

**A Consultancy Study on
Sport for People with Disabilities in Hong Kong**

Submitted to

The Home Affairs Bureau, SAR Government of Hong Kong

**Dr. Stephen Hui Research Centre for
Physical Recreation and Wellness
Hong Kong Baptist University**

August 2016



Contents Outline

Contents	Page
Abbreviations	4
Chapter 1 Introduction	6
Background	6
Research questions	6
Scope of the study	6
Definitions	7
Research method	10
Chapter 2 Hong Kong Overview	13
Framework of Disability Sports Organisations in Hong Kong	13
Community Level	15
Elite Training	17
Chapter 3 Study Findings	20
Overview	20
Number of people with different types of disabilities	20
Sport/LTPA programmes organised/co-organised by LCSD in 2014-15	21
Current status and needs	22
Results on students	22
Results on adults	24
Results on athletes	29
Results on coaches	32
Results on administrators	35
Chapter 4 Overseas Countries or Cities	41
Background	41
Exemplars on functions of National Paralympic Committee	41
Functions of Government and Sports Organisations	42
Exemplars on Sport/LTPA development system	43
Exemplars on support to athletes	46
Exemplars on capacity building	49
Chapter 5 Recommendations and Conclusion	51

Appendix I	57
Appendix II	58
Appendix III	61
Bibliography	62

Abbreviations

AAP	Athlete Assistance Program
AWDs	Athletes with disabilities
EFDS	English Federation of Disability Sport
HAs	High-performance athletes with disability
HAB	Home Affairs Bureau
HCs	Coaches of high-performance athletes with disability
HI	Hearing impairment
HKPC&SAPD	Hong Kong Paralympic Committee & Sports Association for the Physically Disabled
HKSAD	Hong Kong Sports Association of the Deaf
HKSAPID	Hong Kong Sports Association for Persons with Intellectual Disability
HKSI	Hong Kong Sports Institute
HKSO	Hong Kong Special Olympics
IBSF	International Blind Sports Federation
ID	Intellectual disability
IFI	Inclusive Fitness Initiative
IFs	International Sport Federations
IPC	International Paralympic Committee
LCSD	Leisure and Cultural Services Department
LTAD	Long-Term Athlete Development
LTPA	Leisure Time Physical Activity
MCCY	Ministry of Culture, Community and Youth
MD	Motor disability
NGBs	National governing bodies of sport
NGOs	Non-governmental organisations
NOC	National Olympic Committee
NPC	National Paralympic Committee
NRPs	Non-regular participants/non participants
NSAs	National Sports Associations
PAs	Potential athletes
PCs	Coaches of potential athletes
PD	Physical disability
PWDs	People with disabilities
RP	Regular participants
S4L	Sport for Life
SDSC	Singapore Disability Sports Council
SF&OC	Sports Federation & Olympic Committee of Hong Kong, China

SWD
VI

Social Welfare Department
Visual impairment

THE STUDY ON SPORT FOR PEOPLE WITH DISABILITIES IN HONG KONG

Chapter 1 Introduction

1.1 Background

1. In the 2015 Policy Address, the Chief Executive announced that “the Government would commission a consultancy study on how to support disabled athletes and promote sports participation by people with disabilities in a more comprehensive manner”. The Home Affairs Bureau (HAB) engaged the Hong Kong Baptist University (HKBU) to conduct the study on “Sport for people with disabilities in Hong Kong”. The research questions, scope of the study and methodology adopted in this study are presented in the paragraphs below.

1.2 Research questions

2. The key research questions framing this study were as follows:
 - (a) How to further promote sport participation among people with disabilities (PWDs)?
 - (b) How to strengthen the support, such as the feasibility of introducing full-time training, for high-performance athletes with disabilities (HAs)?
 - (c) How to enhance the organisational structure of relevant organisations and their collaboration, with a view to improve the development of disability sport?

1.3 Scope of the study

3. The scope of this study was to investigate:
 - (a) The current level of participation in sport in Hong Kong by PWDs, including the identification of:
 - the number of people with different types of disability, whether physical or intellectual; and
 - the extent of the sport facilities and programmes available to PWDs and their utilization rates;

- (b) The needs of PWDs in relation to sport participation according to their different types of disability and accessibility to sport programmes and facilities;
 - (c) The current level of support provided by relevant sport and other organisations to PWDs, including athletes with disabilities (AWDs);
 - (d) The levels of support provided by comparable cities or countries in developing opportunities for PWDs to participate in sport, and the levels of commitment, e.g., hours of training required by the relevant authorities in the respective cities and countries; and
 - (e) The current level of participation of PWDs in international and regional sports competitions.
4. Based on information obtained from this study, to identify areas for improvement and to provide recommendations on the following areas:
- (a) How to promote the further development of sport for PWDs with regard to the provision and management of facilities and organisation of training programmes and competitions;
 - (b) How to enhance the levels of support for HAs, including the feasibility of offering opportunities for full-time training;
 - (c) How the structure of sport organisations and mode of cooperation may help to improve the development of sport for PWDs; and
 - (d) Other issues of major concern.

