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Evaluation on Provision of Sports Support Services and Training Policies on Disability Sports in Special and Integrated Schools in Kakamega County, Kenya.

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Abstract: Sports Policies and Acts form a basis for sports participation for Persons with Disabilities (PWDs). The purpose of this study was to assess the implementation of disability sports policy on provision of support services and training policies for persons with disabilities in Special and Integrated schools in kakamega county, Kenya. The study design used was cross-sectional survey. Study population was 120 and Sample size was 71. Questionnaires and observation checklist were used to collect data. Descriptive statistics were generated as frequencies, means, percentages and standard deviation. The results were presented as tables. In terms of support services, (n=24, 35%) reported they received funding for purchase of equipment and only (n=20, 29%) had received assistive devices for participation. Bivariate analysis showed that there was no significant relationship between number of children with disability in the schools and acquisition of assistive devices (OR: 1.0; 95% CI: 0.7 – 1.4; p=0.9) for all disability categories. On personnel training, (n=53, 80%) reported there was no County policy on personnel training while (n=65, 96%) had not received scholarship/sponsorship. Majority (n=62, 91%) wished to receive more training in disability sports. In summary support services were not sufficient across most schools and lack of training in disability sports was reported as reasons for low participation in disability sports in special and integrated schools in the county.

Keywords: Support services, Disability sports, sports policy, participation and sports Acts

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INTRODUCTION

Disability sports training policy is critical in impacting knowledge to persons with disabilities in sports participation. An impact review of sport Northern Ireland's disability mainstreaming policy (Wharton Consulting Review, 2006-2010) aimed to put disability sport to the fore-front of people's developing minds in implementing programs and services aimed at delivering on sport Northern Ireland's core business objectives of; increasing participation in sport and physical recreation, improving sports performance and improved efficiency and effectiveness in the administration of sports for PWDs.

The review in Northern Ireland also aimed to deliver at least 6 percentage points higher participation rates in sport and physical exercise among PWDs, 100 Northern Ireland athletes achieved medal success at the highest level of their sport, including European, World and Olympic / Paralympic level, and at least 10 new or improved facilities to help Northern Ireland. To ensure success, Northern Ireland Disability Mainstreaming Strategy addressed sport quality and governing bodies (including talent recognition and team development), local activity (including colleges, health and outdoor recreation), education and training, general roles (including leadership, information and advice) to hire PWDs.

Tittle III of the Americans with Disabilities Act (ADA, 1990) prohibits discrimination in places of public accommodation. It stipulates that all people must be provided with reasonable accommodation that permits them access to places where the public congregate or participate for purposes of recreation or leisure (bowling centres, health and fitness centres, skating rinks, sport arenas and stadia). The ADA is a standard act that is internationally accepted by the UN and many other Countries in the world.

The action plan for African Decade of Disabled Persons was formerly adopted by the Organization of African Unity (OAU) now African Union (AU) in 2002 which referenced the need to promote more efforts that encourage positive attitudes towards children, youth, women and adults with disabilities and the implementation of measures to ensure their access to rehabilitation, education, training and employment as well as cultural and sports activities and access to the physical environment. This set the pace for rapid implementation of the AU Declaration across African countries including Kenya.

The Kenya National Council for Persons with Disabilities (NCPWD) is a state corporation established in November 2004 by an Act of Parliament referred to as People with Disability Act (PWDA, 2003) with the mandate to formulate and implement policies that are geared towards mainstreaming persons with disabilities

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to the national economy. Similarly, according to Kenya's Ministry of Education 2006-2011 Strategic Plan, the Government of Kenya supports the training of teachers in Special Needs Education (SNE) at various institutions (Government of Kenya, 2006). These are the government's commitment towards improving the lives of persons with disabilities in various spheres of life.

