

# **KEY FACTORS IMPACTING ON THE DEVELOPMENT OF PHYSICALLY DISABLED ATHLETES IN LIMPOPO PROVINCE**



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Thesis presented in partial fulfilment of the requirements for the degree of  
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# ABSTRACT

For physically disabled learners to achieve successful participation in sport requires the synergistic interaction of many diverse factors. The Limpopo province of South Africa produces fewer physically disabled athletes at the junior, senior and elite levels than any other province in South Africa. This study identifies and examines the key aspects that affected the development of physically disabled athletes in the Limpopo province in 2006/2007. Factors that both facilitate or inhibit the development of physically disabled athletes in the province are identified and discussed. This highlights aspects that need to be addressed in seeking to bridge the gap between current deficiencies and an optimised future for participants in disabled sport in Limpopo province.

The study is descriptive, using a case-study design as part of a situational analysis. Physically disabled athletes from one school were selected using a convenience sample and key informants were selected through purposive sampling. Questionnaires were completed by ten physically disabled athletes as well as by staff involved in their athletic development. Interviews were also conducted among key informants from the sport and education sectors. The questionnaires were analysed quantitatively and the interviews underwent qualitative content analysis.

The findings indicated that there are seven critical areas/key factors influencing the development of physically disabled athletes in Limpopo province. These are:

1. Support systems;
2. Sports participation;
3. Attitudinal facilitators and barriers;
4. Environmental accessibility;
5. Resources;
6. Education and training;
7. Politics.

The above elements impacting on the development of physically disabled athletes in Limpopo province are compared with the five key areas of the International Paralympic Committee (IPC) Development Model.

It was found that numerous challenges exist in Limpopo, namely: a lack of sufficient human-resource capacity, funding, sponsorships and the necessary financial resources for adequate infrastructure sustainability and support services.

Therefore, in order for physically disabled athletes in Limpopo province to be successfully developed within the framework of the IPC Development Model, the challenges and key factors/critical areas identified by this study need to be addressed. The following recommendations were made following the outcomes of the study:

1. Establish a discussion forum for all stakeholders;
2. Take steps to elevate the status of sport for physically disabled athletes in Limpopo province;
3. Improve the co-operation between sports federations, government departments and disabled people's organisations Limpopo province;
4. Educate stakeholders;
5. Improve coaching expertise and knowledge;
6. Have specialist rehabilitation expertise in the LSEN schools;
7. Monitor and evaluate sports programmes.

# OPSOMMING

Die deelname van fisiek-gestremde leerders aan sport het verskeie aspekte wat wedersyds verband hou. Die interaksie van hierdie aspekte is noodsaaklik om 'n suksesvolle uitkoms te verseker. Hierdie tesis identifiseer en ondersoek die sleutelaspekte wat 'n impak het op die ontwikkeling van fisiek-gestremde atlete in die Limpopo provinsie van Suid-Afrika in 2006/2007. Dit is bekend dat hierdie provinsie heelwat minder fisiek-gestremde atlete op junior, senior en elite vlak lewer as enige ander provinsie in die land

Faktore wat hierdie studiegroep se ontwikkeling bevorder, sowel as die faktore wat dit benadeel, word in hierdie tesis geïdentifiseer en bespreek. Dié bespreking is van nut vir die identifisering van huidige probleemareas, wat spesifieke aandag sal verg om die vooruitsigte vir gestremde atlete in die provinsie te verbeter.

Die tesis is beskrywend van aard en maak gebruik van 'n gevallestudieformaat en omstandighedsontleding. 'n Gerieflikheidssteekproef van fisiek-gestremde atlete is by een skool gekies terwyl 'n versameling van sleutel inligtingsbronne doelgerig geïdentifiseer is. Vraelyste is deur tien fisiek-gestremde atlete, sowel as personeellede betrokke by hulle atletiese ontwikkeling, voltooi. Onderhoude is ook gevoer met sleutelinformante in die Sport- en Onderwyssektore. Die vraelyste is kwantitatief ontleed met die hulp van Professor Nel van die Departement Statistiek aan die Universiteit Stellenbosch, terwyl transkripsies van die onderhoude kwalitatief geëvalueer is.

Die bevindinge het daarop gedui dat daar sewe sleutelfaktore is wat die ontwikkeling van fisiek-gestremde atlete in hierdie provinsie beïnvloed:

1. Ondersteuningstelsels;
2. Sport deelname;
3. Omgewingstoeganklikheid;
4. Onderwys en opleiding;
5. Gesindhede en struikelblokke;
6. Bronne; en
7. Politiek.

Die invloed wat hierdie aspekte op die ontwikkeling van fisiek-gestremde atlete in Limpopo provinsie uitoefen, word met die vyf sleutelgebiede van die Internasionale Paralimpiese komitee se Ontwikkelingsmodel vergelyk.

Dit is bevind dat talle uitdagings Limpopo provinsie in die gesig staar, naamlik, 'n gebrek aan menslike hulpbronne, 'n tekort aan befondsing en borgskappe asook ontoereikende finansiële voorsiening om behoorlike infrastruktuur te verskaf. Dus, om fisiek-gestremde atlete in Limpopo provinsie die geleentheid te bied om binne die voorgeskrewe raamwerk van die Internasionale Paralimpiese Ontwikkelingsmodel te vorder, moet aandag geskenk word aan die sleutelfaktore en tekortkominge wat hierdie studie identifiseer.

Die volgende aanbevelings word gemaak :

1. Vestig 'n gespreksforum vir alle belanghebbendes;
2. Neem die nodige stappe vir die opheffing van die status van sport vir fisiek-gestremde atlete in die Limpopo provinsie;
3. Verbeter die samewerking tussen Sportfederasies, Staatsdepartemente en Organisasies vir Gestremde Persone in die Limpopo provinsie;
4. Lei alle belanghebbendes op;
5. Verbeter afrigtingskundigheid;
6. Sorg vir spesialis rehabilitasiekundigheid by die LSEN-skole; en
7. Moniteer en evalueer sportprogram.

# DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Full name: Ingrid SELLSCHOP Date: 14/11/2009

Signed: \_\_\_\_\_

A handwritten signature in black ink, appearing to read 'Ingrid Sellschop', is written over a horizontal line. The signature is stylized and cursive.

# ACKNOWLEDGEMENTS

First, I would like to thank Felicity Scully for supporting me throughout my academic journey of post-graduate study and for encouraging me to complete my Masters.

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Finally, I would like to thank my dear friend and fellow student Françoise Law for her unfailing support and encouragement throughout the four-year period of this study.

# LIST OF ACRONYMS

**BSRP:** Building for sport and recreation programme

**CP:** Cerebral palsy

**CPISRA:** Cerebral Palsy International Sport and Recreation Association

**DISSA:** Disability Sport South Africa

**DPO:** Disabled Peoples Organisation

**IBSA:** International Blind Sports Association

**ICF:** International Classification of Function, Disability and Health

**INAS-FID:** International Sports Association for Persons with Intellectual Disability

**INDS:** The Integrated National Disability Strategy

**IPC:** International Paralympics Committee

**ISOD:** The International Sports Organisation for the Disabled

**IWAS:** International Wheelchair and Amputee Sports Federation

**LSEN:** Learners with Special Educational Needs

**M & E:** Monitoring and evaluation

**NAPCOSA:** The National Paralympic Committee of South Africa

**NCESS:** National Committee for Educational Support Services

**NCSNET:** National Commission on Special Needs in Education and Training

**PAS:** Provincial academies of sport

**PWDs:** People with disabilities

**SADSF:** The South African Deaf Sports Federation

**SAPD:** Sports Association for the Physically Disabled

**SASA-II:** The South African Sports Association for the Intellectually Impaired

**SASAPD:** South African Sports Association for the Physically Disabled

**SASC:** The South African Sports Commission

**SASCOC:** The South African Sports Confederated Organising Committee

**SCORE:** Sport Coaches Outreach and Education

**SRN:** The School Register of Needs

**SRSA:** Sport and Recreation South Africa

**SSRC:** Special schools as resource centres

**TTESS:** National Task Team for Education Support Services

**UNCRPD:** United Nations Convention on the Rights of Persons with Disabilities

**UNESCO:** The United Nations Educational, Scientific and Cultural Organisation

**WHO:** World Health Organisation

# DEFINITION OF TERMS

**Activity and participation:** is defined as "...limitations in the ability to perform activities, or to participate in social roles that are normal for a specific individual."<sup>10</sup>

**Athlete:** refers to an individual who demonstrates skill in a sport and trains and competes as part of his/her regular routine or career goal.<sup>34</sup>

**Disability:** "Disability is the disadvantage or restriction of activity caused by a society that takes little or no account of people who have impairments and thus excludes them from mainstream activity."<sup>10</sup>

**Elite athlete:** is anyone who is able to compete at international level, having met the qualification standards set by the organisers or the selection criteria set by Disability Sport South Africa (DISSA).<sup>12</sup>

**Impairments:** are defined as "problems in body function or structure such as significant deviation or loss."<sup>10</sup>

**Inclusion:** is defined as: "The process through which opportunities for people with disabilities are equalised, enabling them to become full members of sports' societies with the same rights and obligations as other sport-participating people."<sup>15</sup>

**Les Autres** – or "the others" is a French term used for athletes with certain disabilities that do not fit into another category – for example, muscular dystrophy or multiple sclerosis.<sup>7</sup>

**LSEN schools:** Schools for Learners with Special Educational Needs: schools that include staff and learning materials specifically to assist learners with special needs, such as, visual impairments, physical impairments and intellectual impairments.<sup>15</sup>

**Mainstreaming:** Placing a child with special educational needs into an ordinary school without making any adjustments or alterations to the environment or class presentation.<sup>25</sup>

**Physically disabled athletes:** Are athletes with a physical impairment who participate competitively in sports events.<sup>7</sup>

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# CHAPTER 1:

# INTRODUCTION

## 1.1 BACKGROUND

Against the background of constitutional reform in South Africa, the 1996 Constitution entrenches and guarantees equal access to all in South Africa, including people with a disability. Furthermore, the rights of people with disabilities are recognised in the Integrated National Disability Strategy (INDS)<sup>1</sup> White Paper, which stipulates that there must be integration of all disability issues into all government development strategies, planning and implementation.

Since the inception of democracy in South Africa, sport has played a significant role in facilitating the process of change and inclusion. However, although the INDS guides government departments, including sport and recreation, in respect of integration of disability in their line function, a lack of human resource capacity and efficient implementation strategies continues to exist. The Limpopo province is an example of a geographical region where sports development for people with disabilities is in dire need of government support.

The official policy on sport and recreation was published in 2000 through the first edition of the White Paper on Sport and Recreation,<sup>2</sup> in which the theme of “Getting the Nation to Play” was established. The White Paper represents Sport and Recreation South Africa’s (SRSA) conviction about the way in which sport and recreation activities contribute to the general welfare of all South Africans.<sup>2</sup>

In realising the goal of “Getting the nation to play”,<sup>2</sup> there are a number of factors that need to be taken into consideration, namely:

1. The imbalances between advantaged urban communities, and the disadvantaged rural communities;
2. The lack of strategic vision and policy for the development of sport and recreation; and
3. The need for South Africa to take its rightful place in the global sporting community.

Thus, South Africa's sport and recreation policy must be developed within this context of national beliefs, values and aspirations while also being responsive and flexible to global influences.

The Sport and Recreation Policy of the National Department supports the vision of increasing the level of participation in sport and recreation activities among all disadvantaged groups, including people with disabilities. The policy strives to achieve this by making all facilities accessible to users with disabilities, providing equal resource allocation and acknowledging the importance of sport and recreation in the well-being of people with disabilities. Furthermore, the policy encourages the organisation and presentation of sport and recreation activities for people with disabilities, from community levels through to elite levels.<sup>2</sup>

The researcher's view is that there are inadequacies in the application and execution of this policy across the nine provinces, including the development of disabled sport in Limpopo province. There continues to be a lack of infrastructure and sports development specific to disabled athletes in the province. This could perhaps result from poor execution and implementation of the policy by the provincial sports governing bodies.

A survey done in 2005 by the National Sports and Recreation Department on "Participation patterns in sport and recreation activities in South Africa"<sup>3</sup> demonstrates that most sporting facilities do not make any provision for people with disabilities and approximately 20% of respondents thought that not enough is being done for people with disabilities who participate in sport.

The results of the survey also indicated that national and provincial governments should continue to allocate resources to schools, since these institutions are a strong initiator and motivator of life-long participation in sporting activities. Facilities and resource allocation are also crucial for enabling and promoting sports participation and sports development.<sup>3</sup>

To understand the background to sports development, we have to consider the origin of sports development for the disabled in South Africa. It originated in the education system, with particular reference to special schools.

Thus it is important to examine the influence that sporting opportunities in special schools have on the development of junior, senior and elite athletes who are physically disabled.

The majority of disabled children and young people still encounter particular barriers in accessing education. The incidence of disabilities in Limpopo province is estimated to be 11.17% of the South African disabled population, yet the province has only 5% of the total number of special schools.<sup>4</sup> Thus, the majority of disabled children in Limpopo do not access sport-related initiatives or developments that are provided by the schooling system. In the past, special schools provided an important foundation for athlete development and identification. For the purposes of this study, therefore, special schools have formed a major part of the research sample.

According to a study done by Bauhaus and Oosthuizen,<sup>5</sup> the development of sport in general in South Africa has primarily occurred as a result of Constitutional developments. Their study also demonstrated that imbalances, such as discrimination and inequality, continue to be rectified within South African sport, by integrating marginalised groups into the sporting arena. However, their study focused principally on able-bodied sport. Furthermore, in their study Rossouw and Bressan<sup>6</sup> identified the importance of sporting opportunities in special schools and the impact these opportunities had on the development of both disabled athletes and sport in South Africa.

## **1.2 RESEARCH PROBLEM AND AIM**

The Limpopo province in South Africa produces fewer physically disabled athletes at the junior, senior and elite level than any other province in the country. Limpopo has been identified as one of the poorest and least developed provinces. In general, the province lacks human resource capacity, facilities, infrastructure and the capacity to implement policies efficiently.<sup>7</sup>

While the National Sport and Recreation policy provides for the development of physically disabled athletes competing at junior, senior and elite levels, research is required to determine why this particular province produces fewer physically disabled athletes at all three levels than any of the other provinces in South Africa.

The aim of this study is to identify key factors that impact on the development of physically disabled athletes in South Africa's Limpopo province.

### **1.3 MOTIVATION**

In an attempt to understand the situation of disabled sport in South Africa, the researcher interviewed Peter Goldhawk, past-president of the National Paralympics Committee of South Africa (NAPCOSA), and he indicated in 2005<sup>8</sup> that certain aspects of disabled sport were in dire need of research, namely:

1. Demographics of disabled athletes in South Africa;
2. Why Limpopo is the least developed when it comes to producing physically disabled athletes at a junior, senior and elite level; and
3. What infrastructure and resources exist in Limpopo, and how they can be improved.

While the above questions were posed by Peter Goldhawk, the researcher's interest and discovery have confirmed the nature and extent of future research that is still required. The aim of this study is to identify key factors that impact on the development of physically disabled athletes in South Africa's Limpopo province.

The motivation for this research was sparked by an interest in disability rights and equal opportunities for all. The fact that the researcher is a clinical physiotherapist by profession, has made her acutely aware of the needs of people with disabilities, as well as the benefits that sport can offer them in terms of integration into the community. Complementing this is the prospect of a potential to achieve and succeed in an area of upliftment that is developing rapidly.

Sport is one of the key tools for facilitating integration of people with disabilities into communities. This heightened the interest in researching the key factors that impact on the development of disabled athletes in Limpopo province.

This study pertains specifically to athletes competing at junior, senior and elite levels of sport and focuses on physically disabled athletes from special schools in Limpopo province.

The reason for choosing Limpopo province is the fact that this province, despite its comparative size and population density, has been shown to produce the least number of disabled elite athletes in the country and it was in response to the research needs of the disabled sports fraternity, as identified by the President of the National Paralympic Committee of South Africa (NAPCOSA).

The study examines the local perspective on factors that affect the development of physically disabled athletes in the rural province of Limpopo. Simultaneously it considers the global perspective on development practices around the world.

This study will provide academic and practical insight into all areas of sport development for athletes with disabilities and the relevance of the International Paralympic Committee (IPC) Development Model<sup>9</sup> within the Limpopo context will be discussed. In doing so, this study might help to identify gaps in, and prepare solutions for the future development of disabled athletes throughout South Africa.

#### **1.4 SIGNIFICANCE OF STUDY**

The purpose of the study is to identify key factors impacting on the development of physically disabled athletes in Limpopo province. The outcomes will assist in identifying areas that need to be addressed with the intention of improving the future situation/ opportunities for disabled participants in sport in Limpopo province.

In light of the above study, it is important to consider what the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD),<sup>29</sup> which was signed and ratified by South Africa in November 2007, signifies, and what is actually being achieved in terms of the development of physically disabled athletes in Limpopo. This convention was an important progression for the development of sports for people with disabilities in South Africa. Specific to sport is Article 30 of the convention, which relates to the participation of people in cultural life, recreation, leisure and sport. The article stipulates certain appropriate measures that government, sports federations and other stakeholders must adopt to enable persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities.

The convention strives to achieve significant developments with respect to:

1. Participation in mainstream and disability-specific sport and recreation activities;
2. Providing the appropriate accessibility to facilities; and
3. Providing physical education, school sport and community activities for children.<sup>29</sup>

To facilitate these goals, organisational and information structures should be implemented and made accessible to PWD. Thus, the findings of this study will provide valuable data for policy-makers, budget planners and programme developers in South Africa as well as in other developing nations, as it will give insight into the current challenges impacting on the development of physically disabled athletes as well as recommended strategies for assisting with the identified challenges that need to be rectified to achieve the above goals set out by the signing of the UNCRPD.<sup>29</sup>

## **1.5 SUMMARY OF CHAPTER**

In realising the goal of “Getting the nation to play,” there are a number of factors that need to be in place for successful sports development with regard to the inclusion of persons with disabilities. This study examines the situation relating specifically to the development of physically disabled athletes in Limpopo province and the aim of the study is to identify the key factors that have an impact on the development of these athletes.

In the second chapter, the literature review will explore the current situation in respect of sports development for people with disabilities.

# CHAPTER 2: LITERATURE REVIEW

## 2.1 INTRODUCTION

The purpose of this chapter is to review current and past literature and research on the subject of the development of disabled sport in South Africa between 1940 and 2007. An international, regional and local perspective of key concepts impacting on the development of disabled sport and physically disabled athletes will be reviewed. Key concepts that will be reviewed and discussed are: definitions of disability; history of sport for the disabled; interpretation and classification; schools for learners with special educational needs (LSEN); inclusion; disability rights and equal opportunities; and development models for athletes.

Disabled sport forms an important foundation for the development of the disabled athlete and the athlete's support frameworks. The benefits of participation by disabled persons in sporting activities are numerous and include increasing physical development, encouraging social integration and representation in competitive sport, while simultaneously promoting self-esteem and an enhanced morale.<sup>2</sup>

## 2.2. DEFINITIONS OF DISABILITY

A prerequisite for understanding the issues relating to the development of disabled sport and physically disabled athletes is a clear definition of what is actually meant by the term "disability" and "impairments" and their implications within the sporting context.

The definition and classification of people with a disability have gone through a number of changes over the centuries. In terms of the biomedical definition, disability is identified with illness or impairment, with most emphasis falling on curing the disabled individual. If this fails, the person is removed from society. This understanding of disability is said to be a medical model of disability because the causes of disability are attributed only to medical conditions.<sup>38</sup>

The sociological definition of disability defines disability as a form of human difference or deviation from the social norms of the acceptance levels of activity performance. This social model is not limited by a narrow description of activities; it takes the wider view that the ability to participate in such activities is dependant upon social intervention. Thus, it

can show that the limitation of activity is not caused by impairments, but is a consequence of social organisation – hence the phrase “social model”.<sup>38</sup>

The International Classification of Function, Disability and Health (ICF)<sup>10</sup> published in 2001, which belongs to the family of international classifications developed by the World Health Organization (WHO), provides a framework for coding an extensive range of information about health, including diagnosis, functioning and disability.

However, over the past few years, the WHO<sup>10</sup> has revised the definition of disability from one that was predominantly medically based to one that encompasses a social perspective. In doing so, there has been a shift of focus from disability being viewed as a function of impairment, to disability being regarded as a function of the environment.

This implies a paradigm shift away from the medical model towards a broader bio-psychosocial model of disability. The two key purposes of the revised definition of disability are to:

1. provide a common set of terms and descriptions for people with impairments; and
2. to broaden the scope and understanding of disability to inform decision-makers.

Thus, the International Classification of Function (ICF)<sup>10</sup> has moved away from being a “*consequences of disease*” classification, to become a “*components of health classification*”. This model is based on the integration of the medical and social models of disability and it is organised into two parts:

1. Providing information about functioning and disability of body systems/structures, in that impairment is defined as any damage or disease to bones, organs or organ systems. In terms of activity and participation, the restriction is defined as “*...limitations in the ability to perform activities or participate in social roles that are normal for a specific individual*”.<sup>10</sup>
2. Contextual factors impacting on a person’s disability.

It was the medical model that encouraged the formation of schools for learners with special educational needs (LSEN schools), which led to the marginalisation and isolation of this vulnerable group. However, with the development of the Integrated National Disability Strategy (INDS)<sup>1</sup> which stipulates inclusion and equal opportunities for people with disabilities, the social model of disability was introduced.

The INDS has made provision for a National Commission on Special Needs Education and Training (NCSNET) and a National Task Team for Education Support Services (TTESS), now referred to as the National Committee for Educational Support Services or NCESS.<sup>1</sup>

The purpose of these bodies is to support, through policy recommendation to government, the implementation of the principle of inclusion of learners with special needs in education and training, within a single, equitable education system.<sup>1</sup>

The social model<sup>11</sup> views disability principally as a socially created condition. In this context, a disability is not an affliction of an individual, but rather a collection of conditions created by society. This interpretation is more empowering for people with disabilities in sport, since the management of the “problem” becomes an issue that sport providers can do something about. The issue can be an attitudinal or ideological one that requires action.

Hence, the contextual factors, including the individual’s immediate environment and the general environment, have an impact on the person’s impairment. A particular impairment can cause various levels of disability in different people, depending on their social roles and the environment.<sup>11</sup> Thus, the ICF adopts an approach that combines both the medical and social perspectives which, in turn, allow sport to adjust its policies, practices and programmes to include people or athletes with disabilities, which will have an impact on the development of disabled athletes and is relevant to this study.

The term “athlete”<sup>12</sup> refers to an individual who demonstrates skill in a sport and who trains and competes as part of his/her regular routine or career goal. In terms of the South African Sports Association for the Physically Disabled (SAPD):

1. A junior athlete is between 12 and 21 years of age. (This allows for learners who are out of school to continue to be associated with a school, since there are very few sports clubs for senior participants with disabilities.<sup>12</sup>)
2. A “senior athlete” is any person, 22 years or older, who competes in a particular sport.<sup>12</sup>
3. An elite athlete is anyone who is able to compete at international level, having met the qualifying standards set by the organisers or the selection criteria set by Disability Sport South Africa (DISSA).<sup>12</sup>

## 2.3 HISTORY OF SPORT FOR THE DISABLED

The international disability sport movement is a complex one that is constantly evolving. In order to appreciate its current status in the 21<sup>st</sup> century, we need to understand its history. Disability Sport (a term previously used for Sport for the Disabled), has existed since the late 1800s.<sup>13</sup> Individuals with a disability had limited opportunities for organised sport competition prior to the mid -20<sup>th</sup> century. Deaf individuals were the first to have access to sport. Their involvement in sport can be traced back to the Sports Club for the Deaf in Berlin in 1888. Soon thereafter, amputees enjoyed access to organised sporting opportunities in Britain.<sup>13</sup>

The two world wars of the first half of the 20<sup>th</sup> Century influenced society's attitude to, and treatment of individuals with a disability, bringing rehabilitation to the forefront of social conscience and awareness. Before the wars, individuals with a disability were marginalised and often considered to be a burden on society.