1.4 Definitions

5. In studying the sport development needs of PWDs, it is necessary to first understand several concepts basic to the study as set out below:

Sport development

6. The term “sport development” carries two distinctive concepts in the literature on sport development research, namely, development of sport and development through sport. The former focuses on an individual’s progression through sport systems with an emphasis to encourage high

performance and the latter focuses on the role that sport can play in contributing to the individual and to community wellness at large¹.

People with disabilities

7. “Disabilities” is an umbrella term, covering “impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations”². In this study, the above definition formed the basis of identifying PWDs. However, to better align with the purpose of the study, our target population was further delimited to individuals who were eligible to compete in the Paralympic Games, Deaflympics, and Special Olympics at the time of the study, or were members of organisations targeted at serving people with motor disability (MD), visual impairment (VI), hearing impairment (HI) or intellectual disability (ID).

Sport

8. The term “sport” in this study was operationally defined as physical activities that are competitive in nature and have rules and regulations stipulated by International Sport Federations (IFs) and abided by respective National Sport Associations (NSAs) in Hong Kong.
9. Given the nature of the study and the target population involved, the term “leisure time and physical activities” (LTPA) was included to cover those physical activities performed by individuals during their leisure time. These physical activities included any form of sport (as defined above) as well as activities such as stretching exercises, muscular strengthening exercises, and aerobic exercises performed by an individual during his/her leisure time. Hence, it excluded any form of physical activities intentionally performed during a physical therapy session or as a prescribed curative programme by a medical/para-medical professional, or as a requirement of work, such as lifting and maneuvering objects, or as a function of chores related to daily living, such as house cleaning. It also excluded any form of walking and/or wheeling (in the case of wheelchair

¹Rowe, K. et al. (2013), Sport development and physical activity promotion: An integrated model to enhance collaboration and understanding. *Sport Management Review*, 16:364-377.

²<http://who.int/topics/disabilities/en/> (retrieved 11 November, 2015).

users) engaged by the individual travelling to and from work and school and while performing specific functional acts such as grocery shopping.

10. In order to capture the various forms of physical activities, sport and LTPA, engaged by the target population in this study, the term “sport/LTPA” was used and should be understood to include the definition of “sport” and “LTPA” mentioned above.

Regular participants (RPs) and non-regular participants / non-participants (NRPs)

11. To understand the pervasiveness in which PWDs of Hong Kong engaged in sport/LTPA, all PWDs who had participated in this study were classified as either RPs or NRPs. To be classified as RPs, they need to have: 1) had engaged in sport/LTPA for at least 20 minutes once a week³ over the past 6-months from the time of responding to the study; and 2) experienced sweating or heavier breathing during that 20 minutes. NRPs, on the other hand, included all those who failed to meet the two criteria as well as those who had not taken part in any sport/LTPA.

High performance athletes and potential athletes

12. High performance athletes (HAs) were those nominated as such by their respective NSA. They included all athletes training at the high performance level and had taken part in regional, and/or international, and/or other major games. Potential athletes (PAs) were also those nominated as such by their respective NSA and included all athletes training at the preparatory level (second or third tier levels) for possible entry to the elite level in the future.

³Within literature on physical activity participation quantification, different epochs had been used to aid recall and/or categorization of individuals. For example, the Godin-Shephard LTPA Questionnaire (Godin, 2011) uses 15 minutes as an epoch, whereas the International Physical Activity Questionnaire uses 20 minutes and 30 minutes as epochs (retrieved from www.ipaq.ki.se on 20 April, 2016). In this study, the middle way of 20 minutes was adopted. In addition, the “once per week” bracket was selected over the more popular “three times per week” or “five times per week” because the focus of the study was on understanding the needs and constraints that underlie LTPA participation of PWDs rather than the health benefits derived. Hence, a more achievable bracket was chosen to operationalize “regularity”. This adoption of a more achievable criterion would also allow the identification of more respondents to answer some important contingent questions in the survey.

