

1.5 Research Design

The research adopts a qualitative approach in relation to collection and analysis of data to answer the research questions. This approach is underpinned by the philosophy that there

is no single truth, rather people give a different interpretation of things at different places at different times (Hartley & Muhit, 2003). Qualitative research also gives a researcher the opportunity to make sense or understand behaviour, beliefs and emotions envisaged by the group under study (Hogan et al. 2009). A researcher is able to engage and interpret it according to the way he/she understands it, thus enabling the chance of understanding the deeper meaning seen in the data. Through the interviews, the researcher is able to observe and feel the emotions displayed by the participant. This indicates that not only will superficial information be collected but also background emotions shall be recorded. For the purpose this research, the researcher has a greater opportunity to understand the challenges faced by organisations in their attempt to include people with disabilities in developing countries through interviews and analysis of training programme. Under the circumstances, the voice of the group under study will be heard and taken into consideration. This will then feed into the development of best practices in the form of occupational standards.

The research used a combination of both document analysis and interviews methods in its data collection. The documents, which were collected and analysed initially, were mission statements for organisations mainstreaming disability in sports in developing countries. Secondly, a disability inclusion sports training programme which was tailored to capacitating NGOs with skills and knowledge of how to include people with disabilities in sports in two African developing countries (Togo and Ethiopia) was analysed. The training programme was a joint venture of three organisations (Plan International Ireland, CARA Centre and UNESCO Chair IT Tralee) based in Ireland that came together to develop such programme for NGOs in Africa to capacitate and encourage them to include people with disabilities in sports programmes. After the analysis, a draft set of occupational standards was developed and sent out to six NGOs for validation (refer to chapter 6). The analysed documents also formed a basis for the development of interview instruments for NGOs involved in the validation process. Semi-structured interviews were carried out with NGOs (refer to Appendix C). After the transcriptions were completed, they were sent to participants for corrections to ascertain whether participants agreed with what is reflected in their responses.

The researcher made a collection of the mission statements of ten NGOs from their respective websites. The criterion was to collect mission statements from only

organisations that are currently undertaking inclusion sports programmes in developing countries. A disability inclusion sports training programme prepared for NGOs in Africa was obtained from one of the NGOs that agreed to partake in the study. Purposive sampling which has a snowball effect was utilised in selecting participants for this study. Though sixty - five NGOs were invited to take part, only six NGOs agreed to take part. The reason for this non-response is unknown. However, some researchers have attributed this to research fatigue. Clark (2008) as cited by Way (2013), found that if there has been no impact with regard to their previous involvement in research, participants will be less motivated to participate in future research. Clark (2008) goes on to indicate that fatigue is extreme with those that engage in a research with the hope of a return or impact. Tomlinson et al. (2006) state that society in South Africa treats outsiders negatively that fly in to do research and leave without giving anything to the community. It is also argued that some communities such as the Aboriginal in Australia have been studied too much and they are exhausted by amount of research and other projects carried out in their community (Clapham, et al. 2006)

1.6 Assumptions

It can be assumed that

- The participants are honest and will respond to the questions to the best of their abilities. It was indicated in the informed consent and research information letter that they were under no obligation to participate in the study illustrating undue influence on behalf of the research and the researcher. The researcher remained impartial throughout the interviews by asking questions in a manner that would not influence the responses. This can be further substantiated by the list of interviewees in the appendix D.
- Participants have experience of working with people with disabilities in the context of sports and other social activities in the developing countries. The assumption is based on the fact that the participants were identified by their respective organisations as the appropriate people to assist in the research.

1.7 Limitations of the study

This research was limited to NGOs that are or were undertaking disability inclusion sports programmes in developing countries. It is significant to take care when generalising the

findings of this research outside the context of NGOs operating in the developing countries. It is imperative to note that out of sixty-five NGOs that were invited to partake in the study, only six agreed to participate; all having worked in Africa. Communicating to NGOs was difficult because the researcher relied on the internet search to find contacts in which many were found to be invalid. The initial plan was to have a representation of NGOs in different continents to enable a wider exploration of the disability situations. Only organisations who worked in Africa took part; limiting the diversity of information. It is also worth noting that the study does not include concerned groups that are getting services from NGOs such as people with disabilities. This simply means that disability groups or people with disabilities and their families did not participate in this research thus disregarding their viewpoints. People with disabilities have highlighted the importance of being involved in developing instruments like this one through the motto which says “nothing about us without us” (UN, 201?). The understanding is that their participation is vital towards producing an instrument which will be most relevant to their needs as experts in their lives. People with disabilities did not participate because the targeted population was NGOs that administer sports programmes in the developing countries. Though some of these organisations administer run inclusive sports programmes, they did not have persons with disability I could have interviewed.

The research also failed to secure participants from senior management positions in two of the participating NGOs limiting responses regarding policy direction of the organisations and willingness to focus on the inclusion of people with disabilities in sports programmes. Some senior members of the organisations were not available to participation in the research while some opted to delegate staff to participate in the research. Some indicated that due to lack of capacity, they had only one official who could adequately speak about the organisational stance on disability inclusion.

The researcher was aware of the bias regarding the application of purposive sampling, which was later intertwined with snowball sampling. In this case, the choice of participants was only limited to those he knows and those known by the same NGOs thus excluding the voices of those that are outside this equation. Moreover, the researcher was involved in the development of a disability inclusion sports training programme tailored for NGOs, and volunteers to capacitate them with some skills to include people with disabilities in sports programmes, which later became a source of data for this study

Having acknowledged the limitations of this research, the research is still perceived to provide a rich knowledge base for the inclusion of people with disabilities in the developing countries by providing functions and competency framework to that effect.

1.8 Chapters outlined

Chapter one: Introduction - this chapter serves as an introduction to the research acting as a signpost for the direction of the research. It outlines the questions under research and the aim of the research. It further highlights the objectives of the study as well as the research questions that the study is trying to find answers for. A brief on the research design underpinning the study is also highlighted in this chapter. The chapter acknowledges some limitations of the study and gives a synopsis of the remaining chapters.

Chapter two: Literature review - This chapter gives an account of findings from the literature in relation to the research questions. The chapter explores four different schools of thought with regard to mainstreaming disability in developmental activities. The exploration cascades down to focus more specifically on the inclusion of people with disabilities in sports globally. The exploration is further narrowed down to disability inclusion in sports programmes in the context of the developing countries.

Chapter three: Methodology - This chapter details the research design that was employed to respond to the research questions. The design includes the qualitative approach that has been utilised in the study. The chapter also gives a justification for the use of document analysis and semi-structured interviews to collect data in an attempt to answer the research question. Thematic analysis as a method for data analysis for both document analysis and interviews is presented in this chapter. The methodology for developing occupational standards is also outlined. Under the same chapter, ethical considerations for the study to minimise the threats to the study and the potential harm to the participants are also covered. Mechanisms employed to increase credibility and trustworthiness in the way data was collected and analysed also forms part of this chapter.

Chapter four: Data analysis - In this chapter, data from documents analysis and interviews are presented respectively. Since document analysis informs the interviews,

they are analysed first and then the interviews follow. Data is analysed in accordance with Braun and Clarke (2006) thematic analysis. This chapter also describes how computer software (NVIVO) was used to analyse data

Chapter five: Discussion - This chapter interprets and discusses findings of the study. It also outlines the link between data and development of the standards. The recommendations and shortcoming of the research are also discussed in this chapter

Chapter six: Occupational Standards - The chapter describes the occupational standards development process. It addresses the purpose of the development of standards. It also outlines the structure of the standards and how each element relates to others.

1.9 Expected outcomes

The expected results of this research are a set of best practices in the form of occupational standards that could be employed by NGOs in developing countries to promote inclusion of people with disabilities in sports programmes. The occupational standards would include a set of functions which are perceived to be central to the inclusion of people with disabilities. The functions would be developed in response to the key purpose of functional units, which can be done by an individual or a group of people at the place of work. It is also anticipated that occupational standards would include a competency framework that contains competencies which are linked to knowledge and skills.

1.10 Summary

The chapter serves as an introduction to the thesis; giving a picture of what the research is all about. The nature of the problem under investigation has been outlined, starting with a background that describes the different perspective and perceptions of disability. This has been done through a review of literature on interventions that could be employed to remedy the lack of inclusion of people with disabilities in sports programmes. The chapter goes on to position the study in response to the gaps in literature with regard to the inclusion of people with disabilities in sports programmes. The purpose of conducting the research and a brief methodology on how the research shall be conducted are also highlighted, though they will be further unpacked in chapter 3. The chapter also acknowledges the limitations of the study or some of the problems encountered during the

data collection phase. A summary of what is included in subsequent chapters is also included.

The next chapter gives a lengthy discussion of the literature that seeks to address issues of disabilities from four schools of thought. The four schools which are examined in relation to the research question as highlighted above are a medical model, social model, biopsychosocial model and human rights model of disability. The literature is written in response to the research questions where possible.

Chapter 2 Literature review

2.0 Introduction

Despite several attempts by the UN, disability advocacy groups, and other organisations, people with disabilities still experience exclusion, oppression and hostility in their everyday life, particularly in the developing countries (Sports for Development & Peace International Working Group, 2008, Onyewadume, 2007). Sharing the same sentiment is Kofi as he puts it “People with disabilities remain largely invisible in their communities and largely overlooked in efforts by the global development community to improve the human welfare and living standards of millions of the world’s poor people” (Kofi, 2013, p.121). It is estimated that there are 1 billion people with disabilities in the world, of which 80 percent live in the developing countries (WHO, 2011). Their treatment is largely influenced by the way each society perceives disability.

As a result, the chapter discusses medical, social, biopsychosocial and human rights model as different schools of thought on disability. The discussion is narrowed down to explore international obligations and initiatives regarding mainstreaming disabilities in sports based programmes and other development agendas. This is further narrowed down to explore the status of disability inclusion in sports programmes in developing countries. The last section of this chapter discusses facilitators that organisations could use to include people with disabilities in sports based programmes in developing countries. The following section gives a brief explanation of each model.

2.1 Different Perspectives of disability

The Medical model, as the earliest perspective on disabilities, holds the view that disability is a personal calamity that happens to an individual and it needs to be cured for a person to function properly in a society (Oliver, 1999). The social model counteracted by blaming disability on society operates which makes it difficult for them to function properly (Oliver, 1996). On the other hand, biopsychosocial model advocates for consideration of three aspects for a full understanding of disability; namely biological, social and environment (Borrel – Carrio et al. 2004). The human rights model is promoting a view that issues of disabilities should be looked at from the human right point of view Reoux and Carbert, 2003). These perspectives, which are referred to as models, shall be discussed in detail in the sections that will follow but before that it is important to understand what is

meant by models. Kofi in examining models of disability in the context of developing countries, contextualised to Ghana indicates that:

“..... 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 (i.e. the disabled), providing an insight into the attitudes, conceptions and prejudices of the former and how they impact on the latter. They help to reveal the ways in which society provides or limits access to work, goods, and services, economic influence as well as political power for people with disabilities. (2013, p.122)”

This definition of what a model of disabilities is about, provides a base through which these models as indicated above are discussed. The following section describes a medical model of disability through exploration of literature related to it.

2.1.1 Medical perspective of disability

It is believed that religious discourse is among the earliest advocacies of disability with many disabled people being taken care of by religious congregations. As a result of the expansion of science and medical knowledge, doctors replaced the priests in caring for disabled people (Humpage, 2007). Therefore, this practice gave rise to a medical model which shaped disability as an individual impairment that needed to be cured (Oliver, 1999). The medical model became stronger with the arrival of capitalism which became increasingly dominant over the feudalist system (Barnes, 1999) and resulted in people with disabilities being viewed as unproductive and eventually deemed surplus to requirements (Barnes et al, 1999). They were put into institutions where they would be taken care of in an attempt to relieve their guardians of such duties so that the guardians could continue to play their role in the productive world (Humpage, 2007). Barnes et al as quoted by Humpage (2007), indicates that a range of techniques was introduced to identify classify and regulate the impaired people, and these were used by medical experts to define people's needs and how they should be met. This was with an aim to minimise the negative consequence of impairment (Barnes et al. 1999).

The medical model perspective is aligned to that of the “World Health Organisation (WHO) International Classification of Impairment, Disability and Health (ICIDH) which

was developed during the 1970s by a group of social scientists led by Philip Wood” (Barnes, 2009, p.2). Barnes further indicates that ICIDH was established to clarify some terminologies with regard to disability in order to facilitate research and policy development (Barnes, 2009). This approach has given a clear distinction between, impairment, disability, and handicap¹. Therefore, ICIDH approach impaired and disabled people in an independent position as it is the case with the medical model.

The medical model conception of disability is based on the biology and physiology of an individual and is considered to be a personal tragedy that befalls an individual (Jaeger and Bowman, 2005; Bickenbach, 1993). This perception places the root cause of disability within impairment thus indicating that it should be eradicated, minimised or cured (Barnes, 2009). Therefore, if medical practitioners fail to remedy the disability, the person with a disability is rendered unable to contribute meaningfully to society or look after oneself, thus is placed in care.

According to Bickenbach, the “sick role” characterisation of a disabled person is one of the main features of the medical model (1993, p.61-92). Pfeiffer takes this further by highlighting that “If you are sick, you have a reason for not going to work or to class. The person in the sick role is exempted from everyday social obligations” (Pfeiffer, 2001, p.29). Oliver (2004) also put forward that the medical model views people with disabilities as having something wrong and as a result they are given low social standing as compared to other people without a disability.

It is evident that the disability is blamed on the individual, not on society. This notion implies that one has to be fit or cured to continue with his/her social obligations within society. It means that one has to change to be included in different functional units of society; failing which, one remains excluded and considered not legible to participate. Therefore, one is “portrayed (as an) abnormal, dependent, inferior, less valued member of society” (Sullivan, 2011:15). This model is still holding sway today as people’s fitness to execute certain jobs is still determined through medical check-ups; meaning those that are considered medically unfit, will continue to be unemployed. People with a disability still

¹ Impairment is any loss or abnormality of psychosocial, physiological or anatomical structure or function. Disability is any restriction or lack (resulting from an Impairment) of ability to perform activity in the manner or with the range considered to be normal for a human being. Impairment is a disadvantage for a given individual, resulting from impairment or disability, which limits or prevent the fulfilment of a role (depending on sex, age, social and cultural factors) for that individual (ICIDH)

go through the grading system in order to qualify for social grants. Doctors are still vested with powers to determine who is disabled and who is not and they are entrusted as professionals that can fix disability. Humpage (2007, p.217) states that “medical professionals continue to act as important gatekeepers, with people with disabilities relying on their assessment for access to resources and benefits”. In most industries today, people are still required to produce their medical fitness to perform certain jobs; even some institutions of higher learning still require that one should have a medical certificate to enrol for a learning programme.

Logic dictates that if you are considered sick, you are less likely to be offered a place to work or study. Sullivan (2011) also concurs in this regard when she highlights that medical model view within the community is still “prevalent and continue to reinforce the negative attitudes”. Sullivan (2011) outlines language, media, education, legislation, and technology as the areas where the medical model is still prevalent. Therefore, Sullivan (2011) believes that putting the emphasis on the person, not the impairment is taking a step closer to a social model of disability. As a result, the following section will give a brief account of social model’s view of disability.

2.1.2 Social model perspective of disability

The social model which rose in response to the medical model (Ariemerman, 2013), emerged during the twentieth century, tackling issues of employment and social deprivation which people with disabilities were experiencing, especially in western countries where there was a rise in industrialisation (Barnes, 2009). The two fundamental points that the social model rejects about the medical model are the issue of locating the problem of disability within an individual and the notion that disability is as a result of functional limitation. According to Oliver (1996), these two points are underpinned by the personal tragedy theory of disability which says disability is the result of an unfortunate event that happens to an individual. These two issues shall be articulated further later in this section but before then it is imperative to briefly explore the history of the development of this paradigm.

The social model came out strongly in the 70s and was supported by the Union of the Physically Impaired Against Segregation (UPIAS) (Pfeiffer, 2001, Shakespeare & Watson, 2001). Barnes (2009) indicates that UPIAS was formed in 1974 and it functioned

confidentially through circulars to its members in fear of victimisation to those who were staying in the institutions at the time. Even though, they managed to document their perspective on disability and it eventually became their policy (Barnes, 2009, p.4). Moreover, the social model was promoted academically by scholars such as Oliver (1990, 1996); Colin Barnes (1991) and Vic Finkelstein (1980, 1981) (Shakespeare and Watson, 2001, p.10, also see Pfeiffer, (2001, p. 33).

The social model perspective of disability advances the notion that disability is brought about by the failure and ignorance of society to remove the barriers that they impose upon people with disabilities, making it difficult for them to exercise their social role in the communities they live in. The model places the problem of disability within society. It stresses that the disability is placed on top of people's impairment (Oliver, 1996) by society thus compounding matters for people with disabilities. Oliver emphasises that society must change in order to accommodate people with disabilities as opposed to engaging on changing individuals with disabilities. According to Oliver, as quoted by Pfeiffer (2001), the social model of disability views disability as "society's failure to provide appropriate and adequate assurance [that] the needs of disabled people are fully taken into account in its social organisation" (Oliver, 1995, p.32). This is based on Oliver's concept that disability cannot be cured rather a society has to change the way its social operations are organised so that they become user-friendly to people with disabilities (Oliver, 1996). Sullivan (2011) concurs with Oliver by reiterating that instead of concentrating on the treatment of disability, society should change in order to enable people with disability to function properly without any prejudice. Sullivan also believes that without barriers there is no disability. It must be noted, however, that in rejection of the medical model, the social model does not reject it in totality, rather is against medicalization of disability; it does not however reject medical intervention as good health is a basic human right for everybody (Albert, 2004)

The social model clearly identifies social barriers to inclusion and how such barriers could be alleviated. The way in which these social systems are organised exclude and disadvantage people with disability thus prohibiting them from participating fully in society. Thomas and Sullivan come to an agreement with this perception when indicating that the social model is the result of social arrangements which work to restrict people with impairment by placing barriers in their way (Thomas, 1999; also see Sullivan, 2011).

These barriers that exclude people with disabilities include but are not limited to; the prejudice and discrimination, inaccessible buildings, transport systems and segregated education systems (Oliver, 1996). A study that was conducted in Ghana by Ntibe (2011) found that most of the people with disabilities in Ghana are unemployed and they are reduced to begging on the street.

Swain et al. indicate that “the social model provides a critique from which people with disability can argue that the social exclusion they experience has gone on for too long” (2003, p.24). This is supported by the fact that most of the towns and cities that we live in today were designed during the industrial revolution; services that were provided to people living there were based on the premise that people with disabilities will get their needs met somewhere else (Swain et al. 2003). Therefore, the social model of disability is a tool that can be used to shape the policies and practices that perpetuate exclusion of people with disability (Barnes, 2009). This then becomes an easy task for policy developers, simply because the barriers are clearly defined.

Moreover, the social model counters the notion perpetrated by a medical model that disability is as a result of functional limitations rather a consequence of social oppression. Oliver (1996), states that impairment is nothing but a description of the body and that it should not be confused with a disability. He further highlights that most of the impairments are caused by social factors, though some are acquired from birth.

The social model puts people with disabilities in the centre of their common struggle against oppression; it acts as a framework for them to fight all the injustices that they experience in their daily life (Albert, 2004; Jolly, 2012). This means it empowers people with disabilities to politically and otherwise advocate for their rights. This model has been pioneered by people with disabilities in which they directly identify social issues which disable them. It is actually seen as a tool for people with disabilities to liberate themselves from all sorts of discrimination and stigmatisation. Albert puts it “by projecting [people with Disabilities] into a leading role in defining and controlling their lives, the social model offers a powerful device for deliberation of those who remain poorest of the poor in all countries both developed and developing” (2004, p.4). Therefore, its application, particularly in the developing countries, can influence the policy review and transformation and change in societal practices (Albert, 2004 and Jolly, 2012).

However, there has been a criticism levelled against the social model, claiming that it is outdated and ignores certain aspects of disability which are fundamental to people with disabilities. The model has been criticised for its ignorance of impairment as another dimension for the cause of disability. Impairment is part of people living with disability; therefore, ignoring it is missing an important issue, thus creating a big gap in describing the cause of disability (Shakespeare & Watson, 2001, Davis, 2013). Shakespeare & Watson further highlight that if the impairment is omitted during the analysis of disability, then it would be difficult to identify people with disability within a disability movement, making their political stance weak. They argue that people are disabled by both social factors and their bodies and there is no harm in applying the twin-track approach in addressing both issues (Shakespeare & Watson, 2001).

2.1.3 Biopsychosocial perspective of disability

As opposed to the medical model of disability which focuses on scientific aspects of medicine when dealing with issues of health, the biopsychosocial model proposes a broader holistic approach which encompasses psychosocial issues such as emotions, behaviour, and culture (Borrell – Carrio et al. 2004; Dogar, 2007; Hatala, 2012). The model attempts to bring together elements that are both central to the medical and social models for dealing with the issue of health and illness. This model was developed by Dr George in 2001 responding to the single approach to health issues as underpinned by the medical model by advancing the consideration of other factors which play an important role in health issues (Dogar, 2007). Borrell – Carrio et al. (2004) believe that the model attempts to do away with the dehumanising treatment of a patient by advancing that the patients need to resume an active role as opposed to passive role towards dealing with factors that affect their health. This model is aligned to the World Health Organisation (WHO)'s International Classification of Functioning Disability and Health (ICF) (Alford, 2013). Therefore, it would be imperative to give a synopsis of the ICF and what it entails for a better understanding of the principles underpinning the biopsychosocial model in dealing with issues of health and illness.

The ICF, which belongs to a family of international classification, acts a fundamental framework for the description of health and other related issues and as a classification of health and related domains (WHO, 2002a). Subsequent to this, the WHO indicates that the ICF is an instrument that can guide research and policy development because it enables

data collection in a consistent and international manner, of which states can use the data to determine the policy direction for its citizens. According to the WHO (2002a), the main domains which characterise the ICF are health conditions which involve body functions, activity and participation, and contextual factors that involve environmental and personal factors. It is further indicated by the WHO that in consideration of all these factors, it will be much easier to understand how disability is experienced by an individual. The ICF considers issues of language as important, thus replacing handicap and disability with participation and activities; this serves to indicate the significance of participation in different levels of life and associated activities as an important aspect of human life (Wade & Halligan, 2003)

However, the ICF which is a basis for the bio-psychosocial model has not been short of criticism. Some shortcomings such as lack of positive terminology relating to impairment and diseases, remaining impersonal, thus failing to consider factors arising from within the patient have been pointed out by Wade & Halligan (2003). Wade & Halligan further specify that it does not have any clear mechanisms of dealing with a question of patient choice more especially in rehabilitation; meaning it doesn't conform to a patient centred approach as well as demonstrating a lack of consideration for "personal value and quality of life".

Similarly, the biopsychosocial model is considered seriously flawed and lacking the essence of a model, thus described more as wishful thinking (McLaren, 1998). McLaren goes on to advance his view that the approach of the bio-psychosocial model cannot be saved because it is not based on any theory. On the same note it is criticised for being based narrowly on biology, "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). At this juncture, it is important to stress that people with disabilities are human and that their human rights need to be respected like everyone else. It is in the same breath that the following section will dwell on the human rights perspective of disability inclusion in all aspects of life.

2.1.4 Human rights model approach to disability inclusion in sports

Disability has been viewed as a human rights issue within the UN family for a long period now. The United Nations Declaration of human rights of 1948 has clear elements on the protection of the rights of people with disability. The human rights model approach

recognises that all people have certain civil, economic, social and development rights, irrespective of the differences that exist between them (Reoux and Carbert, 2003). Human rights in the context of disability, forces us to think through the human difference on the grounds of disability and reflect on whether it needs a special treatment (Quinn, 2009). It is this viewpoint and many others that led to the development of various national and international instruments to specifically respond to the continued marginalisation of people with disabilities. Quinn further indicates that two resolutions by the general assembly in the 1970s provided an early indication of a shift from a caring agenda to a rights agenda (2009)². Since then, there has been some regional milestone The Asian and Pacific decades of disabled persons 1993 to 2006, African decades of disabled persons 2000 to 2009 as well as Americans decades of disabled persons 2006 - 2016 to affirm and protect the right of people with disabilities.

After the realisation that disability needs special attention beyond the human rights that are available for the protection of all people, civil societies, and disabled people pushed for the development of a formal Convention on the Rights of the People with Disabilities (CRPD) (Lang, 2006). Similarly, the UN argued for this convention on the basis that it would have the practical advantage of enabling disability groups and civil society to engage more meaningfully within the UN human rights system (Quinn, 2009). As a result, the UN General Assembly passed a resolution to establish an Ad Hoc committee to explore the need for a convention; the first meeting of the committee was in New York in 2002 (Lang, 2006).

The second meeting of the committee formally decided that there was indeed a need for a special convention in this regard. It was at this point in time that the working committee that comprised of 27 governments, 12 NGOs, and 1 human rights institution representative was formed to prepare a convention draft (Lang, 2006). The third and fourth meetings of the Ad Hoc committee were held in 2004 in which the draft convention was discussed. Lang further indicated that there were series of meetings that were held post the fourth one to deliberate further on the contents of the convention, which was later adopted in 2006 (Lang, 2006)³. According to the UN, the treaty was opened for signatures in 2007 and to

² In 1971, the General Assembly passed a resolution entitled Declaration on the Rights of Mentally Retarded persons. General assembly also passed another milestone resolution in 1975 entitled a declaration on the Rights of Disabled Persons

³ The Convention was adopted on 13 December 2006 during the sixty-first session of the General Assembly by resolution A/RES/61/106. In accordance with its article 42, the Convention was opened for signature by

date; it is one of the most ratified UN treaties with 119 signatories and 114 parties. Compliance with the convention is monitored by the Committee on the rights of people with disabilities and each party is expected to submit a report to this committee within two years of ratification (Article 35)⁴.

It is important to highlight that human rights are there to protect human dignity as indicated earlier. The CRPD preamble 3 (a, and b) also calls for respect for both “inherent dignity” (Perlin, 2012) and non-discrimination to people with disability⁵. Similarly, in sharing the same sentiment Michael Stein as cited by Perlin recognised that “dignitary perspective compels societies to acknowledge that persons with disabilities are valuable because of their inherent human worth” (Stein, 2007, p.106). Therefore, Perlin indicates that the CRPD is an important instrument that has come to add a new dimension to the lives of people with disabilities by ... “[seeking] to reverse the results of Centuries of oppressive behaviour and attitudes that have stigmatised persons with disabilities” (2012, p.14). Once it is signed and ratified, the CRPD becomes legally binding and compels the states to provide resources for its immediate implementation, thus holding states accountable for its implementation. The CRPD do not only compels states to implement it but is also providing guidance on practical steps that would assist for its effective implementation.

Article 3 (2) in the CRPD compels the state to act in a whatsoever manner to eradicate any form of discrimination perpetuated towards people with disabilities at any level⁶. The article calls states to do this through enacting of appropriate legislation that would allow people with disabilities to participate fully in the social and economic activities of their countries regardless of their abilities. Further to this, Article 3 (3) states that States should provide significant steps in ensuring that reasonable strides are taken to accommodate

all States and by regional integration organizations at United Nations Headquarters in New York as of 30 March 2007.

⁴ Article 35 states that Each State Party shall submit to the Committee, through the Secretary-General of the United Nations, a comprehensive report on measures taken to give effect to its obligations under the present Convention and on the progress made in that regard, within two years after the entry into force of the present Convention for the State Party concerned.

⁵ Article 3 (a) Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons; Article (b) Non-discrimination.

⁶ Article 3 (2) States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.

people with disabilities⁷. It is within this premise that people with disability should also be afforded their right to education without any discrimination as articulated in Article 24. Similarly, Article 30 reaffirms the right of people with disabilities to participate fully in cultural life, recreation, leisure and sports. Therefore, States are required to take necessary steps to ensure that these aspects of life are available for all. This obligation necessitates a need to explore the international legal framework on the rights of people with disabilities to participate in sports shall be dealt with extensively in the section that will follow later.

2.1.5 Synthesis

The models of disability are bases at which disability is defined and a framework through which interventions are proposed. In the case of a medical model, disability is considered as an individual problem resulting from various factors such as diseases, injury and other health conditions (Mitra, 2006 as cited by Rohwerder, 2015). Mitra further indicates that such conditions require medical attention in form of treatment and rehabilitation. However, medical model has been criticised for blaming disability on individual. On the other hand, social model advances the notion that disability is created by social environment which excludes people with impairments from full participation in society as a result of attitudinal, environmental and institutional barriers (Mitra, 2006 as cited by Rohwerder, 2015). It has been criticised for ignoring personal impact of disability though it's a fundamental factor for cause of disability (Shakespeare & Watson, 2001, Davis, 2013).

Biopsychosocial emphasises consideration various factors such as body functions, activity and participation, and contextual factors that involve environmental and personal factors to understand and address challenges facing people with disabilities. Even though it pulls together elements from both social and medical model, it has been criticised for being inconsistent of body/ mind relationship, thus considered a poor model to address disability challenges (Ghaemi, 2011). However, human rights model adopts a more neutral stance, which emphasises a respect for human rights. The model considers CRPD as their point of reference for addressing challenges facing people with disabilities.