Throughout the world, war veterans returning home with physical impairments and psychological needs were put into rehabilitation programmes to assist their transition back into society. The British government was the first to recognise the needs of post-war veterans and in 1944 Sir Ludwig Guttmann was appointed Director of the Spinal Injuries Centre at Stoke Mandeville Hospital in Aylesbury, England. He subsequently introduced competitive sport as an integral component of rehabilitation programmes for disabled veterans.<sup>13</sup>

In the late 1940s, sport formed part of medical rehabilitation, spreading throughout Europe and eventually to the United States of America. During the same time, competitions and sporting events were being organised for wheelchair athletes in Western Europe. In 1952, Guttmann organised the first international competition for wheelchair athletes. The games were held at Stoke Mandeville and were known as the Stoke Mandeville Games. During the 1960s, international sport competitions were expanded to include other disability groups not eligible for the World Games for the Deaf or the Stoke Mandeville games. These additional disability sport competitions were under the leadership of the International Sports Organization for the Disabled (ISOD), until the establishment of the International Paralympic Committee (IPC) in 1989.<sup>13</sup>

The (IPC) is the global governing body of the Paralympic Movement. The IPC organises the Summer and Winter Paralympic Games, and serves as the International Federation for nine sports, for which it supervises and co-ordinates the World Championships and other competitions. The IPC is committed to assisting paralympic athletes to achieve sporting excellence and to developing sport opportunities for all persons with a disability from the beginner to elite level. Furthermore, the IPC aims to promote the paralympic values, which include courage, determination, inspiration and equality.<sup>14</sup>

The IPC is an international non-profit organisation formed and run by 162 National Paralympic Committees (NPCs) from five regions and four disability specific International Sports Organisations for the Disabled (IOSDs). It was founded on 22 September 1989. The IPC headquarters and its management team are located in Bonn, Germany. The organisation has a democratic constitution and structure, made up of elected representatives. The four ISODs are:

1. CPISRA: Cerebral Palsy International Sport and Recreation Association;
2. IBSA: International Blind Sports Federation;
3. INAS-FID: International Sports Federation for Persons with Intellectual Disability; and
4. IWAS: International Wheelchair and Amputee Sports Federation.

Whereas other international sports organisations for athletes with a disability are either limited to one disability group or to one specific sport, the IPC – as an umbrella organisation – represents several sports and disabilities. The national sports organisations, which created the IPC, are convinced that the future of sport for persons with a disability lies in bringing together athletes with different abilities to hold joint competitions.<sup>14</sup>

Sport for physically disabled people in South Africa originated in 1962 under the auspices of the South African Sports Association for Paraplegics and Other Physically Disabled. The prime objective of the association was the provision of sport for the disabled of South Africa. However, this association had its roots in “Apartheid” South Africa and was initially established as an organisation for white South Africans. In 1965, the first non-white team of physically disabled athletes had an opportunity to compete at the International Stoke Mandeville games in England. In 1975, the association began conducting its affairs on a non-racial basis and become unified.<sup>13</sup>

By 1980, the association had changed its name to The South African Sports Association for the Physically Disabled (SASAPD).<sup>7</sup> DePauw identified the late 1970s as the period when disciplined enquiry into disabled sport began to emerge in the form of studies on the biomechanics and physiology of disabled sport performance.<sup>13</sup>

Further research into the development of the disabled athlete also provided the platform for the modification of the international classification system from a purely medically based classification framework to a more functional framework. The functional framework supports both the social and medical model and ensures that the participant can compete in fair and equal competition. Thus the functional classification framework has the effect of empowering disabled athletes rather than constraining them.

## **2.4 CLASSIFICATION OF ATHLETES WITH PHYSICAL DISABILITIES**

Historically, sport for people with disabilities has developed in certain sporting codes to accommodate specific disabled groups. Currently, participants are categorised within each sporting code according to ability, to allow for fair competition. Some sports are restricted to certain disability groups, for example, judo for the visually impaired. Others allow cross-disability competition by functional assessment of sport performance as well as objective assessment by medical examination as, for example, swimming.<sup>12</sup>

The different disability classes used are defined below:

1. Spinal cord lesions – refers to athletes with congenital (e.g. spina bifida) or acquired injury or disease (e.g. spinal cord lesions);
2. Visually impaired (blind and partially sighted);
3. Athletes with cerebral palsy (damage to the motor area of the brain affecting co-ordination);
4. Athletes with amputations (loss of extremities or partial loss thereof);
5. “Les autres” – or “the others” is a term used for athletes with certain disabilities that do not fit precisely into any other category – for example, muscular dystrophy or multiple sclerosis;
6. The above disability classes all fall under the South African Sports Association for the Physically Disabled (SASAPD);
7. Athletes with an intellectual disability have their own Sports Association for the Intellectually Impaired (SASA-II);

8. Athletes with a hearing impairment (they cannot hear below a certain level of decibels)
  - deaf people still maintain their own organisation – The South African Deaf Sports Federation (SADSF).

## **2.5 SCHOOLS FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (LSEN SCHOOLS)**

Sport for the people with disabilities in South Africa predominantly originated in the education system with particular reference to “special schools” or LSEN schools.<sup>3</sup> These schools were specifically designed for learners with different disabilities. With their separate amenities and facilities, they were isolated from mainstream schools that catered for learners without disabilities.

Historically, the responsibility for identifying, assessing and enrolling learners with special needs, including learners with physical disabilities, was left to either a health professional or a social worker.

Thus, disability was appraised predominantly from a medical-model point of view. Rehabilitation intervention was focused on impairment and medical intervention was applied on a one-to-one basis. Thus the social issues of integration into the community as well as sustainable support services were often neglected. This approach led to the marginalisation and isolation of learners with disabilities, with the result that the only access to identifying learners with sporting abilities was through the special needs schools.<sup>4</sup>

Participation in sport has an influence on the physical and social development of an individual.<sup>3</sup> Sport is one of the strategies used in the development of children in the school system, providing an entry level for the development of a disabled athlete with potential. In the past, development models for learners with disabilities started in special schools and sports categories were based on specific disabilities, mimicking the special school context. Thus disabled learners were, and still are, unlikely to be exposed to sporting opportunities except through the LSEN system.<sup>15</sup>

However, the majority of disabled children and youth still encounter particular barriers in accessing this education and therefore the opportunity of sports participation too. The majority of physically disabled children do not access sports-related initiatives or

developments provided through the school system. This is because many of them live in rural areas far from the schools and they have previously been isolated from participating in sport with the same rights and opportunities that are accorded to able-bodied learners. Consequently, current inadequacies in terms of the provision of sporting opportunities for disadvantaged children with disabilities are rife. Further findings suggest that specialised education and support have been provided for only a small percentage of learners with disabilities within LSEN schools and classes.<sup>16</sup>

Mindful of this, the Integrated National Disability Strategy<sup>1</sup> (INDS) of 1997 stipulates that a shift from the marginalisation of learners with disabilities to the integration of these learners into mainstream schools should occur by 2020.

This should have a major impact on the equalisation of opportunities and access to sporting arenas for learners with disabilities.

## 2.6 THE CONCEPT OF INCLUSION

There is a world-wide trend towards inclusion. As is the case with many terms, “inclusion” can mean different things to different people. According to DISSA<sup>12</sup>, key phrases from the INDS such as “*equal opportunities*”, “*same rights and obligations*” and “*part of society as a whole*” lead one to regard inclusion as: “The process through which opportunities for people with disabilities are equalised, enabling them to become full members of sports society with the same rights and obligations as other sports people.”<sup>1</sup>

The term “*inclusion*” has several contexts in which it plays an important role for achieving the objectives set out by the INDS. In the school context, the Education White Paper 6: Special Needs Education, Building an Inclusive Education and Training System<sup>4</sup> provides a framework for a single, inclusive system of education and training which is based on the principles of:

1. Human rights and social justice for all learners;
2. Participation, social integration and redress;
3. Equal and equitable access to education;
4. Community responsiveness; and
5. Cost-effectiveness.

White Paper 6 introduces the notion of a “full-service school”, or “special school” as a resource centre (SSRC) with a district-based support team.<sup>4</sup> The conceptual framework that envisages the shift to SSRCs suggests a radical transformation of the existing system, making reference to three critical changes in thinking and practice. These include shifts from the medical model to an inclusive education model, from categorisation to support, and introduces the role of a special school as a resource centre.<sup>4</sup> This transition should, in theory, encourage sport for the disabled to be integrated into able-bodied sport at the schools and further encourage disabled learners to participate in sport.

The INDS<sup>1</sup> stipulates that “...All South Africans should have equal access to educational opportunities, irrespective of the severity of their disability/ies. Every learner has unique interests, abilities and learning needs. Respect for diversity should thus be promoted.”<sup>1</sup> Thus, equity for learners with disabilities implies that additional support mechanisms within an inclusive learning environment must be made available.

Special Schools as Resource Centres (SSRC)<sup>17</sup> will move systematically away from using segregation according to categories as an organising principle for institutions. Thus, traditionally defined categories of disability like deafness, blindness, intellectual and physical disabilities, will not be regarded as referring to homogenous groups. Education White Paper 6 indicates that there is an imperative to base the provision of education for learners with disabilities on the intensity of support that they may need in any given context. This provision of support is a dynamic one, ultimately making it possible for learners to move to SSRCs for intensive support and perhaps even to a mainstream school thereafter.<sup>17</sup> Therefore the concept of inclusive education will have a dramatic impact on athletes with disabilities being able to access the mainstream sporting bodies, because the “inclusion” policy extends into the sporting arena and learners with disabilities will no longer be marginalised.

However, the concept of inclusion can also produce negative effects if inadequately handled. The outcome depends to a great extent on the environment the teacher or coach creates. Consistent use of strategies such as rule modifications, adapted equipment and disability awareness among peers, can enhance the inclusive environment in both the school and the sports context.<sup>18</sup>

In particular, the inclusive process can challenge disadvantaged communities that lack financial resources to carry the cost of adaptive equipment, thereby facilitating an environment that is customised to the needs of learners with disabilities. Furthermore, a lack of coaching expertise in sport for persons with disabilities, as well as a lack of accessible transport facilities to carry athletes with disabilities to sports competitions in mainstream schools, can challenge the implementation of the inclusive process in the area of sport. It is therefore imperative, in an inclusive setting, to invite parents, teachers, community members and students to form an alliance as part of a new culture.

Every person should be encouraged to participate to the limits of his or her capacity, functioning as partners in their membership of a cohesive unit. Collaborative planning, routine modification of instructional materials, as well as the inclusion of parents and peers, are all important components of the inclusive process.<sup>4</sup> It provides opportunities to access resources from all the stakeholders, for example coaching, finances, time, support, transport and social networking.

### **2.6.1 Inclusion in sporting policies**

“Sport for all” is a concept that aims to develop an open system in sport with inclusion being the key performance indicator. This inclusion in sport refers to the implementation of sustainable systems that are designed to integrate all kinds of people while it addresses different participation motives, providers and programmes. It also encourages the provision of socialisation into sport within the socio-economic context of the country.<sup>2</sup> According to Gosling,<sup>19</sup> “Sport for all” is accepted and implemented globally as an inclusive, compensatory social tool.

Bauhaus and Oosthuizen<sup>5</sup> concluded from their study of sport in South Africa, that “sport and its relevant legislation is a viable activity that brings a ‘divided’ nation together and promotes the interests of the entire population.”<sup>5</sup> Eliminating barriers to the development of disabled athletes in the Limpopo province will benefit social integration, democratisation, access, equity, empowerment and greater representation at competitive sporting events, and will support the aim of inclusion.

According to the Directorate of Sport and Recreation South Africa,<sup>20</sup> inclusion is the process through which disabled people are incorporated into able-bodied and federations for the hearing-impaired at all levels, including clubs. Several sporting federations have recognised their responsibility for incorporating people with

disabilities into their sporting operations at all levels. At present, an international, workable model has been implemented in South Africa to ensure that the level of support provided to people with disabilities is enhanced and that disabled people themselves are empowered as part of the process of inclusion.<sup>20</sup> This model is based on the formation of a “Disability Commission” within a sporting federation, functioning as a committee of the national executive of sport, to cater for all the needs of the disability groups.<sup>20</sup>

## **2.7 THE DEVELOPMENT OF ATHLETES WITH DISABILITIES**

The development of sports for people with disabilities in South Africa has its origins in the education system, with particular reference to special schools. Sport is one of the strategies used in the development of children in the school system.

Participation in school sports has an influence on the development of future disabled athletes across the country. However, the majority of disabled children and youth still encounter a number of barriers when seeking to access education.<sup>17</sup> They do not always have access to all the sporting initiatives or developments that are available through the schooling system.

A survey by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 1995 showed that an estimated 500 million people with disabilities exist around the world. Of these, some 120 to 150 million are children. Eighty per cent of these children live in poor rural areas.<sup>17</sup> According to investigations done in 1997 by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Educational Support Services (NCESS), most disadvantaged South African children, with or without disabilities, have been deprived of equal and appropriate educational opportunities.<sup>17</sup>

According to the findings of a meeting held by the Sport and Recreation Portfolio Committee and the National Paralympic Committee of South Africa in 2001, sporting events mostly take place in urban areas as opposed to rural areas.<sup>21</sup> Furthermore, 6% of the South African population is disabled, of whom 64 000 are of school-going age. Of these children, only 25% are in school.<sup>22</sup>

In terms of schools assisting with the development of an athlete, they encourage the athlete to participate in school sport, at which they may be selected to participate in local inter-provincial competitions.

Athletes are then selected based on their performance at provincial competition level to participate in national competition, for example the National Nedbank Summer Games. If the athlete excels at the National Games, then they are chosen to participate in the World Games and can be further represented at the Paralympics, depending on the outcome of their performance at the World Games.<sup>7</sup>

Examples of sporting events held for the physically disabled athletes are the:

1. Paralympic Games – elite athletes;
2. World Games – elite athletes; and
3. National Nedbank Summer Games – South African junior and senior athletes.

The education system, the lack of infrastructure and resources for identifying talented disabled athletes, as well as inadequate transport facilities, all contribute to the underdevelopment of disabled athletes in certain provinces within South Africa. Rossouw and Bressan,<sup>6</sup> in 1991, conducted a situational analysis in the Cape Province. It described the circumstances affecting sporting opportunities offered to learners in special schools for the disabled in the province. The study revealed that sport for the disabled in the special schools was being adversely affected by a dearth in coaching expertise, a lack of facilities and a problem with the allocation of time for sports participants to practise and compete. Further review of the literature has shown that there continues to be a lack of support and identification of disabled athletes in certain areas.<sup>6</sup> Rossouw and Bressan<sup>6</sup> highlighted the importance of sporting opportunities in special schools and the impact it had on the development of disabled sport in South Africa.

According to the past chairperson of the Sport Ad Hoc Committee, Ms Ntshulana-Bhengu,<sup>23</sup> there is a backlog in the provision of sporting facilities. In particular, Limpopo province is lacking in the development of physically disabled athletes at a junior, senior and elite level. The SASAPD in Limpopo indicated that there would be approximately 80 to 90 athletes competing at the 2005 National Championships for the physically disabled in Durban.

Comparatively, the SASA-II indicated that there would be approximately 200 athletes from Limpopo attending the National Summer Games of 2005 in Port-Elizabeth.<sup>15</sup>

According to a study done by Bauhaus and Oosthuizen,<sup>5</sup> the development of sport in general in South Africa has primarily occurred as a result of political ideologies and constitutional developments, such as the INDS, resulting in a paradigm shift. Their study also demonstrated that imbalances such as discrimination and inequality continue to be rectified within South African sport. However, the study focused principally on able-bodied sport and less on the progression of disabled sport in South Africa.

Over the past 20 years there has been a growing interest in disabled sport and an increase in research activities associated with sport participation among individuals with physical and/or intellectual impairments.<sup>6</sup>

According to Rossouw and Bressan,<sup>6</sup> early research in disability sport reflected a lack of focus on the identification of topics and populations for study.

However, the current growth in awareness of individuals with disabilities has resulted in a shift of the importance of research into disabled sport and the development of disabled athletes. Furthermore, the INDS<sup>1</sup> has contributed to encourage scientific research aimed at disabled-sport training programmes, and it is committed to following information-based systems of management and decision-making relevant to the development of disabled athletes.<sup>1</sup>

A survey conducted by The National School Register of Needs (SRN) 2000,<sup>24</sup> included a special survey of all 390 schools for learners with special needs, as well as an in-depth study of special needs' provisions.<sup>4</sup> Key findings from the SRN 2000 Survey indicated that the province with the largest share of LSEN schools was Gauteng, with 100 LSEN schools. Northern Cape had the lowest number of LSEN schools in the country, with only seven schools in 2000.

The survey concluded that there are many schools without basic infrastructure such as water, sanitation, power supply and telecommunications, while there are still many small, rural schools that are significantly under-resourced.

In 2005, despite Limpopo province having had a total of 19 LSEN schools, it produced the least number of disabled athletes compared with the numbers produced by other provinces. The sport and recreation budget allocation in 2004/2005 for the development of disabled athletes in Limpopo province showed marked shortages in funding compared with the allocations made by the other eight provinces.

Further data obtained from a national census on disabled persons indicated that a mismatch between needs and provision for those needs exists within the provinces.

While the national, total incidence figure for disabilities (of all ages) is 6.55%, the total number of learners in special schools is 0.52%. The analysis concluded that this mismatch is a direct result of previous Apartheid policies that allocated facilities on a racial basis.<sup>1i</sup>

In the Sports and Recreation Allocation Budget 2004/2005,<sup>25</sup> Limpopo was allocated one administrative staff position, 18 sport and recreation staff positions, and no school-sport staff positions. Thus, in total, there were 19 staff allocations in the province compared with the Northwest province, which had a total of 67 staff allocations.<sup>4</sup> There were no change in the staff allocation for Limpopo province in 2007.

The latest review of the literature that examines the sporting facilities for disabled athletes in all South African provinces, suggests that many of them are not accessible to disabled sports persons or spectators.

The national transport system was also cited as ill equipped to cater for the needs of disabled persons, making it more difficult for them to travel to sporting and other events. Furthermore, Ms Ntshulana-Bhengu requested that the department should consider bringing special-schools' sports into the main sports programmes and that these schools should be made more user-friendly for disabled persons.<sup>23</sup>

In conclusion, based on the above and previous investigations, the Minister of Education released the Education White Paper 6, entitled, Special Needs Education: Building an inclusive Education and Training System.<sup>4</sup> This White Paper reflected a paradigm shift in education policy from a dual, special education and general education system, to a transformed general education system that is responsive to the diverse needs of all

learners.<sup>4</sup> This will impact on the sporting opportunities and development of disabled athletes by opening up more avenues of access to sport and sport development initiatives.

## **2.8 TRANSFORMATION IN SPORT**

The Sports Transformation Charter<sup>26</sup> was established in 2004 by Sport Recreation South Africa (SRSA), the governing body of sport and recreation in South Africa. The Charter guides all macro bodies, national federations, provincial federations and clubs on the need to transform sport.

It is complemented by performance agreements that national federations enter into with the Minister of Sport and Recreation. The principal function of the Charter<sup>26</sup> is to:

- 1 Increase participation levels in sport and recreation;
- 2 Make sport and recreation accessible to all South Africans;
- 3 Ensure that provincial and national teams reflect the demographics of South African society;
- 4 Ensure that all sport and recreation bodies meet their affirmative action objectives;
- and
- 5 Promote greater involvement in sport and recreation of marginalised groups, such as women, people with disabilities, people living in rural communities and the youth.

A number of diverse sports programmes have been implemented in the various provinces to support the implementation of the Sports Transformation Charter.<sup>26</sup>

The national programmes are:

1. The Mass Participation Programme: The Mass Participation Programme, called Siyadlala, was launched in 2005 to facilitate access to sport and recreation by all South Africans, especially those from historically disadvantaged communities. Previously, this programme's activities comprised the development programmes of federations, in conjunction with the recreation programme of the department. The programme provides opportunities for identifying talent, and athletes are channelled into support systems, including the National Sports Academy, and are nurtured throughout the development continuum to reach their maximum potential. This system should contribute to greater representation at all levels, particularly of athletes from historically disadvantaged backgrounds. Unemployed youth from the

communities where the programme has been launched have been trained as co-ordinators and are running the hubs' activities. In 2004/2005, four hubs were launched in each of the nine provinces. As a result of their success, further plans to increase the number of hubs in each province were being developed for 2005/2006.

2. The Young Champions Project and School Sport: These are programmes that encourage the youth to participate in sport at school and in the community.

The establishment of the National Sports Academies by SRSA<sup>26</sup> in 2004/2005 was also part of the transformation and development plan of the governing body. The prime objectives of the sport academies were to provide sports science and medical support, life skills, coaching and training camps for the athletes, as well as education and training for sports administrators, coaches, technical officials and managers.

Globally, countries like Australia and Canada play a major role in developing policies, manuals, guidelines and templates for the achievement of "Sport for All".

This initiative presents an extensive area of information, embracing inclusive policies in sport, as well as cultural awareness and education, while simultaneously creating equal opportunities for all to participate in sport.<sup>10</sup>

Thus, from the literature, it would seem that South Africa is continuing in the footsteps of the international communities by achieving the all-embracing objective of enabling more people to access sport and also to participate actively in it, thereby benefiting society.

## **2.9 INFRASTRUCTURE FOR DISABILITY SPORT IN SOUTH AFRICA**

Significant improvements in the development of disabled athletes in the provinces have been made over the past 13 years. The strategic objectives set out by DISSA (Disabled Sport South Africa) to ensure increased opportunities for participation by disabled athletes, demonstrates the dedication currently being shown to furthering the development of these athletes in South Africa. This is being achieved by promoting the principle of inclusion within the education system of the disabled community. It is also being promoted among sports federations, sponsors and other stakeholders, while simultaneously creating opportunities through mass participation programmes for coaches, athletes, technical officials, classifiers and volunteers.<sup>3</sup> Government initiatives

relating to sport have been evident as a result of the White Paper on Sport and Recreation published in 1995.<sup>2</sup>

In respect of disability, the government's White Paper has had a major impact on the future development of disabled athletes, as more people with disabilities will have equal access to sporting opportunities through the implementation of inclusion. This is supported by the study conducted by the SRSA on Participation Patterns in Sport South Africa in 2006.<sup>3</sup>

There are many sporting bodies and federations in South Africa to support the development of disabled sport in all 9 provinces. Some of the more prominent of these are:

1. The South African Disability Sports Commission;
2. The South African Sports Confederated Olympic Committee (SASCOC);
3. The South African Sport and Recreation Department at a national and provincial level (SRSA);
4. The Provincial Academies of Sport (PAS);
5. The associations for the physically disabled and the intellectually impaired, as well as for deaf individuals. These associations are:
  - a) The South African Sports Association for the Physically Disabled (SASAPD);
  - b) The South African Sports Association for the Intellectually Impaired (SASA-II);
  - and
  - c) The South African Deaf Sports Federation (SADSF).

Sports programmes such as 'Sports-for-All' 'Playing for Peace', SCORE (Sports Coaches Outreach and Education), 'The Building for Sport and Recreation Programme (BSRP)', and 'The School Sport Programme' are all committed to the development of sport for able-bodied and disabled athletes in South Africa.<sup>27</sup> In Limpopo province, there is a variety of sports organisations for the different disability groups. In particular, the Limpopo Sports Association for the Physically Disabled (SAPD) supports the development of sport for the physically disabled.

In 1996, the impact of the SCORE<sup>27</sup> programme was acknowledged by the Ministry of Sport and also at the National Sport's Congress. As a result, SCORE was asked to assist with the development of sport in Limpopo. By 1997, SCORE, with assistance from a

Dutch organisation, had instituted a programme for children with disabilities in the Western Cape.<sup>27</sup> However, because of a lack of infrastructure and accessibility, SCORE could not be implemented in Limpopo province. This showed that the sustainability of a sports programme and consequently the development of athletes in the province, were not attainable unless infrastructure and accessibility were present.<sup>27</sup>

Reviews of sports participation and representation by physically disabled athletes in the Paralympic Games over the past 10 years have shown that there were only two disabled athletes from Limpopo province participating in the 2000 Paralympic Games. One of these athletes was visually impaired and competed in athletics while the other, who was mildly cerebral palsied, competed in the swimming event. Both athletes were Caucasian white. In the 2004, Paralympic Games, there were no disabled athletes from Limpopo province.<sup>12</sup>

In 2003, the Limpopo Academy of Sport in conjunction with Pretoria Technikon made assessments available for 10 intellectually impaired athletes drawn from a number of schools for the intellectually impaired. The assessments showed that the athletes had great potential for furthering their sporting skills to an elite level.

Review of physically disabled athletes undergoing development through the academy had been limited and the manager of the academy indicated that this could be the result of a lack of resources and infrastructure.<sup>12</sup> Both these aspects appeared to be in dire need of research and assessment.