1.5 Research method

Participants

13. Given the purpose and the objectives of the study, a purposeful sampling method was used to narrow data collection from organisations serving PWDs. In addition to the list of organisations provided by HAB, Leisure and Cultural Services Department (LCSD) and Social Welfare Department (SWD) for participant sourcing, additional organisations and individuals were approached via both convenient sampling and snow-ball sampling methods.

Design

14. A multi-level multi-method design was adopted to conduct the study. The levels involved were individuals with disabilities, local and overseas direct service providers of disability sport/LTPA, and local providers who supported disability sport/LTPA indirectly (for example, tertiary institutes). A summary on the number of participants and participating organisations is in Appendix II.

Approach

15. A four-phase approach was adopted to conduct the study. Tasks of Phase 1 included collecting data and information through surveys, in-depth interviews, and desk research. Tasks of Phase 2 included analysing the data to provide a summary of findings. Tasks of Phase 3 involved triangulating findings to identify the current status and support needs in sport for PWDs. In Phase 4, making recommendations to address those needs was the main task(see Figure 1).

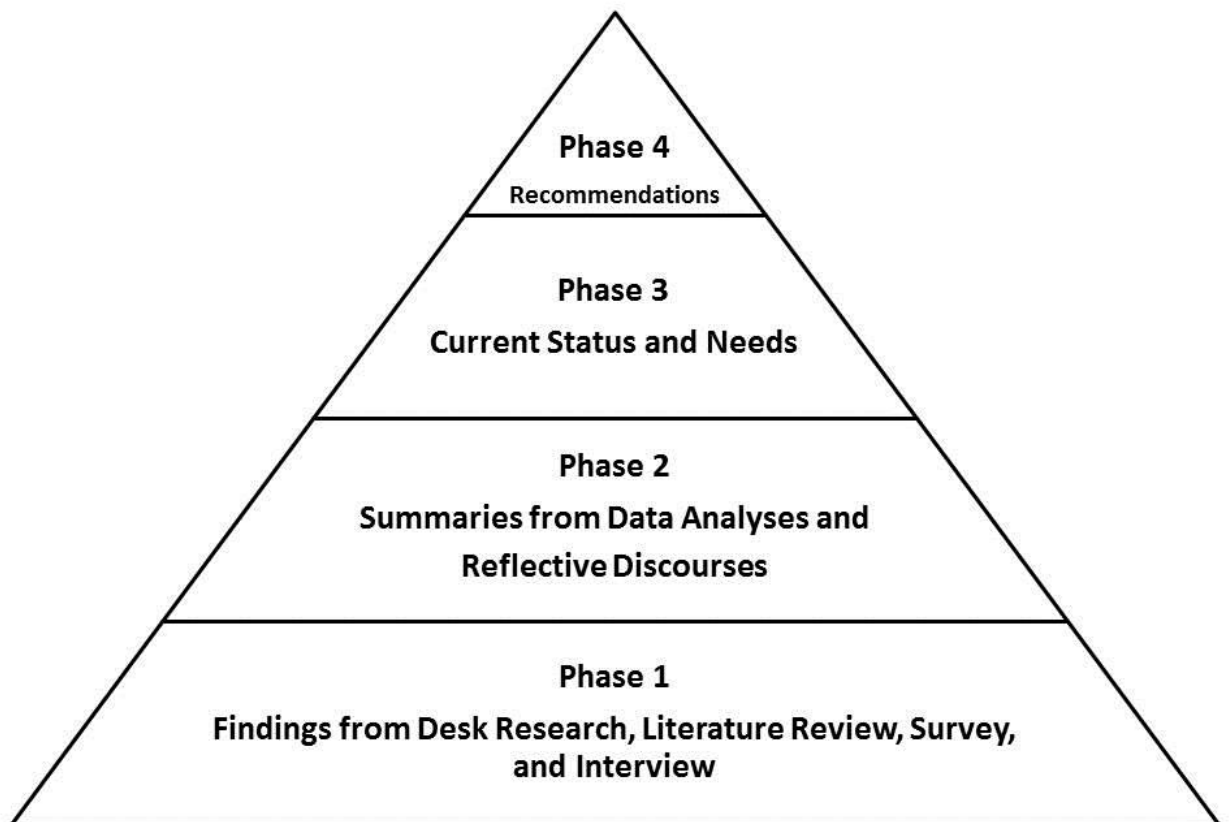


Figure 1: Four Phases in Conducting the Study

Methods

16. The methods employed to collect data included desk research, literature review, use of surveys, and in-depth interviews.
17. The literature reviewed provided the basis for developing different instruments (survey sets and interview frameworks) used in this study as well as an understanding of sport/LTPA for PWDs on a more global perspective. The different sets of survey and interview frameworks aimed at collecting information from various stakeholders pertinent to understanding the current status and needs of PWDs in relation to sport/LTPA.
18. Over the entire course of conducting the study, practice ethics were upheld through impartiality of researchers during data collection, data analyses, and data interpretation. The anonymity and confidentiality of respondents were also respected.