⁷ Article 3 (3) states that in order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

2.2 What are developing countries?

According to Nayar (2013) the concept of developing countries is a new phenomenon which came in to the picture in the last quarter of the nineteenth century. It is a term inspired by Walt Whitman Rostow's classic work and it refers to countries of Africa, Asia and Latin America (International Encyclopaedia of the social sciences, 2008). Apart from Ethiopia, Iran and Thailand most of the developing countries were former colonies (International Encyclopaedia of the social sciences, 2008). A developing country is described as "a country with a relatively low standard of living, undeveloped industrial base, and moderate to low Human Development Index (HDI)" (Education Pathways International, 201?). HDI is used to measure the level of poverty, literacy, life expectancy, education and other relevant issues for a country (Education Pathways International, 201?). Other terms used synonymously with developing countries include underdeveloped countries, backward countries, third world countries and newly industrialising countries (International Encyclopaedia of the social sciences, 2008).

Among others, developing countries are characterised by lower per-capita income, low levels of human capital, high levels of poverty and under-nutrition, higher population growth rates, predominance of agriculture and low levels of industrialization, low level of urbanization but rapid rural-to-urban migration and dominance of informal sector. According to Nayar (2013), the transformation of the world economy started in 1820. Nayar indicates that geographical divide in the world resulted into economic divide in such a way that developing countries' share of income was seating at one- fourth though their population was at two- thirds. Most of the developing countries are also confronted with social Justice Challenges as discussed below. Social justice is concerned with human rights issues. It's about inequalities, barriers and access, poverty and privileges, individual rights and the collective good (Charmaz, 2011). Amongst the people that are socially disadvantaged, people with disabilities are the most suffering because they are marginalised for various issues. As a result, instruments like UNESCO charter and UNCRPD compels member states to act in any manner possible to remove social barriers that prevent people with disability from taking part in developmental agendas

2.3 Social Inclusion perspective of disability

Social inclusion has been a concept pioneered by different socially disadvantaged groups and people with a disability. It is a concept that is aligned with the social model

perspective of disability which serves to highlight social barriers as the cause of discrimination and thus a call for the removal of such barriers for better inclusion of people with disabilities in all spheres of life. The social model is clear that the way society is organised perpetuates exclusion of people with disability. People with disability across the world continue to experience isolation and rejection thus remaining powerless within society's operation (Sherwin, 2010). Cobigo (2012) describes social exclusion as a limited opportunity for one to access social, political and economic life, which promotes the feeling of isolation, unwanted and or experiencing powerlessness within the community's spheres of functioning. Buckmaster and Thomas (2009) as cited by Sherwin (2010) briefly defines exclusion as "breakdown in bonds between individual and society"

Therefore, social inclusion remains the hope of people with disability as the way out of discrimination (Sherwin, 2010, Simpican et al. 2014). According to Officer and Croce (2009), social inclusion is an integral concept for legislation and policies, support, and services for persons with intellectual disability in many countries. It is also a concept which is promoted and largely recognised by the UN Convention on Rights of People with Disabilities. Article 3 (c) considers it as a general principle, article 4 recognises it as a general obligation while articles 29 and 30 recognise it as a right. It is a clear directive to States that ratify and sign the convention to employ possible strategies in ensuring the full social inclusion of people with disabilities. However, there should be a better understanding of social inclusion or a consensus on its actual definition (Martin and Cobigo, 2011) so that it could be applied correctly.

Martin and Cobigo (2011) state that lack of a definition of social inclusion is impeding the development of policies, services and evaluation of their success towards promoting social inclusion. The results of Martin and Cobigo (2011)'s research revealed that without a clear understanding of what social inclusion means, it would not be easy to provide services, since it would not be clear as to whom they are aimed at. Martin and Cobigo indicated that social inclusion should not only be based on participation in activities alone, but it should also include the person's experience with these activities. They indicate that it is important to consider how people feel about their involvement in any societal activity. Buckmaster and Thomas (2009) also expressed their concern that most of the literature address the definition of social exclusion as a lack of opportunity to participate in social,

economic and or political life, thus overlooking the individual experiences of such participations.

However, Hall (2009) in her primary qualitative meta – analysis of disability social inclusion reports, identified the follow elements of inclusion as important for a continued advocacy for social inclusion:

- Participation in activities at any level as members of the community,
- Maintaining a mutual relationship with other members of the community (friends, family, co-workers and other acquaintances)
- The feeling of being accepted and belonging to any social group. Hall indicated that people with disabilities want to be involved in the community (structured recreation, leisure, church, volunteering) activities alongside their peers. Hall puts it “A person experienced a sense of belonging when she/he was accepted by others, seen as an individual, had positive interactions with others, and was not excluded through marginalisation, teasing, or bullying” (2009, p. 171).

These elements are very significant, particularly in the absence of a clear definition of social inclusion as they are indicative of the areas that should be covered in addressing the social inclusion of people with disabilities. Similarly, Verdonschotet et al. (2009) proposed four social life domains as follows: (a) domestic life which is about involvement in domestic activities and tasks. This includes acquiring a place to live, food clothing, repairing, cleaning as well as assisting others. (b) The interpersonal life which encompasses formal and informal relationships with friends, family members and other members of the community. (c) Major life activities areas such as education work, employment, and economic life. (d) Community civil and social life, which include recreation and leisure activities such as sports, socialising, art and culture. All these elements of social inclusion by Hall and social life domains by Verdonschotet et al. are clear examples that support the notion that social inclusion is experienced in a variety of ways (Martin and Cobigo, 2011 and Hall, 2009)

In her analysis of primary research reports Hall (2009) came up with six important themes across all the reports. The themes are the key aspects that underpin social inclusion of people with disabilities. Firstly, being accepted as an individual, regardless of the disability, is what people with disability view as important in their everyday life; people

with disabilities want to interact on a normal basis with other people in the community. Acceptance would help to reduce “barriers such as marginalisation discrimination, bullying and self-exclusion” (Hall, 2009, p.167). Secondly, a relationship with members of the family, friends, and other community members is central to their social inclusion. Hall found out that many people with a disability spend time on their own, which led to their isolation and boredom, as well as depression. Involvement in various activities such as recreation, leisure and church activities were found to enhance a sense of social inclusion.

Furthermore, Hall’s (2009) research indicates that people with disabilities were happy to participate in any planned recreation. However, logistics around accommodation arrangements seems to be the impeding factor. It is indicated that the way accommodation is organised and located could be a factor that affects the inclusion of people with disabilities’ participation in societal activities. Sometimes the accommodation is situated remotely, away from the shops or recreational centre or in a way that it is difficult to secure transport (Hall, 2009).

Employment: people with disability want to work like everyone else; they want to feel valued and appreciated, as well as developing work relationship with their peers (Hall, 2009). The results also reveal that in most cases people with disabilities are involved in the secondary sector which is characterised by low wages, low skills, and a little job security. The final theme that Hall created is formulated support. It is indicated that people with disabilities need both formal and informal support. This could come from any service providers, skill development, and education, natural support from family or friends. Having set the scene on what social inclusion entails, it would, therefore, be important to explore the international legal framework with regard to inclusion of people with disabilities in sports.

2.4 International legal framework on sports and Disability

Participation of people with disabilities in sports has been enshrined in numerous international legal instruments (Schindlmayr, 2007) as a way to advocate for the rights of people with disabilities pertaining to taking part in sports. These documents have clearly articulated the rights of people with disabilities to partake in sports. The 1982 World programme of Action Concerning Disabled Persons states that member states should provide facilities and organisations to encourage sporting activities among people with disabilities. According to Schindlmayr (2007), the 1993 Standards Rules on the

Equalisation of Opportunities for Persons with Disabilities stressed that States should put in place measures to ensure accessibility of sports and recreation facilities for the participation of people with disability in sports and recreation. Similarly, as articulated earlier, Article 30 of the Convention on the Rights of Persons with Disabilities gives a synopsis on the Member States obligation towards making conditions conducive for people with disabilities to partake in sports, recreation and leisure activities.

Moreover, Ogi (2007) believes that by adhering to Article 30 of the convention, the international community shall benefit from the positive role sports can play in shaping the lives of people with disabilities and changing the mindset towards disability. Participation in sports will afford people with disabilities the following benefits which they are more often deprived of: mitigation of negative factors associated with disabilities, promotion of socialization benefits (interaction with peers and teamwork), strengthening participants both mentally, physically as well as promotion of rehabilitation and self-help, promotion of inclusion in communities especially for those who experience double exclusion as a result of gender and disability (Ogi, 2007). It is imperative to highlight that people with disabilities have taken a role in these aforementioned legal instruments in ensuring that their rights to participation in sports and leisure are clearly articulated and respected. These legal obligations, especially the Convention on the Rights of People with Disabilities, gave international and local NGOs a much-needed boost to fight all forms of discrimination against people with disabilities regarding participation in sports. Therefore, the international organisation perspectives on the inclusion of People with disabilities in sports shall be dealt with in the following section.

2.5 International organisation perspective on inclusive sports

Physical education and sport for All, have been deemed key contributing factors towards social, human and intellectual development by United Nations Education Scientific and Cultural Organisation (UNESCO) (Brule, 2007). UNESCO is very vocal in raising awareness of the importance of sports and Physical education towards the attainment of the Millennium Development Goals (MDGs) (Brule, 2007). Moreover, in an endeavour to continue its commitment towards respect and promotion of the rights of people with disabilities, UNESCO established an exclusive Chair on Transforming the Lives of People with Disabilities through Physical Education Sport, Fitness and Recreation in 2013 at the Institute of Technology Tralee (Ireland). The chair's activities are concentrated on

inclusive physical education, adapted physical activity, sports, and fitness for the social inclusion of people with disabilities. It would be imperative to signify that UNESCO's Charter on Physical Education, Physical activity and Sport clearly indicates that access to physical education and sport should be assured and guaranteed for all human beings (Sports for Development & Peace International Working Group, 2008, p. 8) regardless of their abilities.

2.5.1 UNESCO Charter on physical education, physical activity and sport

The charter promotes, encourages and advocates for sport for all. Its preambles that clearly outlines the inclusion of people with disabilities in sports programme (see preamble 1,2,3,4) (UNESCO,2015). The charter was first adopted as Physical education and sport in 1978 and was later revised and adopted again in 2015 by member States and it consists 12 articles. As a guiding tool for physical education, physical activity and sport, a charter calls for the member states and organisations to observe and make ensure that it implemented for better provision of physical education, physical activity and sports services to its people. The charter provides a base for “ethical and quality programmes quality standards for all actors designing, implementing and evaluating sport programmes and policies” (UNESCO, 2015). In particular, “it highlights the benefits of physical activity, the sustainability of sport, the inclusion of persons with disabilities and the protection of children” (UNESCO, 2015). Article 21.3 indicates advocacy, indicators and other monitoring and evaluation tools, education programmes, exchange of good practice and capacity development. Therefore, it is imperative that all intervention mechanisms for sports for all should adhere to the principles as outlined by the charter.

United Nations Children's Fund (UNICEF) also recognises the role of sport in the well being of children and combating discrimination, including those with disabilities (McCarthy, 2007). Among its roles, UNICEF priorities quality primary education, promotion of Gender Equality, young child survival, and development. It also recognises that children with disabilities remain at risk of being unreached (McCarthy, 2007). McCarthy indicated that in an attempt to deal with various humanitarian crises children with and without disabilities are confronted with in their daily lives, UNICEF has been involved in promoting their continued participation in sports and physical related activities. According to McCarthy, these activities include but are not limited to:

- sport as a means to minimise accidents in the landmines and other conflicted areas through the programme called “The Sport in a Box” as well as rehabilitating survivors,
- in supporting prosthetic workshops and a rehabilitation centre in Vladikavkaz, UNICEF organized sporting activities including the creation of amputee’s soccer teams and
- sport and play as an advocate tool on the public communication aspects of the rehabilitation of children with disabilities

Handicap International (HI) has also supported the practice of sport and leisure and has used it in rehabilitation centres and refugee camps to give children and adults an opportunity to play (Chantereault, 2007). Chantereault further alludes that Handicap International acknowledges the popularity of sports as a crowd puller and its essential part in changing practices and the way people view disability. Consequently, HI has been using sport to improve the quality of life of children and young people in Bangladesh, supporting the association of people with disabilities in Morocco, Mozambique, Senegal, Nicaragua and Afghanistan to set up sporting and leisure activities for social integration (Chantereault, 2007).

Rehabilitation International (RI) is a global network for persons with disabilities, NGOs; Government Agencies and other service providers aiming to enhance the rights and inclusion of people with disabilities (Simard, 2007). In advancing its commitment to inclusion of people with disabilities in sports, RI has established a commission on Leisure, recreation, and physical activity. As a result, the Commission has sought an alliance with international disability organisations to advance further the advocacy of disability rights as they relate to sports and leisure (Simard, 2007)

The International Federation of Adapted Physical Activity (IFAPA) as a multi-dimensional organisation, focused on professionals who use adapted physical activity for instruction, recreation, remediation and research to uplift the lives of people with disabilities, their families and community at large (Sherrill, 2007). IFAPA recognises and welcomes the elite international sporting events for people with disabilities, however, it is its strong believer that unorganised sport and leisure activities should be afforded to everyone and that the governments should make sure that the environment is conducive to enable all

people to participate in sports and leisure (Sherrill, 2007). Operating in the same environment is the International Paralympic Committee (IPC)

The (IPC) is the global governing body of the Paralympic Movement serving as the umbrella body to nine disability sports codes. The games are organized both during summer and winter. According to IPC (2015), Paralympic movement offers a multi-sport event staged for athletes with physical, intellectual and sensory disabilities who fall within these categories: Impaired muscle power, impaired passive range of movement, limb deficiency, leg difference, short stature, hypertonina, Ataxia, Athetosis, visual impairment and intellectual disability. The games were first staged in Rome Italy in 1960 with 400 athletes from 23 countries (IPC, 2015). In its strategic plan 2011/2014, the Paralympic movement indicates that its mission is “To make for a more inclusive society for people with impairment through para-sport.” (IPC, 2015). Advancing a similar mandate of making sure that people with disabilities are afforded an opportunity to participate in sports is the Special Olympics (SO).

The SO is an organisation for people with intellectual disability and its role is to transform the lives through the joy of sport (SO, 2015). Its first Summer Games were held in 1968 in the United State of America. In expressing their views after the enactment of the Convention on the Right of Persons with Disabilities, Brogiolli reiterated that article 30 is the most significant one as it gives a leeway to harness the power of sport to transform the lives as well as a gateway to tackle other social problems (2007).

Similarly, the International Working Group on Women and Sport (IWG) which was established in 1964 by the First World Conference on Women and Sport held in the UK, is a coordinating body made up of governmental and non-governmental organizations throughout the world (Rivière-Zijdel, 2007). Rivière-Zijdel stated that its main object is “to promote and facilitate the development opportunities for girls and women (with or without disabilities) in sport and physical activities throughout the world” (2007, p. 41). Its main concern is that women with disabilities’ participation in sport and recreation are undeveloped due to cultural, religious and reasons of gender (Rivière-Zijdel, 2007). She pointed out that poor countries fail to supply women with disabilities with appropriate facilities that will enable them to participate in sport.

2.6 Significance of participation in Sports and related physical activities

Sports, physical and other leisure activities have various benefits towards individual's health conditions and social integration. It is believed that physical activities have the potential to reduce the prevalence of non-communicable disease, which includes cancer, diabetes, cardiovascular diseases as well as other health conditions such as stress, anxiety and depression (Nhamo and Sibanda, 2012). Lack of physical activity deprives any individual of any opportunity to benefit from this sector of healthy lifestyle, thus exposing one to various health risks such as obesity, premature aging, chronic diseases as well as musculoskeletal fragility (Temple and Stanish, 2008). People with disabilities are one of the most vulnerable groups, which are likely to miss out the benefits accrued from physical activities due to various circumstances that they find themselves in.

Moreover, in Latin Americans, as a result of lack of physical activity, obesity is rated the second most important risk factor for mortality and diseases" (WHO, 2002b). In consideration of the importance of engaging in physical activity, it is believed that 30 minutes of moderate physical activity every day has protective effects for various chronic diseases (WHO, 2005). Participation in sports is also reported to be boosting athletes with disability's self-confidence and social acceptance amongst peers. Research about promoting inclusion through unified sport by McConkey et al. (2012) reveals that those who have participated in unified sports competitions becomes celebrities in their respective schools; more especially when they won medals. Therefore, the involvement of people with disabilities in sports and other physical activities at any level is a fundamental right for better healthy lifestyle.

McConkey et al. (2012) clarify that social inclusion in sports for people with disabilities has various social benefits. McConkey et al. conducted a research to evaluate a unified Special Olympic sports programme, which combines players with intellectual disability and those without intellectual disabilities. As a result, the themes that signified the benefits of unified sports emerged as follows:

- Personal development of the athletes and partners; in this case athletes from both sides reported improved skills and stamina. One athlete is reported to have indicated that his/her technique has improved, especially with regard to passing and shooting (McConkey et al. 2012)). McConkey et al. indicate that this situation was

endorsed by one coach who alluded to the fact that they trained longer as opposed to what they used to do, simply because athlete wants to go on.

- Inclusive and equal bonds; it is reported that the unified sports have brought about the strong bond between players with intellectual disabilities and those without intellectual disability. One coach indicated that friendship had grown significantly amongst the players; as they view themselves as equal players; contributing to the success of the team (McConkey et al. 2012). The same sentiments have been echoed by Nhamo and Sibanda when they assert that sports unite people and help to establish a “social network from which a collective identity can be forged” (Nhamo and Sibanda, 2014, p.305).
- Positive perceptions of people with disabilities; some players indicated that since their involvement in unified sports, their attitudes have changed significantly towards people with disabilities. It is further reported by McConkey et al. that one informant reported, “The great merit of unified Sports is that they increase the number of people who understand the needs of people with disabilities” (2012: p 9).
- Finally, the data revealed the last theme that McConkey et al. called ‘building an alliances’. This theme highlighted the significance of alliances with other partners to mobilise resources for the proper functioning of the programme. It was reported by one coach that they have collaborated with mainstream schools and players’ parents on various aspects of the programmes, which included the use of school facilities and transportation of athletes (McConkey et al. 2012).

Bourgeois in her research conducted in Ghana revealed several social benefits accrued from the participation of girls with disability in sports. Girls with disability normally experience double discrimination of being female and having a disability (Bourgeois, 2011). The social benefits that became apparent in her research include promotion of positive attitudes. Most of the athletes that she interviewed indicated that getting out of the house and being seen doing something, changes the way people perceive disability (McConkey et al. 2012). Athletes also revealed that they gain good appearance, recognition, respect and efficient movement as a result of participating in sports. Bourgeois’ research further revealed that athletes achieved recognition, respect and efficient movement through participation in sport. This could be summarised by indicating that sport has the power to

improve the inclusion of people with disabilities in two ways: namely changing societal thinking and feeling about people with disabilities and how people with disabilities think and feel about themselves (Sports for Development & Peace International Working Group, 2008)

In light of the above, it would be imperative to highlight that the concept of inclusion is actually enshrined in the CRPD article 30. Therefore, in an effort to mainstream disability in sport, it is important to check the factors that affect participation so that some remedies could be devised to curtail them so as to increase the involvement of people with disabilities in sports and other related leisure programmes. However, the UN does acknowledge the fact that specific programmes may be developed to deal with certain issues depending on national contexts, thus suggesting a twin track approach (UN, 2011). The following section outlines the factors that affect participation in sports.

2.7 Factors affecting participation in sports: the global picture

Participation in sports and other leisure activities for people with disability as enshrined by the Convention on the Rights of Persons with Disabilities is met by various obstacles that makes it difficult to be realised. It is therefore, imperative to identify and devise means to tackle barriers to the participation of this vulnerable group in sport and other leisure activities (National Disability Authority, 2011). Therefore, this section will outline some of the factors that affect participation of people with disabilities in sports and other related leisure activities

2.7.1 Environmental factors

The environment plays an important part in everyone's choice of activity or ways of living. As a result, participation of people with disabilities is affected by a certain environmental factors dependent of the location one is living at. In a study by Badia et al. (2011), while analysing the influence of personal and environmental factors to the participation of adults with developmental disability in leisure activities, it was discovered that the type of school one attends has a great influence. Badia et al. indicate that those who attended general school were found to be participating more in leisure activities than those attending special schools (Badia et al. 2011). In a similar study undertaken by Bult et al. to ascertain variables involved in the frequency of participation in leisure activities for children and youth with physical disability, it was found that “lower parental education levels and lower

parental physical functioning were associated with the level of participation of a child” (Bult et al. 2011, p.1527).

Lack of trained teachers to administer inclusive programmes was also reported. Most of the teachers do not know which types of sports are good for children or if children have the capacity to partake in sporting activities (Wenger and Struthers, 2011). Wenger and Struthers put forward a suggestion that assistance from physiotherapists and occupational therapist would go a long way in helping teachers in this regard (Wenger and Struthers, 2011). The lack of adapted programmes was also identified as a hindering factor for children with physical disability to participate (Wenger and Struthers, 2011). Information pertaining to certain issues that affect people with disabilities, particularly with regard to some activities and events is very scarce (Abbott and McConkey, 2006). This lack of information is further compounded by poor literacy level and numeracy skills as reported in Abbott and McConkey (2006) research.

Lack of facilities is one of the factors impacting on the participation of children with disabilities in sports. Wenger and Struthers (2011) in their study reported that most learners would want to participate in swimming but most schools did not have a swimming pool, also, the teacher reported that more sports fields would encourage more participation (Wenger and Struthers, 2011). Similarly, Matheri and Frantz (2009) outline a whole list of facilities and equipment impeding participation which included uneven playgrounds, appropriate clothes and lack of facilities. Azaiza et al. (2012) in their study examining factors affecting participation in leisure activities of Jewish and Arab adults with intellectual disability also found out that participants would prefer to participate in activities that are taking place indoor as opposed to outdoor. Transportation to ferry athletes with a disability to and from the training and competition activities also plays a part in determining the level and frequency of participation. It is quite difficult for the Arab people to participate in outdoor activities that often require transportation; the reason being that the Arab population is poor compared to the Jewish community and it has become difficult for them to raise the bus fare (Azaiza et al. 2012). The same transport issue has been reported in Abbott and McConkey (2006) where participants stressed an issue of inaccessible transport as well as their inability to pay. Similarly, the National Disability Authority (2011) in Ireland also report transport as one of the barriers impeding participation

Negative attitude levelled against people with disabilities renders them excluded and gives them a feeling of rejection by the community. Azaiza et al. (2012); Badia et al. (2011), Abbott and McConkey (2006) and the National Disability Authority (2011) in their research found out that people with disabilities are periodically confronted by stereotype and prejudices that negatively impact on their interaction with the community. It is also reported by these authors that parents experience the same prejudices when they have a child with an intellectual disability. It was also found in Badia et al. (2011) and Wenger and Struthers, (2011) that youth and adults with disabilities, that did not fear teasing, participated more in leisure activities thus insinuating that those who were sensitive to teasing were hesitant to participate. It was reported that in some cases people with disabilities are discouraged to participate by the fact that they have to obtain permission first (Badia et al. 2011)

2.7.2 Personal perceived factors

Some factors that impede the participation of people with disabilities in sports and other leisure activities are personal and applicable to individuals. Lack of time and a need to rest has been reported in two different research contexts (Badia et al. 2011 and Matheri and Frantz, 2009). In Matheri and Frantz's research, some participants indicated that they do not participate simply because they need to rest during their spare time, some reported not having enough time, not being a sporty type, fear of getting injured, and some indicated that they are still nursing injuries.

Severity and type of disability, as well as age, are some of the factors that seem to impact on the frequency of participation (Bult et al. 2011). The more severe the disability, the less the participation; the more they get older, the less the participation. Self-motivation, and confidence, which may be as a result of lack of skills to participate, is one of the personal factors that are impacting on the people with disabilities' willingness to participate (Abbott and McConkey, 2006). They also noted that some participants highlighted their lack of information about healthy lifestyles and cost of participation as some of the impeding factors (Abbott and McConkey, 2006; Wenger and Struthers, 2011)

2.8 Participation in sports and related physical activity in developing countries

There is limited literature that gives an overview of the involvement of people with disabilities in sports in developing countries. However, few researchers have highlighted low levels of involvement of people with disabilities in sports and other related activities as explained in this section. Therefore, this section will give brief trends of participation of people with disabilities in sports and related physical activities, the barriers to participation and recommendations towards the curtailing involvement of people with disabilities in sports. Some of the factors that affect participation have been highlighted in the section above with some research having been conducted in developing countries such as Azaiza et al. (2012), Wegner and Struthers (2011), Nhamo and Sibanda (2014), Matheri and Frantx (2009) and Temple and Stanish (2008). The main aim is to indicate that although developing countries may have unique challenges of including people with disabilities in sports and related physical activities, the overall challenges reported in other parts of the world are similar to those in the developing countries.

There has been a consistent reporting of low participation of people with disabilities in sports and related activities. Some of the researchers that reported this is the one by Aziza et al. (2012) which was about the participation of Jewish and Arabs with intellectual disabilities. Similarly, Temple and Stanish (2008) reported low physical fitness amongst Latin American with disabilities due to lack of participation. The low participation of African countries in international competitions such as the Paralympics and Special Olympics has been outlined by Novak (2014). In investigating levels of participation among young individuals with intellectual disability in selected high schools in Kenya, Matheri and Frantx (2009) found out that half of the participants were inactive.

There are various reasons that are attributed to a lack of participation in developing countries, ranging from lack of or non-adapted equipment, financial limitations, transports systems lack of access to sporting and recreational activities, unfriendly policies, lack of information pertaining to inclusive sports activities, lack of trained personnel, inferior attitudes, cultural and religious beliefs fear of getting injured, need to rest and lack of time (Nhamo and Sibanda, 2014; Nhamo and Sibanda, 2014; Condo and Condo, 2013). Lack of equipment or adapted equipment hinders people with disabilities to participate. It was found out in Khumalo et al. (2013) that people with physical disability (wheelchair user) were not able to participate in numbers in wheelchair basketball, simply because they did

not have appropriate wheelchairs. The same challenge was reported in learning institutions where students with a disability were experiencing exclusion in physical education degree programmes in Zimbabwe due to lack of adapted equipment and other modules materials (Condo and Condo, 2013). In South Africa's Western Cape as reported earlier, some learners with disabilities in schools were not able to participate in swimming because many of the schools did not have swimming pools (Wenger and Struthers, 2011).

Lack of finance to buy equipment and travel to sports and recreational venues (Wenger and Struthers, 2011, Khumalo et al. 2013; Azaiza et al. 2012; Novak, 2014) has also remained a challenge amongst people with disabilities in developing countries. This is aggravated by a perception that people with disabilities are among the poorest, who do not have [decent] employment to sustain themselves. People with disabilities are also discouraged from participation due to lack of people with necessary skills to help them to get involved. Trained personnel in inclusive sports or disability sports are one of the major problems (Condo and Condo, 2013, Wenger and Struthers, 2011). Very few institutions offer adapted physical activities in developing countries such as in Africa (Onyewadume, 2007). Onyewadume further went on to indicate that the situation is aggravated by lack of professional bodies to run adapted physical activities in many African countries. Therefore, it would be very difficult to have people with skills needed to help people with disabilities to participate in sports and related physical activities. Having outlined some of the factors impeding on the participation of people with disabilities in sports and related activities, the following section will explore some of the interventions that could be harnessed to curtail these challenges.

2.9 Facilitators to inclusion in sports programmes

In light of the above, this section is going to explore the facilitators to remediate barriers to the participation of people with disabilities in sports. All measures that are relating to facilities, development of new products and planning should adhere to a universal design for inclusion of all groups of people. The universal design stresses equal status, equal treatment and equal merit as fundamental concepts underpinning universal access (Aslaksen et al. 1997). Aslaksen et al. describes universal design as a “theory, principle and solution aiming to enable everybody to use the same physical solutions to the greatest extent possible, whether it is buildings, outdoor areas and means of communication.....without the need for adaptation or specialized design” (Aslaksen et al.

1997, p.7). The design is underpinned by seven key principles that should be adhered to for inclusion interventions. The seven principles as articulated by Aslaksen et al. (1997) target all ages, sizes and disability, and they are as follows: equitable use, flexible use, simple and intuitive use, perceptive information, tolerance for error, low physical effort and size and space for approach and appropriate use.

Therefore, it would be imperative that construction and renovation of facilities, as suggested by other authors in the developing countries observe in whole or in part the universal design principles. Governments have been advised for mobilisation of sporting facilities and assistive devices to ensure inclusion of people with disabilities in sports (Nhamo & Sibanda, 2014, Wigner and Struthers, 2011, Matheri & Frantz, 2009). The universal design approach would then enable the flexibility of use of such facilities by all, without other groups being marginalised. Provision of information regarding the accessible facilities that are close to people with disability in the nearby location is also a way to go (Sport for Development & Peace International Working Group, 2008).

Making transport accessible is one key facilitator to inclusion as highlighted in the section above, where it was identified as a factor affecting inclusion. Transport policies should be developed or amended to deal with issues of discrimination. Sports for Development & Peace International Working Group (2008, p.195) has suggested to governments to train drivers on how to help people with disabilities. It indicates that new buses should be installed with a wheelchair elevator and navigated aisles and that “maps with accessible routes should be provided” (Sports for Development & Peace International Working Group, 2008, p.195). Sports for Development & Peace International Working Group (2008), Gondo & Gondo (2013) went further to suggest that educating Physical education teachers, coaches and individuals on adaptive sport and making a calendar of inclusion sport will help to broaden understanding, as well as increasing participation. There is also a need to intensify awareness campaigns through the use of pamphlets and educational material targeting groups of people with disabilities to take part in sports (Sport for Development & Peace International Working Group, 2008, Nhamo & Sibanda, 2012). This includes organising sports clinics tournaments that showcase the capabilities of people with disabilities; this will also increase the number of inclusive programmes (Sport for Development & Peace International Working Group, 2008).