## **2.10 OPPORTUNITIES FOR PARTICIPATION IN SPORT**

Since the 1970s, there has been a dramatic increase in the number of international organisations and associations serving athletes with disabilities. At the national level in certain countries, there are increased opportunities for people with a disability to participate in school-based physical education, in clubs, in community associations and in casual recreation. In terms of competitive sport, there is a considerable range of opportunities for athletes with a disability. These include events such as sport-and-disability-specific world championships, regional multi-sport events, as well as selected events in the Olympic and Commonwealth Games. Some athletes also compete in mainstream competitions against able-bodied athletes. Currently, there are more than 17 international competitions for athletes with disabilities.<sup>13</sup>

Research conducted in 2007 highlights the lack of participation by developing countries in disability-sport competition at the international level. Historically, Africa and Asia have demonstrated very low participation levels in international disability-sport competitions.

Participation in winter games from developing countries is also extremely low, whilst participation by women in winter sports is even lower and continues to decline with the passage of time.<sup>28</sup> In terms of encouraging participation in sports for people with disabilities, it is important to mention the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD),<sup>29</sup> which was signed and ratified by South Africa in November 2007. This convention is intended as a human rights' instrument with an explicit, social development dimension.

Specific to sport, is Article 30 of the Convention: Participation in cultural life, recreation, leisure and sport. The article stipulates certain appropriate measures that state parties must adopt to enable persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities. These measures<sup>29</sup> are:

1. To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
2. To ensure that persons with disabilities have an opportunity to organise, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
3. To ensure that persons with disabilities have access to sporting, recreational and tourism venues;
4. To ensure that children with disabilities have equal access with other children to participation in play, recreation, leisure and sporting activities, including those activities in the school system; and
5. To ensure that persons with disabilities have access to services from those involved in the organisation of recreational, tourism, leisure and sporting activities.

Thus the convention strives to achieve significant developments with respect to:

1. Participation in mainstream and disability-specific sport and recreation activities;
2. Provision of the appropriate accessibility to facilities; and
3. Provision of physical education, school sport and community activities for children.<sup>29</sup>

In order to facilitate these goals, organisational and information structures should be implemented and made accessible to people with disabilities.

At a grassroots level, programme development from key organisations involved in sport for the disabled has been shown to improve participation by athletes with disabilities.

Programme development and implementation involve a number of key factors that are essential to the success and sustainability of a programme, namely: project management, resource availability, capacity building and partnership co-operation between key organisations or role players.<sup>28</sup>

For the purposes of this study, it is important to understand the components of capacity building and partnership co-operation. For this reason they will be discussed in greater detail.<sup>28</sup>

Capacity building is aimed at improving skills for carrying out key functions, for solving problems, as well as defining and achieving objectives. It can be focused on three levels:<sup>28</sup>

1. The individual: human resource development, such as the training of sports coaches and the improvement of the expertise and skills among both employees and volunteers;
2. The organisation: for example, organisational development and the integration of life-skills training in the processes and programmes of sport federations, which aim to strengthen an organisation's capacity. In this way it can fulfil its mission, thereby achieving its goals; and
3. The broader system: institutional development, for example, capacity building to partner with the private sector for implementing sports projects.

In order for capacity building to be effective and sustainable, it is necessary for an organisation to invest in three of the above levels of intervention.<sup>28</sup>

Furthermore, in terms of assessing if a partner organisation is suitable, the international sports and development platform suggests that the parties should assess whether or not they have a common mission and vision, what resources each partner would bring to the programme and what other partners would be able to do to enhance the resource base.

Lastly, it is recommended that organisations should have measures in place to encourage learning and to share experiences among the partners involved.<sup>28</sup>

Thus, from the above, project management, capacity building, resource availability and partnership co-operation among key role players, are important factors enhancing the opportunity for people with a disability to participate in sport.

Creating pathways for people with a disability to progress in sport is an important facet of development. People need introductory experiences to sport and to opportunities for participating in training and competition. This requires sports projects to provide talent identification and recruitment programmes as part of their development model. The Australian Paralympics Committee's talent identification project and Canada's Long-term Athlete Development model both provide these platforms for increasing participation in sport by the disabled.<sup>28</sup> In South Africa, the National Sports Academy system was implemented in 2004 to provide elite athletes with access to sports' expertise and training. This system is based on the Australian Academy model and further research is needed to determine if the Australian model is suited to the South African context.<sup>30</sup>

Furthermore, selected international policies and declarations that have an influence on the delivery of physical education and sport across the world, also affect the participation by children, with or without disabilities, in sporting activities. The implementation of physical education at schools promotes the participation of children in sport and thus provides a platform of opportunity. Currently, there is a worldwide movement to reintroduce physical education into the education system.<sup>30</sup>

A study done by Jowett and Rhind<sup>31</sup> on "The Impact of Parent-Created Motivational Climate on Adolescent Athletes' Perceptions of Physical Self-Concept", examined the perceived parental climates and their impact on athletes' perceptions of their own competence and abilities. It was found that the self-concept of the young adolescent athlete is more strongly affected by the perceived parental-created motivational climate (both task and ego) than the older adolescent athlete's self-concept.

These findings support the fact that the role of parents as an important socialising agent is significant and that younger children rely on parents' feedback for their self esteem.<sup>31</sup>

Thus, young, disabled athletes are further dependent on teachers at their schools to act as role models for developing a sense of identity coupled with a healthy self-esteem that promotes viable expectations of achievement.

Finally, Baker<sup>32</sup> *et al* make reference to factors influencing the development of the elite athlete, concluding that “the development of expertise in sport is the result of successful interaction of biological, psychological, and sociological constraints”.<sup>32</sup>

Their research also indicated that, “the possession of resources such as parental support and adequate coaching is essential”. However, they did conclude that further research is required on the environmental factors affecting development of the elite athlete.

## **2.11 BARRIERS TO PARTICIPATION IN SPORT**

In developing countries, people with a disability face major barriers that limit their access to, and participation in, sport and physical activity. Within a developmental context, according to the International Platform for Sport and Development, “*these barriers impact on both the building up of activity pathways for people with disabilities in developing countries and also on the use of sport and physical activity programmes for wider development goals*”.<sup>28</sup>

The World Health Organisation (WHO)<sup>10</sup> estimates that 650 million people live with disabilities of various types. This figure is increasing because of a rise in the incidence of chronic diseases, traumatic injuries, car accidents, falls, violence and other factors, such as ageing. Of this total, 80% live in low-income countries; most are poor and have limited or no access to basic services, including rehabilitation facilities. This rising incidence of disability, particularly in developing countries, has the potential of placing further burdens on governments and healthcare systems.

For people with a disability, sport can offer a low-cost and effective vehicle for fostering positive health and a sense of well-being, while also promoting social inclusion and community building.<sup>28</sup> On an individual level, people with a disability may face a number of additional barriers to participation in sport when compared with people who do not have a disability. The international Platform on Sport and Development has identified some common barriers impacting on the participation in sport by people with a disability.<sup>28</sup>

These are:

1. Lack of early experiences in sport (this varies among individuals and is influenced by whether or not the person was born with a disability or acquired it later on in life);
2. Lack of understanding and awareness of how to include disabled people in sporting activities;
3. Limited opportunities and programmes for participation, training and competition;
4. Lack of accessible facilities, such as gymnasiums and buildings;
5. Limited accessibility to, and frequency of, suitable transportation;
6. Limiting psychological and sociological factors, including the negative attitudes of parents, coaches, teachers and even people with disabilities themselves, towards disabilities in others; and
7. Limited access to information and resources.

Regarding participation in international sporting events, there is a widening gap between the involvement of developed and developing countries. This gap has been attributed in part to a shortage of physical education and sport programmes, a lack of financing for sport, few sport facilities and insufficient equipment, a 'muscle drain' to developed countries and no capacity to host major sporting events. The result is that developing countries have fewer world-level sport performances than developed countries.<sup>28</sup>

Furthermore, limited access to sport services and sports information, as well as the issue of doping, are becoming increasingly problematic. Developing countries also face a range of social and cultural barriers that impact on sport participation, including: religion, culture, language, and the lingering influences of colonialism in many parts of the world. Listed together, these barriers may appear insurmountable, but it is important to realise that not every person will encounter all of these barriers. To facilitate active participation by people with a disability in developing countries, the potential impact of these barriers should be evaluated.<sup>28</sup>

There is limited research exploring the specific barriers to participation in sport in developing countries. Much more evidence is needed, together with viable levels of financial support, to ensure that people with a disability have both the opportunity and the choice to participate in sport, regardless of the country in which they live.

## 2.12 THE INTERNATIONAL PARALYMPIC SPORTS DEVELOPMENT MODEL

The South African Paralympic Committee past-president, Peter Goldhawk, initiated the research question for this study in discussion with the researcher. It is therefore important to have an understanding of the IPC Sports Development Model, which details the IPC criteria for the successful development of disabled athletes. The model may be used as a starting point for comparison and discussion of the results of this study to provide research feedback that is relevant to the intended end-users.

The IPC also supports the recruitment and development of athletes at local, national and international levels across all performance tiers. Thus, through its member organisations, the IPC co-ordinates initiatives related to sport and development. In particular, it is committed to sustainable development and promoting the rights of people with disabilities globally.<sup>33</sup>

At a Development Conference held in 2004, there was a broad representation of the Paralympic Movement, which included national Paralympic committees; Paralympic sports bodies, regions, organisations of sports for the disabled and IPC partner organisations from all around the world.<sup>33</sup> During this conference, it was proposed that the following five areas should be targeted as universal areas of development:

1. Athlete development creates awareness of the opportunities available to new athletes and shows them the path to follow when seeking to achieve their aspirations;
2. Leadership development focuses on identifying and training individuals within the Paralympic movement who are visionary, inspirational, committed, knowledgeable, trustworthy, responsible, enthusiastic, and democratic. Leadership must also be able to listen and communicate well, demonstrating an ability to enable a team and to sustain cohesiveness in their work;
3. Organisational development is a structured approach for optimising the mechanisms by which athletes achieve their aspirations of qualifying for the Paralympic Games. This requires many organisations working together with clearly defined roles.
4. Knowledge development cultivates and captures the unique know-how relevant to the Paralympic movement and specific to each sport, organisation and athlete group.
5. Global Paralympic development aims at increasing worldwide recognition of the Paralympic movement through a process of improving and of ensuring conditions that are universal, inclusive, equitable, athlete-sensitive, democratic and flexible. This

will ensure that developing countries have more access to opportunities for developing potential athletes to an elite level of sporting performance if they comply with western ideals.

The IPC development programme identified five key areas to achieve athlete development, namely:

1. Awareness;
2. Opportunities;
3. Resources;
4. Expectations; and
5. Partnerships.

These five areas of athlete development are critical and need to be applied in any sporting context, be it in a developing or developed country. The concepts act as important facilitators in the development process.

The results of this study will be evaluated in terms of the areas indicated above, to determine how they align themselves to the five key areas, and whether or not the IPC model is relevant in the Limpopo context.

## **2.13 SUMMARY OF CHAPTER**

This literature review has explored the key concepts that pertain to the development of disabled athletes and the issues surrounding disability sport in South Africa. Important policies supporting the process of disability rights, equal opportunities, inclusion and transformation in the sporting arena are discussed, as well as the definitions of disability, interpretation and classification.

Furthermore, the history of disabled sport both locally in South Africa and internationally, is discussed, while the origin and implementation of development models for athletes, in particular the IPC development model, are examined.

The literature review provides a platform for identifying the aspects that need to be considered when conducting research on the development of disabled athletes. These aspects include the demographics of disabled athletes, the influence of the LSEN school environment in terms of encouraging sports participation amongst disabled learners, the

availability of resources, and the influence of sports governing bodies, as well as policy implementation in the sports and education arena. In addition, the various advantages and disadvantages of using certain instruments for collecting data from a targeted population, are discussed.

It also illustrates what issues in disability sport have arisen over the past 20 years and where the research process is headed in terms of factors impacting on sports participation and development of athletes.

Various studies on the development of sport in South Africa and their relative outcomes are discussed. The status of the LSEN schools and sporting facilities in Limpopo is reviewed as is the impact of various sporting bodies and their function in terms of sports development in Limpopo.

# CHAPTER 3: RESEARCH METHODOLOGY

## 3.1 INTRODUCTION

The following aspects will be discussed in this section:

1. Study aim;
2. Study objectives;
3. Study design;
4. Study setting;
5. Study population;
6. Study sample;
7. Inclusion and exclusion criteria;
8. Data collection:
  - 8.1. Measuring instruments
    - 8.1.1 Semi-structured interviews
    - 8.1.2 Questionnaires
    - 8.1.3 Observations;
9. Pilot study;
10. Data analysis;
11. Ensuring rigour of the study;
12. Limitations of the study;
13. Ethical considerations.

## 3.2 STUDY AIM

The aim of this study is to identify key factors that impact on the development of physically disabled athletes in the Limpopo province in South Africa.

## 3.3 STUDY OBJECTIVES

The objectives of the study are:

1. To determine the demographic details of physically disabled athletes in special schools in Limpopo province;
2. To determine the current situation in respect of the development of physically disabled athletes in LSEN schools in Limpopo province;

3. To determine the situation with regard to the development of sports for disabled youth in the Limpopo community;
4. To determine the support systems available to physically disabled athletes in Limpopo;
5. To determine the impact of sporting bodies on the development of physically disabled athletes;
6. To identify the key factors inhibiting the development of physically disabled athletes in Limpopo; and
7. To make recommendations for facilitating the development of physically disabled athletes in Limpopo, in accordance with the results of the situational analysis.

### **3.4 STUDY DESIGN**

This study is descriptive using qualitative and quantitative methodologies. Originally, the researcher envisaged conducting the study by way of a situational analysis, researching approximately 80 physically disabled athletes from Limpopo province who would be competing at the 2006 Nedbank National Championships for the Physically Disabled in Bloemfontein. A situational-analysis approach was chosen since it provides an understanding of the context or situation for all stakeholders involved in the study. In addition, a situational analysis includes looking at the strengths and weaknesses of a particular situation, as well as aspects such as opportunities and barriers impacting on the target population. This form of analysis allows for a number of variables to be considered when studying a particular context or target population.<sup>34</sup>

The original sample of about 80 physically disabled athletes would have been sufficient for a comprehensive situational analysis including a profile of disabled athletes. However, all the Limpopo athletes were withdrawn from the Nedbank National Championships 24 hours before the event was due to start owing to a lack of transport facilities. Therefore the original methodology plan could not be implemented.

As a result, the study had to be modified to access the physically disabled athletes through the LSEN schools in the province itself, instead of at the championships in Bloemfontein.

A further challenge to the intended *modus operandi* of the study design occurred when, as a result of poor responses from the six LSEN schools and four sports clubs, the population sample was significantly reduced. Ultimately only one LSEN school participated in the study.

Therefore this part of the study used a case-study methodology, which reflects findings collected at only one LSEN school from a group of 10 physically disabled athletes with visual impairments in Limpopo province.

A case study “*attempts to shed light on a phenomenon by studying, in depth, a single case example of the phenomenon*”.<sup>35:8</sup> In this case, the phenomenon being studied is the situation in respect of key factors impacting on the development of physically disabled athletes in an LSEN school in Limpopo province. The aim of the case study was to gain some insight into the experiences of these 10 athletes in relation to factors impacting on their development in terms of sport. The information gathered from the questionnaires highlighted key issues related to the experiences of the 10 athletes with disabilities.

In these circumstances it was decided to conduct further research by way of semi-structured interviews that engaged key informants from government, sporting bodies, universities and LSEN schools. The key issues raised by the athletes were further explored in interviews with the key informants in the field of disabled sports. Responses from the physically disabled athletes themselves were used to guide and supplement the findings gathered at the interviews and these responses were used as a form of triangulation in assembling the data.

In hindsight, the researcher recognised that she could have considered using focus groups with the athletes and/or individual interviews (with an interpreter) to address the non-response issues, barriers of language, power-relationships and the lack of motivation from school staff. However the costs of travel to another school, time and other resources were prohibitive to the researcher at this stage of the research planning. Furthermore, other logistical barriers including poor roads, lack of access to key informants, inconsistency of school closing times, and safety issues for the researcher arose as barriers to further engagement with the study participants.

### 3.5 STUDY SETTING

The setting for the study was Limpopo province. According to the National Census of 2001,<sup>36</sup> the Limpopo province is home to 11.8% of South Africa's population. Measured by its total current income, Limpopo is ranked sixth of all the provinces in South Africa in terms of total income. In per capita income terms, however, the province is the poorest. As is the case with most of the other provinces in South Africa, Limpopo is marred by high poverty rates, inequalities in the distribution of income between various population subgroups, and unemployment.

Poverty and unemployment in South Africa are often rural phenomena, and given that many of the rural inhabitants engage in subsistence agricultural activities, infrastructure is limited. Thus, large parts of the rural areas are inaccessible by ordinary transport means such as cars, buses and trucks, and this impacts on service delivery and resources available to the rural communities.<sup>36</sup>

The researcher set out to utilise LSEN schools within four districts of the province, viz: Capricorn, Vhembe, Sekhukhune and Mopane. However, because of a lack of response from five of the six LSEN schools, only one LSEN School with a group of 10 participating physically disabled athletes from the Capricorn district was used. This school is situated in a rural aspect of Limpopo province and is difficult to access, since the roads to the school are untarred and in poor condition. The learners at the school actively participated in sports for the physically disabled while the coach at the school was the chairperson of the Limpopo Sport Association for the Physically Disabled (SAPD).

The majority of the students attending the school had visual impairments, which, according to the SAPD, is defined as a physical disability. Unfortunately, the school itself was rather poorly designed for learners with physical disabilities. There were staircases where there might have been ramps and consequently it was to be integrated with another LSEN school the following year.

Access to the sports academy in Polokwane, the nearest urban area from the community, was 40 kilometres away. Thus club development for the physically disabled athletes in this area was virtually non-existent because of a dearth of resources and the limitations of access to the nearest urban development of Polokwane.

### 3.6 STUDY POPULATION

The study population comprised all physically disabled athletes with visual impairments from the Limpopo province. The reason that the study was confined to physically disabled athletes was that the population sample had to be narrowed down to make the study manageable within the three-month timeframe.

Both the manager of Disabled Sport South Africa (DISSA) at the time, in 2006, and Peter Goldhawk, head of the South African Paralympic committee, suggested that the study should focus on physically disabled athletes in Limpopo province, since the intellectually impaired athletes were well supported in the sports development process.

### 3.7 STUDY SAMPLE

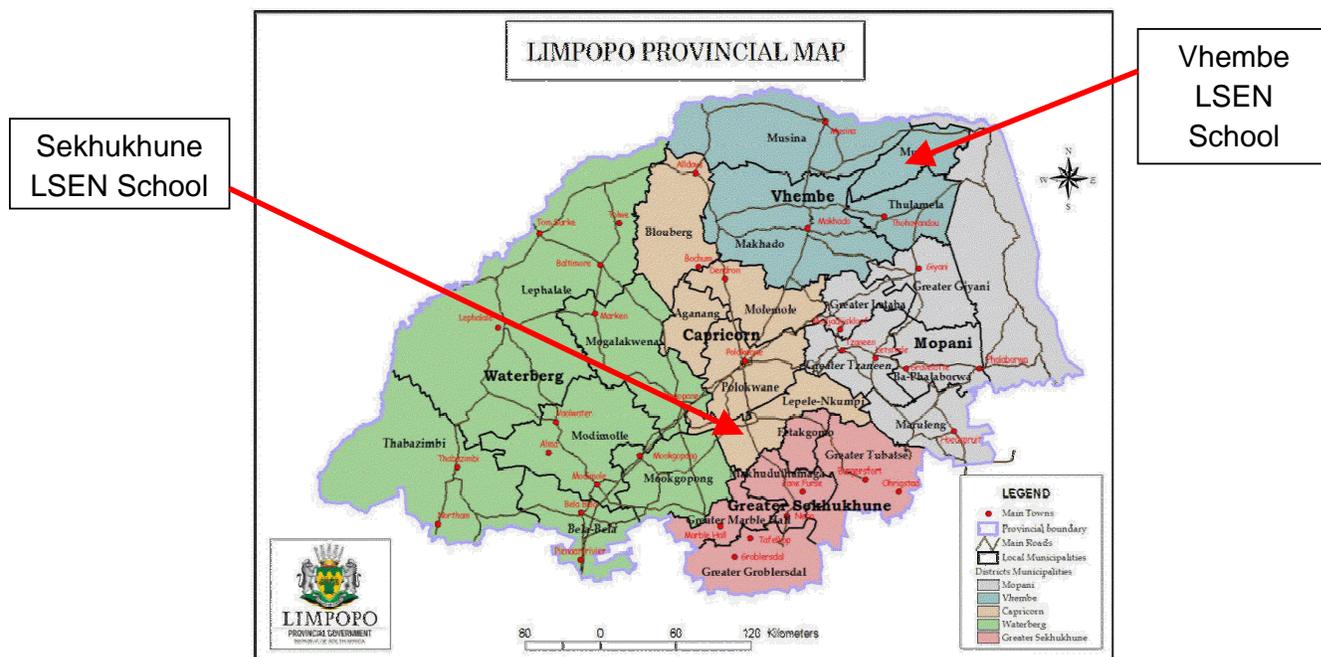
The study sample therefore comprised the following:

#### 3.7.1 Primary sample

The use of the LSEN schools was identified as the most efficient way of accessing all participating, physically disabled athletes in Limpopo province. Thus, the primary sample selection set out to utilise all LSEN schools within the four districts of Limpopo: Capricorn, Vhembe, Sekhukhune and Mopane districts as depicted below.<sup>36</sup>

District	Number of LSEN Schools	Distances of Limpopo Districts from Polokwane
Capricorn	3	45km
Sekhukhune	1	123km
Vhembe	1	175km
Mopane	1	134km

**Table 1: Participating Schools in Study Sample**



**Figure 1: Map of Districts in Limpopo**

It was difficult to predict the numbers of physically disabled athletes in Limpopo since the data was still being collated by the Transnet Foundation 2005/2006, at the time of this study. However, the chairperson of the Limpopo SAPD athletes in Limpopo province estimated that there were approximately 80 physically disabled athletes who had competed in the National Championships in Durban in 2005. Thus, for the purposes of this study, an approximation of 80 physically disabled athletes accessed through the special needs schools in Limpopo, was aimed at.

However, following the withdrawal of all Limpopo athletes from the Nedbank National Championships in Bloemfontein in 2006, it was decided to sample the LSEN schools in the province, since most of the athletes who had been withdrawn from the games attended these schools.

All six LSEN schools catering specifically for the physically disabled in Limpopo province were invited to participate in this study, as well as 11 sports clubs for people with disabilities in the surrounding districts. Together, the LSEN schools and the sports clubs would have provided sample representation of rural, urban and peri-urban environments.

As a result of a lack of response from five of the six LSEN schools, the sample of physically disabled athletes used for this study comprised only 10 physically disabled athletes with visual impairments, who all attend the one LSEN school in the Capricorn district that did respond. All of these athletes participated in sport at the national level. The principal as well as the physical education teacher/coach at this school also participated in the study.

In consequence, this part of the study became a case study of a group of 10 physically disabled athletes with visual impairments at one LSEN school in the Capricorn district of Limpopo, and used a convenience sample to establish the athletes' experience of sporting opportunities at their school as well as key factors impacting on the development of sport, as seen from the athletes' perspective.

A field visit to a LSEN school in the Vhembe district of Thoyandou was conducted during a two-month time-frame as the chairperson of the Limpopo SAPD at the time, advised the researcher to visit this particular school, as it was a large, actively participating rural school for the physically disabled. Furthermore, the researcher was assured by the teacher in charge of the athletes that questionnaires from participating athletes could be collected during the visit to the school.

So the purpose of the field visit to this particular school was circumstantial in the hope of collecting the questionnaires from the athletes, as well as gaining a perspective on the situation and available resources for the development of the disabled athletes in the Vhembe district. The visit to the Vhembe district also involved a survey of the surrounding community, visiting the local community sports facilities and the University of Venda. However, the questionnaires were not completed and the teacher and the questionnaires were nowhere to be found when the time came for the researcher to leave to return to Johannesburg.

The LSEN school situated in the Capricorn district was not reachable at the time of the field visit because of inadequate road access and compromising safety factors that might conceivably have put the researcher at risk of danger or injury. In the circumstances, the researcher was strongly advised to avoid the Capricorn area.