According to Sessional Paper No. 3 of 2005 on sports development in Kenya and Sports Act 2013, the Kenyan policy issues on sports development recognizes that for sustainable sports development in the country, the policy framework should address the following areas: sports funding, sources of funding, tax exemptions, financial management, sports facilities, goods and equipment, sports marketing, athletes' career education and job placement, establish a national sports institute and a legal framework (GoK, 2013). The policy requires that PWDs need to be given tax exemptions on all sports equipment, goods and facilities and supported in career development to enable them participate fully in sports. The Sports policy also highlights measures to integrate persons with disabilities into mainstream sports by providing user friendly sports facilities, appropriate sports equipment, training personnel in special education, in technical areas and encouraging persons with disabilities to participate in sports administration and management (GoK, 2013). Schools were required to domesticate this policy for participation hence need for the study to evaluate on extend of policy implementation in special and integrated schools across the county,

METHODOLOGY

Sample Size

The target population was 120 participants. The sample size consisted of subjects selected from the target population. According to Mugenda and Mugenda (2003) a sample size of 10-50% of descriptive studies is acceptable hence 60% of the target population was used as a sample which gave a total of 71 participants that formed sample size consisting of 2 sports officers, 68 games teachers from special and integrated schools and 1 county director from national council of persons living with disabilities in Kenya. Kaka mega County was purposely selected. Census Sampling was used on the entire special schools (primary and secondary), Director National council for persons with disabilities and sports officers because they were few. The list of schools was accessed through the Ministry of Education Science and Technology report of 2013 special Education section-Enrolment in SNE Institutions by category in Kakamega County. Institutions were stratified according to disability type to ensure equal representation and simple random sampling was then used to select respondents from schools based on disability stratum.

The study used self-reported questionnaire to collect data. The questionnaires were self-administered to the respondents. The study also used observation checklist to confirm the responses given by the respondents. The checklist designed by researcher addressed areas of facility location, accessibility including ramps, distance from classes, safety and equipment modification including sound balls, texture and nets. Descriptive statistics were generated as means, frequencies, percentages and standard deviation. Results were presented as tables.

RESULTS

Socio-Demographic Information of the Respondents

Demographics		N	%
Gender	Male	33	46.5%
	Female	38	53.5%
Age	29 and below	5	7.0%
	30-39 years	23	32.4%
	40-49 years	30	42.3%
	50 and above	13	18.3%
Designation	Teachers	68	95.6%
	Sports Officers	2	3.4%
	NCPLWD	1	1.4%
Years of service	Below 10 years	28	39.4%
	11 years-20 years	19	26.8%
	Above 20 years	24	33.8%

From the table above, more than half of the respondents were female 38(53.5%) and the male were 33(46.5%). The teachers constituted 68(95.5%), sports officers 3.0% (n=2) while NCPLWD 1(1.5%) that responded to the study. Most of respondents 30(42.3%) were aged between 40-49 years which is the highest category while those between 30-39 years were 23(32.4%), those above 50 years were 13(18.3%) and below 29 years were 5(7.0%). This indicates that most teachers, 43(60.6%) dealing with disability sports in schools were 40 years and above. The lowest age was 23 years with the highest age being 59 years. The mean age was 40.99 years with a standard deviation of 7.865. Most of the respondents had worked for less than 10 years 28(39.4%), followed by 20 years and above 24(33.8%) and lastly 11-20 years 19(26.8%).

Provision of Sports Support Services for PWDs

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The Table Indicates Responses on Provision of Sports Support Services for PWDs.

PROVISION OF SUPPORT SERVICES	YES		NO		DON'T KNOW	
	N	%	N	%	N	%
Do PWDs get any funding run their activities?	24	35.3%	25	36.8%	19	27.9%
Have they received any assistive devices to participate in sports?	20	29.4%	34	50.0%	14	20.6%
Are sports equipment modified for participation by PWDs	35	51.5%	19	27.9%	14	20.6%
Do the sports facilities offer opportunities for participation to PWDs?	38	55.9%	18	26.5%	12	17.6%
Does the sports competition rules change or adapted to suit participants with disabilities?	47	69.1%	13	19.1%	8	11.8%