Moreover, People with disabilities are economically disadvantaged because most of them are unemployed (Sports for Development & Peace International Working Group, 2008). Britain and Wolff substantiate this assumption by indicating that “poverty reduction policies rarely reach socially excluded groups unless they are specifically designed to include them” (Britain and Wolff, 2015, p. 2). Therefore, it is recommended that in order to facilitate their participation, their economic situation will have to change. Sports for Development & Peace International Working Group suggests that

“Encouragement of corporate sponsorships sports programmes for people with disabilities, development of a tourism infrastructure around disability sport, educating companies on capabilities of people with disabilities and ways sports can develop reliable workers” (2008, p.195).

Sport for Development & Peace International Working group (2008) & Nhamo & Sibanda, (2012), further suggests that governments should invest in developing vocational skills through sports related enterprise to assist people with disabilities.

Since disability cuts across different spheres of life, and that expertise and resources rest in different sectors, it would be advisable to develop a holistic approach that involves various stakeholders towards enabling an environment for inclusion. This may include organising forums where parents and other experts share expertise and networks (Sport for Development & peace International Working Group, 2008). There would be a need to establish collaborations with different stakeholders that have the capacity to help and inject resources towards the healthy lifestyle of people with disabilities such as local government, health sector, education sector, social welfare and organisations of people with disabilities (Sport for Development & peace International Working Group, 2008)

At the policy level, it would be imperative to create and enforce policies to protect the rights of people with disabilities in sports, physical education and other sectors in collaboration with people with disabilities. Governments should enact clear policies on how people with disabilities should be included and there should be penalties for non-compliance to meet the required inclusion guidelines (Sport for Development & peace International Working Group, 2008). A working example in which companies are fined for failing to meet employment quotas for people with disabilities in Poland is the one that is encouraged (Sport for Development & peace International Working Group, 2008). These

policies should be shared and communicated to different stakeholders on a regular basis to ensure that everybody is aware of them; more importantly, a route map towards how they can be implemented should be developed as well (Sport for Development & peace International Working Group, 2008). The primary issue is that the development of policies should be in response to United Nations Convention on the Rights of People with Disabilities and the UN Criteria for best inclusion practices in all forms of development.

The UN criteria for best inclusion practices were developed through the office of the secretary General in response to paragraph 15(b) of General Assembly resolution 65/186. The report contains case studies of best inclusion practices collected in various countries across the globe. As a result, the UN (2011) suggests that any inclusion practice should adopt the right base approach, which aims to protect and promote the right of people with disabilities by removing barriers in all sectors. This means that the mainstreaming activities should ensure equality and non-discrimination, recognise interaction between disability and gender, promote accessibility, be participatory through the involvement of people with disabilities and accountable to people with disabilities.

Secondly, efforts should increase awareness to deal with issues pertaining to stigmatisation. Stigma is one of the major causes of exclusion (UN, 2011). Thirdly, such initiatives should be measurable and results-oriented so that changes could be calculated and observed for better improvement of the quality of life. Fourthly, the programmes should be appropriately resourced in terms of human resources and otherwise to ensure that all resources that can enable inclusion are accessible. Fifthly, such efforts should be sustainable in all aspects, be it financially, socially, culturally, politically and environmentally. The sixth criteria indicates that such interventions should be replicable or adapted in a different context since it is significant to recognise that some practices cannot be applied without modification in a different context. Lastly, practices should show the involvement of other stakeholders to the broadest extent possible to assure full ownership of the initiative.

Most importantly, if perceptions do not change, efforts to combat exclusion of people with a disability in any societal system will be in vain. People need to have a better understanding of disability for them to change their perception and stigmatisation of people with disabilities (Bourke & Waite, 2013). In their research, most of the respondents

associated disability with not being normal, not functioning like other people, being dependent on others and not being able to do particular things (Bourke & Waite, 2013). However, it should be noted that perception differs from one society to the other (Wa Munyi, 2012) and that there are societies that have positive perceptions towards people with disabilities, though it still signifies a lack of understanding of disability. Wa Munyi (2012) indicates that in some West African communities people that were physically impaired were perceived as having a natural ability to see. As a result, they were taken care of and no harm was supposed to be inflicted on them. He further indicates that some communities in Benin perceived children with disabilities as protected by supernatural powers. The National Disability Authority (2007) suggests that disability training and education is needed to make people aware of disability issues. People need to know what disability is and the impact of negative perceptions about people with disabilities. They need to know that people with disabilities have rights that are protected by law like everyone else. In order to successfully implement these facilitators, NGOs and government institutions can use different tools that have been developed to assist them to adhere to best practices in inclusion of people with disabilities in sports programmes as discussed in the section below. On such tools that can be utilised for delivering best services to people with disabilities are occupational standards as discussed below.

2.9.1 Occupational Standards

The Occupational standards are considered an important tool for administration in any business sector. They are described as a unit of competencies that outline knowledge and skills which employees are expected to demonstrate in carrying out their functions (Mansfield and Mitchell, 1996; UK Commission for Employment and Skills-Revised strategy, 2011; Skills for Care, 2006). The standards outline what needs to be achieved, the quality of performance and the conditions under which outcome should be achieved (Mansfield and Mitchell, 1996). Through their website, Skills Active stated that “[occupational standards] define good practice in the performance of individuals in the workplace based on the functions they perform; they can be regarded as the benchmark of competence required in the sector and form the key component of many qualifications” (Skills Active, 201?).

For workers to demonstrate technical skills in their work there should be collaboration between education institutions and industries. However, this collaboration remains a

concern in many developing countries (Raihan, 2014). Rainhan indicates that UNESCO of the improvement of technical education and vocational training systems stresses a need to forge a closer links between training institutions and the labour market.

Many countries, particularly developed countries, have developed national occupational standards to adhere and uphold good practices in various sectors. In the UK, there have been National Occupational Standards (NOS) developed which encompass different sectors such as education, youth work, social care, sports, and physical activity (Skills Active, 201?). There are also occupational standards that have been developed in Europe in sports and inclusive education (European Commission, 2010; European Inclusive Physical Education Training, 2009; Occupational Standards for Golf, 2012). However, developing countries are said to be facing some challenges of developing NOS due to lack of resources, technical knowledge, and informal sectors (Fretwell et al. 2001). As a result, developing countries can decide not to develop NOS rather develop local standards since the approach will not need many resources or they can decide to adapt NOS from other developing countries (Fretwell et al, 2001).

There are numerous advantages of developing standards for any sector hence developed countries have found it significant to develop NOS for different sectors. Occupational standards could be used to develop and assess training needs and programmes of NGOs or public institutions (European occupational Standards for Golf, 2012). It is within these parameters that NGOs administering sports in the developing countries could use the standards to build the capacity of their employees and volunteers on disability inclusion sports programmes. Standards are also important for recruitment of employees with relevant skills and knowledge pertinent to the needs of any NGO through developing job descriptions, job advertisement and interviews questions (Skills Active 201?). They could also be used to develop workplace procedures, assess the effectiveness of organisational programmes (Caribbean Association of National Training Agencies, 2014; European Inclusive Physical Education Training (EIPET), 2009).

2.9.2 Universal Transformational Management Framework (UTMF)

Another instrument that could be useful for facilitation of including people with disabilities in sports is Universal Transformational Management Framework (UTMF). The UTMF is a management tool and a framework available for use towards the inclusion of

people with disabilities in developmental agendas (Masdeu-Yelamos, 2016). The elements will help NGOs to reflect on their practices and policies, develop strategies for inclusion and reflect on the success of their programmes (Masdeu-Yelamos, 2016). It is composed of 14 elements that serve as a guide at different stages towards “inclusivising” activities of a fitness industry. These include 3Vs, 8Ps and 3Is as shown in the figure below.

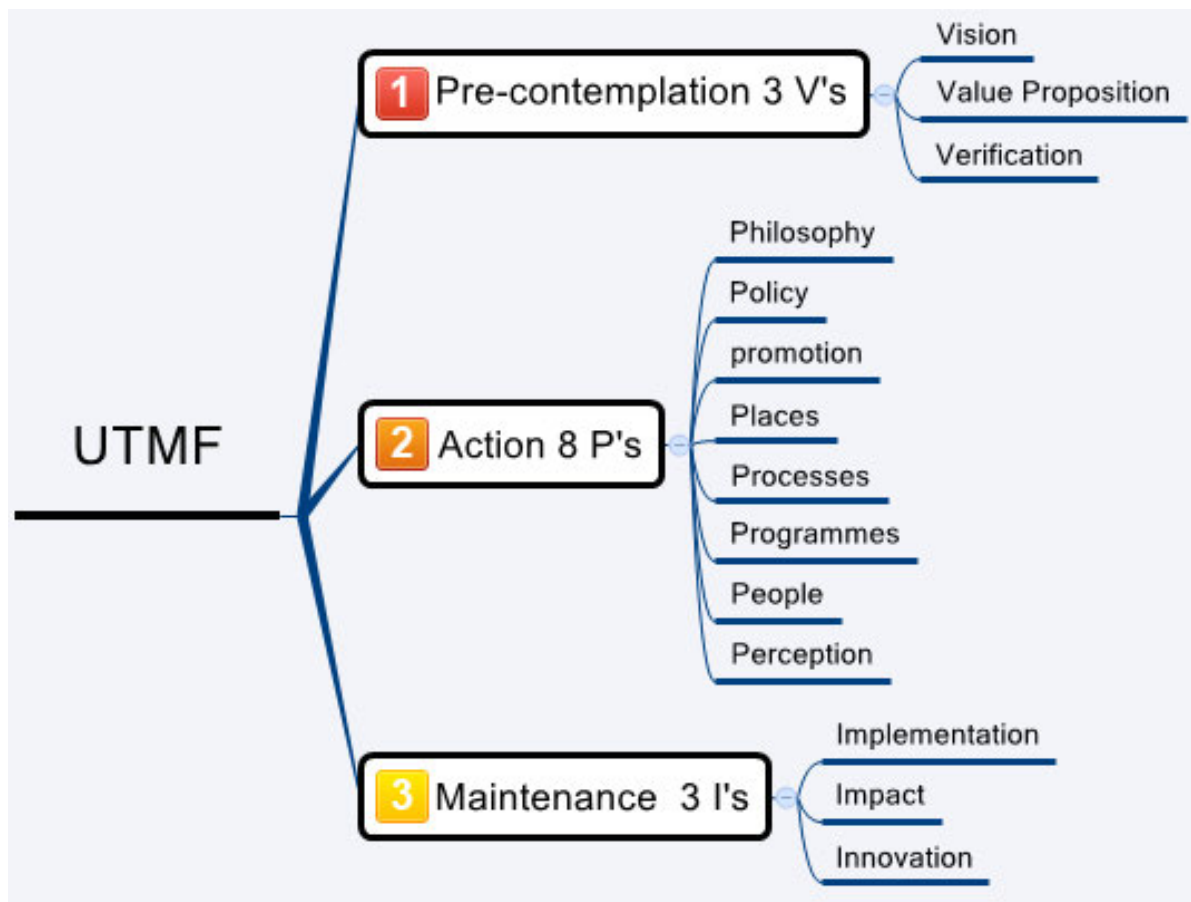


Figure 1 UTMF (Masdeu-Yelamos, 2015)

According to Masdeu-Yelamos (2015), the 3V’s phase is where organisations are not aware of inclusion and the benefits that can accrue from it. This phase is characterised by vision, value proposition and verification as indicated above. It is a phase characterised by thorough thinking about how inclusion could be best be embedded in the visions and strategies of an organisation going forward. With reference to organisations administering sports in the developing countries, this would involve doing some research about best inclusion practices and legislations that are relevant to the welfare and promotion of the rights of people with disability. This would later be followed by a change of mindset to embark on reviewing some of the organisational strategic documents such as policies to

include aspects that promote inclusive approaches to service delivery. When this is all set and done and the organisation has a basic idea of what inclusion entails, then, the organisation has to get into strategies of how best to include people with disabilities in sports programme as described in the paragraph below.

The 8 P's is the phase that follows immediately after the 3Vs. The phase includes philosophy, people, places, promotion, processes, programmes, perception and policy. These elements are considered "action-oriented aspects of the organisation" (Masdeu-Yélamos, 2015, p. 132). At this stage, the organisation can begin by changing its philosophy through reviewing and adapting its policy, vision and mission to reflect a more inclusive approach. This includes changing the processes such as internal operational procedures of an organisation and the way they relate to other stakeholders. Strategic plans need to be orientated towards mainstreaming disability in all organisational operations.

'People' as conceived by the UTMF include members of the organisation, potential members of the organisation and staff of the organisation. According to the framework, all these aspects need to be catered for. Members of the organisation need to be given quality services that are beneficial to the individual. The organisation has to develop strategies to attract and retain people to maintain its growth. More importantly, organisations need to make sure that the staff, both salaried and non-salaried are trained or possess skills and knowledge to deliver quality inclusive sports programmes. Promotion of an organisation and its 'programmes' to wider society should be instituted. It is at this stage that the organisation can harness different media types to communicate its programmes to the people. The exercise will not only attract more people but may also help to change the perceptions that people have about the organisation and people with disabilities. For the organisation to achieve its programmes, it would need a 'place' to execute its activities. The framework describes the place as the "environment, facilities and equipment that an organisation utilises to provide the services" (Masdeu-Yélamos, 2015, p. 137). The organisation needs to conduct an accessibility audit to ascertain whether the facilities are accessible and safe to all. If all the disabling conditions are taken care of, then the organisation should run its programmes that are inclusive and tailored towards meeting the individual's needs.

The last phase comprising of 3 I's described as impact, implementation and innovation. This phase is considered an impact phase that should be implemented alongside the 8 P's (Masdeu-Yélamos, 2015). At this phase, the organisation should be focused on implementing its programme while simultaneously monitoring and evaluating. It is also important to encourage organisations to be innovative in instituting changes to programme delivery.

2.10 Conclusion

This chapter explored different schools of thought referred to as models regarding disability inclusion in sports and other development agendas. The medical model was explored first as the earliest perspective that shaped people's understanding of disability. This model is underpinned by the notion that people with disabilities are sick and they need to be cured if they are to participate in developmental agendas. The social model, which rose against this medical model, stresses that people are disabled by societal systems that operate in a manner discriminating against people with disabilities. The social model upholds the view that social barriers are the main contributing factors to disability and they need to be removed so that people with disabilities could participate fully in their communities. The chapter also explored a biopsychosocial model which stresses a need to take into consideration biological social, environmental factors in order to have a better understanding of disabilities. The last perspective discussed is the human rights model which upholds the view that people with disability have dignity and by virtue that they are human beings, they are entitled to the enjoyment of human rights. It holds the view that all initiatives towards addressing disability discrimination should adopt a human rights approach.

The international perspective and legal framework for disability have also been explored with particular emphasis on UNCRPD. Other issues that were discussed include the significance of participation in sports, factors affecting participation in sports, participation in sports in developing countries and facilitators to inclusion in sports programmes. The facilitators included programme interventions and tools that have been developed to guide inclusion of people with disabilities in different sectors of life. The next chapter describes the methodology used to respond to the research questions for this study.

Chapter 3 Methodology

3.0 Introduction

This chapter details the research methodology employed in this study, from the research design to data analysis. It gives a clear synopsis of the research design employed to answer the research questions that govern the study. The chapter further gives a description of the logic for adopting a qualitative research approach. Data collection procedures and tools utilised to collect data form part of this section and they will be discussed in sequence. This involves document analysis at the initial stage forming a basis for semi-structured interviews with NGOs facilitating inclusion sports in the developing countries. An explanation of the approach used in data analysis shall be discussed. In fact, the data is analysed thematically in accordance with Braun and Clarke's (2006) six phases of analysis. The chapter will also dwell on issues pertaining to reliability and validity of the instruments used to collect data, as well as some ethical considerations employed in the process. The next section that follows is a description of the qualitative research approach as used in the study.

3.1 Qualitative Research Approach

Selecting a research approach towards the overall study is central, as it acts as a vehicle in responding appropriately to the research question. Horgan et al. (2009) as critical in which a researcher must apply his mind correctly before deciding on the approach to use describe this stage. Therefore, after thorough consideration of the appropriate approach, a qualitative research approach was considered the most appropriate for collection and analysis of data. Qualitative research is described as a “multifaceted approach that investigates culture, society and behaviour through an analysis and synthesis of people's words and actions” (Horgan et al. 2009, p.3, also see Creswell, 2009, p.4). Horgan et al advance their argument by indicating that qualitative research gives a researcher a monopoly to make sense or understand behaviour, beliefs and emotions of the group under study. This approach is underpinned by the philosophy that there is no single truth, rather people give different interpretations to things at different places at different times (Hartley & Muhi, 2003)

A qualitative approach is distinguished from other approaches at the level of data analysis, producing qualitative data as opposed to quantitative data; just as the name implies

(Horgan et al. 2009). In this case, data collected is subject to the interpretation of the researcher through coding techniques and formulation of themes (Denzin & Lincoln, 1994). Due to its flexibility, it allows research to be carried out in its natural setting and gives the researcher an opportunity to collection and analysis data based on the “participant views and the way in which they make sense of the world” (Hartley & Muhit, 2003, p.104). Qualitative research is characterised by the role a researcher plays during the research. The researcher’s influence on the research is considered valuable as it brings the theoretical framework, which will become a base for interpretation of what is discovered (Hartley & Muhit, 2003, p.104). According to Horgan et al. (2009), the researcher’s interaction is also considered part of the ‘knowledge creation processes’.

3.1.1 Rationale for Qualitative Research Approach

Since “disability is a product of the interaction between individuals and their environment” (O’Day et al. 2002, p.11), there is a need for a methodology that will unearth the lived experiences of those involved. Through the qualitative research approach, the complex interaction of disabilities, socio-economic status, gender and health conditions could be best understood through the application of interviews and document analysis (O’Day et al. 2002, p.11). It is within that context that proper strategies to instigate relevant facilitators for the inclusion of people with disabilities in sports programmes should be undertaken.

Notably, it is imperative to note that disability barriers in any sector of society are culturally embedded (Novak, 2014), so there is a need to understand how different cultures impact on the inclusion of people with disabilities. To unearth this phenomenon and have people open up about their cultures, qualitative research is the appropriate approach as it gives that flexibility to unmask the meaning of phenomena (Hartley & Muhit, 2003). Hartley & Muhit further indicate that qualitative research gives the researcher the freedom to investigate beliefs and attitudes, which contribute a great deal towards the improvement of the validity of the study. One of the aims of this study is to change negative perceptions other people have about people with disabilities but before then, it is important to understand the perceptions people have about people with disabilities then strategize means to deal with them.

There is little information regarding the scale and predicaments of people with disabilities in developing countries. Therefore, developing any facilitators to their inclusion in

development agendas without a thorough understanding of their situation may end up as an intervention that is not helping in changing their living conditions. Hartley & Muhit (2003) submit that qualitative research is more useful when there is a little known about the phenomena under research, as it unveils richer details making a proposal for intervention easier. Additionally, it is through qualitative research that participants are given a chance to give their perceptions on the matter under study (Hartley & Muhit, 2003). In the case of this research, NGOs running inclusive programmes had a chance to participate in giving their perceptions regarding the inclusion of people with disabilities in the sports programme.

Therefore, in the light of the above, it is envisaged that the most suitable approach in this research is a qualitative approach, as it will unveil the contextual core issues that the service delivery to people with disabilities should entail in an endeavour to deal with the societal systems that disadvantage them. This then provides a lead to the following section which will give a glimpse of what constitutes data and the mechanisms employed to collect it.

3.2 Data Collection

An understanding of what constitutes data and what data to collect is vital in order to answer the research question. Data is described as what the researcher has collected not necessarily what is out there to be collected (David & Sutton, 2011). David & Sutton further indicate that data is not naturally occurring, rather what the researcher technically manufactures in their work. This signifies that the researcher determines what data becomes. The simplest description of data by David & Sutton (2011) is that data is the output or a product of research, as opposed to something that the researcher simply collects. With this understanding of what constitutes data; the following section will describe and put into perspective document analysis and interviews as tools that were utilised for the generation of data. The section begins with a description of documents that were obtained and analysed. Subsequent to that follows descriptions of the interview method and how it was applied in this research. Lastly, in this section follows a sampling technique as employed in this research

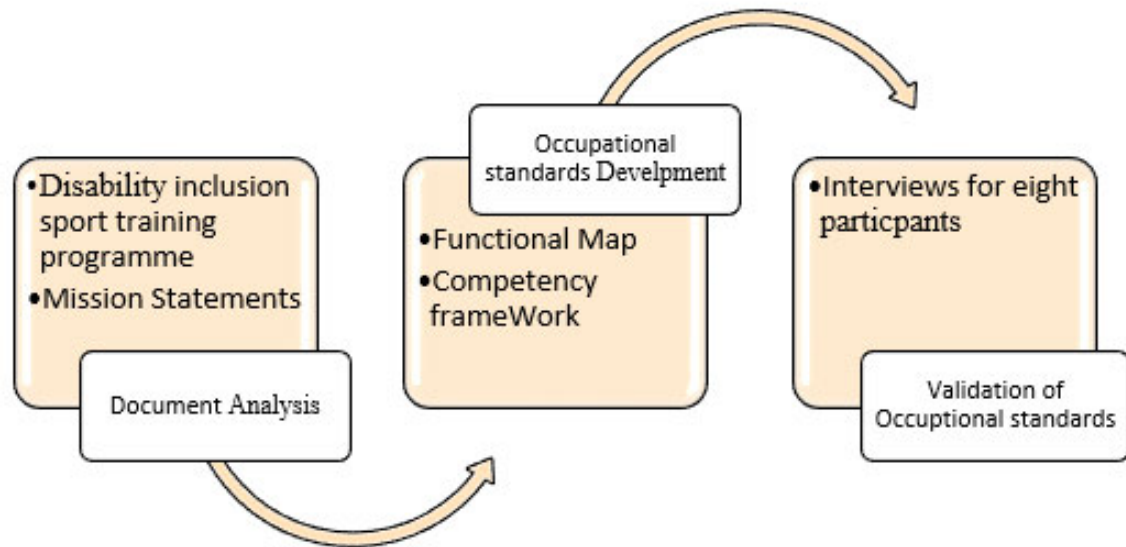


Figure 2 Data collection process

The figure above illustrates a summary of the data collection process and the stage at which, occupational standards were developed.

3.2.1 Significance of using Document analysis in this study

In response to the research question, the researcher found it significant to use document analysis to analyse disability inclusive sports training programme packs and the mission statement of NGOs administering inclusion programmes in the developing countries. The disability sports inclusion training programme was a joint venture of three organisations based in Ireland. This training programme was aimed at various NGOs to build capacity among them in terms of knowledge and skill for including people with disabilities in a sports programme in two African countries. The training programme was chosen on the basis that it was easily accessible and the authors rendered their permission for the document to be utilised for the purpose of the study. Saunders et al. (2009) indicate that it is very difficult to access some organisations' documents, but they could still be accessible through interaction with such NGOs or through their website. The researcher was able to access the training programme because he knew some key people within the organisations and was involved in the initial development of the training resources. The research employed a combination of document analysis and interviews. Document analysis is mainly used with another method but that does not rule out that it is sometimes used as a sole method (Saunders et al. 2009, Bowen, 2009, David and Sutton, 2011).

There are various advantages of using document analysis in research as a source of data. According to Bowen (2009) it is advantageous to use document analysis as it possesses the following strong points:

- Documents can provide data in the context of the participants, thus helping the researcher to have a better understanding of issues raised. This is an important aspect of the development of occupational standards because they could be developed in a manner consistent with the context. The disability sports inclusion training programme was developed in the manner that it relates to skills and knowledge needs of NGOs in the developing countries thus making it a good source of data for developing occupational standards. Similarly, the mission statements reflect the core business of organisations operating in the field of disability inclusion through sport in the developing countries.
- Document analysis is less time consuming than other methods as it involves data selection, not data collection. Since many documents are found in the public domain, it is easier and less time consuming to access while participants are not always available. For this research, these documents were derived from the internet and from one NGO's office. It took only five hours to research through the internet for mission statements.
- It is a less costly method since data has been collected; saving the researcher and allow him to analyse it in line with the research question. However, it is important to evaluate the quality and reliability of the documents. This research's context is in developing countries making it expensive to travel and collect data as the researcher is working in a developed country. The cost would include among others, phone call, travels, boarding and lodging.
- Documents are less affected by reflexivity, more especially when they are produced for the purpose of the research. Reflexivity has got to do with the researcher's influence on the research. Documents are free from being affected by the research process. Bowen indicates that in some instances, some programmes are done differently because they are being observed. Then he refers to documents as "lacking obtrusive and reactivity" thus making them stable
- Documents provide what Yin (1994) terms 'exactness'. Those include specifics such as names, places, references and other details of the programmes. Therefore, they are considered to be providing a broad coverage.

More importantly, this disability inclusion sports training programme is an important document for this research because it is a compilation of knowledge and skills to be imparted to trainees. So, it was a strategic document to analyse so to induce the skills and knowledge framework for the development of standards for the NGOs to mainstream diversity in sports programmes. It is also a relevant document because it was designed for developing countries in Africa, thus coinciding well with the context of this research. In most cases, occupational standards form a basis for development and evaluation of a training programme (Fretwell et al. 2001; Mansfield and Mitchell, 1996; EOSE, 2007). However, in the case where a training programme exists without occupational standards, it would be relevant to analyse it for developing occupational standards to that effect.

In developing the occupation standards, the process starts with the establishing of the key purpose of the organisation. Thereafter, functions and related competencies are developed to achieve the key purpose. Therefore, to effectively establish the key purpose for organisations mainstreaming disability in sports programmes in developing countries, the researcher decided to analyse the mission statements of NGOs currently mainstreaming disability in sports in developing countries. Missions are purposeful statements that describe the unique purpose and scope of operation for an organisation (Ireland and Hitt, 1992). “Once completed mission statements become foundations on which other intended actions are built” (Ireland and Hitt, 1992, p. 3). Therefore, mission statements were suitable as a source of information regarding the key purpose as it shows the uniqueness of an NGO in its operation (Ireland and Hitt, 1992).

However, document analysis, just like any other method, has its own shortcoming that should be taken into consideration before deciding whether to make use of it. According to Bowen (2009), the following are some of the limitations of document analysis:

- Not all documents are able to produce enough information for specific research purpose as they were not primarily manufactured for the research agenda. These are compelling the researcher to source out more information or carry it out along with another method.
- Accessing the entire document is not always possible because some sections may be blocked from public viewing. In some cases, organisations may not like the idea of their documents being available for public consumption thus subjecting “a

researcher to search out the information in hard-to-find places” (Creswell, 2009, p 108). In this research, the disability inclusion training programme was accessed from the one NGOs office. The researcher decided to use this document because he was anticipating difficulty in accessing documents of this magnitude from other organisations, since it was even difficult to get participants for the research. It was made possible by the fact that the researcher was involved in the initial stage of its development. The mission statements were derived from the NGOs’ website without any restrictions.

Nevertheless, it is still a credible method because it has advantages that outweigh its disadvantages (Bowen, 2009) because the disadvantages indicated above could be avoided. A researcher can utilise a gatekeeper in the organisation to maximise his chances of getting the documents needed. A gatekeeper is someone a researcher may know in the NGO and who may be willing to help with the needed information. Regarding insufficient information provided by in the documents, the researcher may decide to pair document analysis with another method (Bowen, 2009). It is against this background that the researcher used the interviews as another method of data collection. Hogan et al point out that “[The] use of multiple methods is representative of an attempt to gain in-depth understanding of a phenomenon, in recognition that objective reality can never fully be captured” (Hogan, 2009, p.6) Therefore, the following section gives an account of the interview method as applied alongside the document analysis.

3.2.2 Interviews

The interview is described as a situation in which questions are asked of an interviewee by the interviewer, but also involves listening to their responses (David & Sutton, 2011). It may take a different form depending on the aims and objectives of the study or research question. Interviews can either be structured, semi-structured or unstructured (DiCicco-Bloom and Crabtree, 2006 and Saunder et al. 2009). However, interviews in qualitative research are not always the automatic method necessitating consideration of the research question and the rationale for conducting a research (Fadyl and Nicholls, 2012). The purpose of these interviews was to elicit data that will contribute to a body of theoretical knowledge as seen from the lived experiences of NGOs (DiCicco-Bloom and Crabtree, 2006). Turner (2010) provides a further explanation to indicate that interviews provide in-depth information regarding the participants concerning the topic under investigation. A

better understanding of the circumstantial issues facing inclusion of people with disabilities in developing countries enabled the compilation of functions and competencies that are central to this effect.

This research utilised semi-structured interviews for data collection on a one to one basis with participants. The semi-structured interview allows the investigator to guide the conversation and to raise some probing questions in the process (DiCicco-Bloom and Crabtree, 2006). This approach gives flexibility on the part of the interviewee to express themselves fully when answering questions as well as giving the interviewer the opportunity to adapt questions in order to maintain consistency and relevancy of the responses given (McNamara, 2008). Turner (2010) amplifies this by stating that interviewees respond to questions differently depending on how the question was asked, which may result in more information or less information being given.

The researcher considered using a focus group as another method for data collection. However, the approach was not viable given the fact that most of the participants were far apart. The researcher would need to cover their air tickets, accommodation and meals. This seemed the most expensive method of data collection for this research. As a result, semi-structured interview was adopted found to be more relevant in this research. Therefore, the following section describes how the interviews were prepared.