A further reason for selecting only one LSEN school in a rural setting was that the districts are very far apart as demonstrated by the distances between the districts in Figure 1 and it was neither within the time-frame nor the budget of this study to visit all six of the special schools. In addition, the budget was originally designed for a much simpler study design.

### **3.7.2 Secondary sample**

The secondary sample comprised key informants<sup>37</sup> who were purposively selected from participating LSEN schools as well as the sports and education sectors, because they were identified as being significant in the sports development process. A similar representation was also used in a previous study by Rossouw and Bressan.<sup>6</sup>

The secondary sample comprised:

1. LSEN schools – principals, physical education teachers and sports coaches at the LSEN schools, were invited to participate in the study;
2. The National Chairperson of the South African Sports Association for the Physically Disabled (SASAPD) 2006;
3. The Chairperson of the Sports Association for the Physically Disabled (SAPD) in Limpopo 2005/2006;
4. The Manager of Disabled Sport South Africa (DISSA) 2005/2006;
5. The Chief Director for Public Relations and Sport Development from the Sport and Recreation Department of South Africa 2007;
6. An educationalist and sports disability expert from Stellenbosch University 2006;
7. A physical education lecturer and Biokineticist from the University of the Witwatersrand 2006; and
8. The Deputy Director of Disabled Sport from the Limpopo Department of Sport and Recreation 2006.

## **3.8 INCLUSION AND EXCLUSION CRITERIA**

### **3.8.1 Inclusion criteria**

On the advice of the manager of DISSA, the sample of disabled athletes was restricted to specific disability groups to align the study with the priorities of the sporting bodies in Limpopo province.

Furthermore, according to the manager of DISSA and the Head of the National Paralympic Committee of South Africa (NAPCOSA) at the time of the study, there was sufficient sports development in process for the intellectually impaired athletes when compared with that available for the physically disabled athletes in Limpopo province. Thus the manager of DISSA further recommended that the following disability groups should be included in this study:

1. Spinal cord impairments;
2. Amputations;
3. Cerebral palsy;
4. Les autres; and
5. Visual impairments.

The actual primary sample from the one LSEN school comprised 10 physically disabled athletes with visual impairments.

### **3.8.2 Exclusion criteria**

The following disability groups were excluded from this study:

1. Intellectually impaired; and
2. The deaf (hearing impaired)

This was to make the study sample specific to the development of physically disabled athletes, as the development of intellectually impaired athletes was deemed to be adequate by NAPCOSA and the manager of DISSA.

## **3.9 DATA COLLECTION**

### **3.9.1 Measuring instruments**

#### *3.9.1.1 Semi structured interviews*

Semi-structured interviews were conducted by the researcher with key informants and the interviews were guided by an open-ended interview schedule, since this helped the respondents to express insight into the issues affecting the development of disabled sport and physically disabled athletes in the province. The semi-structured interview is a valuable tool for capturing how a person perceives a particular situation. Consequently, it is especially

relevant for studies intending a subsequent intervention that is meaningful for the sample interviewed.<sup>34</sup>

Furthermore, the use of semi-structured interviews also allow informants the freedom to express their views in their own terms and thus, the interviews can provide reliable and comparable qualitative data.<sup>34</sup> The interviews were conducted by the researcher and each interview lasted for approximately one hour. The interview schedule was divided into the following sections:

1. The role of the key informant in terms of sports development for the physically disabled;
2. The perception of the key informant of sports development for the physically disabled in Limpopo province; and
3. The beliefs of the key informant about the key factors impacting on the development of physically disabled athletes in the Limpopo province.

The questions during the course of the interview were open-ended and allowed for elaboration and detail with reference to the specific sections of the interview. The interviews were recorded on a dictaphone and the recordings were supplemented by written notes. The interviews were all conducted in English, since all the participants were able to converse adequately in this language medium. The material gathered was then transcribed by a professional transcription expert and the results were documented and analysed by the researcher using the method of deductive reasoning to categorise and code common themes from the transcripts.<sup>34</sup>

#### 3.9.1.2 Questionnaires

The first advantage of using a postal survey is that the relative costs associated with its completion are lower than with other methods. Time and resources committed to data entry can be reduced by the use of close-ended questions that can be pre-coded, allowing for easier data analysis. The second advantage of using a self-administered questionnaire distributed via a postal service is that data from a large sample, possibly distributed over a wide geographical area, can be surveyed within a limited time span. A third advantage is that a self-completion survey may be a useful tool when collecting data on a sensitive topic that the respondent may otherwise be too embarrassed or reluctant to respond to.<sup>34</sup>

The principal disadvantage of a self-completion survey that it is posted is the often low-response rate. A response rate of 50% or less is the norm. Various factors can affect response rate, from knowledge about the target population to the sampling technique used. In addition, there is an implicit assumption made with self-completion surveys that the targeted respondent's literacy level is sufficient to provide written responses. In a target population where the first language is not used in the self-completion survey, an interpreter is essential to assist with the completion process.<sup>34</sup>

This may result in lack of depth in responses and a superficial understanding of the phenomena interrogated.

Other disadvantages often experienced with self-completion surveys include the inability to control the context within which the questions are completed. Respondents may jump between questions and not complete the questionnaire in the intended order. Furthermore, the researcher is also unable to determine if the targeted sampling unit was actually the person who completed and returned the questionnaires.<sup>34</sup>

From the above, it is important to consider all aspects of the distribution and completion process of a self-administered questionnaire, when using this format to collect data for a study. In terms of this study and the difficulties experienced regarding the collection of the self-administered questionnaires, it would be advisable to use in-depth interviews with athletes relevant to the study and administer the questionnaires personally as the researcher. A more hands-on approach is required when conducting research in a more rural environment.<sup>34</sup>

A formally structured questionnaire was distributed to the athletes, coaches, physical education teachers and the heads of schools. The questionnaires were specific to each target group. The questionnaires had previously been developed and used by Rossouw and Bressan (1992) in their study entitled: "An analysis of sport opportunities in special schools in the Cape Province: Implications for the development of sport for the physically disabled".<sup>6</sup>

Rossouw and Bressan<sup>6</sup> granted permission for the researcher to modify the questionnaires where necessary and to use them in this study. The only modification made to the questionnaires was the modification of the 7-point scale for answering a question, being changed to a 6-point scale. This was done on the recommendation of a statistician at Stellenbosch University.

The questionnaires were delivered via courier service to the principals of the selected schools and managers of the 11 sports clubs in Limpopo. Signatures from all the parties involved were obtained on receipt of the documents. The questionnaire for the principal and sports coach (see Appendix A) related specifically to:

1. Issues of school infrastructure in terms of sports facilities and equipment;
2. Number of learners enrolled at the school;
3. Sports codes and participation; and
4. Financial resources and funding for sports development at the school.

The questionnaire for the physical education teachers (Appendix B) identified:

1. Prior qualifications and sporting codes taught;
2. Teaching experience; and
3. Problem areas in relation to physical education facilities and learners' attitudes.

The questionnaires for the athletes (Appendix B) identified:

1. Specific physical disability;
2. Experience of sports participation;
3. Types of sports participated in; and
4. Experience of sports infrastructure and support within the school environment.

### 3.9.1.3 *Observations*

A field visit to the LSEN school in the Vhembe district was conducted during the two-month time-frame. The objective of the field visit was to collect the questionnaires from the school, and to gain an understanding of what a rural LSEN school provides in terms of infrastructure and teacher/coach support for physically disabled learners in Limpopo province.

A further reason for choosing this LSEN school in the Vhembe district was that the Chairperson of the Limpopo SAPD had indicated the school to be very active in sport for the disabled, and access to this school was not deemed to be a safety risk for the researcher. The field visit was recorded by way of photographs and note taking. The use of a camera during the course of the field visit was met with some resistance.

When the researcher commented on this to her guide, he said that “the people” were concerned that the researcher might be a journalist and consequently they were uneasy about any revelations a report on their situation might make. For this reason the researcher did not feel it would be appropriate to do further interviews and focus groups in this context.

The field visit to Thoyandou in the Vhembe district was, however, valuable, in that the school is located in an essentially remote and rural area of Limpopo province, as are most of the LSEN schools. The researcher was therefore able to assess how the environment and infrastructure impact on the development of physically disabled athletes and disabled sport in Limpopo province.

During the course of the field visit to the province, interviews with the Chairperson of the Limpopo SAPD and the Sports and Recreation Department of Limpopo, were conducted.

The physical education teacher and the principal of the LSEN school in Limpopo assisted with interpretation of responses from Tswana into English and supervised the filling out of the questionnaires, also assisting the disabled athletes when necessary.

Following the distribution of the questionnaires to the relevant special schools and sports clubs, a two-month time frame was allowed for the postal return of the questionnaires. To facilitate the process, telephonic follow-up calls were made on a regular basis and written reminders were sent via fax throughout the two-month time frame.

Despite these endeavours and the generous allowance of time for completing the task, the response was poor. The sports coaches and all the purposively selected clubs that had been invited to participate in the study, failed to return their questionnaires. The only school to respond to the study by returning its questionnaires was a LSEN school from the Capricorn district. Ten questionnaires were received from physically disabled athletes while one questionnaire each from the principal and sports coach/teacher at the school. The probable reason for their response was that the Chairperson of the SAPD in the Limpopo province at the time was a teacher and sports coach at the school.

The questionnaire from the principal of the LSEN school in the Vhembe district was collected during the field visit.

However, neither the questionnaires from the physical education teacher nor those expected from the athletes at the school, had been completed at the time of the researcher's visit. By the time the two-month time frame for completion had expired, the questionnaires had still not been returned.

### **3.10 PILOT STUDY**

A pilot study was conducted In February 2006 at one purposively selected LSEN school in Gauteng. The sample questionnaires were delivered to the school by courier and the sports coach in charge of the physically disabled athletes was given meticulous instructions, both telephonically and in writing, on what to do with the questionnaires. A week later, the questionnaires were collected.

This provided access to a broader sample group within the boundaries of the school environment that replicated, to some extent, the sample group targeted in the LSEN schools in Limpopo province.

The challenges facing the Gauteng school in respect of literacy levels were similar to those of the Limpopo participants in the study, while many of the athletes came from both peri-urban and rural backgrounds. The participating sports coach for the physically disabled athletes at the school did a further evaluation of the process, offering a critical

appraisal of both content validity and format reliability. Her response was in favour of the questionnaire and, in her opinion, no changes in either substance or approach were necessary.

The pilot study consisted of questionnaires that targeted two different sample groups viz:

1. The principal of the school and physical education teachers (Appendix A); and
2. Physically disabled athletes (Appendix B).

Twenty physically disabled athletes participated in the disabled athlete component of the pilot study.

The staff component of the questionnaire was successfully completed by both the sports coach/physical education teacher and the school principal at the time. The pilot study was completed in March 2006. The success of the pilot was based on regular communication between the sports coach at the school and the researcher.

Telephonic follow-ups regarding the completion of the questionnaires proved to be successful and the return of the completed questionnaires was efficient.

The researcher noted that the successful outcome of the pilot study was largely the result of sustained, reliable and effective communication channels. Thus it was evident that, when conducting the actual study in the Limpopo context, it would be advisable to use all forms of communication channels available, from telephonic contact to one-on-one dialogue and regular, personal engagement. Furthermore, the pilot study was useful in that it tested the content of the questionnaires specific to the participants.

The physical education teacher facilitated the explanation of the material and its requirements to the relevant participants and the completion of the questionnaires was successful. No further modification of the questionnaires was necessary.

### **3.11 DATA ANALYSIS**

#### **3.11.1 Qualitative data**

The qualitative data were obtained from open-ended questions in both the questionnaires and also from semi-structured interviews.

The text and data were then transcribed and analysed by way of an inductive analysis process<sup>37</sup> in which sentences were extracted from the transcripts to identify codes, categories and emerging themes. These were then consolidated and put into the form of a report.

### **3.11.2 Quantitative data**

Originally the researcher intended to analyse quantitative data using a data coding form. However owing to unforeseen circumstances of the original sample of 80 athletes not attending the Nedbank Championships in Bloemfontein and forming part of the study, and a poor response from the LSEN schools in Limpopo, the study design had to be changed. Therefore, the quantitative data from the 10 questionnaires were insufficient for statistical analysis and the results were presented in the form of a table (see Table 5 in Results below on page 66).

## **3.12 ENSURING RIGOUR OF THE STUDY**

The rigour of a study is determined by the four principles of qualitative research,<sup>37</sup> which are repeatability, credibility, dependability and conformability. The study used key informants representing various views in the sports sector to ensure that as many aspects and perspectives as possible were included. This strengthens the repeatability (also considered to be the generalisability), of the outcomes by covering a broad spectrum of perspectives on the current situation.

The study thus provided important information for improving the development of disabled athletes in Limpopo province as well as giving an insight into possible factors impacting on the development of disabled athletes in other similar provinces.

However, the fact that only one LSEN school with a group of 10 physically disabled athletes with visual impairments participated in the study, is a limitation, and thus it is important that future studies take cognisance of the lessons learned from this study, in terms of obtaining data and the logistical challenges involved. The conclusions from the raw data were fed back to some of the key informants to confirm whether or not they agreed with the conclusions from the analysis, and to search for contradictory evidence that may refute the conclusions of the study. This assisted with ensuring conformability.

Complete tranches of unedited data are provided in this paper, along with information on how they were condensed and categorised. This allows the reader to make independent judgements on the links between the data and the model postulated, thus ensuring dependability.

By collecting both quantitative and qualitative data in this particular study, provision was made for the technique of triangulation, since this approach would seem to be useful for improving the construct validity of the research.

By comparing the responses and results garnered from multiple target groups, as well as from theories, interviews, questionnaires and observations, there is some promise of eliminating from the study, the inhibiting effects of subjective biases or prejudices, as well as any other limitations that may flow from using a singular method or source.<sup>37</sup>

### **3.13 ETHICAL CONSIDERATIONS**

Ethical aspects were considered prior to the implementation of this research:

1. Informed consent was requested from a parent or designated guardian of athletes less than 18 years of age. In the context of this study, many of the athletes were from rural areas and were boarders at the special schools or sporting institutions. Thus, informed consent was requested from principals of schools or from coaches acting in *loco parentis*, since they qualified as legal guardians of the athletes;
2. By communication through principals of schools and facilitators at schools, the researcher ensured that the athletes understood that their participation was voluntary;
3. A translator in the form of both principals and facilitators at the schools was used to assist in the explanation of the study to the participants, while an informed-consent form was translated verbally to suit the needs of the appropriate spoken language of the participants. Each participant, irrespective of age, was required to sign consent to participate in the study;
4. It was emphasised that participation was voluntary and the participants had the choice of abstaining from the study at any time if they so wished;
5. The motivation for the study and the long-term benefits implicit in it for furthering the development of physically disabled athletes in the province, were explained in layman's terms to all participants. This was done by way of an information leaflet to

the school principal, coaches and programme managers. A verbal explanation was given to the athletes;

6. Assurances of confidentiality and anonymity were given in respect of the individual's right to autonomy and privacy;
7. The principle of beneficence required that the study should actively promote positive outcomes of participation. However, no financial gain was available to participants and their voluntary participation in the study was essentially on a pro bono basis; and
8. Ethical considerations in respect of the key-informant interviews required the signing of a consent form to participate in the study. (See attached consent forms in Appendix C).

### **3.14 LIMITATIONS OF THE STUDY**

The study had the following limitations:

1. The original study design was to do a situational analysis and profile of 80 athletes at the Bloemfontein Nedbank Championships. This study design was deemed possible in terms of time and funding available to the researcher. However when the athletes did not attend the Championships, a new study design become necessary. The costs and resources required were much higher. This limited what options were available to the researcher and she therefore had to use a case study design only.
2. Because the LSEN schools for physically disabled athletes in Limpopo province are geographically far apart, access to these often remote institutions was limited to the couriering of questionnaires to them. As a result of further restrictions in respect of time, safety and financial resources, only two regions in the province, namely Polokwane (the capital of Limpopo province) and the Vhembe district, were accessible for the purpose of a field visit.
3. A poor response from the six purposively selected LSEN schools for the physically disabled athletes in Limpopo province resulted in a dramatically reduced primary-sample size. The proposed situational analysis study therefore had to be limited to a significantly reduced sample size and this can be seen to be a constraining factor.
4. Nevertheless, this outcome is in itself significant for the purposes of the study. This resulted in a single case study that provided valuable insights. The lessons learned from this experience led the researcher to compile a series of recommendations that could be used in future to launch multiple case studies that, in turn, could facilitate a greater measure of in-depth, cross-sectional study.

5. Owing to language barriers, athletes needed to work through their teachers or principals before being able to complete questionnaires. This could have resulted in the poor response.
6. This mechanism of approach may have inhibited the depth and candour of their responses, since relationships between staff and learners in the school context can be affected by perceptions of imperious authority requiring tame subordination or even unquestioning submission.<sup>37</sup> In certain cultures, just age, position and title can impose significant restrictions on the views of the younger generation and severely limit the degree of comfort with which they will unveil their true feelings.<sup>37</sup>

### **3.15 SUMMARY OF CHAPTER**

In summary, this study was of a descriptive nature and used a situational analysis, which included a case-study methodology to explore the situation regarding key factors impacting on the development of physically disabled athletes in Limpopo province. Purposive sampling was used for the key informants and convenience sampling was used for the case study.

A field visit to the Vhembe district was also conducted. Numerous challenges affected the sampling and data collection processes. Issues pertaining to the rigour of the study, the limitations and ethical considerations have been discussed.

# CHAPTER 4: RESULTS

## 4.1 INTRODUCTION

This chapter will present the results obtained from interviews conducted with key informants as well as those obtained from questionnaire responses provided by school principals, coaches and physically disabled athletes. The results are presented in categories, which are then further grouped into themes.

The study lent itself to qualitative methodology. During the data analysis process, common categories were derived from the participants' own experiences in respect of the development of physically disabled athletes in Limpopo province. Seven themes highlighting the critical areas or key factors impacting on the development of physically disabled athletes in the Limpopo province emerged. The results from the participant questionnaires and the observations made from the field visit have been integrated into these themes and are discussed under the relevant sections. Participants' own words are used to support and motivate the categories and themes.

The quantitative results from the questionnaires were from a small sample and therefore, these results have been used to support the major themes that emerged from the interviews. These themes are:

- Theme 1: Support systems;
- Theme 2: Sports participation;
- Theme 3: Attitudinal facilitators and barriers;
- Theme 4: Environmental accessibility;
- Theme 5: Resources;
- Theme 6: Education and training; and
- Theme 7: Politics.

## 4.2 PRESENTATION OF RESULTS:

### 4.2.1 Emerging themes

The findings presented seven themes that emerged from data analysis of the interviews and from observation of the participants. Each theme is subdivided into categories and supporting quotes are used.

These seven themes described under 4.1 indicated the critical areas or key factors impacting on the development of physically disabled athletes in Limpopo province.

The themes and categories are presented in tabular format in Table 2 below:

#### 4.2.1.1 Theme 1: Support systems

The availability of support systems for the physically disabled athletes in Limpopo province is poor. These various support systems are listed below in Table 2.

Theme	Categories
1. Support systems	a) A lack of parental and community support; b) Varying levels of teacher and school principal support act as both a barrier and facilitator to disabled sports; c) Conflict between sports federations and local authorities; d) Lack of government support; e) Inadequate support system for facilitation of sports participation for PWD at Department of Sport and Recreation Limpopo; f) Inadequate development of networks and partnerships; g) Disability organisations lack capacity and credibility to support athletes effectively; h) The National Sports Academy system is inadequate.

**Table 2: Support Systems**

#### a) A lack of parental and community support

Parental support of the physically disabled athlete was found to be minimal, since the majority of the LSEN schools have boarding facilities and the majority of disabled learners stay on the school premises for the duration of the school term.

Consequently there is very little or no direct contact between the school and the parents of the majority of learners. One of the principals interviewed indicated that:

*“Parents’ involvement in their disabled children’s sport programmes and achievements is lacking, and disabled learners are often left at the school in the care of a teacher for the duration of the school holidays.”*

This could suggest that attitudes towards people with disabilities continue to be a problem within their home communities.

Furthermore, the chairperson of the SAPD in Limpopo said that:

*“A lack of financial resources and transport facilities affects the ability of the parents to support their disabled children.”*

Thus, the lack of parental and community support acts as a barrier to the development of physically disabled athletes in Limpopo province.

b) School principal and teacher support

School principals and teachers at the LSEN schools play a major role in providing support and in encouraging physically disabled athletes to participate in sport. This support is considered to be a facilitator in the developmental processes of physically disabled athletes, particularly in one of the schools interviewed. However, this is not necessarily the case at all LSEN schools in Limpopo province. This is indicated by a statement from the SAPD National Chairperson:

*“Burnout of teachers, who are overloaded with teaching curriculum and running sports at schools, is high...”*

Thus, adequate support for teachers at LSEN schools is lacking and this results in concomitantly reduced levels of support for learners.

At one of the LSEN schools, 30% of the athletes who participated in the study indicated that there was a *“lack of support from their teachers and coaches”*. This pertained specifically to negative temperaments and a general lack of enthusiasm displayed by teachers and coaches.

However, the positive attitude displayed by the principal and the teachers involved in sport at one LSEN school, encouraged learners to participate in sport at that school. The National Chairperson of the SAPD said:  
*“The attitude of the principal towards sport at the school impacts on the development of physically disabled athletes at the school, and the active participation of learners in sports programmes.”*

The importance of a positive attitude by the principal and teachers is further supported by other participants in the study and by 70% of the athletes who took part in the study.

From the above it is clear that positive support from teachers, coaches and the principal of a school is an important factor that can act as a facilitator in the development phases of physically disabled athletes in Limpopo province. Conversely, lack of support from school staff can act as a barrier for athlete development. Clearly the level of support available will have an effect on the success or failure of developing elite athletes from this province.

c) Conflict between sports federations and local authorities

The National Chairperson of the SAPD indicated:

*“There is divided support between governing parties in the province.”*

Furthermore, the Chairperson of the SAPD Limpopo indicated in his interview that:

*“Sports federations and local authorities in the Limpopo province have conflict in the areas of the use of community sports centres and the organisation of sporting events for the physically disabled athletes.”*

This conflict has a negative impact on the efficiency, quality and successful implementation of sports development for physically disabled athletes in Limpopo province and is therefore considered to be a barrier to their development.

d) A lack of government support

According to the national chairperson of the SAPD:

*“Shared support between government departments in the province is lacking”*

This indicates that collaboration between government departments is poor. This paucity of co-operation acts as a barrier to the development of physically disabled athletes in the province. To illustrate this, one of the key informants from the sports sector, said:

*“Transparency and financial competency in the allocation of funds have also been lacking”* and;

*“Government’s support in facilitating sports development for the physically disabled needs to happen!”*

These statements indicate that national and provincial government’s role in facilitating the development of sport in Limpopo province has been inadequate.

This distinct lack of support from government affects the development of physically disabled athletes at both a macrocosmic and microcosmic level. At the macrocosmic level, decision-making around development strategies, financial planning and the long-term development of athletes, is compromised.

At the microcosmic level, the implementation of sports programmes, funding, evaluation and the monitoring of programmes for coaching and training expertise, are affected. The chairperson of the SAPD Limpopo illustrates this point saying:

*“...it is the lack of funding that creates this barrier to the development of disabled athletes in the province”* and;

*“a primary function of the Department of Sport and Recreation in the Limpopo is the formation of a club system to support athletes in the district and the province, which is still inadequate.”*

The issue of club development and resources will be discussed in more detail later on in this chapter. From the above, it can be seen that lack of national and provincial government support acts as a barrier to the development of the physically disabled athletes in Limpopo province.

e) An inadequate support system for the facilitation of sports participation for people with disabilities at the Department of Sport and Recreation (Limpopo).

The deputy manager of Sport for the Disabled at the Department of Sport and Recreation (Limpopo) said:

*“The department provides a desk for facilitating the participation of sport by people with disabilities.”*

This “desk” provided by the department suggests that there is a focal point of support tasks for the development of sport among PWDs. According to the deputy manager of sport for PWDs, the incumbent is tasked with co-ordinating workshops for the coaches and athletes at the National Sports Academy, and facilitating communication between government and key role players in school sport, club development and athlete development programmes within the province. This should ensure the implementation of national and provincial sports activities for elite athletes with disabilities.

From the above, it would seem that the existence of a “desk” for the facilitation of sports participation for PWD in the Limpopo is a positive element, acting as a both a support system and a facilitating agent for the development of physically disabled athletes in Limpopo province.