Sports Assistive Devices for PWDs

Half of the respondents (50%) indicated they had never received any assistive devices for sports participation from the County Government or National Government. Only 29.4% who indicated they had received assistive devices but 20.6% reported that they did not know about assistive devices. UNICEF recommends that Services and products are adapted and modified to ensure they are appropriate to the needs and requirements of individuals. They need to accommodate differences in terms of individual factors (for example, health condition, body structure, body function, capacity, gender, age, ethnicity and preference) as well as environmental factors (for example, physical environment, psychosocial environment, climate and culture).Examples of assistive devices and technologies include wheelchairs, prostheses, hearings aids, visual aids, and specialized computer software and hardware that increase mobility, hearing, vision, or communication capacities.

Sports Equipment Modification for Persons with Disabilities

From the respondents, 51.5% agreed that sports equipment was modified to meet the individual needs for PWDs participating in sports while 27.9% reported that equipment were not modified to meet the needs of PWDSs and 20.6% reported that they were not aware of equipment modification for various sports categories. As per UNICEF (2018), strategies for providing assistive technology/ devices need to consider the principles of availability, accessibility, affordability, adaptability, acceptability and quality. Since 51% indicates that equipment conforms to recommendations, it's still imperative that more needs to be done for the remaining 49% who either don't know or indicated that there was no modification.

Sports Facilities and Opportunities for Participation

From the results, 55.9% of the respondents confirmed that sports facilities offer opportunities for participation for PWDs while 26.5% reported that sports facilities do not offer opportunities for PWDs to participate in sports. This was in terms of accessibility to sports facilities and classrooms, positioning/location and improvisation for various participants with disabilities. WHO recommends that Services and products should be accessible to everyone who needs them. Their delivery should be equitable to avoid discrepancies between genders, impairment groups, socioeconomic groups and geographic regions. This conforms to the UNCRPD act (2008) on accessibility among other things access to recreation, leisure and sports activities to offer participants opportunities to participate in sporting activities.

Adaptation of Sports Rules for Participation

Most respondents (69.1%) reported that rules were modified for PWDs to participate in sports, 19.1% reported that rules were not modified for participation to PWDs in sports while 11.8% were not aware of the need to have rules be modified for PWDs to participate in sports.

Information from observation checklist

From observation checklist, most of the schools visited had sports facilities which were difficult to access for PWDs with Physical Impairment and Visual Impairment hence these facilities did not offer maximum opportunities for PWDs to participate in sports. Sports equipment in most schools was not available and in schools you could get equipment, they were either obsolete, fewer or not modified especially for VI and PH. Most schools also did not have assistive devices to enable sports participation for PWDs. In fact, in some schools, respondents reported that they used locally available materials to make equipment for training hence making it difficult for them to participate at higher levels using standard equipment.

Kakamega County Sports Policy on Personnel Training

Majority of the respondents (77.9%) reported that the County Government of Kakamega has no policy on sports training for PWDs. Only 22.1% reported that Kakamega County has a policy on training needs for PWDs. Those who reported there was a policy on training needs had worked for more than 20 years in disability sports within the county in their various schools hence were conversant with some policies. The sports officers reported that they trained people in sports for PWDs once after sometime. However, regional coordinator for NCPLWD did not train people but referred them to relevant authorities for placement and training in schools and to sports officers.

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County policy on personnel training

Item	Response	N	%
Do we have county sport policy on training for PWDs?	**Yes**	15	22.1%
	No	53	77.9%
Has the county trained personnel with disabilities in sports?	**Yes**	9	13.2%
	No	59	86.8%
Do you have any formal sports training in handling PWDs?	**Yes**	33	48.5%
	No	35	51.5%
What type of disability formal sports training do you have	**PD**	15	22.1%
	ID	6	8.8%
	VI	2	2.9%
	HI	14	20.6%
	None	31	45.6%
Have you ever received funding for sports participation for PWDs from the county?	**Yes**	8	11.8%
	No	60	88.2%
Has the county government ever sponsored or given scholarships for training for PWDs	**Yes**	3	4.4%
	No	65	95.6%
Do we have any need to train more people in sports for PWDs in your county/school	**Yes**	62	91.2%
	No	6	8.8%

Most of those teachers who trained in disability sports were less than 10 in number in all disability categories with PD and ID at (98.5%) each and VI and HI at (100%) each. In their various schools, a question on anyone having trained in disability sports was asked and 86.8% reported that they had not been trained and only 13.2% reported to have been trained in disability sports. All the disabilities reported less than 10 participants having trained in disability sports across the schools.