3.2.2.1 Preparing for the interview

The preparation for an interview is very critical to the outcome of the interviews. McNamara (2009) illustrates that proper preparation for interviews helps to maintain the focus on how the interview is carried out in order to provide maximum benefit to the research. This research adopted McNamara's eight principles of interview preparation as follows:

- Firstly, McNamara suggests that choosing a setting with little intrusion is important in order to avoid external interference. A quiet meeting room in the library was booked for interviews in ensuring clarity and quality of the recording.
- Prior to interviewing, explanation of the purpose of the research was narrated to participants so that they understood the rationale behind it.
- Issues concerning confidentiality were addressed; participants were assured of anonymity and ultimate destruction of the recordings when the project is

completed. They were informed of the interview process with regard to the structure of questions and the way the interview would unfold.

- The interviewees should be notified of the maximum time the interview shall take. Participants were notified of this and it assisted the interviewees in managing their time effectively.
- Participants were given contacts details, which allowed them to contact the researcher if they wished;
- prior the interview, interviewees were asked if they have any questions or clarifications they wanted to ask. This helped them to raise any issue they had so that they would get into the interviews with a clearer understanding. It was at this point where one of the participants requested to see the final extract that would be used from his interview.

Lastly, McNamara advises that a researcher must not rely on his memory to remember all the responses rather organise a recording device to that effect. As a result, a device was sourced for the interviews and tested for functionality. Some interviews were contacted through Skype. In this case, an application called MP3 skype recorder was downloaded and used for recording the conversation. The first recorded interview on skype was not clear due to poor internet. At this point, there was no backup and the interview had to be rescheduled. To avoid loss of information, A Samsung S5 Smartphone was used as a backup recording device for the rest of other interviews.

3.2.2.2 Implementation of interviews

When implementing the interviews, the researcher followed the recommendations as outlined by McNamara (2009). He begins by suggesting that there should be regular verification of the recording device to ascertain whether is still working. During the interview, the recording device was periodically checked and was backed up by use of Samsung S5 Smartphone. The researcher ensured that one question at a time was asked in order to avoid confusion. The researcher was aware that note taking should be minimised. McNamara (2009) believes that note taking during the interview may send wrong messages which may influence the answers to the next question. The transition between sections in order to direct the interviewee to the new line of questioning was also maintained. This also ensured that the researcher was in control of the interviews

The interviewees were drawn from NGOs administering or having administered disability inclusion sports programmes in developing countries; two people from each NGO; one from the administrative level and one from programme implementation level (refer to appendix A). However, only two organisations were able to delegate two participants. The interviewees were first consulted regarding their availability for interviews and were asked to complete the consent form (refer to appendix B). A consent form is an indication of acceptance to be interviewed and a clearance for a researcher to utilise the information gathered for the final production of a thesis. Simultaneously, a set of questions to be asked were sent in advance so that the respondents could familiarise themselves with the types of questions for the project. The questions were based on organisational experiences regarding inclusion sports programmes and the practicality and relevance of pre-set occupational standards (refer to appendix C). An interview schedule was compiled up and the maximum time for interviews was one hour (refer to appendix D)

3.2.2.3 Transcribing Interviews

The interviews were transcribed by the researcher immediately after they were completed. During the transcription, not all that has been said by the participant has been transcribed. “Filter words, false starts and repetitive phrases” (Carlson, 2010, p. 1106) were excluded to enable the flow of information. This exclusion criterion also included information which was not related to the research questions or the study as a whole. Carlson concurs with this approach when he asserts that “sometimes portions are selected when the researcher knows precisely what kind of information will be useful and analysed” (Carlson, 2010, p. 1106). However, it is advisable that transcription is done verbatim when the researcher is not the one doing the transcription (Carlson, 2010). It took an average of three-hours to transcribe each interview using NVivo.

3.2.3 Sampling technique

Purposive sampling was used to source participants for the research. This was done in accordance with the characteristics that were suited to the research question. According to David and Sutton (2011) and Saunders et al. (2009), when employing purposive sampling, the participants are selected to take part in a study based on the researcher’s knowledge and opinion about their suitability for the study. David and Sutton go on to highlight that they are viewed by a researcher as having a specific knowledge about the topic under investigation. Purposive sampling which is commonly used in qualitative research is

largely based on the interest of the researcher and research topic (Hogan et al. 2009). This approach falls within non-probability sampling which is used when the sampling frame of the population is unknown and hard to find (David and Sutton, 2011). The following paragraph gives an account of the sample size and the process of acquiring participants. A sample frame was drawn from NGOs engaged in inclusion/ disability inclusion sports programmes in developing countries. This frame included those that have an experience of operating in those spaces. The participants were sourced from the internet and through the researcher's knowledge of the existence of such organisation.

Thereafter, sixty-five organisations were invited to partake in the study. Two agreed to take part while the others did not reply to the invitation. After three months of little success, the researcher decided to utilise the NGOs that agreed to participate with a view to getting participants through snowball effect. This means that purposive sampling was intertwined with snowball sampling. David and Sutton (2011) support this approach by indicating that in some research there is a need to apply a combination of sampling techniques depending on the situation with regard to accessibility to participants. Snowballing is mostly used when it is difficult to get the participants in accordance with the needed characteristics (Saunders et al. 2009). This exercise resulted in getting five organisations on board with the research.

The question arises whether the same number is adequate for this research. One's view may be that the sample is too small, thus risking in adequate depth and breadth of the data (Sandelowski, 1995). Conversely, David and Sutton (2011) indicates that there is no clear answer pertaining to the size of the sample because the concept of "the larger the better does not apply". David and Sutton (2011) further explain that the size of the sample depends on the research being undertaken. Furthermore, Saunders et al. (2009) advance the issue by indicating that sample size is influenced by many variables such as availability of resources, time to collect and analyse data. David and Sutton (2011) add to that by expressing the view that access to an organisation also influences the sample size, implying that it is very important to consider what is practical in determining sample size

In response to the said concerns, this research employs a combination of two methods of data collection. Firstly, the mission statements of NGOs undertaking disability inclusion sports programmes in developing countries. They were only sourced from websites of

organisations undertaking inclusion sports programmes in developing countries. Only ten NGOs' mission statements were accessible from while other NGOs did not have such information on the website. Additionally, included a training programme tailored for capacitating NGOs and volunteers administering or engaged in a disability inclusion sports programme in developing countries. The results of the analysis became the basis for the development of draft occupational standards. Subsequently, the standards were remitted to NGOs for validation. This process was later followed by a semi-structured interview.

3.3 Data Analysis

In qualitative research, the type of data collected is considered non-quantifiable because it is non-numeric (Saunders et al. 2009). Saunders et al give a further explanation by indicating that data in this research design ranges from a short list of responses to more complex data as contained in transcriptions of interviews. "Data analysis is the attempt to understand the presence or absence of themes, common and/ or divergent ideas, beliefs and practices" in a topic under research (David and Sutton, 2011, p. 324). It is against this background that this section will give a description of how documents and interview transcripts were analysed.

The researcher adopted an inductive thematic analysis approach towards analysing both documents and interviews transcripts. An inductive approach, in this case, simply means that the themes generated are not linked to pre-determined themes or any theoretical background, rather from the data itself thus implying that it is data driven (Braun and Clarke, 2006). A theme is described as "a method for identifying, analysing and reporting patterns (themes) within data" (Braun and Clarke, 2006, p. 79). Document analysis of the training pack and mission statements for organisations undertaking disability inclusion sports programme were analysed firstly, and interviews transcripts followed. In both cases, inductive thematic analysis was employed following Braun and Clarke (2006) six phases of analysis guides. The figure below summarised the process followed during data analysis



Figure 3 Data analysis summary

- Phase 1: Familiarisation; in this phase, the researcher familiarised himself with data by reading and re-reading data, identifying authors, ascertaining the authenticity and the audience for documents. In the case of the interviews transcription, the process of going through the transcribing route gave the researcher an opportunity to be close to the data and develop more understanding.
- Phase 2: Generating initial codes; at this phase the researcher had already developed an understanding of the data, then the process of identifying some feature of the data that seemed interesting and coding it chronologically across the data set into different categories was undertaken. The process was done through the use of computer software called NVivo.
- Phase 3: Searching for themes: at this stage, the similarity between different codes was established, which resulted in collapsing of other codes as they were joined together as one thing with potential for becoming one theme.
- Phase 4: Reviewing themes; in this case, the researcher checked consistently whether the codes extract were in harmony with the initially developed themes. The process was concluded with development of the thematic map.
- Phase 5: Defining and redefining of themes; The researcher revisited the themes periodically to redefine the specifics of each theme which resulted in a clear definition of each theme
- Phase 6: Producing the report; as a final stage the researcher gave final names to themes and selected a clear and precise extract to back up the theme for the final

presentation of the report. These final extracts were linked to the research question and the literature.

3.3.1 Data analysis computer software (NVivo 11)

NVivo 11 computer software is used for qualitative data analysis. It has five ways in which it supports data analysis (Bazeley, 2007). It helps in managing and organising of data, managing ideas, querying data, graphically modelling the ideas and concepts that are being built from the data and reporting data. It is mostly useful when one is organising and “analysing interviews, field notes, textual sources, and other types of qualitative data including image, audio and video files” (Stanford University, 2011). NVivo also saves time in many aspects of data analysis more especially when one deals with a large volume of data. It is compatible with any qualitative data analysis method (Bazeley, 2007).

The new project was started in NVivo and was named “plan2inclusivise”. Thereafter, data was imported into NVivo followed with developing nodes or categories and then data was coded accordingly. Then, the researcher started developing the initial themes after a thorough consideration of data coded under each node. Data in every node was reviewed and coded into the newly developed themes. The process of reviewing and naming themes was followed up until the production of a report.

3.4 Methodology for developing the occupational standards

Functional analysis is a method that has been used to develop the occupational standards. When applying the functional analysis in developing the occupational standards, the idea are to start with the key purpose of an organisation or an occupation and then identify key areas or generalised occupations for achieving the stated purpose (Fretwell et al. 2001; Mansfield and Mitchell, 1996; EOSE, 2007). Fretwell et al further indicate that the key areas are further unpacked into key roles and then into functional units which can be achieved by one person or a group of people. Functional analysis is a consultative process with practitioners in the sector or occupation (Fretwell et al, 2001) which result into the functional map. “Functional map is a graphical representation of the results of the functional analysis” (EOSE, 2007, p. 12) as illustrated below:

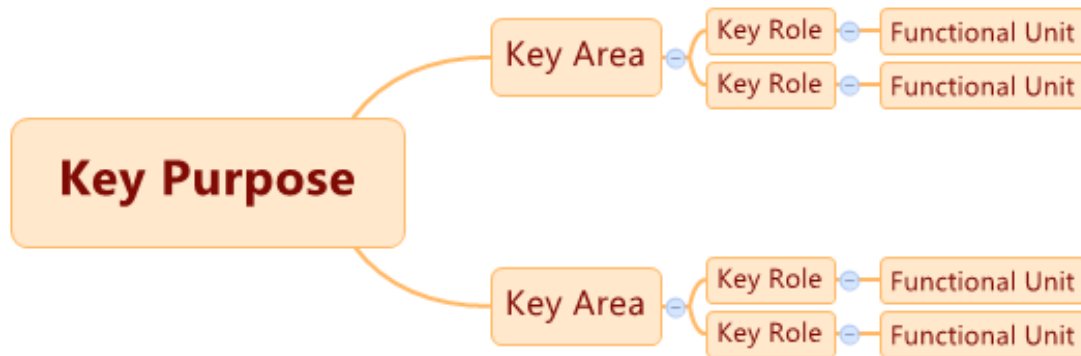


Figure 4 Functional Map (Mansfield and Mitchell, 1996)

Through functional analysis approach, the strict logical approach was followed. The two processes are called disaggregation and iteration are employed. Mansfield and Mitchell, (1996) describes disaggregation as “the logical and structured analysis of an outcome statement into sub-statements by separation of functions” (Mansfield and Mitchell, 1996, p. 94-96). Iteration is referred to as “the process of constantly checking and rechecking the general coherence and structure of the analysis” (Mansfield and Mitchell, 1996, p. 96). In the functional analysis, all statements are outcomes and they should be clear and understandable without depending on another primary statement to be understood (Mansfield and Mitchell, 1996). According to Mansfield and Mitchell (1996), the structure of the statements should have the following grammatical structure in order to be considered clear and understandable: **Active Verbs** (what happens), **Object** (to what or whom) and **Condition** (the context).

When the functional map is completed, the next phase is to develop competency framework. Competency framework consists of competencies, knowledge and skills necessary to satisfactory carry out the functions stated in the functional map (EOSE, 2007).

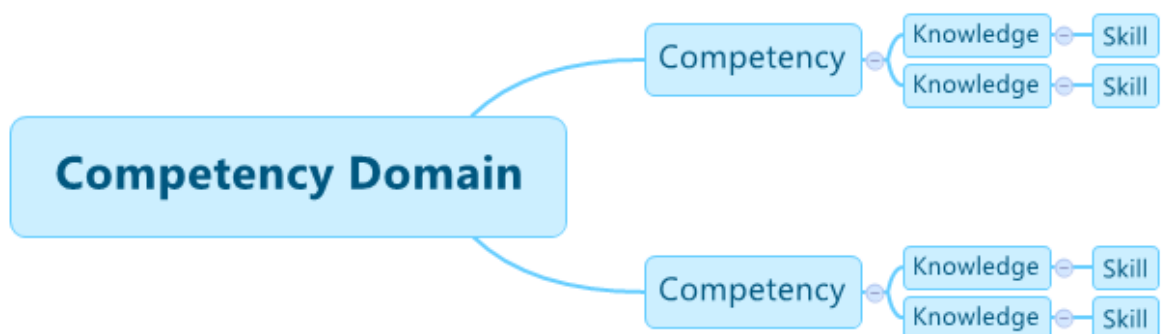


Figure 5 Competency Framework

Therefore, in developing these standards, the aforementioned process was followed. The mission statements of NGOs were analysed to determine the key purpose for NGOs undertaking sports programmes in the developing countries. Thereafter, the analysis of disability inclusion sports training programme resulted in the broader themes that were used to develop the key areas of the functional map, which were further unpacked into key roles and then into functional units. The two columns were added to link the functional units to both UNESCO Charter and Universal Transformation Management Framework (UTMF).

Table 1 Modified Functional Map table

Key Purpose	Key Area	Key Role	Functional Units	UTMF	UNESCO Charter

In developing the competency framework, the themes formed from the disability inclusion sports training programme were used to develop competency domains from which competencies, knowledge and skills constructed. It is imperative to indicate that the other developed occupational standards as discussed in the literature were used to construct both functional map and competency framework of these occupational standards. They were also bench marked against the Universal Design for All and UN best inclusion practices criteria. When completed a draft of occupational standards were sent to NGOs for validation. After the validation, they were modified into a final draft.

3.5 Reliability and Validity

Reliability and validity are concepts that are popularly used in quantitative research. As a result, other researchers are of the view that they do not have a place in qualitative research (Parahoo, 2006). However, the qualitative researcher has a duty to ensure that their study is credible and trustworthy by showing “rigour in the way they collect, analyse and report data” (Parahoo, 2006, p. 326). “The term reliability refers to the degree of consistency within which the instrument produces the same results if administered under the same circumstances” (Parahoo, 2006, p326) while “validity simply refers to the closeness between data and reality (David and Sutton, 2011, p. 20)”. Therefore, this section outlines

the processes underwent to ensure quality and trustworthiness of the collection, analyses and interpretation of data in the two instruments used. Trustworthiness requires that researchers must employ different techniques to ensure that data is ethically and appropriately collected, analysed and reported (Carlson, 2010). The section that follows briefly outlines the validity and reliability of documents used as source of data for the study

3.5.1 Documents Reliability and Validity

The study employed documentary data for generation of data specific to the study. The documents that were used are the mission statement for NGOs and disability inclusion sports training programme. In selecting these documents much emphasis was based on their reliability and validity. Bowen (2009) suggests that though documents are rich in data, much caution should be taken with regard to their “relevance to the study, their completeness, authorship, target audience, authenticity, credibility and accuracy”. Therefore, the researcher has applied quality control criterion for handling documentary sources as suggested by Scott (1990) as discussed in the following sections.

The authenticity of documents used was of primary concern. “Authenticity is referred to whether the evidence is genuine and reliable and dependable origin” (Mogalakwe, 2006, p. 225). The researcher assured that the documents selected were from reputable organisations in the field of social inclusion of people with disabilities. While familiarising himself with the document, the researcher found that the information used to build up the document has been referenced. In that case, if there are doubts, one can just consult the original source of the information. It is also important to note that the documents were not produced for the purpose of this research thus making them reliable for their own intention. The next issue discussed below is the credibility of the information.

Credibility is concerned with whether the document is free from distortion and errors (Mogalakwe, 2006). The documents analysed were free from distortion; some errors that were found were just spelling mistakes which are not regarded as deliberate rather as genuine mistakes that often happen when one produces such a big document. Since this document was produced beforehand, there was no doubt that it could have been altered for the purpose of this research (Mogalakwe, 2006), though the researcher was involved in the initial stage of the development of this training programme. The last issue that was taken

care of in selecting these documents is their representativeness and meaning as discussed below.

Representativeness refers to whether the documents are typical of their kind while meaning refers to whether the documents are clear and comprehensive (Mogalakwe, 2006). A disability inclusion sports training programme for volunteers and NGOs involved in disability inclusion sports programmes in the developing countries reflects areas of knowledge and skills to be addressed. Contents of the documents were sourced from other training documents prepared for the similar purpose. However, it cannot be confirmed whether the document addresses all the training needs needed by the recipients for this research. It is structured systematically and coherently. The depth of the knowledge with regard to the needs of the recipient cannot be verified since the profile of the recipient is not known. The mission statements of organisations undertaking disability inclusion in sport have been retrieved from the official website of the organisation. Whether they represent what the organisations are doing on the ground, it is very difficult to tell. However, just like the training programme, the mission statements were developed beforehand, thus they cannot be equated as having been prepared for the purpose of the research. Therefore, the next section is on interviews reliability and validity

3.5.2 Interviews Reliability and Validity

The researcher applied a concept called ‘member checking’ on the interview questions and transcriptions. Interview questions were sent beforehand and participants were asked to check whether questions are clear, understandable and free from errors. After that adjustments and corrections were made prior the interviews. Upon completion of the transcriptions, each participant was supplied with his/her responses for confirmation of accuracy and correction of errors. However, they were informed that the transcriptions do not include everything that was said, rather only information relating and relevant to the research. Therefore, each participant was informed of corrections that should be done so to avoid the total change of the transcript as suggested by (Carlson, 2010).

Member checking is described as a process of availing of an opportunity for participants to check and approve certain elements of the information they provided (Doyle, 2007). Doyle believes that research should be considered a negotiated process hence a need to periodically consult with the participants. Doyle goes on to state that some researchers do it

as once off activity while others apply it consistently throughout the research. Member checking is an important aspect of ensuring trustworthiness of the study because it gives the opportunity for participants to challenge the transcripts' accuracy and any errors that may be visible (Doyle, 2007). Member checking also gives participants opportunity to reassess their comments, which may in turn, stimulate more comments as well as the minimising chances of the researcher being accused of having misunderstood the comments (Doyle, 2007). The following sections briefly describe how triangulation was used to increase the trustworthiness of the research

3.5.3 Triangulation of methods

Triangulation was used to curb the biases of using a single method to collect data. In this case, the study used interviews and documentary data as tools for generating data. Curtin and Fossey (2007) support the use of triangulation along these lines as it increases the breadth and depth of the research thus leading to a better understanding of the phenomenon under study. The understanding is that “if the researcher can substantiate these various data sets with each other, the interpretation and conclusion drawn from them are likely to be trustworthy” (Carlson, 2010, p 1104). When collecting data, the researcher has an obligation to ensure that it is collected ethically. Therefore, the following section highlights ethical considerations for the research

3.6 Ethical Considerations

According to Houghton et al (2010), there are many ethical challenges that have implications for any qualitative study. Some of the pertinent issues that pose ethical challenges are informed consent, confidentiality, consequences, the relationship between the researcher and the subject, the ratio between risk and benefits, as well as the role of the researcher (Houghton et al, 2010; Kvale, 2007). Ethical issues need to be considered in order to reduce the risk of any unanticipated harm; to protect the information from the interviewee as well as reducing the risks associated with exploitation of the participants (DiCicco-Bloom and Crabtree, 2006).

This section addresses the ethical implications of the study as outlined above with regard to engagement of the participants. Kvale (2007) indicates that ethical issues should be taken into consideration right from the beginning of the investigation up until the final writing of the report. The pertinent issues that have been highlighted in the paragraph

above shall be dealt with in alongside seven stages of the research as outlined by Kvale (2007).

The first stage that Kvale reveals is thematising the interviews. This literally implies that the purpose of the research has to be clearly stated. Therefore, for the purpose of this research, a letter of invitation that was sent to NGOs had an elaborative paragraph which outlines the research and the logic for undertaking the research. The letter goes on to explain the purpose of the interview and how data shall be collected thus giving participants a clear entry point for the research. (Letter attached in Appendices attached)

The consent form was sent to participants to declare if they wished to participate in the study. Informed Consent “generally entails informing the research subjects about the overall purpose of the investigation and the main features of the design, as well as of the possible risks and benefits from participation in the research” (Kvale, 2007, p 27). ‘Therefore, the consent form contained the following information:

- This consent form establishes that you have read and understood what taking part in this research study will involve.
- I confirm that I have read and understood the information sheet about the study and have had the opportunity to ask questions
- I understand that taking part in this research is voluntary and that I can withdraw at any time without giving reasons.
- 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. The research utilises the use of pseudonyms for individuals and places to protect the identity of participants (Creswell, 2009)
- I understand and consent for recording of the interviews for the purpose of the transcription and understand that the recordings shall be destroyed after a final report has been produced. Creswell (2009) indicates that data, after analysis is kept for a certain period and thereafter it has to be destroyed so that it does not land in the wrong hands
- I agree to take part in this study
- 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

However, Houghton et al (2010) warn about issuing a consent form for everything at the beginning of the data collection because it is difficult to guarantee the direction of data collection especially with regard to methods such as interviews and observations. Therefore, caution was taken to ensure that some ethical concerns highlighted above could be easily met and they were done at a final stage when the interviews were ready to be undertaken. Just before the start, they were reminded of the purpose of the study, that they can withdraw from the study at any time and that the information gathered shall be used anonymously.

3.7 Conclusion

Choosing a research design is critical for any research study, hence a need for serious consideration of the design to answering research questions. This research adopted a qualitative approach as a framework for the overall design of the study. The design has enabled collection of qualitative data to understand the contextual problems facing people with disabilities in the developing countries. This is achieved through semi-structured interviews, analysing NGOs mission statements and sports disability inclusion training programme designed to enhance the skills of NGOs and volunteers in the developing countries. Data collection was done in a manner to enhance the credibility and trustworthiness of the study. After data was collected, it was then analysed thematically in accordance with six phases as outlined by Braun and Clarke (2006). Thereafter, the occupational standards were developed and validated by a group of NGOs. Some ethical considerations were upheld to minimise the potential harm to participants which may be caused by the study. Therefore, the following chapter presents in-depth information on how data was analysed.

Chapter 4 Data analysis

4.0 Introduction

This chapter presents the results of data analysis for both the document analysis and interviews that were conducted at different stages of the data generation phase. The study employed document analysis of a disability inclusion sports training programme, which was tailored for capacitating NGOs and Volunteers in both Togo and Ethiopia with skills and knowledge to include people with disabilities in sporting programmes. In addition, the mission statements of NGOs undertaking sports programmes were also analysed. Subsequently, a draft set of occupational standards was developed and validated by a group of NGOs and this validation process was followed up with interviews with these NGO's. The results of this chapter are presented under the research objectives as indicated below.

The main aim of the study is to develop best practice approaches through the evolution of a set of occupational standards for use by NGOs when including people with disabilities in sports based programmes in developing countries. The three objectives that guide this study are:

- To develop a competency framework which encompasses a set of competencies, knowledge and skills for NGOs staff operating in the developing countries.
- To develop a functional map which entails a set of functions needed for NGOs to mainstream disability in sports programmes in developing countries
- To establish the current situation with regard to policy and programmes regarding inclusion of people with disabilities in sports based programmes in developing countries.

The analysis starts with disability inclusion sports training programme. The focus of the analysis was to elicit skills and knowledge relevant for NGOs to include people with disabilities in sports programmes.

4.1 Developing a competency framework which encompasses a set of competencies, knowledge and skills for NGOs staff operating in the developing countries

In analysing this programme, a thematic analysis approach was used to identify the skills and knowledge contained within the programme. The themes are organised by a

description of knowledge and skills that the programme aims to impart to NGOs and volunteers with regard to the technical know-how around inclusion in sports programmes. The results of the findings, therefore, produced four broad themes, which are as follows: Changing perceptions, protection of human rights, facilitating inclusion and planning and implementation. The results are also presented under in sub – themes under each key theme as reflected in texts to follow. The themes are also represented on the chart below to show the hierarchy in terms of the data extract they contain. The relative weight reflected in this pie chart for each theme has been influenced by supporting data, thus indicating the priorities areas of the analysed training programme. This indicates that the section such as changing perceptions has much supporting data extract and it also indicates that the relative weight of the training programme was concentrated on changing perceptions.

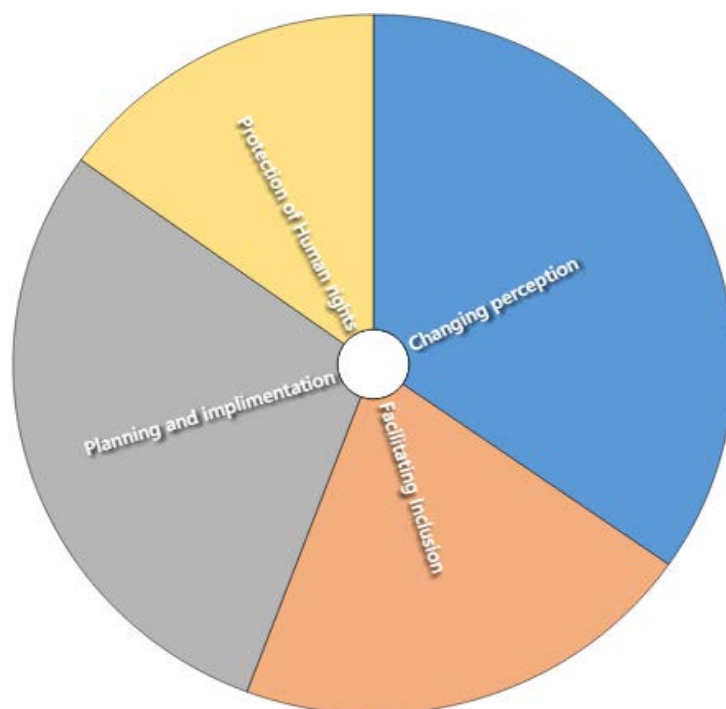


Figure 6 Themes Hierarchy Chart

Each theme is described and supported by the data extracts from the training programme. The following sections will begin with the first theme called changing perceptions

4.1.1 Changing perceptions

Fostering a spirit of inclusion of people with disabilities in sports programmes involves being able to change people perceptions about disability. Therefore, this theme involves gaining an understanding of different perceptions (which includes both negative and positive perceptions), disability awareness (models, types and considerations points when dealing with people with disability), cultural beliefs and myths associated with disability. The theme also includes promotional strategies and related benefits for promoting women with disabilities in sports as well as community mobilisation. All this data is presented under the following sub-themes: understanding perception, myths and believes and raising awareness.

4.1.1.1 Understanding perception

To begin with, inclusion happens when peoples' negative perceptions towards people with disabilities change. Negative perceptions add to the exclusion of people with disabilities in sports and other developmental activities, hence there is a need for NGOs to have a clear understanding of what these negative perceptions mean. People with a disability feel more comfortable and accepted if they are treated in a dignified manner like anybody else. The disability inclusion sports training programme states that perception is described as “the process by which an individual receives selects, organises and interprets information to create a picture of the world”. It is important, therefore, to understand that perception is dependent on the senses that people use to understand the world they live in. It is within these parameters people's perceptions on disability are different and contextual to the individual or culture. In some cases, what people perceive through interaction with their senses is not always the true reflection of the reality. Through the training, NGOs are guided to understand that our perception of people with disability is limited. It is reflected in the disability inclusion sports training programme that:

“Perception is a selective process because our senses and our memory are limited- we do not have the capacity to know and experience everything. We can only speculate about what the world can be, we can never feel it as it really is (as sense of touch is limited)”.

People with disabilities are human beings with rights and dignity that needs to be respected like everyone else. They actually want their dignity to be respected like anyone else. The

training programme has some codes expressed by people with disabilities to indicate that they want to be treated like everyone else. Some of these extracts from the disability inclusion sports training programme portray how people with disability express themselves with regard to negative perceptions associated with disability reads as follows:

“The issue is I have no legs, But I still have feelings;
I cannot see but I think all the time.
Although I am deaf, but I still want to communicate.
Why do people see me as useless, thoughtless, talk less, when I am as capable as anyone?”