However, the concept might also be classified as a barrier to the development of physically disabled athletes in the province, in that the “desk” is not necessarily an efficient mechanism for delivering its mandated obligations. It would appear that, despite the claims made, the results indicate that government does not actually facilitate the building of networks nor does it develop viable partnerships.

f) Inadequate development of networks and partnerships

Key informants also highlighted the inadequacies of government action in the processes of facilitating networking and partnerships with key role players in the sporting arena. The national chairperson of the SAPD made the following statement:

*“Sports organisations in Limpopo cannot rely on guidance from government departments in the business of involving disabled people when planning developmental strategies, policies or programmes, as they themselves have been shown to be lacking in an efficient and competent implementation strategy for the development of physically disabled athletes in the province.”*

The above statement would suggest that none of the stakeholders are prepared to be accountable for implementing the process of sports development for athletes with a disability. Although the national chairperson of the SAPD blames government for the problems affecting development in sport, all stakeholders in this process need to be accountable. Thus, there appears to be a distinct lack of leadership and accountability among all stakeholders.

g) Disability organisations lack capacity and credibility to support athletes effectively.

According to the manager of DISSA, the Disability Sport Movement in South Africa lacks commitment in respect of issues relating to disability and fails to be proactive. She states:

*“Disability organisations are fractured and play the victim’s role, rather than being proactive.”*

This further restricts inclusion within the sporting arena and discourages people with a disability from participating in sporting opportunities. The statement also supports the finding of the previous category, in that an apparent culture of apathy is infiltrating the sports development process.

h) The National Sports Academy system is inadequate.

The deputy manager at the Department of Sport in the Limpopo said:

*“The Limpopo Academy of Sport is responsible for running coaching workshops for disabled athletes, coaches and team managers.”*

However, according to the administrator of the Provincial Academy of Sport:

*“The intellectually impaired athletes are well catered for in terms of training and development, but the physically disabled athletes do not participate in programmes at the Academy due to a lack of staff capacity.”*

The statement by the manager of DISSA:

*“Academies of sport do not follow the same programme of sports development in the different provinces, and they have been slow to include the athletes with disabilities...”*

further emphasises the fact that the sports academies are not facilitating the development of physically disabled athletes, but are in fact marginalising the physically disabled athletes. This is particularly relevant to Limpopo province.

The national chairperson of the SAPD said:

*“The national academy system was created in response to South Africa’s poor performance at the Sydney Olympic Games in 2000. The aim was to create an academy within each province which would cater for the top athletes in that province. The problem was that this system spread already limited resources across an entire country’s limited expertise, and served only to ensure that there was a very small chance that the best athlete worked with the best coach and scientific support team.”*

This illustrates why the sports academy system was set up and what has gone wrong in Limpopo province. Thus, athletes who find themselves in a province that happens to have leading expertise and well-run sports academies will benefit. Conversely, those who find themselves in under-resourced provinces are significantly disadvantaged.

#### 4.2.1.2 Theme 2: Sports participation

Participation in sport is critical to the development of physically disabled athletes. The degree and quality of sports participation is dependent on a

number of key factors. From the interviews and the questionnaire responses, six categories were identified as impacting on sports participation in Limpopo. This is tabulated in Table 3 below:

Theme	Categories
2. Sports participation is critical for the development of physically disabled athletes	a) Limpopo a disadvantaged province; b) Quality of the implementation of inclusion policies will affect levels of participation by disabled athletes; c) LSEN schools provide access to disabled sports; d) Lack of physical education in SA schools and LSEN schools; e) Lack of awareness of sporting opportunities for PWDs; f) Inadequate sporting opportunities after athletes leave the schooling system.

**Table 3: Sports Participation**

a) Limpopo. is a “disadvantaged” province

Limpopo province is a developing province in South Africa. The interviewee from the Department of Sports, Arts and Culture, referred to it as the “*disadvantaged province*” and cited the “*vastness*” of the province as having a negative effect on the successful implementation of meetings and communication related to the development of sports for athletes with disabilities. Access to sports facilities and the promotion of sporting opportunities available to the communities living and operating in the province, pose significant challenges to the community. This is highlighted by the interviewee’s statements:

*“The vastness of our province and lack of transport affects our ability to attend meetings.”*

*“The reason for the 80 athletes pulling out of the April 2006 Nedbank National Summer Championships in Bloemfontein was a lack of organisation regarding the registration forms and a lack of transport facilities to get the athletes to the games.”*

Further quotes from the interview with the deputy manager at the Department of Sports, Arts and Culture Limpopo highlight these issues: *“Transport of athletes from a district to a provincial championship is another challenge. The LOTTO has given us a bus, but it can transport only 30 athletes.”*

*“If there are five different sporting codes at the provincial games then there will be 100 athletes; this is a problem in respect of transport.”*

Thus it is clear that there is a lack of adequate transport and communication facilities among the governing bodies of the various sports. These factors act as barriers to the implementation of sports participation and the development of physically disabled athletes in the Limpopo province.

b) Quality of the implementation of inclusion policies will affect levels of participation by disabled athletes

The national chairperson of the SAPD felt that inclusion would only act as a facilitator for the development of physically disabled athletes if it did not lead to the marginalisation of disabled athletes in able-bodied sports. This is supported by her statement:

*“The SAPD is pro-inclusion, as long as the athletes with disabilities are not marginalised.”*

The Interviewee from the National Department of Sport indicated in her statement, her concern regarding the process of inclusion:

*“The principle of inclusion is accepted by the federations. The issue is how they go about inclusion.”*

Thus the issue of inclusion and the implementation and planning of this process can have either a positive or negative effect on learners' levels of participation in sport. The above quotes suggest that the process of inclusion is still in its conceptual infancy and that there is no clear evidence as yet about its potential success or failure. Furthermore, there are indications from this study to suggest that there is a lack of resources in terms of human resource capacity and skills. This will be discussed in

detail under the theme: Resources. This, in itself, will have a negative impact on the inclusion process.

- c) The LSEN schools provide access to disabled sports of participation  
Access to sports participation for learners with disabilities and the process of identifying talent is largely achieved through the LSEN school system. The representative from the Department of Sport, Arts and Culture in Limpopo supports this with the statement:  
*"...In Limpopo, we have six special schools for learners with disabilities, and they support the identification of potential athletes."*

Thus, accurate demographic information about the LSEN school system and its provisions for physically disabled learners in the community is important for the appropriate, effective, and sustainable development of physically disabled athletes in Limpopo province.

This study's objective of determining the demographic details of physically disabled athletes in LSEN schools in the province could not be achieved because of the complete lack of response from five of the six LSEN schools. However, the data from one LSEN school in the Capricorn district and a field visit to an LSEN school in the Vhembe district provided a comparative analysis of the existing situation among some physically disabled athletes in Limpopo.

The results obtained from questionnaires provided by the principals of the LSEN school in the Vhembe district and the LSEN school in the Capricorn district are represented in Tables 4 and 5 below.

Demographic Details From Questionnaire	LSEN School Vhembe District Principal	LSEN School Capricorn District Principal
Number of learners	441	307
Average age of learner completing school	16	18
Athletes participating at national sports games	Yes	Yes
Sports facilities lacking at school	<ul style="list-style-type: none"> <li>• Swimming pool</li> <li>• Athletics track</li> <li>• Gymnasium</li> <li>• Public sports facility Thoyandou.</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming pool</li> <li>• Athletics track</li> </ul>
Sports facilities available for sport at the school	<ul style="list-style-type: none"> <li>• Sports field</li> <li>• Tennis</li> <li>• Netball courts</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnasium/ indoor hall</li> <li>• Sports field</li> </ul>
School budget allocation for sports activities	<ul style="list-style-type: none"> <li>• 10%</li> </ul>	<ul style="list-style-type: none"> <li>• 5%</li> </ul>
Number of teachers/ adults involved in school sport	<ul style="list-style-type: none"> <li>• 38%</li> </ul>	<ul style="list-style-type: none"> <li>• 45%</li> </ul>
Teachers trained in special education	<ul style="list-style-type: none"> <li>• 38%</li> </ul>	<ul style="list-style-type: none"> <li>• 24%</li> </ul>

Demographic Details From Questionnaire	LSEN School Vhembe District Principal	LSEN School Capricorn District Principal
Major issues perceived to impact on sports opportunities	Lack of coach training	<ul style="list-style-type: none"> <li>Poor budget allocation for sport; (sport competes with the other needs of the school).</li> <li>Lack of capacity building in coaching and sports administration</li> </ul>

**Table 4: Comparisons of Schools' Demographic Profiles**

Most participants acknowledged the importance of the LSEN school system in providing access for learners to the sporting arena. They felt that the number of schools available to the learners with physical disabilities is adequate for the development process. This is supported by the statement from the National Chairperson of the SAPD:

*"The numbers of LSEN Schools for learners in Limpopo are sufficient and they provide an essential access for learners to participate in sport."*

Table 5 below is a summary of the findings relating to sports participation from the questionnaires.

Athlete	Sports participated in at school	Aspects that have a negative impact on your sports achievement	Who assists you in your sports participation?
1	<ul style="list-style-type: none"> <li>Athletics</li> <li>Goal ball</li> <li>Netball</li> </ul>	<ul style="list-style-type: none"> <li>Too few participants</li> <li>Unfair classifications</li> <li>Lack of coaching</li> <li>Unavailability of facilities.</li> </ul>	Teacher
2	<ul style="list-style-type: none"> <li>Athletics</li> <li>Goal ball</li> </ul>	<ul style="list-style-type: none"> <li>Lack of coaching</li> <li>Lack of enthusiasm of coach</li> <li>Unavailability of facilities</li> </ul>	Teacher

Athlete	Sports participated in at school	Aspects /that have a negative impact on your sports achievement	Who assists in your sports participation?
3	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Goal ball</li> <li>• Soccer</li> <li>• Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Too many sporting events to participate in during the week</li> <li>• Too few helpers</li> <li>• Lack of rest between performances</li> <li>• Poor coaching</li> <li>• Unavailability of facilities.</li> </ul>	Teacher
4	<ul style="list-style-type: none"> <li>• Goal ball</li> <li>• Soccer</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Too few participants</li> <li>• Unfair classifications</li> <li>• Lack of rest and recovery between sports events</li> <li>• Lack of enthusiasm of coach</li> </ul>	Physical education teacher
5	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Goal ball</li> <li>• Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Too few helpers</li> <li>• Lack of coaching</li> <li>• Lack of coach enthusiasm; lack of time for training</li> </ul>	Physical education teacher
6	<ul style="list-style-type: none"> <li>• Goal ball</li> <li>• Soccer</li> <li>• Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Too few participants</li> <li>• Poor coach temperament</li> <li>• Lack of self enthusiasm</li> <li>• Lack of time to train</li> </ul>	Teacher
7	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Goal ball</li> </ul>	<ul style="list-style-type: none"> <li>• Unavailability of facilities</li> </ul>	Teacher
8	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Goal ball</li> </ul>	<ul style="list-style-type: none"> <li>• Unfair classifications</li> <li>• Lack of time to train</li> </ul>	Teacher
9	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Goal ball</li> </ul>	<ul style="list-style-type: none"> <li>• Unfair classification</li> <li>• Lack of coaching</li> <li>• Lack of time to train</li> <li>• Unavailability of facilities</li> </ul>	Teacher
10	<ul style="list-style-type: none"> <li>• Goal ball</li> </ul>	<ul style="list-style-type: none"> <li>• Too many sports events during the week</li> <li>• Poor coach temperament</li> <li>• Unavailability of facilities.</li> </ul>	Teacher

**Table 5: Sports Participation (n=10)**

Some of the insights from the athletes about the LSEN school environment are discussed below.

The athletes from the one LSEN school who participated in the study, indicated that there was a lack of support from their teachers and coaches. This pertained specifically to temperaments and to a lack of enthusiasm among teachers and coaches. Other factors that the athletes cited as barriers to their participation in sport were:

1. Unfair classifications at sporting events; and
2. A lack of helpers at sports events.

Both schools studied were situated in a rural environment and the schools indicated a strong interest in sports participation. The teacher/sports coach at the LSEN school for the visually impaired said that the areas in need of attention were the inadequate sports facilities and a lack of enthusiasm among learners for participating in sporting activities and physical education.

At the LSEN school in the Vhembe district, possible apathy resulted in a complete lack of response to questionnaires, which could indicate that the teachers in charge of sport at the school lack enthusiasm and the low number of teachers trained in special needs education.

d) Lack of physical education in SA schools and LSEN schools

Education at a grassroots level is essential for creating awareness and using sport as a vehicle for promoting a positive image of athletes with a disability. The education sector has a role to play in encouraging learners at special schools to participate in sport. However, according to the interviewee from the Human Movement Science Education Department at the University of the Witwatersrand,

*“There is a lack of a formal physical education curriculum in schools which has a negative impact on facilitating awareness around sport and exercise at a grassroots level.”*

According to the, government's chief director of Communications and Public Relations:

*"The main focus of schools is education, not the encouragement of sports participation and unfortunately, this is a world-wide trend."*

A further problem relating to the current school curriculum was highlighted by the National Chairperson of the SAPD:

*"Sport for the disabled is dependent on the assistance of volunteer teachers. Due to the new outcomes-based education curriculum, they have less time to assist with sports for the learners with disabilities."*

In addition, the athlete participants from the LSEN school indicated that teacher burn-out compromises the creation of an optimal nurturing environment for the development of physically disabled athletes.

Thus, there is a lack of a supported physical education curriculum in schools for the learners with disabilities and these factors impact negatively on the development of physically disabled athletes in Limpopo, simultaneous acting as a barrier to their developmental processes in this province.

e) A lack of awareness of sporting opportunities for people with disabilities

Physically disabled athletes from the LSEN school indicated that there are too few participants at sporting events for the disabled and that this has a negative impact on their prospects for successful participation in such events. This was further supported by the chairperson of the SAPD in Limpopo, who said that:

*"There is a lack of awareness of sport for the disabled in the community."*

This has a negative impact on the initial access into the sporting arena of learners with disabilities. Education about the importance of participating in sport, from a social, health-related and/or career perspective, needs to be disseminated through a variety of channels, such as the media, schools, government, hospitals and most important, young people and parents. According to the chairperson of the SAPD Limpopo:

*“A lack of education regarding sports for the disabled creates further attitudinal barriers affecting the participation in sport by people with disabilities.”*

Consequently this has a direct impact on awareness in the community of sporting opportunities for people with disabilities.

According to numerous key informants who were interviewed during the course of this study, the promotion of sports participation is hindered by a lack of funding, sponsorships and human resource capacity in Limpopo province.

f) Inadequate sporting opportunities after athletes leave the schooling system.

The lack of, and/or the generally poor quality of, sporting opportunities available to athletes once they have left the school environment, is a major problem in the continuity of development of potential athletes. This is highlighted by the statement from the chairperson of the SAPD in Limpopo:

*“...after leaving school, many of the athletes abandon sport because the clubs don't have funds.”*

Again, there is a need for a club system to be in place to support athletes exiting the school system. This is a primary function of the Department of Sport, Arts and Culture in Limpopo, as stated by the deputy manager of sport for the Disabled:

*“.....most important is the formation of clubs in schools and for people after school, so as to develop a club system in the district and the province.”*

He also commented that:

*“athletes who do not go to university are often lost, because there are not enough local, community-based sports clubs catering for people with disabilities.”*

According to the provincial chairperson of SAPD in Limpopo, the lack of club development is a key factor impacting on the development of physically disabled athletes in the province. He said:

*“... it is a lack of funding that creates this barrier to the development of disabled athletes in the province.”*

The chief director of communications and public relations, made the statement:

*“Club development is at the forefront of the agenda for sports development as from 2006. The proposed plan was for the government to facilitate the payment of funds to start a league and provide club kit for the athletes for three years, so as to help the process of club development for disadvantaged groups: woman, rural areas, and people with disabilities.”*

In addition, the chief director also felt that it is important for:

*“provincial governments to become involved for sustainability”, and “to pay facilitators to go into the communities to do coaching, sports administration and technical officiating.”*

Thus, it would seem that there is the lack of knowledge at a provincial level in Limpopo regarding the national government’s plan for club development in all the provinces. This suggests that there is a significant gap in the communication and implementation strategies for developing disabled athletes in Limpopo province.

From the above results it can be seen that many factors influence the success or failure of sports participation in Limpopo and consequently the development of physically disabled athletes in the province.

The vastness of the province, the lack of effective communication and organisation among governing bodies of sport, the fractured disability organisations, the LSEN school environment and the lack of development of a club system in the province, all affect the extent of participation in sport and consequently the development of physically disabled athletes in Limpopo.

#### 4.2.1.3 Theme 3: Attitudinal facilitators and barriers

The following categories relating to the theme: attitudinal barriers and facilitators are tabulated in Table 6 below.

Theme	Categories
3. Attitudinal facilitators and barriers	a) Amalgamation of sporting bodies for inclusion b) Positive attitude of the school principal, the teachers and the c) Attitudinal barriers reduce employment opportunities in the province for PWDs.

**Table 6: Attitudinal facilitators and barriers**

a) Amalgamation of sporting bodies for inclusion

Participants felt that the amalgamation of sporting bodies for disabled and able-bodied athletes would:

“remove duplication and facilitate the principle of inclusion.”

The manager of DISSA indicated that:

*“The amalgamation of two prominent sporting bodies, namely, SASCOC and DISSA on 31/10/2006 is important, as this will ensure that athletes with disabilities will have access to equal opportunities in respect of sports programmes, training and competition at an elite level. This will help create a positive attitude in the sporting arena towards people with disabilities and have a significant impact on the development of physically disabled athletes in Limpopo province.”*

Another area where the issue of inclusion impacts on the development of physically disabled athletes in Limpopo is evident in a comment made by the chief director of communication and public relations:

*“...the mass participation programme Siyadlala, Junior Dipapadi and the school sport programme initiated by the South African Department of Sport, is an example of creating awareness of sporting opportunities and encouraging sports participation within developing communities. However,*

*these sports programmes do not, as yet, incorporate sports for the disabled.”*

Furthermore, in terms of the coaching arena, the director said:

*“Attitudinal barriers do exist as disabled athletes are seen to be a great challenge to able-bodied coaches”, and “the Provincial Sports Academy in Limpopo has been slow with the inclusion process of athletes with disabilities.”*

The above indicates that the issue of successful inclusion as well as the prevailing attitudes towards people with disabilities both have an important impact on the athletes’ ability to access the development programmes that they need in to develop optimally and have an opportunity of becoming elite athletes.

b) Positive attitude of school principals, the teachers and the coaches

It was found that the attitudes of school principals, teachers and coaches have a major impact on the successful implementation of school sports programmes and sports participation by learners with disabilities. For example, at the LSEN school in the Vhembe district, there was an enthusiastic principal and a passionate teacher who had an interest in sports for learners with disabilities. The teacher was one of the three technical classifiers for sport for the disabled in Limpopo province.

The attitudes of both parties ensured that the learners at the school actively participated in regional competitions, while a significant percentage of the school’s disabled athletes had competed in the National Games over the years when transport had been available.

The national chairperson of the SAPD emphasised the importance of the principals’ attitude towards sport at the school. She said:

*“...their attitude impacts on the development of physically disabled athletes at school and their active participation at competition level.” and “the active participation of learners in sports is dependent on volunteerism of teachers at the school.”*

Thus, the attitudes of teachers at the school towards sports for the disabled have a significant impact on the development of the athlete within the school environment.

Physically disabled athletes from the LSEN school claimed that “*too few helpers*” and “*unfair classifications*” had a negative impact on their sports achievement and participation at school. These aspects were seen to be barriers to the sports participation of learners at the school.

The issue of attitude also extends to the coach of disabled athletes. This was found to be significant in the analysis of questionnaires obtained from 10 physically disabled athletes at the LSEN school.

Forty per cent of the athletes made reference to poor coach temperament and lack of coach enthusiasm as having a negative impact on their sports achievement and thus also on their participation.

It is evident from the transcript and questionnaire analysis that attitudinal barriers and facilitators are important factors impacting on the development of physically disabled athletes in Limpopo province.

The lack of response from the potential study participants at the other six LSEN schools in Limpopo and their failure to complete and return the athlete questionnaires timeously, could be as a result of “poor” attitude on part of principals and teachers. Such an attitude implies a level of apathy towards, and neglect of, the process of sports development for physically disabled athletes in the province. This had a negative impact on the results of this study and illustrates how attitudinal barriers can influence the development of physically disabled athletes in Limpopo province.

c) Attitudinal barriers reduce employment opportunities in the province for people with disabilities

The manager of DISSA stated:

*“...disability movements don’t challenge the discrimination in the employer field.” She also said, “...employment of people with disabilities is lacking in Limpopo province, which impacts on the perception of disability.”*

As a result, many athletes leave the province once they have finished school to seek employment in other provinces. This diminishes the number of physically disabled athletes with potential from reaching elite status in Limpopo. It further inhibits the development of physically disabled athletes in the province.

The deputy manager of sport for people with disabilities in Limpopo also commented:

*“Many of our athletes leave the province after school to seek employment in other, richer provinces.”*

This reinforces the negative impact that attitudes can have on the issue of employment and of sustaining the development of athletes within a particular province. This topic will be discussed later in greater detail under the theme of resources.

#### 4.2.1.4 Theme 4: Environmental Accessibility

Environmental accessibility affects the extent of access to sporting opportunities in Limpopo province and consequently also the development of physically disabled athletes. The key factors that affect environmental accessibility and which have an impact on the development of physically disabled athletes from Limpopo province are represented in Table 7 below.

Theme	Categories
4. Environmental accessibility	a) Lack of infrastructure and transport facilities for athletes attending sporting events in different districts and other provinces b) Lack of availability of facilities.

**Table 7: Environmental accessibility**

a) Lack of infrastructure and transport for athletes attending sporting events in different districts and other provinces

Infrastructure and environmental accessibility relate to the availability of, and access to sports facilities for training and competing in sport; the provision of adequate sporting equipment; adequate transport facilities to ensure attendance at sporting competitions; access to adequate education and training facilities for athletes (e.g. a sports academy); as well as access to sports clubs and the development of sports-club support systems for athletes with physical disabilities.

In Limpopo, the lack of sufficient transport facilities seems to be a major issue impacting on athletes who want to participate in sporting competitions. The lack of transport also impacts on the organisation of meetings and attendance by key role players at provincial and district meetings.

The deputy manager of sport for people with disabilities illustrated the problem, saying:

*“Transport of athletes from a district to a provincial championship is a challenge. The Lotto has given us a bus, but it can transport only 30 athletes. If there are five different sporting codes at the provincial games, then there will be a 100 athletes. This is a problem for transport.”*

and *“the vastness of our province and the lack of transport affect our ability to attend meetings. The reason for the 80 athletes pulling out of the April 2006 National Games in Bloemfontein was a lack of organisation regarding the registration forms and a lack of transport to get the athletes to the games.”*

Physical accessibility in terms of ramps, door entrances and toilets at the sports training grounds in Limpopo did not seem to present a problem. This was established on the field visit to the Vhembe district, Thoyandou with the chairperson of the SAPD Limpopo. He said:

*“In Limpopo we have many sports centres which are accessible to the people with disabilities. The problem lies in travelling from the more remote rural villages to the community sports centres.”*

He also stated:

*“Although the sports centres are physically accessible, they are not necessarily available for training, as able-bodied athletes usually take preference.”*

There seemed to be a problem with physically disabled athletes having access to the National Sports Academy. The director (administrator) of the Sports Academy, in a telephonic interview stated:

*“The sports academy does not have enough staff to support the training of physically disabled athletes. Only intellectually impaired athletes are currently using the facilities.”*

Furthermore, when the researcher requested permission to conduct an on-site visit to the Sports Academy, she was abruptly turned away and told:

*“There is nothing to see! There are just a few rooms with nothing in them.”*

In addition to a lack of access to the National Sports Academy, access to the sports club system is lacking for athletes with disabilities in the province. This has been discussed previously under the theme of sports participation and is supported by comments from the provincial chairperson of the SAPD Limpopo.

According to him, the lack of club development is a key factor impacting on the development of physically disabled athletes in the province. He said:

*“... it is a lack of funding that creates this barrier to the development of disabled athletes in the province.”*

From the above, it is clear that the lack of environmental accessibility for physically disabled athletes to training and education at the National Sports Academy is of concern. So too, is the lack of sufficient transport facilities and the necessary budgetary allocation for a viable transport system.