It was only (48.5%) of respondents who reported to have a formal training in disability sports and on how to handle PWDs with (51.5%) reported having no formal training in disability sports. Those who had training in disability sports included those who trained in PD 15 (22.1%), ID 6 (8.8%), VI 2 (2.9%), HI 14 (20.6%) and No training at all 31 (45.6%). Majority had trained in PH and almost half had no formal training at all.

In terms of funding for sports participation in their schools, 11.8% reported to have received funding but 88.2% reported that they have never received funding in their schools. On the County Government sponsorship/scholarship, (4.4%) reported to have received sponsorship/scholarship and 95.6% reported that they did not receive any sponsorship/scholarship for disability sports. Majority of the respondents (91.2%) indicated that there was need to train more people in disability sports while 8.8% did not see the need to train more people in disability sports.

DISCUSSION

Provision of Sports Support Services

Majority of respondents (64%) indicated that schools lacked funding to purchase assistive devices for sports participation and that 70.6% did not have any assistive devices or modified equipment (48.5%) as was recommended by Ministry of Education (MoE Implementation Guidelines, 2018). Most of the facilities were inaccessible to majority of participants (56.9%). Previous research has shown that children with SNE often had fewer opportunities to access physical activity and facilities (Philip, 2012; Eliane, Debra and Carolina, 2006; Jaarsma, Dijkstra, Geertzen and Dekker, 2014; Shifflett , Cator , Megginson1994; Kinne Patrick, Maher, 1999; Tasiemski , Kennedy, Gardner, Blaikley, 2004; Langford, 2017. A number of respondents linked this to lack of proper structures to enable them access more participation opportunities which is against the UNCRPD (2008) recommendation on accessibility for PWDs in recreation, leisure and sports activities.

Policy on Personnel Training

In terms of personnel training, 77.9% indicated that there was no County disability sports training policy while 86.8% of the respondents indicated that the county had never trained them in disability sports. Most respondents (51.5%) had no formal training in disability sports with a huge number (95.6%) confirming that the county has never sponsored or given a scholarship in disability sports policy training and 91.2% indicated that there was need to train persons in disability sports across the county schools. Williamson (2014) noted that for effective teaching in disability areas, inclusion of disability awareness programmes in the curriculum was necessary for improving teachers' ability to handle learners with disability in sports.

In the Ministry of Education 2006-2011 Strategic Plan, Kenya supports the training of teachers in SNE and sports at various institutions (GOK, 2006). The UNCRPD (2006), Kenya Sports Policy (2013) and Constitution of Kenya (2010) put pressure on institutions dealing with PWDs to train its people for integration and sports participation. The findings were not in line with the Ministry of Education (MoE, 2008) recommendations to undertake continuous training for learners and trainees with disabilities in special and

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integrated schools. The ministry was also tasked to make available adapted sporting and recreational facilities, train coaches and referees, provide safe and appropriate venues, work with sporting organizations and federations to tap and nurture talents of learners with disabilities. This has not been the case in disability sports training hence most teachers are not trained in disability sports. It is therefore imperative that policy mainstreaming and domestication in special and integrated schools be implemented for equal participation.

RECOMMENDATION FOR POLICY AND PRACTICE

- The County Government should purchase assistive devices to schools for PWDs, make facilities accessible and provide modified equipment and rules to enable PWDs participate in sports.
- There is need for a policy on in-service training, workshops, seminars and clinics on disability sports for teachers in special and integrated schools to enable them handle PWDs in sports with ease.

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