4.1.1.1 Myths and Beliefs

In some cases, what are believed to be the truth about people with disabilities are simply myths and beliefs that are held within some cultures. These myths are passed on from one generation to another and they continue to disadvantage people with disabilities in communities where they live. However, there seem to be some differences depending on the region of the world you explore. An illustration of this difference, it is indicated in the disability inclusion sports training programme that “Burying a child with a disability during a solar eclipse is believed to cure the child” (this in Pakistan) (disability sports inclusion training programme). The disability inclusion sports training programme also indicates that some common myths and cultural beliefs in West Africa are that disability is considered:

“An act of witchcraft (spell, magic and sorcery)
Punishment of traditional gods for failure to perform a certain ritual
An act was done by a close or distant relative because of jealousy
A curse or a divine punishment of the parents of the child due a bad behaviour of the mother during pregnancy “

These culturally constructed perceptions of disability are closely related to the abilities of people with disabilities. In these cases, the understanding is that people with disabilities have little or nothing to offer their community. Some extracts from the disability inclusion sports training programme indicate that people with disabilities are perceived to be functionally limited and weak. It is perceived that they are not mentally and physically fit to face the challenges they come across on a daily basis. Some of the few reported negative perceptions in this regard include but are not limited to:

“Limited and unable to work

Physically weak
Is not masculine (man)
Sick and need to be cured or avoided because disability is contagious
Pitiful and must be given charity
Lack an organ and so unequipped to better face life
Considered a weak person with no emotions, spiritual sense etc.
Perceived as limited to his/her physical impairments”

However, not all perceptions about disability are negative; and this is evident in some communities. It is indicated in the disability inclusion training programme that:

“people with disabilities can demonstrate strength in a number of areas; can live with his or her impairment if appropriate care and rehabilitation are given and they can also carry out an income generating activity given appropriate training”

These perceptions are oriented on the understanding that people with disabilities are human beings like everyone else and given a conducive and supporting environment, they can fulfil their roles in their communities. There is a theory that people with disabilities only require some training and rehabilitation mechanisms to be put in place to be able to fulfil their roles in society.

4.1.1.3 Raising awareness

Raising awareness is considered significant to changing perceptions of disabilities in communities. Therefore, in reinforcing and popularising positive perceptions of disability in the communities the power of sport should be harnessed. The disability inclusion sports training programme indicates that sport has the capacity to gather many people together and also has a number of benefits that people with disability can gain through participation. In highlighting the significance of sports participation the disability inclusion sports training programme highlights that:

“If well organised an inclusive sport and play event will showcase the abilities of children with disabilities, which ultimately lead to a change in the spectator’s perception. sport does not only provide the possibility to play, but games and activities also allow further exploration of the person’s physical limits, keeping her/him active and thus avoiding further physical complaints linked to poor rehabilitation”.

It is at the inclusion sports events where people can network and share information about disabilities. This presents an ample opportunity for discussion and clearing of negative

perceptions about people with disabilities. It shows that sport has the capacity to promote positive perceptions about disability if managed well.

Sport is considered as a good means to promote inclusion of women with disabilities in developmental activities. It can be said that women with disabilities are impacted by a double layer of discrimination as a result of their gender and their disability. It is therefore indicated in the disability inclusion sports training programme that “sport can provide women with disabilities with the opportunity to compete and demonstrate their physical ability; sport can also help to reduce gender stereotyping and negative perceptions associated with women with disabilities”. Therefore, in promoting women in sport the following solutions are suggested as the possible strategies that could be employed:

- “Develop more women coaches
- Showcase women as successful athletes, coaches, officials, role models and leaders
- Include women in visible decision-making positions or bodies
- Increase participation of women and girls with disabilities in sports at the local level
- Provide with more competitive sports opportunities”

Central to all this, is appealing to the community to change the perceptions and stereotypes about disabilities by increasing the knowledge base through information sharing and continued interaction. This needs to be a long-term intervention that will systematically engage the community in a sustainable manner. A disability inclusion sports training programme highlights that the community could be engaged through inclusion in

- “recreation camps, monthly community information meetings relating to inclusive recreational days, inclusive mixed ability group events in sports (sports events/ recreation /programmes) and existing community organisations using images of mixed ability sports event”

In conclusion, this theme described the strategies for curbing negative perception about people with disabilities. It started by outlining some negative perceptions that exist in the community and how they affect people with disabilities in their daily lives. It also presented the positive perceptions of disability. A particular case is made for changing the perception of women with disabilities as they experience double discrimination. The theme concludes by exploring some strategies that could be harnessed to engage the community about issues relating to disability on a long term basis. Sport is considered a suitable

vehicle for addressing community perceptions as it has the capacity to gather many people in one place and also provide a platform for showcasing ability and play.

4.1.2 Protection of Human rights

Organisations need to advocate for the protection of human rights for people with disabilities so that they will be able to participate in sports programmes with those without disabilities. This means that efforts geared towards inclusion should adopt a human rights approach. Under the sub-themes advocating for human rights and legislative milestone, this theme describes how human rights form a basis for addressing issues of inclusion. It goes on to outline some important instruments that could be of great importance for protecting the human rights of people with disabilities. It gives a picture of how UNCRPD is important to people with disabilities and other advocates groups. This theme also describes UN Member State's commitment towards protection of human rights in compliance with the UNCRPD. The theme also mentions the milestones that NGOs have achieved in addressing the issue of safety of children with disabilities. The theme describes the issues that a sports leader should be cognizant of while delivering the session to avoid infringing the rights of the participants.

4.1.2.1 Advocating for human rights

Human rights should be accessible to every human being regardless of their abilities, therefore, every human being is entitled to protection in a case where his/her rights are being infringed. It is indicated in the disability inclusion sports training programme that the “focus is on inclusion to eliminate barriers which prevent inclusion and access to human rights”. This is done through the adoption of a human rights model of disability as an approach to addressing the problems of a lack of inclusion. The disability inclusion sports programme recommends the adoption of this approach simply because it has some features that are significant for the inclusion of people with disabilities in sport. To substantiate this, the programme indicates that:

“Human rights models approach incorporates social model thinking where external barriers are identified in conjunction with the person with a disability being the focal point in the attainment of their rights. The right based approach adopts awareness, participation, and comprehensive accessibility as core disability-inclusive development principle”

The principles that are highlighted in the extract above depict the areas that are central for fostering inclusion of people with disabilities in sports programmes or any developmental activity. The twin track approach as highlighted above allows for the involvement of people with disabilities in two ways; firstly, in an inclusive manner where people with and without disabilities are engaged together in any activity and secondly where people with disabilities engage separately where inclusion is not possible. These principles, as clearly articulated in this theme, emanate from the UNCRPD which is a cornerstone for understanding the rights of people with disabilities. Therefore, the theme stresses the need to understand the evolution of this instrument and its significance for the protection of human rights of people with disabilities as shown in the extract below:

“What is the UNCRPD?
United Nation Convention on the Rights of Persons with Disabilities
Adopted in December 2006
Outlines the human rights of people with disabilities
Organised in form of Articles (1 – 50)
It is worldwide human rights agreement
UN member States that sign and ratify them are obliged to implement them”

The convention was developed for purposes of protection of human rights for people with disabilities so, as indicated above; all countries that sign and ratify them are bound to their implementation. This means that they are legally binding and countries are called upon to report periodically on the progress made to comply with all the provisions of the convention. With particular reference to sports and recreation, the convention has an exclusive article that speaks to the inclusion of people with disabilities in sports or recreational activities as indicated in the disability inclusion sports training programme:

“Article 30 of the Convention addresses both mainstreaming and disability-specific sports and stipulate that State Parties shall take appropriate measures to encourage and promote the participation to the fullest extent possible, of persons with disabilities in mainstreaming sporting activities....”

This Article has sections that clearly outline the obligations of the member states in ensuring that people with disabilities are afforded their rights to participate in sports and recreation because they have been socially marginalised in sport and other developmental activities. This special convention, as outlined in the disability inclusion sports training programme, was actually developed because “people with disabilities do not have access to the same human rights as other people do” hence a call to the members states to ensure

that the Convention is implemented fully to protect the rights of people with disabilities. The member states are obliged to achieve this through the drawing up of domestic legislation which is guided by the provisions of the Convention. There should also be practical steps that demonstrate the implementation of the Convention.

4.1.2.3 Legislative milestones

In light of the above, organisations on the ground are also required by law to make sure that they protect the rights of people with disabilities. They need to conduct their business in a way that is not discriminatory or infringing on the rights of people with disabilities. With particular reference to participation in sports, there is an onus on organisations to put in place policies and measures that protect and promote the welfare of people with disabilities as well as providing for their inclusion. As stated in the disability inclusion sports training programme, some states have already put in place some measures and commitments to enact such policies as the following extract denotes:

- “• Togo signed the UNCRPD and its additional protocol on the 23rd September 2008.
- Both were also ratified on the 1st March 2011.
- Togo March 1st, 2013 “National Strategy for the Protection and the Promotion of People with Disabilities” was adopted
- Togo May 11th, 2012 - a handbook for “Inclusive Education” was validated by the Ministerial order no. O48/MEPSA/CAB/SG with the aim of receiving children with disabilities in mainstream classes
- 2013 an education plan called “Educational Sectorial Plan 2014-2016” was adopted, with emphasis on inclusive education”

However, the programme does not have information regarding policy and other legislative milestone in Ethiopia though it was tailored for both countries.

In conclusion, this theme described the significance of the protection of human rights of people with disabilities in sport. The theme emphasised a need to adopt a human rights approach in including people with disabilities in sports programmes as it stresses elements that are critical for inclusion to be realised. It highlights that attention should be given to Article 30 of the UNCRPD which clearly outlines member states obligations towards ensuring that people with disabilities are offered an opportunity to participate in sports and recreational activities. It concludes by indicating that organisations on the ground should also ensure that their practices observe and adhere to the realisation and protection of the human right of people with disabilities in sports programmes. Therefore, the following section will address the theme of planning and implementation to ensure that people with

disabilities are included in sports programmes as articulated in the disability inclusion sports training programme

4.1.3 Planning and implementation

Planning and implementation are a critical phase in any organisation in an effort to realise its goals. Consequently, this theme describes the significances and the technicalities of planning and implementing an inclusive sports session. It also includes session implementation dynamics, personal competencies during session implementation and session evaluation tips. Data in under this theme is presented under two sub-themes which are principles of session preparation and modifications for planning a session

4.1.3.1 Principles of session preparation

When planning a session for an inclusive sports event one should make sure that certain principles are taken into considerations to meet the individual goals of the participants. These principles include ensuring the safety of the participants, fun for everybody, the inclusion and progression of everybody. Disability inclusion sports training programme indicate that for the session leader to ensure that these three principles are catered for the following questions maybe be used as a guide:

“Will the session be safe for everyone?
Will the session be fun for everyone?
Will the session be inclusive for everyone?
Will the session be progressive for everyone?”

Answers to these questions will enable a session leader to develop a session that subscribes to good practice in session planning. A session needs to be planned in a manner that it is beneficial for every participant; enjoyable to all and that it shows progression in terms of skill development

4.1.3.2 Modifications for planning a session

The theme further highlights the use of the inclusion wheel in planning the training session. The wheel will assist in determining the appropriate modifications that could be employed in a session depending on the participants’ needs. This serves to indicate that the session leader needs to know and understand the needs of the participant’s prior the planning of the sessions. The modifications are a way of making sure that everyone is included hence a need to think them through before planning a session. The extract below

demonstrates how modifications could be accomplished using the inclusion wheel on a session as observed in the disability inclusion sports training programme.

“No modification: An athlete with a disability may participate with athletes without disabilities at a local club. This participation can be non-competitive and at competitive level events. **Minor Modifications:** An athlete with a vision impairment using audio assistive technology for awareness when to jump. **Major Modifications:** A seated discus thrower can participate under separate rules using modified equipment against other athletes with disabilities. This participation can be non-competitive and at competitive levels events in an integrated competition. **Primarily for people with disabilities:** Athletes with and without a disability combine to form teams for the purpose of developing participation and competition opportunities. **Only for people with a disability:** Athletes participating in a competition exclusively for people with disabilities e.g. Paralympics Games. **Non-playing role:** People with disabilities can be officials, coaches, club representatives, volunteers and spectators. This option should only be used if a player chooses to become an official or all other options have been exhausted.”

When planning a session, there will be areas that need to be modified so that they could be user-friendly to people with disabilities depending on the type of activity and abilities of the participants. In doing that, one would utilise what is called a T.R.E.E Principle which is an abbreviation of the areas that could be modified when planning a session. As included in the disability inclusion sports training programme, the TREE principle is said to be “a tool that can be used as a guide to adapt and modify your activities so that you can be inclusive not only of people with disabilities but people of all abilities. As a coach, sports leader or teacher you are in a great position to ensure that in your programme planning you take an inclusive approach”. When written in full the TREE a principle represents

“Teaching or coaching style,
Rules and regulations,
Equipment and
Environment”

This simply means that a coach or any sports leader in charge of the session has to adapt his/her teaching styles to suit different needs of the participants while also recognising that the rules of any game can be relaxed or adjusted to accommodate people with disabilities. The equipment will need to be suitable or adapted to be user-friendly for different abilities. The environment where the activities are taking place also needs to be appropriate to different abilities, most especially with regard to lighting, noise surface and temperature

and access.

When conducting an inclusive session there are a number of factors that have to be taken into consideration to ensure that the session yields the desired outcomes and that everyone is fully engaged. A leader must make sure that attention is given to individual abilities and progression. People are different in the way they respond to training; their needs will also differ; therefore, a blanket approach will not be applicable in this case. People with disabilities require different levels of assistance given the severity of the disability and their range of movement and mobility. Some of the situations that the coach must pay attention to are that he/she should: as taken from the disability inclusion sports training programme:

“Use a range of coaching styles,

Strive to have a consistent and organised teaching / coaching environment to allow familiarisation and routine.

The coach will have to consider the individual’s physique, mobility and application.

Circulatory problems may require additional stretching and flexibility exercises and/or shorter drill times.

Take into consideration balance difficulties (uncontrolled coordination of limbs) for drills or gameplay”

To ascertain everybody’s involvement and perception about how the session went, the coach will have evaluated every session in conjunction with the participants. The activity will enable him/her to reflect on the success or failure of the session as well as some tips that could be used in the future. It is indicated in the disability inclusion sports training programme that after the session when everybody is relaxed the coach should consider the following:

“Ask them what they found easy and difficult. This helps develop their ability for self-assessment. Acknowledge everyone’s effort to overcome difficulties and encourage them – as the important thing is to participate. Talk about the positive points you observed. This allows the group to stay positive & fosters self-esteem and motivation. Finally – say goodbye to everyone & encourage them to come to the next session or you can close with a group song or group shout”

This exercise does not only help the coach to determine the success of the session but also gives the participants opportunity to contribute to the improvement of the execution of the session in the future. If the atmosphere is conducive it will foster social cohesion and understanding amongst participants. It is through this interaction that other people will

have the opportunity to learn about each other's needs and expectation. All that the coach must remember is that this all about the welfare of the participants, hence a need to periodically get feedback from them.

The theme presented the description of the planning for the disability inclusion sports session. It outlined some considerations that need to be taken into account when planning a session as well as the modifications that could be utilised on the session to make the session inclusive through the application of the inclusion wheel. It also stresses how the TREE principle could be utilised to identify areas of the session that need modification. Some tips of how the session could be carried out and evaluated through the involvement of the participants are presented.

4.1.4 Facilitating Inclusion

Inclusion is central to mainstreaming disability in sports programmes. Efforts should be concerted towards the facilitation of inclusion in any manner possible as supported by UNCRPD. Data under this theme is organised under two sub-themes, which are barriers to inclusion and facilitators to inclusion. The theme starts by presenting NGOs' understanding on inclusion

It is imperative to explore what is understood by the term inclusion so that we are able to realise it from an informed point of view. Inclusion in sports is described as “inclusive physical activity that involves increasing access to, participation in and reducing exclusion from any amenities that provide sport, physical activity and physical education opportunity”. This definition is included in the disability inclusion sports training programme to capacitate the participants with necessary knowledge of what inclusion means in sports. Sports practitioners should consider this definition when they administer inclusion sports programmes. With this understanding, practitioners should identify the barriers to inclusion before perusing the appropriate facilitators to address them.

4.1.4.1 Barriers to inclusion

Identification of barriers to inclusion is critical to the development of facilitators for inclusion. It is only when you are aware of the problems hindering inclusion that you can be in better position to make up the appropriate remedy. In the analysis of the disability inclusion sports training programme some of the barriers that were found are as follows:

Attitudinal Barriers

- Underestimating people's abilities, Over Protection, Lack of knowledge, Fear of the unknown

Personal Barriers

- Do not think of themselves as 'sporty'
- Have poor body image/low self-esteem
- Lack confidence, Lack of Role Models

Access Barriers

- Stereotypes, Programmes (activities), Facilities, Transport system, Equipment (e.g. Sports Chairs)

Structural Barriers

- Low incomes / low employment, Limited organised opportunities in local community
- Lack of trained coaches/teachers

These are barriers that are common to people with disability and are systematically prohibiting them from participating in sports. It is only when these barriers are minimised or eliminated that inclusion of people with disabilities in sports programmes will improve. To contextualise this, it is indicated in the training programme that: "barriers can feel like brick walls. But once identified they can be challenged and broken down allowing more and more people with disabilities to be included".

4.1.4.2 Facilitators to inclusion

In minimising barriers to inclusion, various avenues should be explored to maximise inclusion of people with disabilities such as resources that can be used during sporting sessions. These resources should be user-friendly to people with disabilities in that they should be modified for use by people of different abilities in terms of texture, colour and shape. In the case where resources are expensive, there should be resources that can be made out of locally and easily available materials. Such resources as indicated from the disability inclusion sports training programme could be:

"Bean bags - small plastic bags and sand or using fabric and sand. Balls - newspaper and cloth / fabric, Flags - fabric, wooden stick and string/rope, Nets – poles / tall wooden sticks, rope and fabric pieces, Target – table turned on its side or a plank of wood attached to a pole".

All these material mentions above are easily accessible and could be modelled applying

TREE principle to make equipment that could be used for sports programmes. Moreover, assistive technology could be utilised to aid some of the people with disabilities that need that type of assistance. A classic example is a use of hearing aid for some participants who are partially deaf, a prosthesis for leg amputees and the wheelchair to assist movement for those with a physical disability. The disability inclusion sports training programme substantiate this by indicating that:

“People who experience moderate hearing loss have difficulty keeping up with conversations when not using a hearing aid. People who experience severe hearing loss will benefit from powerful hearing aids, but often they rely heavily on lip reading even when they are using hearing aids”.

It is then perceived that with appropriate resources, the number of people participating in sports and recreation will increase.

The disability inclusion sports training programmes stress that everything about inclusion should be understood from a human rights perspective; meaning that everybody has a right to participate in sports programmes, regardless of their ability, thus implying that efforts should be increased to enable inclusion. The training programme indicates that the Convention “calls upon Governments, States party to the Convention, to ensure that people with disabilities have access to sport and recreational venues - as spectators and as active participants”. Identifying barriers and developing means to promote inclusion will help uphold the right to participate in sports for people with disabilities.

In summary, the disability inclusion sports training programme stresses the significance of changing the negative perception towards people with disabilities through an awareness campaign. It also describes various ways in which negative perceptions could be discouraged within the community showcasing the abilities of people with disability, educating people about disability and human rights. Apart from that, it promotes the protection of human rights of people with disabilities through the enactment of appropriate legislations and policies. Sports sessions need to be planned and implemented in a manner that they are inclusive and responsive to individual needs and abilities. It is indicated in the training programme that the sessions must be planned and implemented in a manner that is conducive and responsive to individual needs. The training programme encourage a proper facilitation of inclusion of people with disabilities in sports. It highlights the common

barriers in sports and then stresses that proper strategies such as the application of TREE principle which should be utilised. The use of assistive technology is viewed as another avenue that could help to facilitate inclusion. The following section presents the results of analysis of mission statements of organisations administering sports programmes in the developing countries.

4.2 Developing a functional map that entails a set of functions

In trying to developing the key purpose of organisations involved in the inclusion of people with disabilities in sports, the mission statements of ten organisations were analysed. The purpose of analysing them is to ascertain the primary mandate of the organisations operating in the field. The results of the analysis will feed into the development of occupational standards particularly with regard to developing the functional map of the occupational standards. Therefore, the analyses produced three themes, which are promotion, protection and changing lives. These themes are considered central by these organisations for the proper and meaningful mainstreaming of the inclusion of people with disabilities in sports in the developing countries. The hierarchy in terms of the data extracts under each theme is shown in the figure below

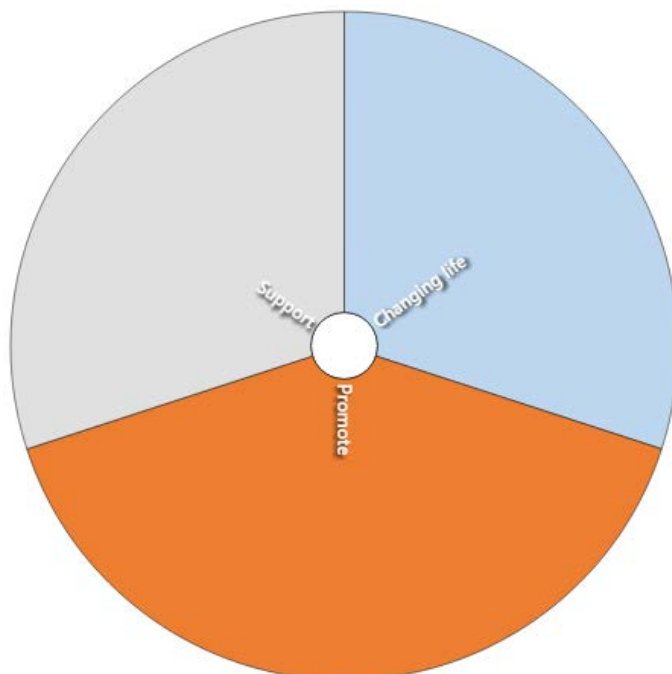


Figure 7 Mission statements Themes Hierarchy Chart

4.2.1 Promote

Promotion of the rights of people with disability is very important for people with

disabilities to realise their inclusion into sports programmes. Society should be made aware of the rights of people with disabilities and the legal instruments to that effect. Organisations believe that if this is done properly it would be much easier to facilitate their inclusion into all spheres of life. One organisation claims that their mission is “to promote the realisation of equal rights for disabled children and their families in Africa and to facilitate their meaningful inclusion in all aspects of life”. Organisations consider collaboration with stakeholder significant as they collaborate for better service delivery in making sure that the right to health and education is promoted through advocacy in the national and international arenas. The overall intention of organisations is geared towards “the world where all disabled children are fully included as equal members of society and are able to achieve their full potential”.

Organisations argue that one of their primary goals in promoting inclusion of people with disabilities in sports is through “coordinating and facilitating for the inclusion of people with disabilities in sports, physical activity and physical education”. This means that they are involved in making sure all necessary arrangement for their inclusion should manage in a manner that they will be the desired change. It would include the use of sport to raise awareness about the disability rights and educate people about disability in general. This could be done with stakeholders such as education, social welfare departments and human rights organisations. Organisations consider sports as the right vehicle for social inclusion: “Our mission is to use sport and play to educate and empower children and young people to overcome effects of poverty, conflict and diseases in the disadvantaged communities”

Moreover, promotion of people with disabilities in sport or through sport is another way of empowering people that are socially excluded by their communities. Organisations consider that part of their primary mandate is to ensure that people who are socially marginalised are actually capacitated to sustain themselves in the community. One organisation reiterated this by indicating that their mission is “to empower underserved communities through their active participation in sport”

Promoting the rights and abilities of people with disabilities in the sports programme and other developmental activities is considered the significant mandate for organisations. They consider that well-coordinated inclusion through cooperation with other stakeholders significant.

4.2.2 Support

Supporting people with disabilities so that they can be included in the community activities seemed to be popular in a number of the organisations undertaking inclusive sports. Therefore, this theme describes the organisations mandates as they relate to acting in a supporting role for the inclusion of people with disabilities in sports programmes in developing countries. Data under this theme is organised under three sub-themes, which are inclusive measure to increase participation, specialised services and cultural integration

4.2.2.1 Inclusive measure to increase participation

Organisations play a supporting role for various aspects of making sure that people with disabilities are afforded the chance to participate in sport and recreation. Organisations do this by supporting an inclusive measure to enable participation in sports such as changing policies to accommodate people with disability, availing resources needed for inclusion and educating people about disability. One organisation indicates that their mission is to “actively support inclusive measures to increase participation in sports”. The stance is taken due to their perception that not all people have an equal opportunity to participate in sports or any physical activity as they claim, “we commit ourselves to ensuring that our programmes reach out to underrepresented groups and to advocate for a society where inclusive participation becomes the norm”.

4.2.2.2 Specialised services

On the other hand, some organisations aspire for a better world for children with disabilities. They believe in an inclusive environment where all children with a disability are afforded the opportunities enjoyed by their able-bodied counterparts. One organisation believes that children with disabilities should be given specialised services and other necessary support to overcome certain life challenges. For example, one organisation said their mission is “to provide local specialised services and support to children with disabilities and their families and to help others to do the same”. The organisation does not only support the children with disabilities but they also extend their support to other initiatives that seek to enhance the lives of children with disabilities.

4.2.2.3 Cultural integration

One organisation believes that integrating socially disadvantaged groups into cultures is

the key issue that forms part of their business. They indicate their core mandate is making sure that they support cultural integration and social inclusion. The scope of socially disadvantaged groups that they help goes beyond disability as indicated in their mission statement below: “Our Mission is to support cultural integration and social inclusion by using sports as a medium to combat racism, sectarianism, xenophobia and other forms of racism”. The overall vision for these organisations is to see the culture of sport inclusive and conducive for everyone. On the same spirit, one organisation indicate that they are longing for “a county with vibrant sports culture which is inclusive of all people”

In conclusion, this theme presented organisation’s core mandates towards inclusion in sports and other aspects of life. It highlighted that standing up in support for inclusive measures as imperative for fostering inclusion for socially disadvantaged groups. Provision of specialised services to that effect was also considered as the core business of organisations to bring people with disabilities in par with other people in society. Organisations also indicated supporting cultural integration through sport was a means towards achieving an inclusive culture which is tolerant to other cultures. Therefore, the last theme that shall be presented is called changing lives of people with disabilities.

4.2.3 Changing lives

Organisations state that they are keen that efforts should be made to change the lives of people with disabilities positively. This theme describes the organisation’s mandates as they relate to the aspect of changing lives of people with disabilities in the developing countries and beyond. In doing that the theme outlines key areas such as a focus on abilities rather than disabilities, fostering empowerment and autonomy and improving quality life.

Focusing on the abilities of people with disabilities is considered the primary intention of other organisations. Organisations have evolved from a position of focusing on people’s disabilities to focussing on what they are capable of doing. The intention is to impact positively on their lives so that they can share the playing space of living with their non-disabled counterparts. For example, one organisation indicates their mission as “to positively impact the lives of people with disabilities through sports by focusing on their abilities. We want to bring individuals of all abilities off the sideline and back into the games”. The organisations perceive that the conditions of people with disabilities are not

conducive for them to participate fully in developmental activities, hence a need to improve them to tackle social problems they are facing. It is believed that their economic status needs to improve and that they need to participate more in development agendas. They have a vision that the initiative would assist in poverty reduction amongst the group and empower them to deal with the social challenges they face on a daily basis. One organisation indicates that they do this through the use of sport and physical activity.

“Our mission is about improving the overall conditions of people with disabilities, enlarge their empowerment and autonomy, and combating poverty through using sport and physical activity as an empowering instrument which has formed the foundation of the [our organisation] sports projects since 2005...”

In summary, the theme describes the organisation’s mandate in relation to changing lives of people with disabilities through participation in sports and other social activities. The most important aspects that form the core business of the organisations in this regard include the reorientation of focusing on people’s abilities rather than disabilities, empowerment to foster autonomy and combating poverty through sport and physical activities.

The analysis of the mission statements of organisations undertaking sports programme in the developing countries produced three important themes. The themes are perceived to be the core business of such NGOs in ensuring that people with disability participate meaningfully in sports and other development activities alongside their peers without disability. As described above, organisations efforts are concentrated in support of the inclusive measure, promoting rights of people with disabilities as well as providing mechanisms to make sure that their lives change for better.

4.3 Establishing the current situation with regard to policy and programmes.

The interviews were actually carried out during the validation stage of the occupational standards to elicit information from the participant about their relevancy and practicality in the developing countries. Participants during this stage were representative from NGOs that are involved in undertaking inclusive sports programmes in the developing countries. The results of the interviews analysis produced three themes, which shall be presented in no particular order. The themes that were identified during the analysis are building

capacity, changing perception and protection of human rights. In presenting the participant's responses, their actual names will be replaced by letters of the alphabet from A – H to maintain the anonymity of the respondents. The following chart shows the hierarchy in terms of the most coded theme.



Figure 8 Interviews themes hierarchy chart

4.3.1 Capacity building

The theme describes the participants' responses pertaining to issues of lack of capacity in the developing countries as far as disability inclusive sports programmes are concerned. The themes describe the current situation with regard to the level of skills necessary to enable inclusion in the developing countries. Participants also indicate the roles that organisations are playing as far as capacity building is concerned. It further highlights some aspects that should be taken into consideration when developing a training programme or any other programme tailored for capacitating with skills. All this information is presented under these themes: exchange of knowledge with partner agencies, developing sustainable programmes and prior knowledge of employees of the organisations.