Added to these aspects is that of inadequate club facilities for people with a disability. All these issues constrain the development of physically disabled athletes in Limpopo.

b) Lack of availability of facilities

The physically disabled athletes who participated in the study at the LSEN school indicated that “poor availability of facilities” had a negative impact on their participation in sports. The principal at the LSEN school in the Vhembe district indicated that, “some sports facilities” are lacking, for example an indoor area for certain sporting codes.

Disabled athletes are dependent on the facilities of the community sports centre, which are not always available when the athletes need them.

The field visit to the Thoyandou area in the Vhembe district and to the LSEN school did not reveal a lack of actual facilities as such, but rather a lack of availability and access to the community sports centres when they were needed. The chairperson of the SAPD Limpopo, who accompanied the researcher on the field visit, cited this as the main problem facing athletes in the community. He explained:

*“...there is an entrance fee to access the community sports centres. Most of the physically disabled athletes cannot afford this. Furthermore, the community sports centres are often booked by able-bodied athletes participating in sport at club level.”*

In terms of the Sports Academy qualifying as an adequate facility for accommodating the physically disabled athletes and their development, the results of the transcript analysis revealed a lack of access to the Sports Academy compounded, an insufficiency of sports programmes and coach training for physically disabled athletes.

The chief director of communications and public relations is quoted as saying:

*“Academies of sport have been slow to include athletes with physical disabilities,”* while the chairperson of the SAPD Limpopo observed that:

*“.....the provincial Academy of Sport in Limpopo needs to focus on developing coaches to a level where they are skilled in both the management and development of sport for the disabled.”*

A telephonic interview conducted by the researcher with an administrator from the Sports Academy in Limpopo, was met with some resistance. The administrator's attitude in respect of the development of physically disabled athletes came across as a mixture of the non-committal and defensive.

The administrator indicated that the Sports Academy did not have enough staff to support programmes for physically disabled athletes and that the facilities were too limited in size to cope with the demand. A field visit to the Sports Academy for research purposes was not welcomed by the administrator at the time of the researcher's visit to the province.

The Department of Sports, Arts and Culture in Limpopo regards the Sports Academy as adequate for the training of coaches and for providing sports programmes directed at the development of physically disabled athletes in the province. The deputy manager of sports for the disabled, said:

*“The Limpopo Academy of Sport is responsible for running coaching workshops for disabled athletes, coaches and team managers.”*

According to the administrator of the Provincial Academy of Sport, intellectually impaired athletes are well catered for in terms of training and development.

The above results not only illustrate the conflicting views of key role players in the development of physically disabled athletes in Limpopo, but also reveal a lack of essential communication to the relevant government departments of athletes' needs in respect of capacity building and the provision of facility resources. Availability of sporting equipment and the maintenance thereof were not perceived to be lacking by the key informants or the physically disabled athletes.

#### 4.2.1.5 Theme 5: Resources

The following categories depict the key factors relating to resources that were found to have an impact on the development of physically disabled athletes in Limpopo province and are tabulated in Table 8 below.

Theme	Categories
5. Resources	<ul style="list-style-type: none"> <li>a) Limpopo is a “disadvantaged province”</li> <li>b) Inadequate funding and lack of accountability in respect of budgetary allocation</li> <li>c) Lack of funds to sustain the present sports clubs available for PWDs</li> <li>d) Lack of sponsorship for athletes with a disability to continue sport after school</li> <li>e) Lack of funds to sustain the present sports clubs available for PWDs</li> <li>f) Lack of human resource capacity to cater for the needs of physically disabled athletes.</li> </ul>

**Table 8: Resources**

a) Limpopo is a “disadvantaged province”

The interviewee from the Provincial Department of Sport (the deputy manager) stated that:

*“....previously people with disabilities weren’t taken care of.”*

This marginalisation, and its impact on the development of physically disabled athletes, was deemed by the deputy manager of sport to be a barrier to the development of physically disabled athletes in the province. He felt that the main reason for so few athletes from the Limpopo reaching Paralympic status was that Limpopo is a *“disadvantaged province.”*

It is interesting to note that the deputy manager himself was a soccer coach and referee for blind soccer. He has a visual disability and is a person with albinism. Consequently, he is passionate about encouraging

an inclusive culture and is sensitive to attitudinal barriers in the sports development process.

The building of capacity is considered by the Department of Sports, Arts and Culture to be a key responsibility. The deputy manager of sport for people with disabilities said that:

*“.....the department has developed a desk which deals with sports, including issues relating to the development of sport for people with disabilities, in order to facilitate an inclusive culture.”*

Furthermore, the international swimming coach for the physically disabled supported the argument that attitudinal barriers are a key factor in the development of physically disabled athletes, observing that this was not limited to Limpopo province but was, in fact, a feature all over the world. He added that countries like Australia and the United States encourage people with disabilities to:

*“go out and take advantage of equal opportunities given to them.”*

Thus it is clear from the above findings that the issue of marginalisation, the constraints implicit in the concept of being “previously disadvantaged” and the current lack of equal opportunities, do impact on the development of physically disabled athletes in the province.

b) Inadequate funding and lack of accountability in respect of budgetary allocation

The results obtained from the interviews with key informants suggested that the principal factors impacting on the development of physically disabled athletes in Limpopo province are:

*“...a lack of adequate transport facilities for athletes travelling to sporting events in different areas of the province and to national competitions outside of the province”*

The deputy manager further attributed this deficiency to:

*“....inadequate funding and budget allocation for sports for the disabled.”*

The department also acknowledged that:

*“... schools have insufficient funds to afford vehicles for transporting a group of physically disabled athletes, and they are therefore dependent on government subsidies and allocations by provincial authorities from the lottery fund.”*

The director of communications and public relations, at national government level, stated the following:

*“In relation to the issue of inadequate funding for adequate transport facilities for physically disabled athletes in Limpopo province, funds that are allocated in the budget for sports development of the disabled in the province are used for budget relief in other areas that are deemed to be more in need of funding at the provincial level.”*

Thus, intersectoral collaboration and provincial accountability at the Department of Sport, Arts and Culture are required to ensure that the budgetary provision for sports development of the disabled is correctly allocated. The lack of transport greatly influenced the failure of physically disabled athletes from the Limpopo being able to compete in the 2006 Bloemfontein National Games.

The principal of the LSEN school in the Vhembe district, who was very supportive of sport for the learners with disabilities, indicated that only 5% to 10% of the total school budget is allocated for sports development at the school and even this allocation has to compete with the other pressing needs and administrative costs at the school. While the national chairperson of the SAPD stated in the interview that:

*“...the main focus at schools is on the education process, not the encouragement of sports participation.”*

The chief director of communication and public relations at the National Department of Sport endorses the view that “budget cuts” affect the outcome of the development of physically disabled athletes in Limpopo province. Thus it is clear that the issue of inadequate funding and poor budget allocation act as barriers to the development processes of physically disabled athletes in Limpopo.

c) Lack of funds to sustain the present sports clubs available for PWDs

A primary function of the Department of Sport, Arts and Culture in Limpopo is the:

*"...formation of clubs in schools and for people after school, so as to develop a club system in the district and the province."*

According to the provincial chairperson of the SAPD Limpopo, the lack of club development is a key factor impacting on the development of physically disabled athletes in the province. He said:

*"...it is a lack of funding that creates this barrier to the development of disabled athletes in the province."*

The chief director of communications and public relations made this statement:

*"it is important for provincial governments to get involved for sustainability", and*

*"to pay facilitators to go into the communities to do coaching, sports administration and technical officiating."*

This lack of knowledge at provincial level in Limpopo, regarding the national government's plan for club development in all provinces, suggests that there is a significant gap in the communication and implementation of strategies for developing disabled athletes in Limpopo. Thus, the development of clubs for athletes with disabilities is a key factor impacting on the development of physically disabled athletes in the province.

d) Lack of sponsorship for athletes with a disability to continue sport after school

The lack of sponsorship can impact gravely on the development of athletes if funding is either not available or it is mismanaged. This is highlighted by the following statements from the Department of Sport, Arts and Culture in Limpopo:

*“Some athletes go to universities in other provinces where there are more sponsorships and financial resources available...”*

and

*“...Limpopo, North West and sometimes Mpumalanga are at a disadvantage in acquiring sponsorships, so we do have quality here which migrates to big finance provinces like Gauteng, Western Cape and KwaZulu-Natal.”*

In terms of the current situation in Limpopo, sponsorship for the development of physically disabled athletes is severely lacking and the implication of this is that talented athletes are lost to other provinces where more sponsorship is available.

e) Lack of human resources capacity to cater for the needs of physically disabled athletes

A lack of human resource capacity has been indicated by informants to be a key factor that acts as a barrier to the development of physically disabled athletes in Limpopo province. The national chairperson of the SAPD said:

*“A lack of human resource capacity resulted in poor attendance by athletes at national and regional sports games.”*

The consequence of this lack of human resource capacity was that there were not enough volunteers and teachers available to assist with the physically disabled athletes at the games.

Furthermore, the national chairperson of the SAPD indicated that:

“burn-out of teachers who are overloaded with the teaching curriculum and the simultaneous administration of sport at schools”,  
was a challenge to the encouragement of sports participation by disabled learners and also to the sustaining of any participation in it.

She also indicated that:

*“...a lack of skilled coaches with expertise in coaching athletes with disabilities has an impact on the skills and performance quality of physically disabled athletes being trained in Limpopo province.”*

In addition, the provincial chair of SAPD Limpopo stated that,  
*“...there is a lack of volunteers overseeing sports for the disabled in Limpopo province.”*

The issue of a *“lack of capacity”* as quoted by the Department of Sports, Arts and Culture Limpopo, further supports the fact that a lack of human resource capacity has a negative impact on the development process of physically disabled athletes in the province and this is of major concern to key role players.

The athletes from the LSEN school indicated that there are too few helpers to assist at sports events and thus, they felt that this acted as a barrier to their participation in sport.

At the school level of development of physically disabled athletes, budget cuts also affect the placement opportunities for therapists in the schools. As a result, there are no physiotherapists or occupational therapists employed at the schools. This has an impact on the development and health of physically disabled athletes. A statement by the national chairperson of the SAPD, warns that:

*“...without professional exercise programmes, the physical disabilities of the athletes are at risk of worsening. Weakness, lack of co-ordination and contractures are just a few of the dire consequences of a lack of therapy being available to the disabled.”*

From this it is clear that specialists such as physiotherapists and occupational therapists are needed in the schools to facilitate the provision of exercises and supportive therapy for learners. The chairperson adds that:

*“There are too few classifiers for disabled sport in Limpopo province, because of the lack of therapists employed at the schools.”*

This results in a reduced number of medical classifiers for sporting codes. According to a teacher at the LSEN school, the numbers of technical classifiers available in Limpopo is already compromised by the lack of teachers and volunteers wanting to be trained in this field of expertise.

From the above results, it is evident that a major barrier to the development of physically disabled athletes in Limpopo province lies in a lack of human resource capacity.

Based on this knowledge, the Limpopo sports development process is lacking at all three levels of capacity building, namely: the individual, the organisation (organisational development level) and the broader system (the institutional level).<sup>28</sup>

The statement by the national chairperson of the SAPD supports this by saying:

*“There is a lack of support from various key role players”, and “the training of technical classifiers in the province is lacking.”*

This demonstrates a deficiency at the institutional development level and at the human-resource development level. A deficiency at the organisational developmental level is indicated in the statement made by the director at national government level:

*“Academies of sport do not follow the same programme of sports development in the different provinces, and they have been slow to include the athletes with disabilities.”*

Thus, the process of capacity building is lacking at all three levels in Limpopo and this is creating a barrier to the developmental processes of physically disabled athletes in the province.

#### 4.2.1.6 Theme 6: Education and Training

Depicted below in Table 9 are the following key factors within the education and training context, which were found to have an impact on the sports development of physically disabled athletes in Limpopo province.

Theme	Categories
6. Education and Training	a) A lack of a physical education curriculum in LSEN schools b) A lack of coach education and training in disability-sport expertise c) A lack of intersectoral collaboration between the education and sports department.

**Table 9: Education and Training**

a) A lack of a physical education curriculum in LSEN schools

A lack of adequate physical education being taught within the schooling environment is perceived to have a negative impact on the development of physically disabled athletes in Limpopo province. The national chairperson of the SAPD indicated that the:

*“...new Life Orientation curriculum did not support the development of disabled athletes in the schools and nor did it encourage learners with disabilities to participate in or develop an interest in sport.”* She said that, *“this was because the main focus of schools is the education process, not the encouragement of sports participation.”*

She also indicated that:

*“the loss of skilled physical education teachers at the LSEN schools has a negative impact on the development of physically disabled athletes.”*

She also attributed this loss of skilled expertise to her conviction that:

*“budget cuts at schools affect placements of physiotherapists and occupational therapists in schools – there are none.”*

It is often the therapists and the physical education teachers who implement the physical activity in the schools. Thus, the issue of a lack of resources, a lack of collaboration between the sports and education departments and a lack of capacity building, is once again seen to relate to the lack of physical education being taught at school.

The manager of DISSA referred to the issue of “*mainstreaming*” as stipulated in White Paper 6<sup>1</sup> that encourages the subject of life orientation to include only one hour per week of physical education in the school curriculum. She believes that for mainstreaming of sports activities to be successful:

*“systems need to be in place to support the physically disabled learners and teachers in their participation in physical education.”*

b) A lack of coach education and training expertise in disability sport.

A lack of sufficiently skilled coaches for the training of disabled athletes has been indicated as a global problem and not just one that is limited to Limpopo province. According to a researcher and lecturer in human movement science at Stellenbosch University and an expert in the field of sports for the disabled:

*“The training of sports’ coaches for athletes with disabilities must be sport-specific or inclusion-related.”*

Furthermore, the:

*“coaching structure must support the needs of the people.”*

At a tertiary education level in the field of adapted movement programmes, a lecturer of human movement science at the University of the Witwatersrand said:

*“There is a need to include more disability-specific and adapted-movement training programmes. This is lacking at the tertiary institutions in Limpopo province.”*

He also indicated that:

*“the coaching structure must support the needs of the people”*

A lecturer from the human movement sciences at Stellenbosch, made the comment that:

*“training of coaches for athletes with disabilities can be sport-specific or inclusion-related. However, the aim of both schools of thought is participation.”*

The manager of DISSA indicated that:

*“Theta, the Standard Generating Body for coach education, stipulates that a disability-sports coaching component forms 20% of the overall coaching qualification. However, this principle is not actively implemented in the coach education and training arena.”*

She also indicated that disabled athletes, in particular those who are physically disabled, are seen to be a:

*“great challenge to the coaches of able-bodied athletes.”*

Thus, once again, the issue of a negative attitude towards the development of physically disabled athletes is revealed in the coach education and training arenas. In addition, the principal at the LSEN school in the Capricorn district indicated that:

*“capacity building in coaching and sports administration was lacking in the province.”*

The physically disabled athletes from the LSEN school felt that a lack of coaching expertise impacted negatively on their participation in sport. It is therefore likely that a lack of coach education and training in disability-sport expertise has a negative impact on the development of physically disabled athletes in Limpopo province.

c) A lack of intersectoral collaboration between education and sports departments

The national chairperson of SAPD perceives that in Limpopo there is a: *“lack of intersectoral collaboration and communication between the Department of Education and the Department of Sport, Arts and Culture”* which is a barrier to the development of physically disabled athletes in the province.

The manager of DISSA supports this argument by saying:

*“The boundaries and responsibilities of both departments regarding the school sport programme are not clearly defined and this impacts on the*

*implementation and successful outcome of sports participation at school level.”*

The results indicated that the LSEN schools and mainstream schools do not communicate effectively at a departmental level. This further inhibits the process of sports participation and inclusion at school level, which will impact on the development of physically disabled athletes in the longer term.

A lack of communication was highlighted by the national chairperson of the SAPD, as being a major issue in terms of political rivalry between the Department of Sport and the Department of Education. She commented that:

*“The Department of Sport and Department of Education need to communicate on the issue of sports participation and development at school. Competitive sport occurs only during school holidays, according to the Department of Education.”*

This opinion supports the fact that intersectoral communication between the sport and education departments can act as a barrier to the development of physically disabled athletes in Limpopo.

From the above, the lack of political will, a lack of planning and implementation strategies, insufficient co-ordination among local and district municipalities, as well as lobbying for resource allocation, all have a negative impact on the development of physically disabled athletes in Limpopo province. Because of this, the federations and sports department are limiting the process of sports participation for people with disabilities.

#### *4.2.1.7 Theme 7: Politics*

There is political conflict between governing bodies in sport, which is a key factor impacting on the development of physically disabled athletes in Limpopo province.

Theme	Categories
7. Politics	a) Political conflict between governing bodies in sport.

**Table 10: Politics**

a) Political conflict between governing bodies in sport

The international director of the IPC made a statement to the effect that:

*"....there is divided support among governing parties in the province."*

Furthermore, the statement by the national chairperson of the SAPD, that:

*"Political conflict between the Provincial Chairperson of the SAPD Limpopo and the outgoing Chairperson has resulted in poor organisation and attendance at committee meetings...."*

indicates that politics within the organisation acts as a barrier to the developmental processes of physically disabled athletes in the province.

The manager of DISSA further supports this argument with her statement:

*"Politics in sport plays a large role in the implementation and success of the particular sport. Recognition, funding and sponsorships are some of the factors that can create political conflict and power issues among the sports federations and governing bodies."*

The following comment made by the deputy manager of the Department of Sport in Limpopo regarding funding allocations, suggests that agreement on budgetary allocation for the inclusion of people with disabilities within local and district municipalities into the sporting arena, is an area of contention:

*"Local and district municipalities also have a budget for sport, and we want to have a workshop with their counsellors who look after the needs of people with physical disabilities. They must put aside money for the physically disabled peoples' sports within the municipality."*

The emphasis implied by the word “*must*” illustrates that this is a sensitive area and political conflict within the municipalities’ budgetary allocations and implementation strategies, does exist.

#### **4.2.2 Results from the questionnaires**

The researcher has summarised other pertinent aspects of the completed questionnaires in an attempt to obtain other perspectives of key factors impacting on the development of physically disabled athletes in Limpopo province.

The results obtained from questionnaires provided by the principals of the LSEN school in the Vhembe district and the LSEN school in the Capricorn district are given in Table 5 on page 65.

The results obtained from the physically disabled athletes at the LSEN school (N=10) showed the following:

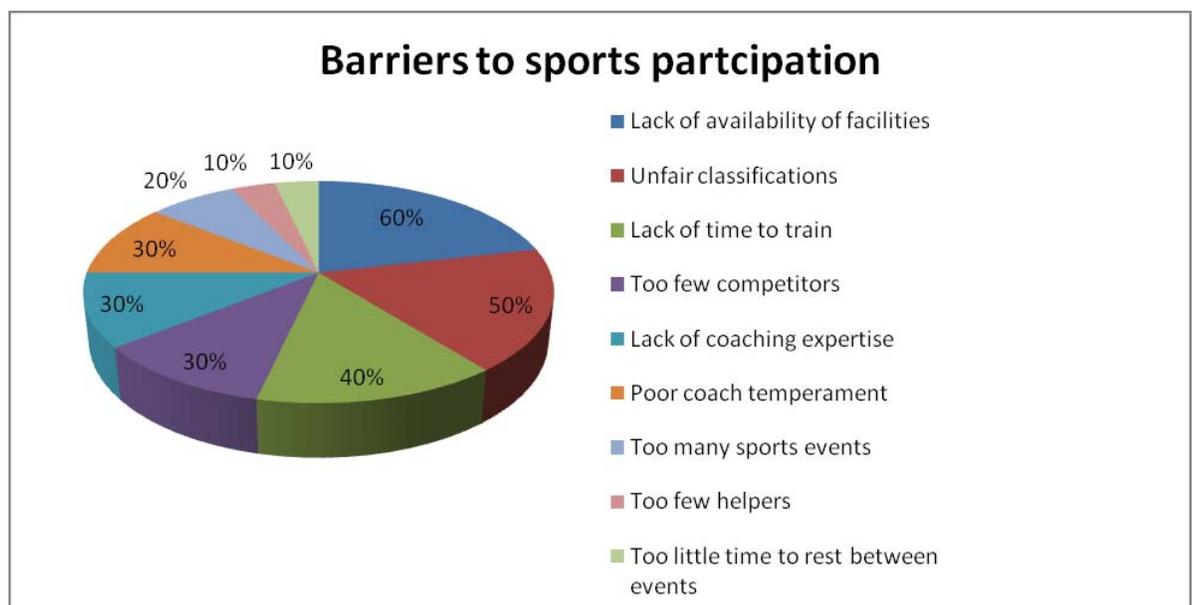
1. These athletes were all competing in sporting events at a national level; and
2. All 10 athletes participated in sport after school hours and they were assisted by a teacher from the school.

The main aspects that the athletes regarded as a barrier to their sports participation or which they felt had a negative impact on their participation are listed below in Table 11. They have been discussed previously under relevant emerging themes (refer to pages 53-89).

Theme	Categories
Theme 1: Support systems	a) A lack of helpers at sports events
Theme 2: Sports participation	a) Too few participants against whom to compete b) Unfair classifications at sporting events c) A lack of time to rest between sports events d) Too many sports events
Theme 3: Attitudinal facilitators and barriers	a) Poor coach temperament
Theme 4: Environmental accessibility	a) A lack of availability of sports facilities b) A lack of time to train
Theme 5: Resources	a) Too few helpers
Theme 6: Education and training	a) A lack of coaching expertise
Theme 7: Politics	a) Unfair classifications

**Table 11: Main barriers to athletes' sports participation**

The results obtained from the athlete questionnaires regarding sports participation at the LSEN school are represented in Figure 3 below.



**Figure 2: Barriers to Sports Participation (n=10)**

The results show that 60% of the athletes felt that there was a lack of availability of facilities when they wanted to practise their particular sport, which impacted negatively on their participation; 50% of the athletes felt that unfair classification affected their participation in sport; 30% of the athletes felt that there was a lack of coaching expertise at their school, and that poor coach temperament affected their participation in sport, and a lack of time to train was considered to be an issue among the athletes at the LSEN school since 40% indicated that this impacted on their sports participation, and 30% of the athletes felt that there were too few participants to compete against in competitions.

The issues of inadequate rest periods between sports events, too few helpers and too many sports events were not considered to be major issues as an average of only 10% (n=1) of the athletes felt that each of these issues do have an impact on their sports participation.

The results obtained from the teacher/ sports coach at the LSEN school for the visually impaired were the following and have been discussed previously under relevant themes:

1. Highest teaching qualification – a Secondary Teachers' Diploma;
2. Teaching experience at an LSEN school – 18 years; and
3. Identified areas in need of attention – poor sports facilities and a lack of enthusiasm amongst learners for participating in sporting activities/physical education.

#### **4.2.3 Results from the field visit**

The researcher visited an LSEN school based in Thoyandou in the Vhembe district, because it was relatively accessible and had been identified as having a large number of physically disabled athletes who participate in sport at national level. The researcher made the following observations during her visit:

1. The school itself was very active in encouraging physically disabled learners to take part in sport. The principal himself supported the notion of sports participation at the school and actively encouraged it;

2. Sports facilities were provided for sporting codes with an outdoor orientation while the physically disabled athletes also made use of a community sports centre designed for indoor sports;
3. Tennis courts were recently built and a soccer field was in the process of being built at the time of the visit. The school offered boarding facilities for physically disabled learners;
4. The community centre in question was approximately 4km from the LSEN school, while the University of Venda, which has a sports centre facility, was approximately 3km from the LSEN school;
5. The school had one bus that transported the physically disabled athletes to the sports facilities when they had planned training programmes or games;
6. Reliance on volunteer teachers to accompany the physically disabled athletes to sports programmes after school was a problem. There were too few staff available for the task and no overtime compensation was available; and
7. The researcher found the school teachers were enthusiastic about sports participation at the school. However, there was a noticeable display of reticence and fatigue by the teachers at the prospect of voluntary extramural participation in sporting activities. They expressed the need for more assistance and also for support from professionals and specialists in the form of physiotherapists and occupational therapists.

#### **4.3 SUMMARY OF CHAPTER**

In this chapter, the perceptions of the participants in this study on the development of physically disabled athletes in the Limpopo province were presented. Determining the demographic profiles of physically disabled athletes in LSEN schools in Limpopo province proved to be a challenge, as the sample size of participants who completed the questionnaires was small. Thus, the chosen sample did not reflect the actual demographics of physically disabled athletes in Limpopo province. However, some insight into the demographics can be gained from this small sample together with the findings of the field visit to the Vhemba district.