4.3.1.1 Exchange of knowledge with partner agencies

Some participants indicated that one of their organisation's primary roles is to make sure that they capacitate other NGOs operating on the ground with skills and knowledge of including people with disabilities in sports programmes. In this case, they have ventured in developing training programmes that they offer to those NGOs. In developing these programmes, some participants believe that a programme should be resourced enough to reflect the best practices for including people with disabilities in sports programmes. In developing such, a training programme participant (A) indicated that they first engage in researching the best practices that will inform their programmes as indicated in the quote below:

“In development of resources, we looked internationally at the types of courses and the types of methods as well as best practices that seems to exist within various organisations working in the developing worlds, and also drawing a lot from our own personal experiences because I had worked previously in Africa in terms of education and sports...” (Participant A)

Participant (C) also shared this same sentiment that “there should be some learning from developed countries to check where they are in terms of disability inclusion”. In the same breath, participants indicated that it is important to involve other stakeholders in developing programmes and resources to that effect. They consider that important for acquiring expertise and resources. One participant indicated that they have partnerships with some organisations in various countries in Africa in terms of skills development and resources mobilisation. The central issue is around training of coaches and assisting each other financially to rollout programmes. In expanding his response to which developing countries they have operated in participant (H) said

“We also work with another foundation in Kenya. We have also supported another similar foundation in Somalia. Again, we supported Ghana Football Association. We actually have three officials here working as coaches in marginalised communities in Ireland from Nigeria”.

Reiterating the similar approach, participant (A) indicated that they had to pull together several partners to secure funding for the training programme that they were planning to undertake in Africa. In her elaboration of how they developed the programme she says “we had to bring together Plan International Finland, plan International Ireland and plan International Togo for the financing of the project”.

Participants explained that they have some disability inclusion sports programmes and disability segregation programmes to capacitate people with disabilities with skills to participate in sports. Their programmes are adapted to include people with disabilities while some sporting programmes are exclusively for people with disabilities. Participant (H) indicated that they have street football programmes through their partnership with another organisation in Zambia. The participant emphasised that those programmes are adapted to include children with disabilities. However, participant (G) submitted that their organisation in collaboration with other organisations on the ground capacitate people with disabilities with the skill of engaging in outdoor activities, as he puts it “we are also working with Kananelo Centre for deaf in which we are doing abseiling with them”.

4.3.1.2 Developing sustainable programmes

Organisations are adamant that there are challenges that are persistently affecting the inclusion of people with disabilities in developing countries. Participants believe that programmes should be planned in a way that is sustainable enough to make a considerable impact on those they are intended for. They are of the view that change does not happen overnight, thus a need to make sure that programmes are planned in a sustainable manner. In highlighting the significance of planning, participant (H) said “[planning] for disability inclusion is important because people who are not inclusive in their thoughts and actions, they will discriminate against others. If people in coaching, administration, sports and development are not planning, there is no way they can be inclusive”. Participants indicated that they are certain elements that a properly planned programme should reflect. In responding to the question pertaining to the relevancy and practicality of the competency framework of the occupational standards, participants (A) indicated that

“The last thing here is planning for inclusion. You basically plan, act and reflect. That’s what we did when we were developing and delivering Plan2inclusivise. To clarify that further ... we had to change our power point for our presentations in Addis Ababa and Kampala Ethiopia”.

In highlighting her concern about sustainability in relation to the way the programmes are delivered, participants (B) said that “I think the manner in which a lot of programmes have been delivered in the past has not been sustainable in a way that they may have a long-term impact”

4.3.1.3 Prior knowledge of employees of the organisations

Participants agreed that their organisations have a lack of capacity in terms of skills and knowledge of how to include people with disabilities in sports programmes. Also, there has been a consistent reference of lack of resources towards administering inclusive sports programmes. Participant E expressed his concern that people do not understand inclusion thus making it difficult to implement it “there is also a general lack of understanding of what we mean by inclusion. I am not an academic in it but I hear many different things. There are only a few people that know what it’s all about”. The participant takes his submission further by affirming, “Reading a book about inclusion or learning it is less important than being able to make inclusion work, you need to know how to work with people with disabilities”

Necessary skills and knowledge seem to be the area where most of the participants believe there is a need for attention. They are of the opinion that occupational standards will provide a needed guide on how to handle the issue of disability inclusion sport.

“I think they will help because I know there are many organisations that are doing sports but not including people with disabilities and I think the challenge is that people do not have skills or knowledge of how they can approach people with disabilities. I think if we can have any sort of guidelines so that people can know exactly what to do when working with people with disabilities that will help a lot”.
(Participant “F”)

To be more specific about the areas of concern in terms of lack of capacity, one respondent when asked about the challenges they are facing in the developing countries, pinpointed some areas they are lacking on: “I think there is a need to know the difference between normal and disabled person. They need to know how to handle people with disabilities, how to approach them, how to talk to them and how to coach them during activities” Lastly, in this theme, participants indicated that there is still a lack of resources to undertake inclusion sports programme. In particular, they expressed a lack of facilities while the little that is available is not accessible to people with disabilities. One participant’s view is that they would do much better if they had necessary facilities to include people with disabilities.

“I know that my organisation is doing sports that are out-door, and are not that

much popular in the country, but if we can have facilities that can accommodate people with disabilities, life would be easy. We would be able to accommodate more people with disabilities because we are now unable to accommodate”.

On a similar note, one organisation indicated that “there are few sporting bodies with facilities that cater for people with disabilities. We were involved in the community games last year and I could see biases in people participating because physical environment was not suitable for wheelchairs”. The situation, therefore, excludes people wheelchair users from participating.

In conclusion, this theme described the participants’ responses pertaining to capacity building in the area of disability inclusion sports programmes in the developing countries. The theme started by describing the participants’ response regarding the programmes that organisations are undertaking to build capacity on the ground. Aspects that are perceived to be central to developing good sustainable programmes by participants were described. The lack skills and knowledge, as well as resources for proper administration of disability inclusion programmes were presented.

4.3.2 Changing perception

This theme describes the participants’ responses about how does perception affect people with disabilities under the sub-themes relationship between culture and perceptions raising awareness. The aim of these two themes is to indicate how culture influences the perceptions that societies have and how awareness raising can be used to change people’s perception about disability.

4.3.2.1 Relationship between culture and perceptions

Participants demonstrated that there are different understandings of disabilities that people are living with. They have cited terminology that people use in talking to people with disability as one area that indicated different perceptions of disability. Participant (A) indicated that they encountered a problem around issues of correct terminology to use when they were undertaking their disability inclusion training for NGOs. She indicated that they delivered a programme in Togo where they indicated that people there do not use the word disability but use the term ‘handicap’. “In Togo, they are French speaking and in their language they do not use the word disability at all, they use hadicapee instead” (Participant A). She further indicated that they solved the problem by telling people that

they should just make sure that they treat other people with respect and dignity. When he was asked about the additions he would add to competencies, participant (F) also expressed his concern about the use of inappropriate language on people with disabilities: “I think they are all covered but the main one that has an impact on people with disabilities is the use of inappropriate language. People should learn to talk with people with disabilities in an appropriate way”.

Participants believe that culture plays a big role in influencing people’s perception of people with disabilities. “Culture is very holy across the world, perceptions of disability and definitions vary; the acceptance of people with disability in various societies varies a lot” (participant B). She believes that in dealing with issues of disabilities people should be cognizant of a cultural issue that exists in the societies. Similarly, participant (D) concurs with the participant (B) when he claims “culture plays a big role in a way that it shapes the perceptions of the community on how to deal with people with disabilities”.

In some cultures, people with disabilities are not part of the community; they are actually locked away from the rest of other people. Due to negative perception, families with such people feel ashamed of having a person with a disability. In narrating his experience in dealing with people with disabilities, participant (E) explained stating “I have been in some cultures in West Africa where people with mental disability were locked away”. Participant (E) believes that religion has some effect in the way people with disabilities are treated: “there is a belief that religion has something to do with it; which is evilness; that is why you are disabled. They say it is curse on the family”

4.3.2.2 Raising awareness

To change the negative perception towards people with disabilities participants believe that there should be awareness raising activities with long-term effect. Participants outline that information sharing towards deepening understanding of the significance for inclusion should be a way to go. They believe that people living in the remote areas do not have access to information compared to those living in urban areas: “I think is a lack of information. They need to be taught about people with disabilities especially those living in the rural areas” (Participants G). One participant believes that awareness raising forms a basis for other interventions to be implemented. She submitted that people need to be made aware of the significance to respect and protect the right of people with disabilities. She

believes that issues of capacity building could be dealt with when people are aware of the rights of people with disabilities.

“They can overcome issues of capacity through proper training but you can have all the training in the world but if you do not have awareness raising of the rights of people with disability in terms of social inclusion within the community, regionally, and internationally, that initiative will be in vain” (participants A)

It is also believed that using former athletes with disabilities as role models could help raise awareness and change negative perceptions towards people with disabilities. When conducting their training programmes for NGOs and volunteers in Togo, Participant A indicated that they had one of the Togolese Paralympian who is a weight lifter silver medallist.

“He said he is only into the sport for only six years. He said if he was given a chance in sport as a child, he reckons he would be a much better person and he would be Usain Bolt of Togo..... He thinks he would have played a bigger role in awareness raising and role modelling of people”

In addressing barriers such as these negative perceptions, much emphasis should be based on identifying the suitable facilitators to that effect. It is the view of the participants that there should be more focus on things that can promote inclusion rather than those that prevent inclusion. In suggesting some changes that could be effected on the occupational standards, participant B submitted:

“Look, you have a lot said about the barriers which need to be addressed; I am wondering if the language could be rephrased in a more strength-based approach and look more into facilitators. You know while we need to address the barriers and overcome them, you do that by looking at the facilitators”

This theme presented participants responses on how perception could be changed to allow inclusion of people with disabilities in development agendas. It started off by describing the relationship between perception and culture by giving relevant examples of how people with disabilities are treated in some cultures. It went on to describe the participant's responses pertaining to various ways at which awareness raising could be used towards changing negative perceptions on disabilities. Participants indicated that information sharing especially in the remote areas, training on disabilities and significance of inclusion as well as role modelling of former athletes with disabilities as various ways that could be

utilised towards changing awareness.

4.3.3 Protection of Human rights

Participants' responses regarding protection of human rights for people with disabilities in sports are described in this theme. This covers participants' views that initiatives towards disability inclusion should take a human rights approach. It covers the significance of policy changes to address issues of inclusion through adherence to the UNESCO Charter and other regional Charters. Using sport to address human rights for people with disabilities is also presented as a strategy for NGOs. All these issues are presented under two sub-themes which are advocating for disability rights and the significance of policy change to address issues of inclusion

4.3.3.1 Advocate for disability rights

Protection of human rights for people with disability is one area that organisations are advocating for. Some NGOs' work is centralised around making sure that they address human rights of people with disabilities through sports. Participant B stated: "We look broadly into human rights and social justice perspective as well using sport as a vehicle for addressing human rights and social justice". Organisations are of the view that not all people have an equal opportunity to participate in sports hence their stance that everybody should have a chance to access sports. Participant C indicated that:

"Our mandate is to ensure that people with disabilities have an equal opportunity to access to a healthy lifestyle through physical activity, sport and physical education; and for us is to engage with those agencies to facilitate that to happen. For that to happen, there is an element of education and training that has to go to all those sectors"

One of the issues that participants stressed out is safety. They indicated that there should be a safety measure for both staff and participants in all the organisation operations. In advancing this notion, participant A stressed the importance of establishing of safety protocols post risk analysis. For the safety of everyone involved in the organisation.

"Linking with the establishment of safety protocols is the development of risk analysis. So, once you have established that you can develop safety protocols for your staff and also develop outside collaboration for maximum effect"

4.3.3.2 The significance of policy changes to address issues of inclusion

In order to ensure equal opportunity and protection of human rights in general, organisations policies should reflect and have a provision for the protection of human rights for people with disabilities. Most of the participants' organisations have either explicit policy on inclusion of people with disabilities or provision for equal opportunity for all. Participant A indicated that:

“Our whole remit is the inclusion of people with disability through the use of physical activity, sport, recreation and fitness”

Similarly, participant D indicated that though they do not have a policy on the inclusive sport, they have a framework to ensure their adherence to inclusion for all.

“We do not have a policy which is about inclusive sport but we have a framework and principles for inclusion in general sense.... We have a framework which helps to identify root cause and how to identify marginalised groups, and disability is one of them” (Participant D)

Apart from having a policy on inclusion participants feel that there should be advocacy efforts to ensure that other stakeholders' policies have provision for inclusion of people with disabilities. Their view is that organisations should start considering inclusion seriously by amending their organisations' constitutions. Failing which there should be some mechanisms in place to force them. In support of this view Participant H stated that:

“We have been asking all our sporting governing bodies to cater for inclusion in their constitutions. So far we have only two who have responded. I actually asked The Minster to stop giving them money if they do not include that in their constitutions”

Still on the same issue, Participant H feels that even funding agencies should be influenced so that their policy should give preference to organisations that reflect inclusive approach in their policies and programmes.

“...I think funding agencies needs to be aware of [inclusion] and put that as a condition for funding programmes so that organisations may start being serious about the inclusion of people with disabilities; more especially as a social cooperate responsibility of companies”

In summary, participants' responses reflect that their organisation's policies or approaches have a provision for the protection of human rights for all. They summited that there is still a need for policy changes. For them to be able to do that, they reflected that they need to

mount advocacy initiatives to influence policy change in various strategic partners.

4.4 Conclusion

This chapter presented the results of data analysis from both document analysis and interviews post validation of the draft occupational standards. The analysis of disability inclusion sports programmes yielded changing perceptions, protection of human rights, capacity building and facilitating inclusion as broader themes. Analysis of Mission statements for NGOs resulted in promoting, support and changing lives as themes reflecting primary mandate for NGOs. The analysis of the interviews resulted in three themes, namely: changing perception, capacity building and protection of human rights as a reflection of participants' responses. It is interesting to note that the analysis of data generated through interviews revealed similar results to that of disability inclusion sports training programme. This overlapping of themes from document analysis and interviews reaffirms the importance of issues raised in the analysis of the training programme

Chapter 5 Discussion

5.0 Introduction

The data provided an understanding of the situation regarding the role of organisations in their inclusion of people with disabilities in sports. It also provided an understanding of what are perceived to be challenges that organisations are confronted with in administering disability inclusion sports programmes in the developing countries. This includes the strategies that may be used to increase the chances of people with disabilities participating in sports programmes. These findings were provided through the construction of broad themes that emanated from the analysis of disabilities inclusion sports training programmes, the mission statements of organisations administering inclusion sports in the developing countries and the interviews from selected NGOs operating in the field. The exercise resulted in four themes (Changing perceptions, protection of human rights, capacity building, facilitating inclusion) for disability inclusion sports training programme, three for mission (Support, promotion and changing lives) statements and three for interviews (Changing perceptions, protection of human rights, capacity building)

In line with these results, this chapter discusses these findings in response to the research questions as stated below.

- What is the key purpose for organisations undertaking disability inclusion sports programmes in the developing countries?
- What is the current situation in terms of policy and programmes with regard to the inclusion of people with disabilities in sports programmes in the developing countries?
- Which functions and competencies are required for NGOs to include people with disabilities in sports programmes in the developing countries?

Another section of this chapter illustrates the evolution of the occupational standards as informed by data from document analysis and the literature. It also illustrates the changes that were effected as a result of the validated results which were collected through interviews. During the discussions, the results will be compared with the finding from the literature in chapter two.

5.1 Key purpose for organisations undertaking disability inclusion sports

The primary concern of organisations operating in inclusive sports is to ensure that the lives of people with disabilities are changing for better. The data revealed the three important themes as the core business for an organisation operating in the disability inclusion sports in the developing countries. It is the view of the organisation that people with disabilities needs to be supported and promoted so that they could be fully functioning within the community. This view coincides with Hall's (2009) findings in her research analysis where she found support as one of the principal themes towards social inclusion of people with disabilities. She indicated that the reports reveal that people with disabilities need to be supported in any manner possible to increase their level of inclusion in developmental activities.

In carrying out their support mandate to people with disabilities, organisations support and advocate for inclusive measures in enhancing their participation in sports programmes. One organisation clearly indicated in their mission statement that they support children with disability through providing locally available specialised services such as rehabilitation and community care. As a result, they make sure that their programmes reach the underprivileged groups in the society. They do this under the impression that people with disabilities do not get equal opportunity in this regard. One of the core areas where organisations support the inclusion of people with disabilities is through meaningful cultural integration using sport. This clearly indicates that organisations spread their mandate beyond disability inclusion into other aspects of social exclusions such as racism, homophobia and xenophobia.

Promoting inclusion of people with disabilities into societal activities is another area organisations proclaim their work to be centred around. Organisations indicated that in order to increase chances of inclusion of people with disabilities in sports and other developmental activities, there is a need to embark on the promotion of their human rights. Organisations are of the view that people should understand that human rights are for all regardless of disability. In fact, the UN (2011) recommends this approach through its criterion for best inclusion practices. The UN (2011) highlights that best practices should adopt a human rights approach, which seeks to promote the human rights of people with disabilities in an attempt to remove barriers that deprive them of participating in societal activities. The International Working Group on Women and Sport is also considering the

promotion of people with disabilities in sports as a vital area of their mandate. They indicate that their primary mandate is “to promote and facilitate the development opportunities for girls and women (with or without disabilities) in sport and physical activities throughout the world” (Rivière-Zijdel, 2007, p. 41). This approach is necessitated by their assumption that women with disabilities are not developed in terms of sports and recreation because of cultural, religious and reasons of gender (Rivière-Zijdel, 2007). Similarly, UNESCO has been involved in promoting the participation of children with and without disabilities in sports and physical activities (McCarthy, 2007). Their primary concern is that children particularly those with disabilities, remain at risk of being unreached (McCarthy, 2007).

Collaboration with stakeholders is an important aspect of inclusion from which organisations pioneer inclusion agendas. Participants indicated that they foster collaboration with stakeholders to achieve their organisational mandate of promoting the rights of people with disabilities. They believe that this initiative will increase their chances of enjoying equal opportunity in any developmental agenda. This view is advanced by Sport for Development & peace International Working Group (2008) that since expertise and resources sits in different sectors of the society it would be imperative to foster collaboration. Sport for Development & peace International Working Group (2008) indicates that collaboration may be in forums where parents and experts share expertise and networks. It goes on to indicate the possible sectors that could be strategic partners such as local government, health sector, education sector and social welfare department.

Promoting the same stance of stakeholder collaborations is the UN (2011) criteria for best inclusion practices. The criteria indicate that best inclusive practices should show the involvement of other stakeholders to the broadest extent possible to assure full ownership of the initiative. In his research, McConkey (2012) also found out that collaborations are very significant for mobilisation of resources. It was actually reported by one coach in his research that they have collaborated with mainstreaming schools and player’s parents on various aspects of the programmes, which included the use of school facilities and transportation of athletes (McConkey, 2012). However, Onyewadume (2007) is concerned that there is a lack of professional bodies to run adapted physical activities with particular reference to Africa. Participant H expressed the same concern that most of the sporting

bodies' policies do not provide for inclusion. These concerns uphold a view that there is still a need for more organisations to venture into inclusive sports. The more organisations engage in inclusive sports for people with disabilities, the more their participation will be accelerated.

The evidence from both data and literature give a clear indication of a need to have more organisations in developing countries that focus on inclusion of people with disabilities in sports. They will have to venture into three mandatory areas of supporting, promoting and changing lives of people with disabilities in collaboration with stakeholders. They need to set up their functions in a manner that they will be able to achieve their goals such as promoting human rights, providing locally available services and integrating different cultures using sport. Therefore, organisations will need professional guidance to determine functions that are relevant to their context. It then justifies a need to develop the occupational standards that will detail the best practices in terms of functional areas that organisations need to engage in to achieve inclusion of people with disabilities in the sports programme. Based on those functions, organisations will be able to assess the performance of its employees towards meeting the organisational goal (European Inclusive Physical Education Training (EIPET), 2009); European Health and Fitness Association (EHFA), 2005). For NGOs to systematically embrace inclusion in their programmes, they can make use of the UTMF which gives a framework for proper transition to embrace inclusion (Masdeu-Yelamos, 2015).

5.2 The current situation in terms of policy and programmes

The results revealed that organisations have policies for inclusion and equal opportunity strategy. Some organisation's policies are very specific about the inclusion of people with disabilities. Participants indicated that their organisations are about advocating for the inclusion of people with disabilities in sport and any physical related activities. Their ambition is to ensure equal opportunity in participation of sports and related activities. They also harness the power of sports to foster inclusion of people with disabilities. The primary message within these policies is the protection of human rights. Document analysis in particular clearly has content that is exclusively on the significance of understanding human rights; with much focus on United Nations Convention on Rights of Persons with disabilities.

Other organisation's policies or strategic frameworks are broader; encompassing inclusion for all socially disadvantaged groups. This indicates that organisations are not only concentrating on the inclusion of people with disabilities but also broadly into other areas such as racism, homophobia, and xenophobia. However, in all these, sport is used by the organisation to combat these elements of discrimination.

However, the results revealed that many organisation's strategic documents such as policies do not embrace the inclusion of people with disabilities in sports programmes. This is actually in line with what has been reported by Nhamo and Sibanda (2014) that one of the impeding factors for non-participation of people with disabilities is unfriendly policies.

The view is that, for organisations to get serious about inclusion there should be some mechanisms in place to force them to embed inclusion in their approaches. Funding policies are perceived to be a strategic means to force organisations into considering inclusion in their policies and practices. This means that organisations who do not meet the requirement will not be able to secure funding. It also means that the funding agencies themselves need to understand and embrace inclusion first before they can even think of putting it as a requirement for organisations that need funding. Sport for Development & Peace International Working Group (2008) indicates an example of this approach in Poland, where companies are being fined for failure to meet the employment quota for people with disabilities.

In terms of the programmes on the ground, the results showed that there are programmes that organisations are undertaking towards inclusion in sports. Disability inclusion sports training programme is one of the programmes that was undertaken in some countries to capacitate volunteers and NGOs with the technical know-how of inclusion in sports. The programme seems to be designed to address basic issues that are impeding inclusion, general disability knowledge and ways of achieving inclusion through and in sports. This included concepts such as changing perceptions to foster inclusion and the relationship that exists between culture and perception which have an impact on disability. It also included information about the protection of human rights with many references on the UNCRPD, especially as it relates to article 30 which has a provision for inclusion in sports programme. The overall intention is to capacitate NGOs with a better understanding of inclusion. Lack of understanding of inclusion has been reported in the literature as an

impeding factor towards service delivery and development of policies (Martin and Conbigo, 2011 also see Buckmaster and Thomas, 2009). However, Hall (2009) in her primary qualitative meta – analysis of disability social inclusion reports, identified key social inclusion elements for a continued advocacy for people with disabilities. This means that in the absence of clear understanding of inclusion, these elements could be utilised as a benchmark for service delivery and policy development.

The results also reveal that organisations have programmes that are inclusive of people with disabilities. One organisation reported that they have outdoor adventure sports programmes such as abseiling in which they involve people with disabilities in collaboration with some organisations specifically taking care of the welfare of people with disability. The exchange programmes aiming at capacitating NGOs in the developing countries with skills and knowledge about inclusion are also undertaken. This includes collaboration with some organisations in the developing country and international organisations mostly based in developed countries. One notably reported is the one between organisations in Ireland collaborating on inclusive street football with the one in Zambia.

Literature has reported a low participation of people with disabilities in sports programmes due to various factors such as lack of adapted programmes, adapted equipment, lack of trained personnel, and lack of institutions to provide training on inclusion sports programmes (Onyewadume, 2007; Condo and Condo, 2013; Wenger and Struthers, 2011; Khumalo et al. 2013). These reports from literature substantiate the fact that there is a need for training of personnel on disabilities inclusion and disability sports programmes. Though organisations reported that they have programmes running on the ground, the literature indicates that there is low participation due to factors highlighted above which includes lack of adapted programmes. This could be that organisations, which participated in the study, represent a small group in that it cannot be exclusively concluded that many organisations have sports programmes that include people with disabilities.

It is evident that although organisations that participated in the study indicated that they have programmes and policies that embed inclusive approaches, literature has reported otherwise. Since the study adopted purposive sampling with a snowball effect, the results cannot be generalised to the wider population. This indicates that there is a great possibility as reported in the literature that policies of many organisations do not embed

inclusion and that there is a lack of adapted programmes hence low participation of people with disabilities. Central to all this, is the fact that there is a lack of understanding of what inclusion is. As a result, it would be difficult for organisations to adopt an inclusive approach in their operations. This substantiates the need for occupational standards for this sector; which will form a base for the better understanding of how best they can begin the journey of inclusion. Occupational standards will help organisations to develop, manage and evaluate inclusive programmes and benchmarking inclusiveness of their policies (European Occupational Standards for Golf, 2012; Skills Active UK, 2016)

5.3 The functions and competencies required by NGOs

The results of the data analysis reveal a number of challenges that organisations should overcome in order to be able to include people with disabilities in sports. These challenges, for a better understanding of this section, are referred to as functions and competency areas where organisations need to be orientated to for a better response to inclusion in sports programmes.

Negative perceptions towards people with disability are revealed as one area that organisations should revise strategies to campaign against. Data reveals that changing of perceptions is important to get inclusion across many people's minds. Different perceptions of disability in different cultures seem to impact negatively on people with disabilities, hence limiting their chances of participating in sports. For example, in some cultures, people with disabilities are hidden away from the public as people 'feel shameful' for having a disabled person in the family. There are various reasons that are attributed to this behaviour, which includes; 'perception that disability is punishment from the gods for failure to adhere to certain customary obligations, an act done by a close or distant relative because of jealousy, an act of witchcraft (spell, magic and sorcery)' (Disability inclusion sports programme)

As a result, data reveals that for the organisation to deal with these negative perceptions they would need the technical know-how of changing perception through awareness raising programmes. To undertake this, data reveals that organisations should have skills and knowledge of event management in which they will be displaying the abilities of people with disabilities either through sports competitions or through demonstrations. The same approach may be used to promote participation of women with disabilities in sports

as athletes or coaches. This indicates that people should see people with disabilities in action to prove their critics wrong. Therefore, the more they see their abilities the more their understanding and perceptions will change contrary to their conception. The UTMF also includes Perception under action section as a key area that NGOs should tackle in while trying to “inclusivise” their operations (Masdeu-Yelamos, 2015).

Role modelling of athletes with disabilities is also perceived to be an important aspect of changing perceptions on disability. According to the data, people who have won medals in international competitions may be used for role modelling (disability inclusion sports training programme). In these competitions, they represent their countries, and when they win medals they are considered heroes and heroines. It is believed that the perception that they are useless and incomplete human beings may change when people realise that they can achieve many things just like those without disabilities. In their research concerning the unified sports competitions under the auspices of Special Olympics, McConkey et al (2012) found those who participated and had won medals became celebrities in their respective schools and communities. This indicates that sport has the capacity to change negative perceptions about people with disabilities, as it gives a platform for people with disabilities to showcase their abilities which are mostly doubted by society.

Communicating to people with disabilities and the general public is significant for information sharing and tackling misconceptions and myths that are held in the public domain regarding people with disabilities. The results denote that organisations need to improve their information sharing with people with and without disabilities. In one study it has been reported that lack of knowledge of the accessible facilities in the near locality of people with disabilities is a contributing factor to their non-participation in sports (Sport for Development & Peace International Working Group, 2008; also see Abbott and McConkey, 2006). It is also revealed that communities living in the rural areas are the most disadvantaged in this regard, hence a need to intensify the campaign in that area. This implies that organisations will have to acquire knowledge and skills of communicating effectively and efficiently.

Results also pointed to a very important area of lack of capacity within organisations to properly and orderly engage in inclusive sports programmes. Lack of knowledge of how to administer inclusive sports for people with disabilities was identified as one of the

functions hampering inclusion (Wenger and Struthers, 2011; Nhamo & Sibanda, 2014; Onyewadume, 2007). In particular, in their study in Cape Town, South Africa, Wenger and Struthers (2011) found out that teachers did not know which sport would be best for people with disabilities or if they are capable of participating. These findings both from data and literature show that organisations need to be capable of planning and implementing disability inclusion sports programmes in a manner that they are sustainable enough to make an impact.

UN (2011) criteria for best inclusion practices in development agendas identify sustainability as an important aspect of inclusive measures. It indicates that efforts for inclusive measures should be sustainable in all the aspects (financial, social, cultural, political and environmental). This includes developing and conducting a session in a manner that it safe, fun, inclusive and progressive for everyone. In the case where circumstances are compelling, they should be able to apply a 'twin track' approach. Twin track gives allowance to provide segregated sessions exclusively for people with disabilities, more especially those that want to compete in segregated disability sports programmes such as wheelchair basketball. This serves to indicate that organisations need to build their capacity on various aspects of disability inclusion in sports. Some aspects that seem to be significant include an understanding of inclusion, disability general knowledge and how to include people with disabilities in sports.

The results explicitly indicated a lack of resources as another area that is generally hampering inclusion. This calls upon organisations to explore affordable means of acquiring resources. They can explore developing resources with the materials that are easily accessible in the locality. Skills and knowledge to manually develop some resources that can be used for games activities are very significant at this point. In developing these resources, it would be imperative to adhere to universal design so that the resources could be used by everybody without a need to modify (Aslaksen et al. 1997). It is imperative to highlight that lack of necessary facilities and equipment has been mostly identified by many authors in their research (Khumalo et al. 2013; Nhamo & Sibanda, 2014; Matheri & Frantz, 2009; Sport for Development & Peace International Working Group, 2008).

It is against this background that organisations would need skills to explore other avenues of mobilising for resources that they can use. Central to this is the ability to engage and

establish relationships with stakeholders; some resources and facilities that are not accessible can be accessed through this channel (Nhamo & Sibanda, 2014; Wigner and Struthers, 2011; UNESCO, 2015; Masdeu-Yelamos, 2015). The ability for organisations to collaborate with stakeholders will also help them to access expertise on disability and other issues. Collaboration with stakeholders is a skill that is significant not only on resource acquisition but in other areas such as changing perceptions, protection of human rights and safety issues

Protection of human rights is the central issue that people with disabilities need. Organisations, as revealed by data would need to be familiar with the rights for people with disabilities especially the UNCRPD. They will also have to be familiar with local legislations as they relate to people with disabilities. The rationale behind all this is for organisations to be able to advocate for people with disabilities. Organisations would be in a better position to advocate for disability only if they are familiar with tools that are legally binding such as UNCRPD and other regional charters that protect the rights of people with disabilities. They would be in a better position to influence the policies of governments and other stakeholders to embed inclusion of people with disabilities. This does not mean exclusively organisations will develop advocacy skills but it indicates that they would have the necessary tools to do so. In actual fact, the UN (2011) criteria for best inclusion practices indicate that all practices geared towards inclusion should adopted human rights approach in all their operations.

In any place of work safety issues become a priority for any institutions. The results reveal that organisations should operate in a safe environment for everyone involved. The sessions also would need to be conducted in a safe manner for all. In this case, the most important aspects that were clearly expressed in the data are conducting of risk assessment and development of safety protocols. This implies that organisations need to have skills and knowledge of risk assessment so that they would be able to develop safety protocols. They will also have to make sure that everybody is familiar and is adhering to the protocols.

It is clear that organisations need to organise themselves in a manner that they will be able to tackle the challenges that they are facing with regard to the inclusion of people with disabilities in sports programmes. They need to develop their roles on changing perception, communication, planning and implementation, safety, protection of human rights, resource mobilisation and development and fostering collaborations. This means that employees that are recruited by NGOs should possess necessary skills and knowledge that will enable them to successfully perform their functions relating to the aforementioned functional areas. These skills and knowledge may include among others: awareness raising through role modelling of former athletes with disabilities, showcasing abilities of people with disability, organising competitions, training on disabilities, mobilising and developing resources, effective communication, inclusive programme development and implementation and advocating for human rights. The fourteen elements of the UTMF encompasses all important aspects that will guide NGOs to “inclusivise” their operations. In particular, the 8 p’s covers the central issues that have been identified through this research as the key issues for inclusion in developing countries.

It is on the basis of this that organisations will need a set of knowledge and skills that are clearly linked to the functions so that they will be able to recruit, manage performance, identify skills gaps and training needs and develop training programme for employees (European Commission, 2010; European Occupational Standards for Golf, 2012; Caribbean Association of National Training Agencies, 2014). This finding clearly justifies a need for occupational standards that will respond to these challenges faced by organisations. Article 21.3 of the revised UNESCO Charter indicates advocacy, indicators and other monitoring and evaluation tools, education programmes, exchange of good practice and capacity development as fundamental aspects that should be considered when mainstreaming disability in sports. These aspects have been revealed as important aspects for inclusion of people with disabilities in sports programmes in developing countries.

5.4 Evolution of Occupational Standards

This section describes how the development of occupational standards evolved after data analysis. The occupational standards were developed after the analysis of documents. They were also informed by other occupational standards in developed countries. The

occupational standards were developed in accordance with the structure that has been outlined by Mansfield and Mitchell (1996) and EOSE (2007). After that, they were remitted to NGOs in an effort to ascertain their relevance and practicality in the context of developing countries. The NGOs were later followed up with an interview.

5.4.1 Structure of the Occupational Standard

The standards are organised into two sections. The first section is called functional map and it comprises of key purpose and functions which are divided into key areas, key roles and functional units. The second section is called competency framework and it comprises of competencies, knowledge and skills

5.4.1.1 Functional map

The key purpose: *To promote, support and improve the lives of people with disabilities through inclusion in sports and related physical activities*

This key purpose signifies the uniqueness of the sector. It portrays the organisation's role which makes them different from other sectors. This is the first step in developing the standards so that the functions could be related to it.

It is made up of three themes that were identified through the analysis of the document as the primary mandate of the organisations engaged in disability inclusion sports programmes. The theme 'promote' encompass different forms of sensitising people about the rights and abilities of people with disabilities, as well as making people aware of the general information pertinent to disability. The primary ambition is to change negative perceptions about disability.

The second theme which was used to build up the key purpose is 'support'. It has been revealed through the results that supporting people with disabilities is critical towards ensuring their equal participation in sport. Organisations can develop different strategies such as providing specialised services when a need arises.

The last theme is 'changing the lives' of people with disabilities. The core business of these organisations is to work towards making sure that they improve the lives of people with disabilities. This theme is characterised by focusing on their abilities rather than their disabilities. These themes were then combined together to develop an encompassing key purpose for organisations that operate in developing countries undertaking sports

programmes. The next activity was to identify the key functional areas that could be undertaken to achieve the key purpose.

In order to realise the key purpose as indicated above, the more generalised organisational functions were developed. These functions were informed by the key feature of the data analysis results and they were also benchmarked against other occupational standards in the sporting and physical fitness industry. They were developed in a manner that they relate to the key purpose. Each and every key area was unpacked into more specific key roles and then into functional units which can be done by a group of people or one person (Refer to table chapter 6, table 7 for details).

Table 2 below, outlines the key areas that were developed with corresponding descriptions of what they entail. The key areas cover aspects such as managing disability inclusion sports programme, health and safety, professional development and promotion of disability inclusion sports programmes. The last column of the table indicates the standards that have been utilised in shaping these important areas of the functional map.

5.4.1.2 Competency framework

In line with these functions, a competency framework which entails competencies, skills and knowledge around the seven competency domains were developed. They were developed in accordance with the key functional area as outlined by the occupational map and data analysis. These key areas were then termed competency domains from which competencies, knowledge and skills were derived. As a result, table 3 below outlines the competency domains with their corresponding competencies. Each competency has a corresponding description of what it entails and a reference section which indicates other sources that have been used to build up the competency framework.

Table 2 Occupational map key areas

Key Area	Descriptions	References
1	<p>Manage disability inclusion sports programme operations to maximise participation of people with disabilities</p>	<p>The role broadly addresses the overall management of the organisational operations. It includes all the management functions as deemed necessary for disability inclusion sports operations such as planning, organising, leading and controlling.</p> <p>(European Health and Fitness Association (EHFA), 2005); (European Occupational Standards for Golf, 2012); (European Inclusive Physical Education Training (eipet0, 2009); (SkillsActive UK, 2016)</p>
2	<p>Promote health, safety, security and welfare in inclusion sports programme operations for all participants</p>	<p>The role is specific to the functions of an organisation in making sure that safety standards are developed and enforced to ensure the safety of everyone.</p> <p>This includes other health related issues that may affect participation of people with disabilities in sports such as performance enhancing drugs, environmental issues and personal issues</p> <p>(EHFA, 2005); (European Occupational Standards for Golf, 2012); (European Commission, 2010); (expect, 2009); (SkillsActive UK, 2016)</p>
3	<p>Support professional development of self and others in disability inclusion sports programme operations</p>	<p>The role is about putting in place measures to ensure that all employees in a disability inclusion sports programmes are capacitated with skill and knowledge of including</p> <p>(European Occupational Standards for Golf, 2012); (EHFA, 2005);</p>

		<p>people with disabilities in sports.</p> <p>This includes make sure that resources are made available for continued capacity building of employees so that they will be able to provide best services to the participants</p>	<p>(European Commission, 2010);</p> <p>(expect, 2009);</p> <p>(SkillsActive UK, 2016)</p>
4	Develop and promote disability inclusion and segregated sports programme to meet individual needs	<p>The role entails developing of disability inclusion sports programmes. However, allowance should still be given to those who want to participate in segregated setting such as wheelchair basketball.</p> <p>This role also includes promotion of these programmes to the community to curtail stigmatisation attached to people with disability and to attract more people with or without a disability to participate. It includes developing and mobilising resources and proper administration of these programmes</p>	<p>(EHFA, 2005);</p> <p>(European Commission, 2010);</p> <p>(European Occupational Standards for Golf, 2012);</p> <p>(EIPET, 2009);</p> <p>(SkillsActive UK, 2016)</p>

Table 3 Competency framework development

Competency Domain	Competencies	Descriptions	References
1	Communication	<p>Communicate effectively in a disability inclusion sports programme operations</p>	<p>This competency demands organisations to be able to communicate effectively in an inclusive environment. Employees of the organisations must have knowledge and skills make sure that the communication mechanisms for the organisations are tailored to meet</p> <p>(European Occupational Standards for Golf, 2012);</p> <p>(EHFA, 2005);</p>

			the demands of individuals. They should also have the ability to use various assistive technologies for better communication.	(European Commission, 2010); (EIPET, 2009); (SkillsActive UK, 2016)
2	Promotion and Awareness	Promote and raise awareness of disability inclusion sports programme	<p>The competency puts demands on organisations to be able to develop promotional strategies for inclusive sports programme as well as promoting women with disabilities in sports.</p> <p>They need to demonstrate the technical know-how of instituting proper awareness raising activities to change perceptions of people about disability. This could be done through showcasing the abilities of people with disabilities</p>	(European Occupational Standards for Golf, 2012); (EHFA, 2005); (European Commission, 2010); (EIPET, 2009); (SkillsActive UK, 2016)
3	Participation	Enable access to participation in disability inclusion sports programme	The competency entails developing strategies for inclusion of people with disabilities in sport. This includes identifying and implementing facilitators to inclusion. Identifying participation pathways for people with disabilities and ability to increase participation of women with disabilities in sports.	(European Occupational Standards for Golf, 2012); (EHFA, 2005); (European Commission, 2010); (EIPET, 2009);

				(SkillsActive UK, 2016)
		Develop and support professional development of self and others in a disability inclusion sport programme operations	In this case, organisations should be able to develop training programmes to increase the capacity its employees. They should also be able to demonstrate ability to engage stakeholders who may have technical expertise in disability inclusion sports training	(European Occupational Standards for Golf, 2012); (EHFA, 2005); (European Commission, 2010); (EIPET, 2009); (SkillsActive UK, 2016)
4	Developing Resources	Develop and mobilise resources for disability inclusion sports programmes operations	Organisations also need to demonstrate the ability to develop basic resources using cheap materials that are easily accessible in the locality. They should also be able to develop relationships and collaborations with institutions that have resources that they need	(European Occupational Standards for Golf, 2012); (EHFA, 2005); (European Commission, 2010); (EIPET, 2009); (SkillsActive UK, 2016)
	Safety and Welfare	Promote safety and welfare of participants in	The competency entails the ability to contact risk assessment for all potential hazards in their	(European Occupational Standards for Golf,

		a disability inclusion sports programme	operations. It also includes the ability to develop and enforce safety protocols in their operations.	2012); (EHFA, 2005); (European Commission, 2010); (EIPET, 2009); (SkillsActive UK, 2016)
5	Human Rights	Promote and advocate for human rights of participants in a disability inclusion sports programme	The competency demands that organisations should be able to institute strategies to promote the rights of people with disabilities through and in sports. They should also have knowledge of legal instruments that they can use to advocate for people with disabilities.	(European Occupational Standards for Golf, 2012); (EHFA, 2005); (European Commission, 2010); (EIPET, 2009); (SkillsActive UK, 2016)
6	Planning and evaluation for inclusion	Plan for disability inclusion sports programme	The competency is about developing long term and short term goods of the programmes. This means that organisations should be able to research about inclusive sports programmes and set goals for their own programmes.	(European Occupational Standards for Golf, 2012); (EHFA, 2005); (European Commission,

				2010); (EIPET, 2009); (SkillsActive UK, 2016)
		Implement disability inclusion sports programme	This competency demands that organisations should be able to carry out inclusive programmes sessions. They should be able to instruct the participants successfully for the attainment of the session objectives. Organisations should be able to monitor the progress made by every participant in every session.	(European Occupational Standards for Golf, 2012); (EHFA, 2005); (European Commission, 2010); (EIPET, 2009); (SkillsActive UK, 2016)
		Reflect on successes and failures of a disability inclusion sports programme	The competence is about the ability to evaluate the programme. This includes the ability to assess the performance of both the instructors and participants' performance.	(European Occupational Standards for Golf, 2012); (EHFA, 2005); (European Commission, 2010); (EIPET, 2009);

				(SkillsActive UK, 2016)
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5.4.2 Changes to the occupational standards

The validation process did not yield changes to the key purpose, key areas and competencies of the occupational standards. However, changes were effected on both functional units of the functional map, and knowledge and skills section of the competency framework. This was influenced by the results of the interviews analysis. Table 4 below indicate the affected functional units with corresponding changes and rationale.

Table 4 Modifications of Functional units

Initial functional Units	Proposed functional units	Rationale for changes
Identify barrier to participation of people with disabilities in inclusion sports programme	Identify facilitators to participation of people with disabilities in inclusion sports programme	The overall rationale for these changes was that standards should emphasise more on issues that will facilitate inclusion of people with disabilities in sports. It was indicated that the central point is on issues that will promote participation rather than those that inhibit it.
Develop strategies to remove barriers to participation in sports by people with disabilities	Develop strategies to facilitate participation in sports by people with disabilities	
Implement strategies to remove barriers to participation in sports by people with disabilities	Implement strategies to facilitate participation in sports by people with disabilities	

There were also functional units that were not included from the beginning of the development of the standards. So, after the validation, the following new functional units were proposed as indicated in table 5 below

Table 5 New additions to the Functional Units

Additional functional Units	Rationale for their inclusion
Develop risk assessment analysis in disability inclusion sports programme	This functional unit was suggested as a new addition to add a base for all safety roles of the organisation. It was deemed a primary stage that needs to be done so that necessary measures could be developed to ensure the safety of everyone.

Establish safety protocols for staff in disability inclusion sports programme operations	The role was viewed as important as it entails important measures that should be taken into consideration to ensure participants safety in any organisational operations. It would be much easier to enforce safety measures if they are clearly written. Everyone will know what to do to minimise risks, as well as how to respond to emergency situations.
Develop outside collaborations for maximum effect in disability inclusion sports programme	It was identified as an important role for the organisations as it cut across other various roles of the organisation. It was found important that it should be the role of an organisation in a disability inclusion sports programme so that it may be in a position to mobilise resources and expertise from other institutions.

Modifications to competency framework

Changes to the competency framework were only about substituting the word “barrier” with the word “facilitator”. Table 6 below indicates some aspects of the knowledge and skill sections that were affected and the rationale for making those changes.

Table 6 Modifications to Competency framework

Initial knowledge	Initial skill	Rationale for changes
Barriers to participation of people with disabilities in sports programmes	Identify barriers to participation of people with disabilities in sports programmes	
	Consult with cultural leaders to identify barriers to participation of people with disabilities in sports programmes	
	Formulate strategies to barriers to participation of people with disabilities in sports programmes	

Proposed changes		
Facilitators to participation of people with disabilities in sports programmes	Identify facilitators to participation of people with disabilities in sports programmes	The rationale is that people should possess skills and knowledge of identifying possible facilitators to inclusion as opposed to identifying barriers. Identifying barriers will not help if there are no strategies to facilitate inclusion. The only change here is to replace the word barrier with facilitator so that people will focus more on solutions than problems.
	Consult with cultural leaders to identify facilitators to participation of people with disabilities in sports programmes	
	Implement facilitators to participation of people with disabilities in sports programmes	

5.5 Implications of the study

The study presented findings significant to the inclusion of people with disabilities in sports. The findings include what is perceived to be the functions that are central for organisations to pioneer inclusion of people with disabilities in sports programmes. They also include knowledge and skills that would be required by organisation's employees so that they will be able to meet the demand of their organisation's goals. These findings were then utilised to develop the occupational standards for the sector in the context of the developing countries.

The findings add a new dimension to the field through developed occupational standards for organisations operating in developing countries with regard to the inclusion of people with disabilities in sports programmes. The occupational standards will help to change perceptions, improve service delivery and encourage the inclusion of people with disabilities in sports programmes. The practitioners in sports will build their capacity by working towards best practices which will influence organisations and public institutions to reflect on their strategies and policies. Also, the research outcomes will become a new

knowledge base for referral and familiarisation with best practices in disability inclusion sports programmes.

It is significant to acknowledge that there have been occupational standards for inclusion of people with disabilities developed already but they were not focusing on developing countries particularly with inclusion in sports programmes.

5.6 Conclusion

Inclusion, the results of the data analysis revealed that organisations in the developing countries' key purpose are to support, promote and change lives of people with disabilities. These are considered the primary roles that are being played by organisations which distinguish them from other sectors. Though organisations have some inclusion programmes running, it has been found out that they have numerous challenges regarding the inclusion of people with disabilities in sports programmes. These include lack of inclusion programmes, lack of skills and knowledge of inclusion in sports, lack of knowledge about disability, lack of resources, negative perception of disability and lack of inclusive policies. Considering these results the occupational standards were developed for NGOs regarding the inclusion of people with disabilities in sports focusing on developing countries. The standards entail the best practices that will help organisations to embed inclusion into their operations. Detailed occupational standards and how to use them are presented in chapter 6

Chapter 6: Occupational Standards for NGOs

6.0 Introduction

The Occupational Standards for Non-Governmental Organisations (NGOs) mainstreaming disability in sports programmes in the developing countries describe a level of performance for the successful achievement of work expectations by sports professionals. The development of these occupational standards is underpinned by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Charter on physical Education, physical activity (UNESCO, 2015). The standards are also linked to the Universal Transformational Management Framework (UTMF) as a management tool for mainstreaming disability in the fitness industry (Masdeu-Yelamos, 2016). The standards outline what NGOs are expected to achieve and the level of performance in order to effectively mainstream disability in sports programmes. These standards could be used by various sectors to foster social inclusion.

This chapter covers definitions that are significant for understanding the standards and the prerequisites deemed significant for proper utilisation of the standards. It also gives an overview of the occupational standards.

6.1 What are the occupational standards intended for?

The occupational standards have been developed for use by NGOs administering sports in developing countries. They are applicable to both organised and recreational sport. They can be used by NGOs that are fully operating in the sporting sector and NGOs that uses sport as a medium for other developmental activities. They could also be customised for use by other governmental departments such as, but not limited to sports and recreation, education, health and social welfare department. The standards do not target any specific position within an organisation rather they outline a broader context in terms of functions and competencies required in the field to facilitate mainstreaming disabilities. They provide the flexibility for organisations to allocate the functions accordingly, depending on their resources. The organisations are also at liberty to prioritise the functions and skills they find more central to their operations.

6.2 Definitions underpinning the Occupational Standards

6.2.1 Occupational Standards

The Occupational Standards are defined as “the level of performance required for the successful achievement of work expectations” (Mansfield and Mitchell, 1996: p. 307). They describe what a person is expected to achieve and the level of performance in order to effectively carry out the functions of a particular job in the context of the work environment (Mansfield and Mitchell, 1996).

6.2.2 Competency framework

“Competencies, in the most general terms, are “things” that an individual must demonstrate to be effective in a job, role, function, task, or duty” (Harvard University, 201? p. 4). These occupational standards include a set of competencies that are essential for mainstreaming disability in NGOs sporting programmes. These competencies are linked to the corresponding knowledge and skills.

6.2.3 Knowledge

There are various definitions of knowledge, which emanate from the context at which they are used. For the purpose of this standards knowledge is described as “understanding of or information about a subject that you get by experience or study, either known by one person or by people generally” (Cambridge Dictionaries Online, 2001?). Therefore, in these standards, the information under knowledge section is all about what individuals must know in order to be able to encourage and mainstream disability in sports programme operations

6.2.4 Skills

Skill is “an ability acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or jobs functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills)” (Business Dictionary, 201?). Therefore, the information under skills section in these standards is a mixture of cognitive, technical and interpersonal skills required by NGOs for the effective mainstreaming of disability in sports programmes.

6.2.5 Disability inclusion sports programme

They are sporting programmes that include people with and without disabilities alongside each other in the same programmes. It is expected that NGOs will make conditions

possible for everyone to be engaged in all aspects of the activities regardless of their abilities. For example, in a case of lawn tennis in doubles, there could a mixture of people with and without disabilities in both competing sides.

6.2.6 Segregated disability sports programme

It is a programme designed specifically for people with disabilities. In this programme, people with disabilities participate in a sporting programme alongside their peers with a similar type of disability. In the case of Wheelchair basketball, only wheelchair users are expected to participate. Refer to the Inclusion spectrum figure 7 below.

6.2.7 Inclusion

It is described as the “process of accepting responsibility and taking necessary steps to ensure that every disabled person is given an equality opportunity” (Legacy Maker, 201?). The inclusion in sport means that organisations should afford equal opportunities for all people to participate in sports programme regardless of their disability. People with disabilities should participate alongside people without disabilities in an inclusive setting (where possible) without any discrimination. The same respect accorded to players without disabilities should be applied to people with disabilities. The standards promote the inclusion spectrum that ensures people with disabilities are given an opportunity to take part in sport and any other related physical activities as outlined below.



Figure 9 Inclusion spectrum (Fox Sport Pulse, 2011)

6.2.8 Inclusivise

The occupational standards promote and encourage organisations to be inclusivise of all their operations. Inclusivise is a concept coined by UNESCO Chair IT Tralee (2015) and is underpinned by “willingness, intent and resources needed to increase accessibility for people with disabilities and other marginalised groups” (UNESCO Chair IT Tralee, 2015, p. 1). Organisations need to make sure that all their operations are inclusive to all people regardless of abilities, gender, race or sexuality; be it facilities, programmes and any other services. Those are still exclusive in nature need to be adapted to increase their level of inclusiveness.

6.2.9 Universability

The occupational standards uphold the notion that all organisational operations and associated infrastructure, services such as training and coaching should be designed in a manner that is universally accessible. ‘Universability’ is a concept coined by the UNESCO Chair IT Tralee which simply means “ability to take action towards universal access or inclusion” (UNESCO Chair IT Tralee, 2015, p. 1). The universability concept should be applied right from the onset so that there will be no need for adaptations in the future; all operations will be accessible across the board. All services, facilities and equipment will be available for use by anybody without any accessibility problem. Therefore, these occupational standards are one instrument that compiles a set of best practices to assist NGOs in making sure that their operations are universally accessible.

6.3 Prerequisites for use of the occupational standards

Some of the important aspects that the occupational standards do not include are knowledge and skills that relate to different sporting codes. It is, therefore, the prerequisites for using these standards that practitioners should have technical knowledge of different sporting codes and associated rules. The occupational standards are much more concentrated on competencies around inclusion of people with disabilities in sports programmes; moving from the perception that organisation already have some technical knowledge of specialised areas within different sporting codes

6.4 How to use the occupational standards

The occupational standards have been organised in a flexible manner for ease of use by NGOs and other sectors. The occupational standards have not been organised in any sequential manner. NGOs may start with any functions or competencies they may find easy and immediately implementable. They may be implemented in whole or in part depending on the discretion of the NGOs informed by the various circumstantial situations they operate in; though it is acknowledged that some may take longer to be implemented than others.

6.5 Aspects that constitute functional map

The functional map as the name denotes contains perceived functions that are deemed necessary for NGOs to effectively undertake the process of “inclusivising” their operations in disability sports programmes. The functions have been organised in a way to ensure the realisation of the key purpose of the organisation. The functions are presented starting with the ones that are more generalised down to the ones that are specific and can be performed by individuals or group of people. The following is a glimpse of categories under which the functions have been organised as adapted from (Mansfield and Mitchell, 1996)

6.5.1 Functional Map structure

Key Purpose: It is a statement which describes the unique nature and characteristics of the sector which differentiate it from all other sectors. This could literally be described as the broader mandate of the organisation that signifies the reason why the organisation exists. The key purpose signifies the unique nature of the overall work of the organisation.

Key Areas; They are more generalised functions which enable the key purpose to be achieved and they are coded alphabetically from A-D

Key roles: They are statements (sub-function) which unpack the key areas to a greater level of details and they are coded with a letter A1-D1

Functional Units: They are levels of details that unpack the key roles statements to a level which an individual or group of people could perform and they are coded with a letter A1.I – D4.5

6.6 Aspects that constitute Competency framework

The competency framework is composed of seven competency domains from which units of competencies knowledge and skills are distilled (see figure 3 below). The corresponding

competencies are then arranged and numbered C1 – C 10. Corresponding to each competency is a set of knowledge numbered from 1.1 – 10.3 and skills that are numbered 1.1.1 – 10.3.1.

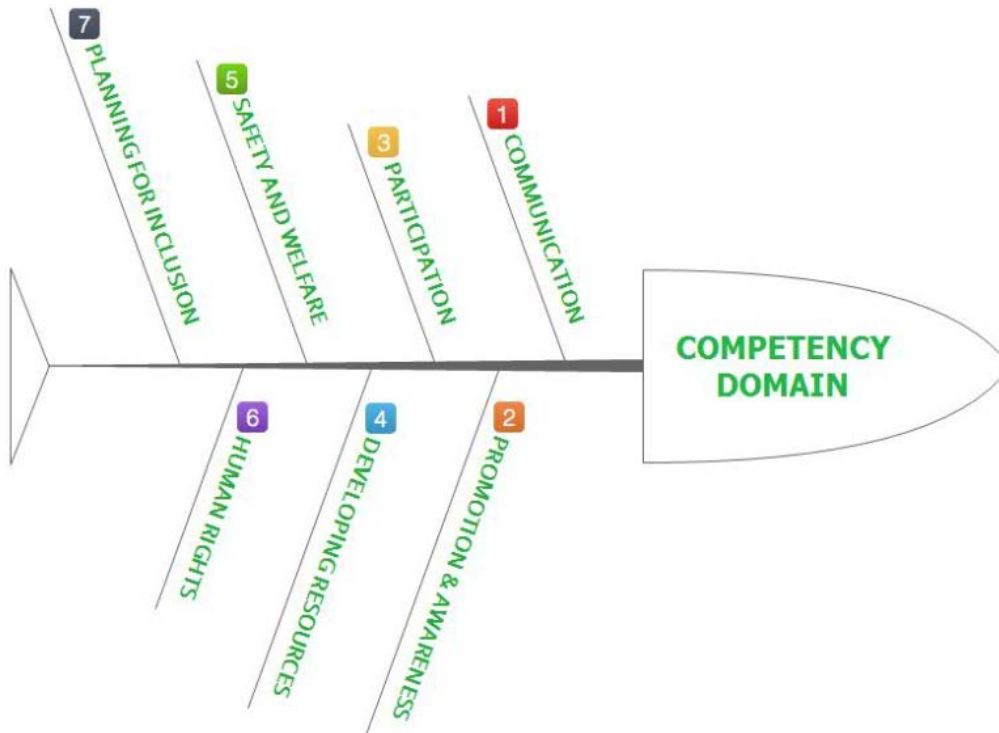


Figure 10 Competency Domain

Therefore, the following table that follows immediately gives details of the functional map starting from the key purpose to functional units as well as how they link to the UNESCO Charter and UTMF. The functional map table is then followed immediately by a table which comprises of competency framework (Knowledge and Skill

Key Purpose

To promote, support and improve the lives of people with disabilities through inclusion in sports and related physical activities

Table 7 Functional map

Key Areas	Key roles	Functional units	UTMF	UNESCO Charter
A. Manage disability inclusion sports programme operations to maximise participation of people with disabilities	A1. Plan inclusion sports programme operations for attainment of organisational goals	A1.1 Research and analyse legislation and best practices that apply to the disability inclusion sports programme	Verification Value proposition	Article 5 (5.1) Article 6
		A1.2 Formulate goals and objectives for disability inclusion sport programme operations	Vision, Philosophy	Article 3 (3.3)
		A1.3 Develop your organisation's vision and strategy for disability inclusion sports programme operations	Vision, Philosophy	Article 3 (3.1; 3.4)
		A1.4 Create policies and procedures to safeguard participants in disability sports programme operations	Policies, Processes	Article 3 (3.1)
		A1.5 Seek to influence policies and decisions relating to sport for inclusion of people with disabilities	Policies	Article 3 (3.4)
		A1.6 Develop, implement and review operational plans in disability inclusion sports programmes	Processes, impact, implementation	Article 3 (3.3)
		A1.7 Initiate and manage change to improve disability inclusion sports programme operations	processes	Article 3 (3.3)
		A1.8 Develop and maintain ethics, regulations and requirements for disability inclusion sports programmes	Philosophy	Article 10 (10.1); Article 6 (6.3)