The objective to determine the demographic details of physically disabled athletes in special schools in Limpopo, has been covered as best as possible under the circumstances. It is recommended that future research in the area of determining the

situation with regard to sport for athletes with physical disabilities in Limpopo be allocated more resources, such as budget and time.

The numbers of learners at the LSEN schools in the Capricorn and Vhembe district were determined, as well as the sports facilities, school budget allocation for sport, number of teachers involved in school sport in comparison with the overall number of teachers at the school, and major issues perceived to be lacking at the school in terms of sports participation.

In addition, the lessons learnt in dealing with the challenges surrounding the data collection relating to the demographics is important to inform planning of further research studies on physically disabled athletes in Limpopo province. The current situation in respect of the development of physically disabled athletes in LSEN schools situated in Limpopo (objective two) was determined from the data from the participant questionnaires, the field visit to the LSEN school in the Vhemba district as well as from the key informants from the SAPD and the Department of Sport in Limpopo province.

With regard to the development of sports for the disabled in Limpopo (objective three) and the various communities, as well as the support systems available (objectives four) to the athletes and the effect of sporting bodies on the development of physically disabled athletes (objective five), qualitative data showed that support systems available to athletes is poor and that the sports governing bodies have a major impact on the development of physically disabled athletes.

Participants highlighted the following key factors: resources, infrastructure, coach expertise and temperament, teacher and principal support at the LSEN schools and intersectoral communication between sports governing bodies and government as impacting on the development of physically disabled athletes in Limpopo province (objective six).

Recommendations are made in the next chapter, based on the following key factors inhibiting the development of the physically disabled athletes in Limpopo (objective 7):

1. Inadequate inclusion of disabled athletes into sports programmes;
2. A lack of accountability to national policies;
3. A lack of human and other resources;

4. Insufficient coaching resources;
5. Inadequate time allocation for effective training;
6. A lack of communication between all stakeholders involved in sport;
7. A lack of awareness of sports opportunities;
8. A lack of co-operation between sports governing bodies;
9. A lack of rehabilitation expertise in the LSEN Schools; and
10. A lack of monitoring and evaluation of sports programmes for people with disabilities.

Therefore, the themes outlined in this chapter support the objectives set out by this study. However, owing to the limitations experienced during the implementation of the study, the results need to be viewed as a foundation for a more in-depth study of multiple case studies investigating the situation with regard to the development of physically disabled athletes in Limpopo.

# CHAPTER 5: DISCUSSION OF RESULTS

## 5.1 INTRODUCTION

In this chapter, key themes will be discussed linking the outcome of the results to the IPC Model. A comparison to the study done by Rossouw and Bressan<sup>6</sup> is briefly discussed as some similar issues were identified. The comparison highlights some important concepts in the development of disabled athletes that are important to address.

The key issues emerging from this study in the Limpopo province are:

1. The challenge of obtaining demographics of physically disabled athletes in Limpopo province and how this impacts on the development of these athletes in the province;
2. The quality and availability of support systems for physically disabled athletes;
3. Levels of sports participation;
4. Attitudinal facilitators and barriers;
5. Environmental accessibility;
6. Resources;
7. Education and training; and
8. Politics in the sporting arena.

These are discussed in relation to the five critical areas identified by the IPC Model for athlete development. The relevance of the IPC Model to the Limpopo context is discussed.

The overall impression gained from study participants was that the following catalogue of deficiencies is the lived experience of sport for the physically disabled, in Limpopo province:

1. Inadequate inclusion of disabled athletes into sports programmes;
2. A lack of accountability to national policies;
3. A lack of human and other resources;
4. Insufficient coaching resources;
5. Inadequate time allocation for effective development.

All these factors impact negatively on the development of physically disabled athletes in Limpopo province.

Despite the 18 years that have passed since Rossouw and Bressan<sup>6</sup> put forward their recommendations to help facilitate the development of sport for the disabled, it would appear that the key factors that were identified then, still continue to constrain the development of sport for the disabled at this present time.

This study on the key factors affecting the development of physically disabled athletes was conducted within a developing community<sup>1</sup>, which suffers greater disadvantage than the relatively more developed community in the Cape Province that was used by Rossouw and Bressan. In addition, the athlete participants in the Rossouw and Bressan study were predominantly visually impaired, similar to the athlete participants in this current study, but they were of Caucasian origin and predominantly English and Afrikaans speaking. The athlete participants in this current study were predominantly African in origin and their first language was an African language, however, they were assisted by their teacher in understanding the English questionnaire.

Despite these differences in study populations the constraining factors for athletes would remain the same.

## **5.2 THE INTERNATIONAL PARALYMPIC COMMITTEE DEVELOPMENT MODEL**

It is important to link the identified key factors impacting on the development of physically disabled athletes in Limpopo province, with the IPC Development Model so as to determine the relevance of this model in the context of a developing community, Limpopo province.

The IPC development programme identified five key areas to achieve athlete development, namely:

1. Awareness;
2. Opportunities;
3. Resources;

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<sup>1</sup> A developing community is characterised by a lack of infrastructure and resources and is thus more challenged in its development processes, than an already developed community.

4. Expectations; and
5. Partnerships.

### 5.2.1 Awareness

The IPC Development Committee concluded that the first and perhaps most important need is to create an awareness campaign<sup>2</sup> that is tailored for various groups.<sup>28</sup> The success of an awareness campaign, rests on the following guiding principles, adopted by the IPC development platform.<sup>28</sup>

First and foremost, the target audience or population must be identified. A population analysis, establishment of appropriate and realistic campaign objectives, application of formative research, analysis of channels of communication, use of behavioural theory, application of process and outcome evaluation strategies, communication at the macro-social level, and establishing a time frame that facilitates institutionalisation of the campaign goals need to be adhered to.

Many factors need to interact with one another to enhance levels of awareness of sports development. The key aspects identified in this study, which are relevant to the concept of “*awareness*” are: demographics; inclusion and integration; education; attitudes; cultural ideologies affecting people with disabilities in developing communities; and financial and human resources.

The Department of Sport and Recreation in Limpopo province has indicated that it regards Limpopo as a disadvantaged area and that the geographic vastness of the province, coupled with an inadequate transport infrastructure, seriously affected its ability to attend meetings. Just these factors alone suggest that the running of an awareness campaign to promote the image of athletes with a disability in sport, and to publicise the sporting opportunities available to communities within the Limpopo province, would be a challenge.

The IPC determined that the primary target populations are the potential new athlete and the parents of the potential new athlete.<sup>28</sup> To describe clearly the **demographic**

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<sup>2</sup> An awareness campaign can be defined as a systematic effort through various communications media to alert a targeted population in a given area to anything of significant interest or concern.<sup>28</sup>

**profiles** of disabled athletes at an elite level is extremely challenging owing to the difficulties of gaining access to the athletes themselves.

In this study, challenges encountered included a lack of response from the athletes, a lack of communication between the administrators overseeing the athletes and apathy in returning completed questionnaires to the researcher. The large distances between the districts in the province made it very difficult to access the physically disabled athletes.

Without accurate demographic data, it is difficult to understand the target area and population and to plan appropriate awareness campaigns. These challenges can affect the success or failure of an awareness campaign, and will influence the planning, implementation and the impact of such programmes.

In Limpopo, an insufficiency of viable transport facilities seems to be a major issue impacting on the aspirations of athletes who wish to attend sports competitions. This lack of transport also impacts negatively on the organisation of meetings and attendance by key role players at provincial and district meetings. Thus, both these factors would constitute a challenge and a barrier to the successful implementation of an awareness campaign. The awareness campaign would have to take into account those key aspects that affect the development of physically disabled athletes in the South African context.

The extent of **inclusion and integration** also has an effect on the success of awareness-raising efforts. If inclusion is practiced effectively within the sporting arena, people with a disability will be encouraged to participate in sporting opportunities. Furthermore, attitudinal barriers to the development of sport for the disabled will be lessened by the facilitation of integration and inclusion as a disability will not be seen to be a social stigma and people will be more aware and accepting over time.

The findings from this study suggest that **discrimination and cultural ideology** around people with disabilities exists within Limpopo province. This social stigma attached to people with disabilities inhibits them from being “included” in their communities. Even the National Sports Academy in Limpopo has not integrated

physically disabled athletes into their academy, citing that they require a greater support capacity in terms of staff and resources. This can be construed as a discriminatory attitude towards people with disabilities.

Attitudinal barriers to the development of sport for the disabled will be lessened by the facilitation of integration and inclusion, and this will assist with creating awareness around the opportunities that exist for people with disabilities.

Education at a grassroots level is essential for creating awareness and a positive image of athletes with a disability in sport. The role of education starts with encouraging learners at LSEN schools to participate in sport. However, the Human Movement Science Education Department at the University of the Witwatersrand has concluded that the lack of a formal, physical education curriculum in schools has had a negative impact on facilitating awareness around sport and exercise at a grassroots level.

Goslin 2002<sup>19</sup> conducted a study on the challenges for “Sport-for-All” in the socio-economic conditions of South Africa. One of the critical performance indicators for sustainable sport for all delivery in South Africa identified by this study was the reinstatement and Africanisation of physical education. She indicated that this would be a tangible measure of success reflecting the philosophy of access and equity. Goslin<sup>18</sup> also refers to the fact that regular involvement in physical exercise or active leisure is beneficial to the social, psychological and physiological well-being of society and the individual.<sup>19</sup>

The South African government reiterates this in policy documents by stating that involvement in activities such as “Sport for All” by large numbers of South Africans will eventually result in a reduction in the national healthcare budget and crime levels.<sup>3</sup> Formalising physical education in all schools will encourage access of disabled learners to sporting opportunities and have a positive impact on the development of sport for physically disabled people.

An important finding from this study is a lack of physical education programmes in the LSEN school curriculum. This discourages learners with disabilities from

participating in sport and hinders their development in terms of a healthy, active lifestyle.

The mass participation programme Siyadlala, Junior Dipapadi and the school sport programme initiated by the South African Department of Sport, are examples of programmes that create awareness of sporting opportunities within developing communities. However, these sports programmes do not, as yet, incorporate sports for people with disabilities. Education around the importance of participating in sport, from both a health perspective and a career perspective, needs to be disseminated through a variety of channels, such as the media, schools, government, hospitals and most important, young people and parents. According to numerous key informants who were interviewed during the course of this study, awareness campaigns are constrained by a lack of funding, sponsorships and human resource capacity within Limpopo province.

In the South African context, cultural differences and language barriers would need to be considered in the planning and implementation of the awareness campaigns. Community involvement would also facilitate the successful outcome of the awareness campaign, as well as including persons with a disability in creating awareness around sporting opportunities for learners with disabilities.

Thus, it is clear that implementing the IPC Development Model for athlete development, in Limpopo would need to take into consideration the identified aspects that could be challenging to its implementation.

### **5.2.2 Opportunities**

Sporting opportunities and awareness raising are directly related. Without an adequate awareness campaign to promote the positive role of sport, a community will not be aware of available sporting opportunities. Key factors identified from the study that impact on the success of sports promotion within a developing community are: accessibility, human resource capacity, funding and the availability of sponsorships.

At present, in Limpopo province, the LSEN schooling system provides learners with disabilities with primary access to participate in sporting opportunities. Youth

programmes, club development, as well as local and regional competitions, also provide important opportunities to participate in sport.

The chief director of communications and public relations for the Department of Sport and Recreation indicated that club development started in 2007 and that government plays an important role in facilitating the initial funds for starting a league. She also stated that the provincial government's involvement in ensuring sustainability is important.

The findings that flow from this study suggest that government support for ensuring access to sports programmes and club development in Limpopo province is virtually non-existent.

It would seem that in this province there is also a lack of knowledge regarding national government's plan for club development in all the provinces of the country. This suggests that there is a significant gap in the communication and implementation strategies for developing disabled athletes in Limpopo province.

At the National Disability Summit in June 2007, the chief director of communications and public relations for the Department of Sport identified the lack of a disability sport movement in South Africa, as a key issue impacting on the promotion of sporting opportunities in a developing community. The disability organisations in South Africa were censured for failing to be proactive and were perceived to be not only fractured, but were inclined to play a victim role. Consequently it was felt that they impede the process of sports development for persons with disabilities. This perceived fragmentation of the disability sports movement in South Africa is an important factor impacting on the sustainability of, and access to, sports development for people with disabilities.

Infrastructure and environmental accessibility embrace a number of issues. These include the availability of, and access to sports facilities for training and competing in sport; the provision of adequate sporting equipment; adequate transport facilities to ensure attendance at sporting competitions; access to adequate education and training facilities for athletes (e.g. a sports academy); as well as access to sports

clubs and the development of sports club support systems for athletes with physical disabilities.

The field visit to the Thoyandou area in the Vhembe district and to the LSEN school did not reveal a lack of actual facilities as such, but rather a lack of availability and access to the community sports centres when they were needed.

The chairperson of the SAPD in Limpopo, who accompanied the researcher on the field visit, said that the main problem facing athletes in the community is the entrance fee for access to the community sports centres. The reason for this is that most of the physically disabled athletes cannot afford the entrance fee. In addition to this acting as a barrier to the athletes' prospects of accessing sporting opportunities, he further indicated that the community sports centres are often unavailable to them because they have previously been booked by able-bodied athletes who are participating in sport at club level.

In terms of the Sports Academy qualifying as an adequate facility for accommodating the physically disabled athletes and their development, the results of the transcript analysis revealed a lack of access to the Sports Academy compounded by an insufficiency of sports programmes and coach training for physically disabled athletes.

From the above findings it is clear that the issues of access to sporting opportunities through the LSEN school system, the lack of club development and sustainable sports programmes in Limpopo and the fragmentation of disability organisations, as well as the lack of supportive government strategies, all impact on the potential success of providing disabled athletes in Limpopo province with access to sporting opportunities.

Thus, one has to question whether the IPC Development Model would lend itself to successful implementation in the context of Limpopo province. The findings so far suggest that the model would need to accommodate the key factors identified by the findings of this study. While resource availability impacts on opportunities, these will be discussed in due course.

### 5.2.3 Resources

Results showed that financial resources, human resource capacity, infrastructure, educational tools and technical material, as well as provincial competence in the distribution of funds and sponsorships, are all essential contributors in supporting the development of sport for people with disabilities.

The government's initiative of provincial academies of sport was the product of a feasibility study and of fact-finding missions undertaken by the former National Sports Council and Department of Sport and Recreation. This is an example of a national structure that was established in the provinces to cater for the needs of elite athletes and to provide a wide range of support services that would optimally enhance the performance of South African athletes. Thus, the provincial academy system was intended to be the hub of sports development in the country, from talent-identification level to elite level.<sup>30</sup>

However, the Provincial Academy of Sport in Limpopo province is severely lacking in human resource capacity and funding. This lack of capacity impacts on the development of physically disabled athletes, since they are restricted in numbers by a lack of support services at the academy.

The question must be asked whether the Australian model that forms the basis of the South African sports academy system, is a relevant model for the South African context, given the country's lack of coaching expertise at the elite level as well as a general lack of capacity to support the successful management and operation of the national academies. The answer to this question falls outside the boundaries of this study. However, it is clear from the results produced by the study that further research needs to be done on the relevance and effectiveness of the national sports academy system in the South African context.

A lack of human resource capacity acts as a barrier to the development of physically disabled athletes in Limpopo province. This is evident in the degree of teacher burn-out that was found and which compromised the creation of an optimal nurturing environment for the development of physically disabled athletes. Such insufficiency of human resource capacity would also have to be accommodated for to ensure the successful implementation of the IPC Development Model.

The lack of human resource capacity refers to two issues. First, there are not enough people who are able to assist with the process of sports development for people with disabilities. Secondly, there is a lack of skill and expertise for educating and training athletes and coaches.

At a grassroots level, programme development by key organisations involved in sport for disabled people has been shown to improve participation in sport by athletes with disabilities.<sup>28</sup> A number of key factors are essential to the success and sustainability of the programme, namely: project management, resource availability, and capacity building, as well as partnership co-operation among key organisations/role players.<sup>28</sup> These are important factors which need to be addressed in the Limpopo province.

Capacity building is aimed at improving skills for carrying out key functions, solving problems, as well as defining and achieving objectives. According to the literature, capacity-building can be focussed on three levels:<sup>28</sup>

1. The individual: human resources development; for example, training sports coaches and improving the expertise and skills of employees and volunteers;
2. The organisation: organisational development; for example, the integration of life-skills training in the processes and programmes of sport federations aims to strengthen an organisation's capacity so that it can achieve its goals and fulfil its mission;
3. The broader system: institutional development; for example, capacity-building to partner with the private sector for implementing sports projects.

For capacity-building to be effective and sustainable, it is necessary for an organisation to invest in all three of the above levels of intervention.<sup>28</sup> Furthermore, assess whether or not a partner organisation is appropriate, the international sports and development platform suggests that the parties should assess whether they share a common mission and vision, what resources each partner would bring to the programme and what other partners can do to enhance the resource base.

Lastly, it is suggested that the organisations should have measures in place to encourage learning and to share experiences among the partners involved.<sup>28</sup> On the

basis of these assumptions, the Limpopo Sports Development process is lacking at all three levels of capacity-building. The statement by the national chairperson of the SAPD supports this in that she identifies a lack of support by key role players and a lack of training of technical classifiers in Limpopo province. This demonstrates a deficiency at the institutional development and human-resource development levels.

The national government director pointed to a deficiency at the organisational development level. She said that there was insufficient funding for the provision of adequate transport facilities for physically disabled athletes in Limpopo province. The reason for this was that funds originally allocated for sports development were diverted for budget relief in other areas at provincial level where there is deemed to be a greater need.

She also indicated that academies of sport do not follow the same programme of sports development in the different provinces, and they have been slow to include athletes with disabilities in the different approaches. Thus, the process of capacity building is lacking at all three levels in Limpopo and this impacts negatively on the development of physically disabled athletes in the province. These factors will also have to be addressed before the IPC Development Model can be successfully implemented in Limpopo because, without adequate capacity, the development programme would fail.

In addition, according to the chief director of communications and public relations in the Department of Sport and Recreation, some of the core objectives of the implementation of the provincial academies of sport were to create a structured performance pathway for talented athletes and coaches. This was complemented by a commitment to provide quality support services for both the elite and talented athletes as well as the coaches in the province.

However, according to the deputy manager of sport for the disabled at the Department of Sport and Recreation in Limpopo province, the lack of financial resources and infrastructure to support the services of the provincial academy is a major problem. There is a pressing need for the funding of coach education programmes and for the development of coaches to qualify as managers and sports development co-ordinators.

The chief director stated in an interview that a key problem affecting the allocation of finances for the development of sport is the issue of provincial competence in the distribution of funds. Often the money is not used in the right places and is frequently allocated to unrelated budgetary relief measures.

In addition, a large percentage of the coaches and co-ordinators of sporting programmes in the communities are volunteers. This impacts adversely on sustainability and commitment and could have a negative impact on the successful outcome of the implementation of the IPC Development Model in Limpopo province, and thus would need to be taken into consideration. A structured financial base would have to be in place to assist with the payment of community facilitators in order to ensure the sustainability of the Development Model within this particular context.

Furthermore, to illustrate the issue of inadequate resources and the effect of this on the IPC Development Model, the findings of this study indicated that budget cuts at schools in Limpopo province have diminished the availability of transport facilities for athletes to take part in competitions away from their local communities. The lack of budgetary provision for the placement of rehabilitation professionals at schools, further affects the development of athletes with disabilities, since they are unable to obtain supportive rehabilitation for their specific disabilities. Many of these professionals, such as physiotherapists and occupational therapists, are classifiers for the various sporting codes.

There is a lack of funding and sponsorships in Limpopo province. As a result many of the athletes who are leaving school are forced to migrate to other provinces where there are better sponsorship opportunities and improved chances of furthering elite sports development. This lack of sponsorships would compromise the success of implementing the IPC Development Model in the Limpopo context, since funding and sponsorships are essential to the success and sustainability of the model.

Thus the lack of sufficient human-resource capacity, funding, sponsorship, and financial resources for adequate infrastructure sustainability and support services,

continues to impact heavily on the development of physically disabled athletes in Limpopo province.

#### **5.2.4 Expectations**

According to the IPC Development Committee<sup>33</sup> defining the journey a new athlete can undertake, as well as the appropriate emphasis on the implications of the complete journey and the ability to halt the journey once the athlete has reached the pre-determined destination, are all imperatives in empowering the aspirations of the athlete. From the analysis of the transcripts and questionnaires, it was evident that the positive attitude of the principal at an LSEN school was essential for a successful and sustainable sports-development outcome within the school environment.

The temperament of the coaches at the LSEN schools had a major impact on athletes' performances in, and expectations of the particular sport.

In addition, the study participants also felt that there was an issue of unfair classification impacting on their sporting experience. Once again, this can be linked to the lack of financial and human resources, since the majority of classifiers at the schools are teachers who participate on a voluntary basis and without overtime compensation. In order for disabled athletes to have realistic expectations and to maintain positive participation responses throughout their journey from junior to elite levels of athletic engagement, appropriate coach education, classification of support services and adequate funding are essential.

The IPC committee<sup>33</sup> also stipulates that role models and mentoring for both able-bodied and disabled persons are essential in providing an adequate foundation of sporting opportunities at a grassroots level. A study was done by Jowett and Rhind<sup>31</sup> on the impact of Parent-Created Motivational Climate on Adolescent Athletes' Perceptions of Physical Self-Concept. It examined the perceived parental climate and its impact on the athletes' perceptions of their own competence and ability levels.

The study found that the young adolescent athlete's self-concept is more significantly affected by the perceived parentally created motivational climate (both task and ego) than the older adolescent athlete's self-concept is.

Thus, these findings support the belief that the role of parents as socialising agents is important and that younger children rely on parental attitudes.<sup>31</sup> Young, disabled athletes are also dependent on teachers at their schools acting as role models. This allows the young athletes to develop a sense of identity and a healthy measure of self-esteem. At the same time it encourages them to cultivate expectations of achievement.

It was found that the severe limitations of the various support systems available act as barriers to the development process of physically disabled athletes in the province. The athletes tend to rely on support from the teachers and principals of their schools.

Yet, this has been shown to be of indifferent quality because of high teacher burn-out rates and a lack of capacity. In addition, support from parents and the community was found to be virtually non-existent, while support from the sports federations and government was found to be limited. Apart from a few isolated examples, the generally poor quality of support systems available to disabled athletes in Limpopo creates a barrier to the development of physically disabled athletes in the province and this would negatively impact the implementation of the IPC Development Model in Limpopo province.

Furthermore, as was noted in the literature review, Joseph Baker *et al*<sup>32</sup> conducted a study on the factors influencing the development of elite athletes. The study examined training and environmental factors that influence the acquisition of sports expertise and found that resources such as parental support and adequate coaching were essential precursors to achievement. The researchers noted that the young adolescent athlete looks to the parent for examples of leadership qualities and self-acceptance. In later years, parental involvement decreases progressively as the adolescent takes increasingly greater control of the decision-making process in respect of adulthood and the selecting of a career path.

However, continued support by parents as the providers of financial and emotional encouragement remained important for the all the stages of the athletes'

development. The Baker findings concluded that development of expertise in sport results from a successful interaction of biological, psychological, and social constraints.<sup>32</sup>

There is a lack of research material on cultural influences and also a lack of parental support in developing communities. Limpopo province is a microcosmic manifestation of a developing community in which a number of cultural influences impact on the development of the elite athlete. Thus, in terms of the relevance of the IPC Development Model within the South African context, its viability could be challenged. For it to be successful in Limpopo province, the key constraints identified above that impact negatively on the areas of expectation, would have to be addressed.

### **5.2.5 Partnerships**

Cohesive and interactive partnerships are an essential element in the successful outcome of sports development for athletes all around the world.

The following issues relating to partnerships were identified in this study:

1. A desk for persons with a disability;
2. The role of government;
3. Department communication;
4. Federations' responsibility;
5. Lack of support from teachers and coaches;
6. Lack of sponsorships;
7. Politics;
8. Lack of accountability; and
9. Strategic planning.

The findings suggest that the fact that a “desk” for the facilitation of sports participation for PWDs in the Limpopo does exist, is a positive element and thus it acts as both a support system and a facilitating agent for the development of physically disabled athletes in Limpopo province.

However, the existence of this portfolio might also be classified as a barrier to the development of physically disabled athletes in the province. The “desk” is not necessarily an efficient mechanism for delivering its mandated obligations.