		A1.9 Develop and maintain opportunities for participation and progression in disability inclusion sport programmes	programmes	Article 1 (1.3)
	A2. Organise inclusion sports programme operations for attainment of organisational goals	A2.1 Establish and manage records keeping in a disability inclusion sports programme operations	Processes, impact	Article 1 (1.3)
		A2.2 Establish and manage inventory control for disability inclusion sports programme operations	Processes	Article 8 (8.1)
		A2.3 Group activities into departmental units for efficient administration in disability inclusion sports programme operations	Processes	Article 10 (10.4)
		A2.4 Develop a chain of command and power relationships within the organisation for proper service delivery in a disability inclusion sports programme	Processes , people	Article 10 (10.4)
		A2.5 Establish and manage account for proper financial administration in disability inclusion sports programme operations	Processes	Article 10 (10.4)
		A2.6 Develop a financial plan for disability inclusion sports programmes operations	Processes	Article 10 (10.4)
		A2.7 Determine allocation and utilisation of resources to aid disability inclusion sports programme operations	Processes	Article 8 (8.1)
		A2.8 Develop organisational structures to achieve organisational goals of disability inclusion sports programme operations	Vision, philosophy	Article 3 (3.3)
		A2.9 Establish infrastructural and equipment needs for disability inclusion sports programmes operations	Places	Article 8 (8.1)
		A2.9.1 Develop outside collaborations for maximum effect in disability inclusion sports programme	Processes, people	
		A2.10 Develop risks assessment analysis in disability	processes	Article 8 (8.1)

		inclusion sports programme		
		A2.11 Establish safety protocols for staff in disability inclusion sports programme operations	Processes policies	Article 8 (8.1)
	A3. Lead inclusion sports programme operations for attainment of organisational goals	A3.1 Develop effective and appropriate communications to cater for various needs in a disability inclusion sports programme	Policies	Article 4 (4.1)
		A3.2 Develop motivational strategies to encourage participation in disability inclusion sports programme operations	promotion, perceptions	Article 4 (4.21)
		A3.3 Initiate the decision-making process for a disability inclusion programme operations	Processes	
		A3.4 Provide leadership in your area of responsibility to inspire service delivery in a disability inclusion sports programme	People	Article 12 (12.3)
		A3.5 Develop positive organisational culture in a disability inclusion sports programme operations	Philosophy	Article 10(10.4)
		A3.6 Develop productive working relationships with colleagues in a disability inclusion sports programme operations	People, Perceptions	Article 12(12.3)
		A3.7 Develop productive external collaboration with other NGOs in a disability inclusion sports programme operations	Processes, People	Article 3 (3.2); Article 12(12.3) Article 10(10.8)
	A4. Control inclusion sports programme operations for attainment of organisational goals	A4.1 Determine how roles relate to each other in a disability inclusion sports programme operations	processes	Article 10 (10.4)
		A4.2 Develop monitoring and evaluation mechanism in	Impact	Article 4 (4.4)

		disability inclusion sports programme operations		
		A4.3 Implement, monitor and evaluate the inclusion sports programme operations	Implimentation, Impact Perception	Article 4 (4.4); Article 11 (11.3)
		A4.4 Plan an effective workforce for disability inclusion programme	People	Article 7 (7.1)
		A4.5 Develop a recruitment and retention plan for staff and volunteers for disability inclusion sports programme operations	People	Article 7 (7.2)
		A4.6 Provide learning opportunities for colleagues in a disability inclusion sports programme operations	People	Article 7 (7.1)

Key areas	Key Roles	Functional Units	UTMF	UNESCO Charter
B. Promote health, safety, security and welfare in inclusion sports programme operations for all participants	B1 Provide and manage health, safety and security of all participants	B1.1 Deal with accidents and emergencies in disability inclusion sports programme	Implementation	Article 9 (9.1; 9.2)
		B1.2 Deal with substances hazardous to health in disability inclusion sports programme	Implementation	Article 10 (10.2)
		B1.3 Organise participants' movement and transport to and from the training, as well as competition in a safe manner	People, Places	Article 8 (8.4)
		B1.4 Contribute to environmental conservation in disability inclusion sports programme	Places	Article 5 (5.3)

		B1.5 Encourage fair play in disability inclusion sports programme	Policies	Article 6 (6.3)
		B1.6 Promote welfare for all in disability inclusion sports programme operations	Policies, programmes	Article 9 (9.2)
		B1.7 Engage stakeholders for health, safety and security in disability inclusion sports programme operations	People	Article 9 (9.4)
		B1.8 Manage conflict in disability inclusion sports programme operations	Implementation, Programmes, Perception	Article 9 (9.2; 9.3) ; 10 (10.8)
		B1.9 Manage own emotions in disability inclusion sports programme operations	Implementation, Programmes, Perception	Article 9 (9.4)
		B1.10 Provide first aid where there are injuries in disability inclusion sports programme operations	Implementation, Programmes	Article 9 (901)
	B2. Provide and manage safety and security of facilities in a disability inclusion operations	B2.1 Clean and tidy facility areas prior to session in disability inclusion sports programme operations	Places	Article 8 (8.1)
		B2.2 Carry out basic glazing and carpentry repairs in disability inclusion sports programme operations	Implementation, Places	Article 8 (8.1)
		B2.3 Conduct a safety check for of the environment in disability inclusion sports programme operations	Implementation, Places	Article 9 (9.1)
		B2.4 Promote safety standards during sessions in disability inclusion sports programme operations	Policies	Article 9 (9.1)
		B2.5 Conduct regular equipment checks for safety in disability inclusion sports programme operations	Implementation,	Article 8 (8.1)

			Places	
		B2.6 Identify and evaluate hazards and assess risk in disability inclusion sports programme operations	Impact, Programmes	Article 9 (9.1)
		B2.7 Follow emergency procedures to minimise risks in disability inclusion sports programme operations	Processes, Implementation	Article 9 (9.4)
		B2.8 Practice emergency procedure drills in disability inclusion sports programme operations	Processes, Implementation	Article 9 (9.2)
		B2.9 Ensure appropriate use of facilities and resources in disability inclusion sports programme operations	Places, Implementation	Article 8 (8.2)

Key Areas	Key roles	Functional Units	UTMF	UNESCO Charter
C. Support professional development of self and other in disability inclusion sports programme operations	C1 Develop own professional skills and knowledge in a disability inclusion Sports programme operations	C1.1 Identify own training needs in disability inclusion sports programme operations	People, Perception	Article 7
		C1.2 Support and develop a training budget for oneself in disability inclusion sports programme operations	People	Article 7
		C1.3 Monitor and evaluate own performance, skills and knowledge in disability inclusion sports programme operations	Impact, Perception	Article 4 (4.4)
		C1.4 Liaise with other stakeholders for training oneself in disability inclusion sports programme operations	Processes, People	Article 7

		C1.5 Support and implement a training plan for oneself in disability inclusion sports programme operations	Implementation, People	Article 7
		C1.6 Support and develop training for oneself in disability inclusion sports programme operations	Implementation, People	Article 7
	C2 Support and develop professional skills and knowledge of others in a disability inclusion sports programme operations	C2.1 Support and conduct a training needs analysis of others in disability inclusion sports programme operations	Processes, People, Perceptions	Article 7
		C2.2 Develop and support a training plan for others in disability inclusion sports programme operations	Programmes, People, Perception	Article 7
		C2.3 Support and develop a training budget for others in disability inclusion sports programme operations	Implementation	Article 7
		C2.4 Implement a training plan for others in disability inclusion sports programme operations	Implementation	Article 7
		C2.5 Monitor and evaluate a training plan for others in disability inclusion sports programme operations	Impact, Perception	Article 7
		C2.6 Identify and develop training for vulnerable groups (women and girls) with disabilities in disability inclusion sports programme operations	People, Perception	Article 7
		C2.7 Monitor and evaluate performance, skills and knowledge of others in disability inclusion sports programme	Impact	Article 4
		C2.8 Provide mentoring for others in disability inclusion sports programme operations	Implementation, People	Article 4 (4.4)
		C2.9 Liaison with other stakeholders for training of colleague in disability inclusion sports programme operations	Processes, People, Perception	Article 7

Key Areas	Key Roles	Functional Units	UTMF	UNESCO Charter
D. Develop and promote disability inclusion and segregated sports programme to meet individual needs	D1 Develop disability inclusion sports programme for maximum participation and progression	D1.1 Conduct a research about best practices in planning disability inclusion and segregated sports programme	Verification, Value proposition	Article 6 (6.4)
		D1.2 Design disability inclusion and segregated sports programmes for participants	Programmes	Article 7 (7.4)
		D1.3 Plan and prepare a disability inclusion and segregated sports training session for participants	Programmes, People	Article 7 (7.4)
		D1.4 Monitor and evaluate a disability inclusion and segregated sports training session for participants	Impact	Article 4 (4.4)
		D1.5 Carry out a disability inclusion and segregated sports training session for participants	People, Implementation	Article 7 (7.4)
	D2 Promote disability inclusion sports programme for maximum participation and performance	D2.1 Identify facilitators to the participation of people with disabilities in inclusion sports programme	Verification, Perception	Article 6 (6.4; 6.1)
		D2.2 Develop promotional strategies to participation of people with disabilities in sports programme	Processes, Promotion	Article 7 (7.4)
		D2.3 Develop strategies to facilitate participation in sports by people with disabilities	Policies, Promotion	Article 6 (6.4; 6.1)
		D2.4 Implement strategies to facilitate participation in sports by people with disabilities	Processes, Implementation	Article 6 (6.4; 6.1)
		D2.5 Mobilise and partner with stakeholders in promoting participation of people with disabilities in sports	People, Promotion	Article 3 (3.2)
D2.6 Develop and implement strategies for promoting participation of vulnerable groups with disabilities in sports		Policies, Promotion Implementation	Article 4 (4.4)	

		D2.7 Plan and conduct community mobilisation to maximise participation in sports by people with disabilities	Process, People, Implementation	Article 2 (2.4)
		D2.8 Evaluate promotional activities in disability inclusion sports programme	Impact, Perception	Article 4 (4.4)
		D2.9 Promote people with disability rights in a disability inclusion sports programme	Implementation, Promotion, Philosophy	Article 1 (1.1)
	D3 Plan, organise and deliver disability sports programme event	D3.1 Develop and agree on the concept and scope of a disability inclusion sports programme event	Process, Perception	Article 10 (10.6)
		D3.2 Plan for disability inclusion sports programme event	Processes	Article 10 (10.6)
		D3.3 Manage the running of a disability inclusion sports programme event	Programmes, Implementation	Article 10 (10.6)
		D3.4 Manage the format of a disability inclusion sports event	Programmes, Implementation	Article 10 (10.6)
		D3.5 Interpret and apply the rules of the game at a disability inclusion sports event	Programmes, Implementation	Article 10 (10.1)
	D4 Develop and Mobilise resources and facilities for disability sports programme	D4.1 Identify and source suitable facilities and equipment for disability inclusion sports programme	Places	Article 8 (8.1)
		D4.2 Develop resources using locally available materials for disability inclusion sports programme	Places	Article 8 (8.1)
		D4.3 Develop partnership with community and stakeholders to mobilise facilities and resources in disability inclusion sports programme	Processes, People, Places	Article 8 (8.2)
		D4.4 Perform basic facilities and other resource maintenance in a disability sports programme operation	Places	Article 8 (8.1)

		D4.5 Perform safety risk assessment on the facilities prior the execution programme	Places	Article 8 (8.1)
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Table 8 Competency Framework

Competency	Knowledge	Skills
COMMUNICATION		
C1. Communicate effectively in a disability inclusion sports programme operations	1.1 Types and techniques of communicating with others in a disability inclusion sports programme operations	1.1.1 Ability to communicate verbally and non-verbally in a disability inclusion sports programme operations 1.1.2 Have the ability to listen to others
	1.2 Types and use of communicating assistive technology for effective operation of disability inclusion Sports programme	1.2.1 Ability to use assistive technology effectively for operation of disability inclusion sports programme
	1.3 Appropriate language terminologies and for addressing people with disabilities	1.3.1 Ability to use appropriate language when addressing people with disabilities
	1.4 Types of print materials for easy of communication	1.4.1 Ability to develop and use pictorials for easy of communication to cater for individual needs
	1.5 Public speaking techniques to address people of different abilities	1.5.1 Possess effective public speaking skills to address people of different abilities
	1.6 Organising information for proper dissemination to others	1.6.1 Ability to give plain, clear and concise instructions for ease of communication
	1.7 Written and oral communication in a disability inclusion sports programme operations	1.7.1 Possess effective written and oral communication skills in a disability inclusion sports programme operations
PROMOTION AND AWARENESS		
C2.Promote and raise awareness of disability inclusion sports programme	2.1 Types of research and ethical issues in conducting a research about vulnerable groups	2.1.1 Identify facilitators to community engagement into disability inclusion sports programme
	2.2 Various common negative perceptions regarding participation of people with disabilities in sports	2.2.1 Identify common negative Disability regarding participation of people with disabilities in sports
	2.3 Strategies for engaging community and recruiting participants for inclusion sports programme	2.3.1 Formulate action plan to foster ideal community engagement
	2.4 Disability sports participation pathways in disability sports programme	2.4.1 Developing strategies for promoting vulnerable groups with disabilities in sport
	2.5 Promotional strategies for including people with disabilities in sports	2.5.1 Developing strategies for promoting people with disability in sports programmes 2.5.2 Organising community mobilisation activities

Competency	Knowledge	Skills
PARTICIPATION		
C3.Enable access to participation in disability inclusion sports programme	2.2 Facilitators to participation of people with disabilities in sports programmes	2.2.1 Identify facilitators to participation of people with disabilities in sports programmes 2.2.2 Consult with cultural leaders to identify barriers to participation of people with disabilities in sports programmes
	2.3 Inclusion strategies for people with disabilities in sports programmes as well as local cultural norms and standards	2.3.1 Impliment facilitators to participation of people with disabilities in sports programmes 2.3.2 Incorporate cultural norms and practices to maximise participation of people with disabilities in sports programmes
	2.4 Participation pathways for people with disabilities in sports from local to international	2.4.1 Identify participation pathways for people with disabilities in sports from local to international
	2.5 Stakeholders in disability inclusion sport and other disabilities service providers	2.5.1 Engage stakeholders to maximise participation for people with disabilities in sports programmes 2.5.2 Engage cultural leaders for maximum participation of people with disabilities in sports programmes
	2.6 Types of research and ethical issues when dealing with vulnerable groups	2.6.1 Identify various ways to maximise participation of vulnerable groups with disabilities in sports programmes 2.6.2 Develop culturally acceptable strategies for maximising participation of women with/without disabilities in sports programmes
	C4. Develop and support professional development of self and others in a disability inclusion sport programme operations	4.1 Planning process in the organisation for a training programme
4.2 Monitoring and evaluation of employees performance in a disability inclusion sports programme		4.2.1 Identify training needs for oneself and others in a disability inclusion sports programme
4.3 Phases of a training programme and inclusion spectrum to enhance necessary skills and knowledge for disability inclusion sports programmes		4.3.1 Design a training programme to enhance necessary skills and knowledge for disability inclusion sports programmes
4.4 Liaising with stakeholders for maximising acquisition of training opportunities		4.4.1 Consult with stakeholders for continuous skills development of oneself and others
4.5 Mentorship programme and roles of a mentor for easy accommodation of new employees/members		4.5.1 Demonstrate ability to mentor others in a disability inclusion sports programme operation

DEVELOPING RESOURCES		
C5. Develop and mobilise resources for disability inclusion sports programmes operations	5.1 Techniques for designing basic sports equipment to aid disability inclusion sports programme	5.1.1 Design resources for disability inclusion sports programme
	5.2 Various ways to adapt equipment to cater for individual needs	5.2.1 Adapt resources for disability inclusion sports programmes
	5.3 Facility and equipment risk assessment in a disability sports programme operation	5.3.1 Audit accessibility of facilities for disability inclusion sports programmes
	5.4 Minor maintenance of equipment for sustainable use in a disability inclusion sports programme	5.4.1 Apply minor maintenance of resources for sustainable use in a disability inclusion sports programme
	5.5 Mobilisation strategies for attainment of resources for a disability inclusion sports programme	5.5.1 Mobilise resources through community and other stakeholders for a disability inclusion sports programme
	5.5 Resources management for various activities during a disability inclusion sports programme	5.5.1 Utilise resources appropriately during a disability inclusion sports programme

Competency	Knowledge	Skills
SAFETY AND WELFARE		
C6. Promote safety and welfare of participants in a disability inclusion sports programme	6.1 Rules of the games for proper administration of games in a disability inclusion sports programme	6.1.1 Application of rules of the game in a disability inclusion sports programme
	6.2 Ethics of the sporting profession and dealing with minors during a disability inclusion sports programme	6.2.1 Encourage fair play to minimise injuries in during a disability inclusion sports programme 6.2.2 Demonstrate ability to uphold ethical behaviour when conducting a sporting activity
	6.3 Conflict resolution for positive interpersonal relationship amongst participants	6.3.1 Demonstrate ability to deal with conflicts

	6.4 Risk assessment at the place of work during a disability inclusion sports programme	6.4.1 Identify areas of possible risks at the place of work 6.4.2 Classify likelihood and severity of risk at the place of work
	6.5 Equipment and facility risk assessment to minimise injuries during a disability inclusion sports programme	6.5.1 Inspect equipment for safety prior the commencement of any training programme 6.5.2 Conduct a safety check of the environment prior the commencement of any training programme
	6.6 Stress and anxiety management in a disability inclusion sports programme	6.6.1 Interpret signs if anxiety and stress specific to each person in a disability inclusion sports programme 6.6.2 Ability to manage own in a disability inclusion sports programme
	6.7 Risk assessment and safety standard at the place of work	6.7.1 Develop and uphold safety standards at the place of work
	6.8 Principles of first aid and its application where there are injuries	6.8.1 Demonstrate ability to apply first aid where there are injuries
HUMAN RIGHTS		
C7.Promote and advocate for human right of participants in a disability inclusion sports programme	7.1 United Nation Convention on the Rights of People with Disabilities (UNCRPD) and its implication for sports practitioners	7.1.1 Ability to interpret United Nation Convention on the Rights of People with Disabilities (UNCRPD) with regard to participation in sports
	7.2 Local regional legislation as it relates to people with disabilities	7.2.1 Demonstrate advocacy for inclusion of people with disabilities in sports programmes
	7.3 Event management to showcase the abilities of people with disabilities in sports	7.3.1 Organise disability inclusion sports event to showcase abilities of people with disabilities

Competency	Knowledge	Skills
PLANNING AND EVALUATION FOR INCLUSION		
C8. Plan for disability inclusion sports programme	8.1 Principles of planning and inclusion spectrum	8.1.1 Design disability inclusion sports programme 8.1.2 Demonstrate ability to develop a budget for inclusion sports programme
	8.2 Strategic planning process	8.2.1 Set SMART goals for disability inclusion sports programme
	8.3 Processes and inclusion spectrum for developing training session	8.3.1 Design disability inclusion sports programme training session
	8.4 Types of research and ethical issues when researching vulnerable groups	8.4.1 Research best practices for disability inclusion sports programme
	8.5 Strategies of engagement of stakeholder for collective planning of a disability inclusion sports programme	8.5.1 Ability to engage stakeholders in planning disability inclusion sports programme
C9. Implement disability inclusion sports programme	9.1 Phases of a training session for disability inclusion sports	9.1.1 Demonstrate ability to conduct a disability inclusion sports programme
	9.2 Adaptation of a disability inclusion sports programme training session	9.2.1 Apply various modifications in disability inclusion sports programme

	9.3 Monitoring and evaluation of a disability inclusion sports programme	9.3.1 Monitor the implementation of disability inclusion sports programme
	9.4 Various instructional techniques for disability inclusion sports programme	9.4.1 Apply various instructional techniques to cater for different abilities
C10. Reflect on successes and failures of a disability inclusion sports programme	10.1 Evaluation techniques of a disability inclusion sports programme	10.1.1 Design an evaluation for the disability inclusion sports programme 10.1.2 Evaluation disability inclusion sports programme
	10.2 Self-appraisals' competence with regard to conducting disability inclusion sports programme	10.2.1 Evaluate oneself competence on conducting disability inclusion sports programmes
	10.3 Performance assessment techniques for athletes with disabilities	10.3.1 Monitor and assess individual athlete response and progression throughout the training

6.7 Conclusion

Occupational standards are sets of best practices which entail the level of performance required for fulfilment of organisational goals. Structurally they contain what is perceived to be the key purpose for organisations undertaking sports programmes in developing countries. To achieve the key purpose, a set of functions and related competencies has been developed. The purpose of these occupational standards is to promote and encourage best practices towards mainstreaming disability in sports in developing countries. Though they are developed for NGOs in the context of developing countries, the standards could be customised for application in various situations beyond developing countries to some other humanitarian situations such as post disaster and post conflict.

Chapter 7 Conclusion and Recommendations

7.0 Introduction

This chapter gives a summary of the entire project. It outlines the rationale for undertaking the study and the methodology that was used to answer the research questions. The results that were obtained after data analysis are also briefly presents. An evaluation of the study regarding its limitations and justification for the approach taken form part of this chapter. The chapter concludes by describing the implications of the findings and recommendations regarding uses of the standards and future research.

7.1 Research summary

The purpose of the study was to develop a set of best practices through the development of occupational standards for NGOs pertaining to the inclusion of people with disabilities in a sports programme in the developing countries. To achieve this, a combination of documents analysis and semi-structured interviews were used respectively for data collection.

The results revealed that there is a lack of organisations that promote, support and change lives of people with disabilities through disability inclusion sports programmes in the developing countries. The outcomes also revealed that there is a lack of inclusive programmes on the ground and policies are still not reformed to adopt an inclusive approach. The results pointed to several areas which remain challenges for the inclusion of people with disabilities in sports programmes such as negative perceptions about disability, lack of resources and lack of skills and knowledge to administer inclusive programmes.

The results justified the development of occupational standards as a set of best practices that organisations will use to inform their policies and practices. The standards indicate clearly that the key purpose for organisations and related functions to achieve the mandate of the organisations. They also entail competencies, knowledge and skills that employees would need to demonstrate in order to achieve the organisational goals.

The study utilised a purposive sampling with snowball effect to source participants. The approach was unutilised because the researcher did not have a clear database where target participants could be found. The approach is considered biased because it does not give other participants equal opportunity to participate in the study. Again, this approach yielded a small number of participants because many organisations did not show interest to participate in the research. As a result, the results of this research cannot be generalised to the wider population in the context of the developing countries.

Despite these limitations, the study was able to identify the key issues pertinent to the inclusion of people with disabilities in developing countries. These issues were justified by other research reports that have been undertaken in both developed and developing countries. The research culminated into developing the occupational standards that are important for guiding organisations through the journey of inclusion. The results are expected to influence policy and practice change of NGOs and governmental institutions regarding the inclusion of people with disabilities in sports and other developmental agendas. The standards are anticipated to eject the necessary confidence to many organisations to consider inclusion in their operations because they entail thematic area with necessary skills and knowledge from which organisations can periodically refer. It is believed that the more people with disability feature that in sporting programmes, the more the negative perception about people with disability will change. This will be done through recruiting of employees with skills and knowledge to develop and implement programmes using standards as a benchmark.

7.2 Recommendations

The occupational standards for disability inclusion in a sports programme in developing countries are an important instrument that can be used to shape various functions of organisations and governmental institutions. These recommendations will then be discussed in relation to five critical functions of organisations as indicated on the figure below.



Figure 11 Recommended Areas of standard use

7.2.1 Policy development

These occupational standards are an important instrument for developing and reforming policies to include people with disabilities in the sports programme. Organisations can use the standards as a guide to identify policy directions. This could inform long term and short term vision of the organisations of achieving inclusive organisational practices. Occupational standards entail pillars that can form a base for inclusive policies. To some extent organisations can use the occupational standards for evaluating the inclusiveness of their policies. In this case, for organisations to change the culture of practice regarding programmes that are offered on the ground they will have use standards for benchmarking purposes as described below.

7.2.2 Programmes development

Programme development and implementation is a critical area where plans of organisations are realised. Organisations can use standards to determine the degree of their inclusiveness of programmes. Occupational standards detail the functions, skills and knowledge necessary for developing and implementing disability inclusion sports programmes. Therefore, they serve as a tool that could be used to guide the development of programmes and implementation. Apart from that, organisations could use standards to evaluate the effectiveness of the programmes.

7.2.3 Staff recruitment

Organisations are at liberty to recruit employees with skills and knowledge relevant to the needs and mandate of the organisation. These occupational standards could be used as a benchmark for the skills and knowledge that organisations need to embed inclusion in their practices. They can be used to develop an advertisement for jobs and for the selection process of the right candidate. The standards can also be used for developing job

descriptions in disability inclusion sports operations in a manner that it will be able to assess the performance of each and every employee.

7.2.4 Performance appraisal

Organisations need to enhance their performance to meet their goals. As a result, they are expected to periodically assess the performance of every employee to ascertain the extent at which they have met the stated goals. To achieve this, organisations have developed performance appraisal systems to ascertain whether the organisational goals are met through the contribution of every employee. Since performance appraisal is concerned with the abilities of people to meet the demands of the job, occupational standards could be used for benchmarking. The knowledge and skills in the occupational standards could be used for developing an appraisal for employees and possible training where employees are found to have a shortfall of certain skills.

7.2.5 Professional development

Organisations need to have a training plan in place to continually build skills of its employees. They need to assess and develop training programmes for making sure that their employees are up to date with the changing demands of their functions. It is in this case where these standards could be used to identify the needs for disability inclusion sports programmes that could form a basis for developing training programmes. The training programmes could also be assessed using these occupational standards to check the merits of their inclusiveness. This would be to check whether they entail skills and knowledge required for inclusion of people with disabilities in sports programmes.

7.3 Future research

- On the basis of the findings of this research, it is recommended that further research is carried out with a wider scope of disability inclusion in sports by NGOs in post conflict and post-disaster areas.
- Future research could be undertaken to develop occupational standards that are specific to a different role in the organisations such as coaches and sports development officers.
- Further research could be conducted to ascertain the success and challenges of the implementation of these occupational standards.

7.4 Conclusion

The occupational standards entail the best practices that will help organisations to reflect on their policies and practices to embed inclusion into their operations. Organisations need to take advantage of resources such as these occupational standards for best inclusion practices to provide best services and advocate for inclusion of people with disabilities in the sports programme. It is through adoption and utilisation of these standards that organisations could be able to change community perceptions and increase participation of people with disabilities in sports.

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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair "Transforming the Lives
of People with Disabilities, their Families
and Communities, Through Physical Education,
Sport, Recreation and Fitness"

26th May 2015

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 on the area of 'mainstreaming disability' on sports programmes in developing countries. The research will employ both the use of document analysis 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 Professional Occupational Standards for use by NGOs pertaining to the inclusion of people with disabilities in their sports based programmes in the developing countries.** To meet this goal, I am assessing the existing situation via collaboration with you and others, and through my research, will develop and validate a set of best practices that can be used by any NGO in the developing Countries.

As part of both phases of this research, it is my intention to engage different organisations that administer sports programmes in developing countries through a validation process that shall be followed by interviews.

All organisations that agree to partake in the study will be involved in the validation phase of the Occupational Standards. This will be conducted via telephone or Skype interview. My plan, if you are in agreement, is to record these interviews purely for transcribing purposes. All responses during the interviews will be treated as confidential and, in no case, will responses from individual participants be identified. Consequently, an inclusive set of best practices will be made available to you once the study has been completed.

Confidentiality is assured. Participation in this study is entirely voluntary and you can freely decline to participate at any stage or withdraw from the study at any time without giving any

reasons. If you wish to participate please provide a contact number/email address of the contact person/s for ease of communication. The outcome of this research will be made available to you if you so wish.

I (Thabo Tsiki) am the main contact for 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:

David Gaughran (Supervisor)

Email: [REDACTED]

Cell: [REDACTED]

Catherine Carty

UNESCO Chair Project Manager

Institute of Technology Tralee

Phone: [REDACTED]

Email: [REDACTED]

Thanking you in advance

Thabo P. Tsiki

Masters Research student

Institute of Technology Tralee

Country Kerry, Ireland

Cell: [REDACTED]

Email: [REDACTED]

Appendix B. Consent form

Title of project: *The development of Professional Occupational Standards for use by NGOs pertaining to inclusion of people with disabilities in sports based programme in developing countries*

Names of researcher: Thabo Philmon Tsiki

This consent form affirms that the undersigned is aware of and concurs with engagement in the research study based on the information addressed in points 1-7 below:

1. I have read and understood what taking part in this research study will involve
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 and without penalty to me or my organisation
4. I understand that any information that I give will be used anonymously and I / my organisation will not be identified when my views are presented to other participants on in any publications or reports
5. I understand and consent to the recording of the interviews for the purpose of the transcription and understand that the recordings shall be destroyed after a final report has been produced
6. I agree to take part in this study
7. I have agreed to share the below contact details for the purpose of contacting me directly for the arrangement of the interview

Name: _____

Date: _____

Signature: _____

Address: _____

Postal code: _____

Tel: _____

Email:-

Appendix C. Interviews questions

1. What is the position of your organisation in terms of policy and practice with regard to the inclusion of people with disabilities in a sports programme or any related physical activities?
2. What do you think is the role of culture with regard to the inclusion of people with disabilities in sports programmes?
3. What is the Key mandate of your organisation regarding the inclusion of people with disabilities in sports programmes?
4. Do you think the key purpose indicated in the Occupational Standards is relevant and attainable in the developing countries? Please explain why?
5. Do you think the occupations included in the functional map are relevant for the inclusion of people with disabilities in the developing countries?
6. Please give functions that you think are important and have been left in the functional map
7. Why do you think the functions you have highlighted on the question above are important?
8. Do you think the competencies in these occupational standards are relevant for the inclusion of people with disabilities in the developing countries?
9. What competence areas do you consider more important for conducting disability inclusion sports programme in developing countries?
10. Please give competencies that you think are important and have been left in the competence framework
11. Why do you think the competencies you have highlighted on the question above are important?
12. Is there any other suggestion regarding the competencies that you would like to add on?
13. What challenges are facing your organisations in administering disability inclusion sports programmes in developing countries?
14. If you were to adopt these standards how import do you think they would be for your organisation
15. Is there any other suggestion you would like to make regarding these occupational standards?

Appendix D. Interview schedule

Interviewee	Date	Time
A	21/01/2016	3:00 pm
B	22/01/2016	3:00 pm
C	26//01/2016	8:00 am
D	27/01/2016	10:00 am
E	28/01/2016	9:30 am
F	11/02/2016	2:00 pm
G	12/02/2016	2:00 pm
H	17/02/2016	3:00 pm