It would appear that despite the claims made, the government does not actually facilitate the building of networks, nor does it develop viable partnerships. This is confirmed by the results of the study.

The role of government and its perceived obligations in facilitating sports development were strongly voiced by key informants in the government sector. The chief director of communications and public relations from the Department of Sport and Recreation highlighted the significance of the merger between sports governing bodies SASCOG and DISSA in 2006, for its elimination of the duplication of sports leadership and also for its facilitation of the principle of inclusion.

Key informants also indicated that politics in the sporting fraternity could constrain the development of potential athletes. The provincial chairperson of the SASAPD in Limpopo province expressed the view that inter-governmental politics exercised among leadership positions in the organisation, had a negative impact on the implementation and facilitation of regional competitions for disabled athletes in the province.

The key informants in the education and sports sector at a tertiary level indicated that departmental communication between mainstream and LSEN schools is lacking. There is a need for collaboration among universities in their organisation of resources and of their knowledge about facilitating the process of sports education and training, specifically with regard to the incorporation of coach education and sports for the disabled. Furthermore, it was indicated that disability organisations in South Africa are not proactive. Instead, they appear to be fractured in their structures and present themselves in the role of victims rather than that of determining agents. A viable disability sports movement is also lacking in South Africa and this has a negative impact on the development of disabled athletes.

Finally, key informants indicated that federations need to take responsibility for their specific roles and need to be accountable for the strategic planning and implementation of sports programmes and competitions within their specific sporting codes. This is essential for the sustainability of sports development among people with disabilities.

At a grassroots level, those athletes from the LSEN school who participated in the study indicated that there was a lack of support from their teachers and coaches. Specifically, this pertained to the temperaments and enthusiasm of the teachers and coaches. This indicates the importance of partnership communication among athletes, coaches and teachers.

At a macro level of sports development, the key informants referred to a lack of sponsorships in the field of sport. Furthermore, it was suggested that national organisations involved in sports development need to facilitate partnerships with the corporate sponsors and media organisations. Therefore, successful partnerships and network development are key factors impacting on the development of physically disabled athletes in Limpopo province.

The issue of politics severely impedes the process of achieving sustainable development for physically disabled athletes in Limpopo province. The study has shown that the role of government and key partnerships among sports federations, sports governing bodies and local as well as district municipalities have a major impact on the development of physically disabled athletes in Limpopo.

In light of the above findings regarding partnerships in Limpopo province, the IPC Development Model would again need to provide for the complexities of the political climate prevailing in the sporting arenas of Limpopo province. The issue of a lack of accountability in respect of strategic planning and the implementation of sports programmes and competitions immediately undermines the imperative of cohesion that is basic to the successful implementation and sustainability of the IPC Development Model.

### **5.3 SUMMARY OF CHAPTER**

This chapter has highlighted the key issues that impact on the development of sport in Limpopo as seen in relation to the IPC Model as well as the Rossouw and Bressan study.<sup>6</sup>

Findings of this study in 2006/7 resonated strongly with the Rossouw and Bressan study<sup>6</sup> of 1991 in respect of certain key factors that impacted on the development of physically

disabled athletes in Limpopo province. Little appears to have changed. It is evident that the situations are very similar, despite the length of time that separates the two studies.

When comparing the critical areas impacting on the development of physically disabled athletes in Limpopo province, as identified in this study, with the five key areas of IPC Development Model, it was found that numerous challenges exist in Limpopo. These include poor demographic data on physically disabled athletes in Limpopo province. The following factors that are lacking that were identified by this study are:

1. A lack of adequate facilities and infrastructure for the development of physically disabled athletes;
2. A lack of sufficient human-resource capacity;
3. A lack of the necessary financial resources for adequate infrastructure sustainability and support-services provision, including funding;
4. A lack of sponsorship support; and
5. A lack of cohesion among key partnerships involved in the development process of physically disabled athletes in Limpopo.

A comparison of the IPC Model with the key factors impacting on the development of physically disabled athletes in Limpopo helped to clarify the factors that are lacking in Limpopo for the model to be implemented successfully. The model is useful in that it provides a theoretical framework from which to address the key factors acting as barriers to the development of physically disabled athletes in Limpopo.

The model could act as a guide for sports administrators/policy-makers for future development plans. Without a directed model/framework to aim towards, these inhibitors will continue to impact negatively on the development of physically disabled athletes in Limpopo province. In order for physically disabled athletes in the province to be meaningfully developed within the framework of the IPC Development Model, the challenges and key factors/critical areas identified by this study need to be addressed.

# CHAPTER 6: RECOMMENDATIONS

## 6.1 INTRODUCTION

The following recommendations are considered to be important to the challenge of facilitating the development of physically disabled athletes in Limpopo province. Not only are they important, but their implementation and execution are essential if there is going to be a measurable turnaround in the development of physically disabled athletes in the province. Although the study was restricted to Limpopo province, the recommendations may find application in other provinces since many of the issues addressed appear to have an element of universality in their substance. Further research in the near future would seem to be justified.

## 6.2 RECOMMENDATIONS

### 6.2.1 Establish a discussion forum for all stakeholders

A provincial committee needs to be appointed to establish a discussion forum for all the stakeholders. This should include athletes, parents, local and district municipalities and sports governing bodies. The purpose would be to adopt a model/framework (possibly the IPC model) to guide decision-making and prioritisation of resources for future development, to ensure co-operation among them, to integrate their resources and to assemble a body with lobbying power. This forum should meet quarterly to delegate tasks, which should be given strict deadlines so that delivery status and success or failure can be adjudicated at subsequent meetings.

### 6.2.2 Take steps to elevate the status of sport for physically disabled athletes in Limpopo province

The status of sport for physically disabled athletes in Limpopo province needs to be elevated by increasing its visibility through the media and by encouraging the implementation of awareness-raising programmes at both school and community levels.

Furthermore, developing opportunities for competition will increase awareness, encourage athletes in their sports and raise the standards of sport in the province.

### **6.2.3 Improve the co-operation between sports federations, government departments and disabled people's organisations in Limpopo province**

It is important to introduce measures to improve the co-operation among the sports federations within the province so that they can deliver effectively on identified sports programmes and assist with the sports development of physically disabled athletes. These could include incentive schemes and positive reinforcement strategies to increase accountability for delivery of objectives and outputs.

Ensuring good corporate governance and transparent budget allocation within the government's sports department are essential. This process should be audited by an external body. Perhaps the Office on the Status of Disabled Persons could accept this responsibility at a national and provincial level. In addition, disabled people's organisations (DPOs) need to be encouraged to lobby for resource allocation and awareness-raising campaigns for the development of physically disabled athletes in the province, in particular with reference to the Limpopo Sports Academy. Inter-sectoral communication between departments such as the Department of Sports, Arts and Culture and the Department of Education in Limpopo province, as well as at the national level, needs to be facilitated.

Lastly, the clarification of roles among government, the South African Sports Confederation Organising Committee (SASCOC), provincial competences and provincial regulations should be prioritised. This could be achieved at a combined stakeholder meeting, which the provincial committee mentioned above should co-ordinate.

### **6.2.4 Educate stakeholders**

It is important to educate designated community co-ordinators on the subject of inclusion strategies and also on the need to create awareness around sports participation for people with disabilities.

Educating stakeholders in the area of capacity building and skills-development programmes, which would increase the effectiveness of support structures, is essential. These initiatives could include topics such as human-resource empowerment, infrastructure development, professional administration and funding.

### **6.2.5 Improve coaching expertise and knowledge**

It is important to integrate disability coaching expertise into tertiary education institutions and into the Sports Academy in Limpopo. This would fall under the auspices of government and university departments. In addition, further research on the relevance and effectiveness of the National Sports Academy system within the South African context, is recommended.

### **6.2.6 Have specialist rehabilitation expertise in the LSEN schools**

It is essential to facilitate the deployment of specialist rehabilitation expertise, for example, occupational therapists and physiotherapists, into the LSEN schools. This would ensure that learners with disabilities are provided with essential rehabilitation to prevent their disabilities from deteriorating. A rehabilitation service would also facilitate the participation of learners in school sport as part of their rehabilitation. It is the responsibility of the Department of Health and the Department of Education to lobby for this. Once again, this calls for effective communication channels and accountability among government departments.

### **6.2.7 Monitoring and evaluation (M & E) of sports programmes**

It is important that stakeholders involved in the monitoring and evaluation of sports programmes should be efficient and effective in their functions. A monitoring and evaluation committee could be formed, primarily to ensure effective and regular feedback about these sports programmes to the Provincial Committee. Thus a central point for meeting and planning strategies is an important mechanism for the monitoring and evaluation of sports programmes.

## **6.3 SUMMARY OF CHAPTER**

This chapter has identified important recommendations based on the outcomes that resulted from the study of key factors impacting on the development of physically disabled athletes in Limpopo.

The recommendations involve establishing a discussion forum for all stakeholders involved in the development of physically disabled athletes in Limpopo, as well as elevating the status of sport for physically disabled athletes, thus creating awareness of sporting opportunities and encouraging sports participation.

The issue of co-operation between sports federations, government departments and DPOs in Limpopo is discussed, as well as the importance of educating stakeholders on issues of inclusion strategies, capacity building and creating awareness around sports participation for people with disabilities. Coaching expertise and knowledge relating specifically to disability sport, is deemed essential, as well as the integration of this expertise into tertiary education institutions and the Sports Academy in Limpopo. Lastly, the issues of ensuring specialist rehabilitation expertise in LSEN schools in Limpopo is recommended and the monitoring and evaluation of sports programmes is also considered to be an important aspect of ensuring the successful development of physically disabled athletes in Limpopo province.

# CHAPTER 7: CONCLUSION

In conclusion, this study has identified the key factors that impact on the development of physically disabled athletes in Limpopo province. These critical areas/key factors are compared with the five keys areas of the IPC Development Model, since it helped to clarify which factors are lacking in Limpopo for the model to be implemented successfully. The purpose of the IPC Development Model is that it is useful in that it provides a theoretical framework from which to address the key factors that act as barriers to the development of physically disabled athletes in Limpopo.

Numerous challenges were found to exist in Limpopo, such as poor demographic data on physically disabled athletes, inadequate facilities and infrastructure for the development of physically disabled athletes, insufficient human-resource capacity as well as financial resources and sponsorships for support-service provision and infrastructure sustainability. In addition, a lack of co-operation among key role players involved in the development process of physically disabled athletes in Limpopo was identified.

In light of the above, it is important to consider what the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD),<sup>29</sup> which was signed and ratified by South Africa in November 2007, signifies and what is actually being achieved in terms of the development of physically disabled athletes in Limpopo. This convention was an important progression for the development of sports for people with disabilities in South Africa. Specific to sport is Article 30 of the convention, which relates to the participation of people in cultural life, recreation, leisure and sport. The article stipulates certain appropriate measures that government, sports federations and other stakeholders must adopt to enable persons with disabilities to participate on an equal basis, with others in recreational, leisure and sporting activities.<sup>29</sup>

In terms of fulfilling principal functions set out by the Sports Transformation Charter, to increase participation levels in sport and recreation and to make sport and recreation accessible to all South Africans, this study shows that there is inadequate inclusion of disabled athletes into sports programmes. There are also inadequate infrastructure and resources in Limpopo, thus affecting the accessibility of these athletes to sport and recreation opportunities in this province.

The issue of ensuring that provincial and national teams reflect the demographics of South African society, is further hindered in Limpopo by the challenge of obtaining demographic data of people with disabilities. In addition, ensuring that all sport and recreation bodies meet their affirmative action objectives is key as identified by the lack of co-operation between stakeholders and sports governing bodies in the development of sport for people with disabilities. This issue is further compounded by the negative effect that politics in Limpopo appears to have on the achievement of the functions laid down by the Sports Transformation Charter.

Finally, the issue supported by various policies in South Africa, which stipulates that there should be a greater promotion of involvement in sport and recreation of marginalised groups, such as women, people with disabilities, people living in rural communities and the youth, is also identified as lacking.

The key factors impacting on the development of physically disabled athletes in Limpopo as identified by this study, and the recommendations put forward, will hopefully highlight areas of development in Limpopo that are in dire need of attention and consideration, if South Africa is to fulfil the goals set out by the UNCRPD and the Sports Transformation Charter.

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# APPENDIX A

**Questionnaire:** A Study of the Key Factors Impacting on the Development of Physically Disabled Athletes in the Limpopo Province (Stellenbosch University) 2006

**Participants:** Head of School/School Sports Coach/ Physical Education Teacher

Name of school:	
Address:	
Code:	
Tel. No.	

Where only YES or NO is required, make a cross (X) in the correct block.

Thank you for your time.

## **A. General Information**

1. What types of disabilities does your school accept?		
2. What are the admission requirements for a learner to be accepted by your school? (Classification – system)		
3. How many learners are there in total?		
4. How many learners are Female?		
5. How many learners are Male?		
6. Over the past 5 years, has there been an increase or decrease in the number of learners at your school?	Increase	Decrease
7. Is there a waiting list for admission of learners at your school?	Yes	No
8. What is the average age at which learners leave the school on completion of their studies?		
9. What other extra-mural activities are offered at your school besides sport?		

## **B. Sports Information**

1. What sports activities are offered at your school?

Athletics	Yes	No
Swimming	Yes	No
Tennis	Yes	No
Wrestling	Yes	No
Boxing	Yes	No
Basketball	Yes	No
Hockey	Yes	No
Netball	Yes	No
Cricket	Yes	No
Name any other		
Do the learners have an opportunity to represent their Province if sporting events are organised?	Yes	No

## **C. Support for Sports Programmes**

1. **Facilities:** Do you have:

1.1	A standard athletics track?	Yes	No
1.2	A standard swimming pool (25m)?	Yes	No
1.3	A Gymnasium (For example a hall for table tennis, basketball etc.)	Yes	No
1.4	A sports field?	Yes	No
1.5	If your school does not have the facility for the particular sport, do you use another facility elsewhere?	Yes	No

**2. Apparatus and Equipment:** Do you have specific apparatus for the:

Athletics field?	Yes	No		
Swimming Pool	Yes	No		
Gymnasium	Yes	No		
How would you describe the condition of the apparatus?	Poor	Fair	Good	Excellent

**D. Financial Support**

1. Who are your sports programmes supported by?

Government	Private sector	Any other
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2. What percentage of your budget is allocated to sports activities? \_\_\_\_\_

Has this percentage improved over the past 5 years?	Yes	No
If YES, by how much and what is the reason?		

**E. People Involved with Sports Activities**

1. How many adults are involved with sports activities in your programme?				
2. How many of the personnel involved in the programme are:		Paid personnel	Volunteers	
3. How many of the sports personnel have qualifications from?	University	College	Grade 12	Other (please specify)
4. How many of the sports personnel have formal training for working with disabled people?				

## **F. Problem Areas**

As the Headmaster/Headmistress of the school, can you identify any problems in the following areas?

Sports programme (facilities and equipment)
Financial situation
Sports coaches and assistants

# APPENDIX B

**Questionnaire:** A Study of the Key Factors Impacting on the Development of Physically Disabled Athletes in the Limpopo Province (Stellenbosch University) 2006

**Participants:** Physically Disabled Athletes

Participants please:

1. Answer all questions as precisely and honestly as possible.
2. Write as legible as is possible.

Thank you for your co-operation

Surname:		
Name:		
Age:		
Date of Birth:		
Postal Address:		
Postal Code:		
Sports Classification:		
Gender:	Male	Female
Region (Area of Province)		

Please answer the questions using the following: (An X marks your answer)

Where only a YES or NO answer is required, mark the correct answer with an X; and

Where a 6- point scale is used:

1	2	3	4	5	6
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An X in block 1 means that the statement is not at all applicable in your case, and if you mark an X in block 6 it is extremely applicable in your situation.

## A. General Information

Have you attended a school for persons with disabilities from the start of your school career?	Yes	No
<b>If No</b> then at what age and in which grade did you enter a school for the disabled?	Age	Grade

As a person with a disability, which of the following options would you prefer if you had a choice? (mark choice with X)

1. A special school for persons with a disability for your entire school education?		
2. A school for the non-disabled for your entire education?		
3. A special school for the disabled until the necessary personal adaptations have been made and then a school for non-disabled.		
Do you often come into contact with non- disabled friends (persons) during the school term?	Yes	No
Would you like to have more non-disabled friends?	Yes	No

## B. Sports Participation

1. Mark any of the sports offered by your school from the list below:

Tennis	Swimming	Athletics	Wrestling	Boxing	Goal ball
Cricket	Soccer	Rugby	Table Tennis	Basketball	Power lifting
Netball	Hockey	Archery	Name any other sport/s offered		

2. In which of the sports do you participate regularly? (At least twice a week):

3. Name the sporting events that you take part in at the championships:

4. Do you participate in sport because?

4.1 You are good/ usually win:

4.2 You enjoy participating with/ against others:

4.3 You can prove to others that as a person with a disability you are capable

4.4. You learn more about yourself:

4.5 Any other personal reasons:

Yes	No

5. Which of the above-mentioned aspects (4.1 - 4.5) are the 3 most important reasons for participation? (You need only write the corresponding figure (4.1 – 4.5) opposite the number)

1.	2.	3.
----	----	----

6. Do you think that you will continue with sport participation once you have left school?

Yes	No
-----	----

7. Using a 6-point scale, indicate to what extent the following aspects have a negative effect on your sports achievement during competitions. (1= not at all (-), 3= neutral (\*) and 6= very much (++)

7.1 Too few participants (little competition) in the same classification/ grade.

1	-	2		3	*	4		5		6	++
---	---	---	--	---	---	---	--	---	--	---	----

7.2 Unfair classifications within the group

1	-	2		3	*	4		5		6	++
---	---	---	--	---	---	---	--	---	--	---	----

7.3 Too many sporting events to participate in during a week.

1	-	2		3	*	4		5		6	++
---	---	---	--	---	---	---	--	---	--	---	----

7.4 Too few escorts/ helpers

1	-	2		3	*	4		5		6	++
---	---	---	--	---	---	---	--	---	--	---	----

7.5 Lack of rest and recovery between events for consistently good performances.

1	-	2		3	*	4		5		6	++
---	---	---	--	---	---	---	--	---	--	---	----

Should you wish to give any specific motivation/explanation for your answers to the above – mentioned questions (7.1 – 7.5) please do so:

8. Which of the above-mentioned aspects (7.1 - 7.5) were chiefly responsible for poor personal achievements during participation? (List them in order of importance. You need only write the corresponding figure (1 – 5) opposite the number.)

1.	2.	3.
----	----	----

9. Using a 6-point scale, indicate to what extent the following aspects have a negative influence on your training sessions. (1= not at all (-); 6 - very much (++)

9.1 Lack of good, well planned coaching

1 -	2	3 *	4	5	6 ++
-----	---	-----	---	---	------

9.2 Lack of enthusiasm from coach/ assistant.

1 -	2	3 *	4	5	6 ++
-----	---	-----	---	---	------

9.3 Lack of enthusiasm

1 -	2	3 *	4	5	6 ++
-----	---	-----	---	---	------

9.4 Lack of time for training.

1 -	2	3 *	4	5	6 ++
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9.5 Availability of facilities (fields, halls, pools, equipment etc.)

1 -	2	3 *	4	5	6 ++
-----	---	-----	---	---	------

10. Which of the above-mentioned aspects would you say influence your training sessions most? List them in order of importance from 1-3. You need only write the corresponding figure (9.1 – 9.5) opposite the number).

1.	2.	3.
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11. Who assists you most in your sport activities and training? (Choose one only)

Physical Education teacher	Physio-therapist	Occu-pational therapist	Outside coach	Teacher/s	Parents:
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12. Which other sport activity (that you think is within your ability) would you most like to participate in? \_\_\_\_\_

### C. Physical Education Information

1. How many times per week do you participate in physical education classes?

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2. Do you do the following in the physical education classes?

- Gymnastics activities:
- Games activities:
- Water activities:
- Dance activities:

Yes	No
Yes	No

3. Which activities do you do most in your Physical Education classes?

4. Do you enjoy your Physical Education classes?

5. Any specific reason?

6. How many pupils take part in your Physical Education classes at one time?

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# APPENDIX C

## PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR USE BY PARENTS/LEGAL GUARDIANS

**RESEARCH PROJECT:** “The Study of Key Factors Impacting on the Development of  
Physically Disabled Athletes in the Limpopo Province”

**REFERENCE NUMBER:** N05/07/126

**PRINCIPAL INVESTIGATOR:** Ingrid Sellschop

### **CONTACT NUMBER:**

- Your child (or ward, if applicable) is being invited to take part in a research project.
- Please take some time to read the information presented here, which will explain the details of this project.
- Please ask the study staff or doctor any questions about any part of this project that you do not fully understand.
- It is very important that you are fully satisfied that you clearly understand what this research entails and how your child could be involved.
- Also, your child’s participation is entirely voluntary and you are free to decline to participate.
- If you say no, this will not affect you or your child negatively in any way whatsoever. You are also free to withdraw him/her from the study at any point, even if you do initially agree to let him/her take part.

This study has been approved by the Committee for Human Research at Stellenbosch University and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and the Medical Research Council (MRC) Ethical Guidelines for Research.

### **1. What is this research study all about?**

- **Aim:** Is to identify key factors that impact on the development of Physically Disabled athletes in the Limpopo province in South Africa.
- **Procedures:** the setting of the study will be the Limpopo Province. The information needed for this study will be gathered from 6 different source groups, namely:

Heads of schools; physical Education Teachers at the Special Secondary schools; sports Coaches of nationally represented Junior and Senior level Physically disabled athletes; national junior and senior level physically disabled participants from the province; the Coordinator of the Provincial academy of Sport and Sports programme managers.

Formally structured questionnaires will be used to collect data from the schools, athletes and coaches. Interviews will be conducted with the relevant sports programme managers and key drivers of sport for the physically disabled. There are 19 Special schools in the Limpopo province, all of which will be invited to participate in the study. The duration of the study will be 3 months depending on the access to the sports programme managers and availability.

- **Confidentiality:** The Information collected will be treated with confidentiality and it will be included in a thesis and publication in a professional journal, without disclosing the identity of participants without their permission.

2. **Why has your child been invited to participate?**

Your child has been asked to participate in this study so that their development in disabled sport can be assessed, which will help to identify key factors impacting on the development of disabled athletes in the Limpopo province.

3. **What will your responsibilities be?**

To help the child to fill out the relevant questionnaire.

4. **Will your child benefit from taking part in this research?**

- **Possible benefits:** The benefits of participating in this study will be that the data collected will contribute to strategic planning and furthering the development of sport for physically disabled athletes in the Limpopo province and other provinces.

5. **Are there any risks involved in your child taking part in this research?**

There are no risks involved for your child.

6. **If you do not agree to allow your child to take part, what alternatives does your child have?**

Voluntary participation/refusal/discontinuation: Participation in this study is voluntary.



years old, to take part in a research study entitled "The Study of Key Factors Impacting on the Development of Physically Disabled Athletes in the Limpopo Province". I declare that:

- I have read or had read to me this information and consent form and that it is written in a language with which I am fluent and comfortable.
- If my child is older than 7 years, he/she must agree to take part in the study and his/her consent must be recorded on this form.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to let my child take part.
- I may choose to withdraw my child from the study at any time and my child will not be penalised or prejudiced in any way.
- My child may be asked to leave the study before it has finished if the study doctor or researcher feels it is in my child's best interests, or if my child do not follow the study plan as agreed to.

Signed at (*place*) ..... on (*date*) ..... 2005.

.....  
Signature of parent/legal guardian

.....  
Signature of witness

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**Declaration by investigator**

I, *Ingrid Sellschop*, declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understand all aspects of the research, as discussed above
- I did/did not use a translator (if a translator is used, then the translator must sign the declaration below).

Signed at (*place*) ..... on (*date*) ..... 2005.

.....  
Signature of investigator

.....  
Signature of witness

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**Declaration by translator**

I (*name*) ..... declare that:

- I assisted the investigator, Ingrid Sellschop, to explain the information in this document to *(name of parent/legal guardian)* ..... using the language medium of .....
- We encouraged him/her to ask questions and took adequate time to answer them.
- I conveyed a factually correct version of what was related to me.
- I am satisfied that the parent/legal guardian fully understands the content of this informed consent document and has had all his/her questions satisfactorily answered.

Signed at *(place)* ..... on *(date)* ..... 2005.

.....  
Signature of translator

.....  
Signature of witness

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