19. When interpreting the results, the following limitations pertaining to the study should be taken into consideration: 1) participation in the study was on a voluntary basis and not all invited stakeholders took part in the study; and 2) due to time constraint, a convenient sampling method was used to reach PWDs.
20. Participating in the survey and interviews included students with disabilities and their teachers, adults with disabilities and staff members of organisations providing services to them, athletes with disabilities and their coaches, local and overseas sport administrators, and administrators of educational institutions. A conceptual map of data sources is presented as Figure 2.
21. Data from various sources were analysed and triangulated to provide insightful and consistent information, which were then used to develop recommendations presented in Chapter 5.

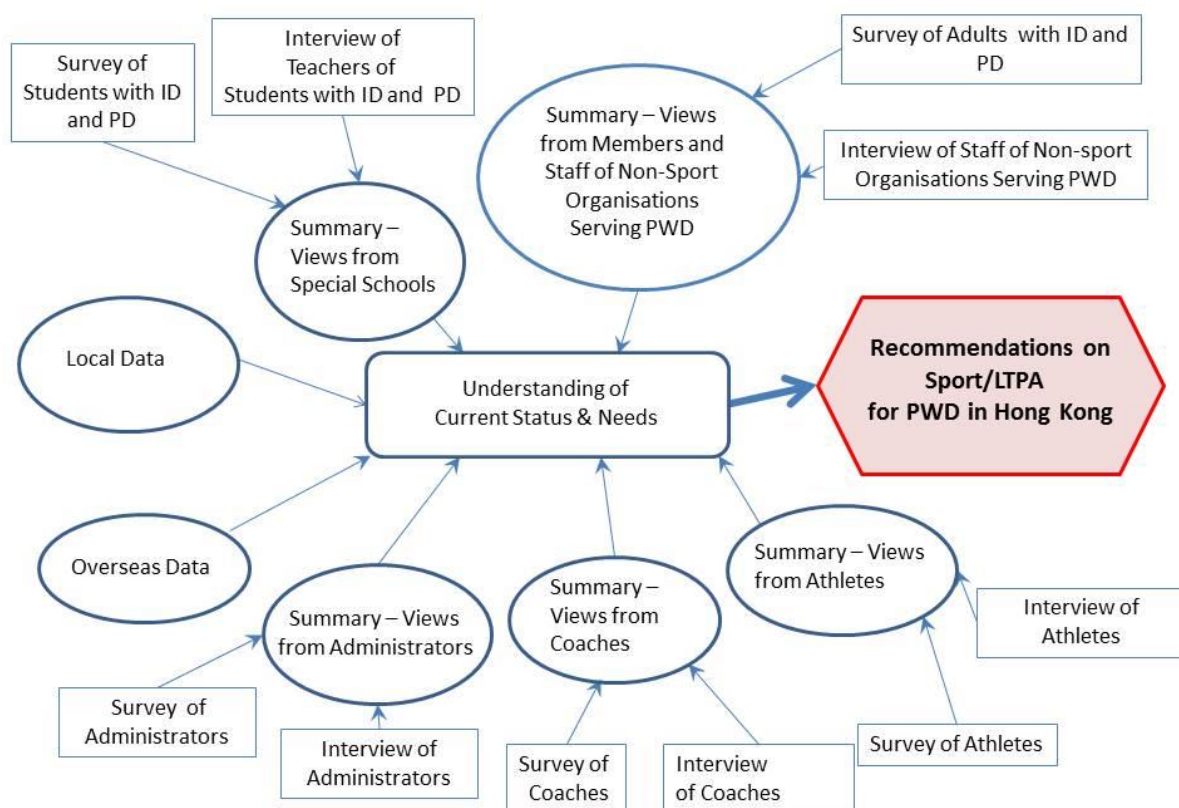


Figure 2: “From Data Generation to Recommendations” – A Conceptual Map

Chapter 2 Hong Kong Overview

22. The Government has been taking various measures to support the development of athletes with disabilities (AWDs). The HAB and the LCSD provide a range of supporting services through related national sport associations (NSAs) and the Hong Kong Sports Institute (HKSI) to meet their needs.
23. The HAB and LCSD provide subvention to the HKPC&SAPD, the Hong Kong Sports Association for Persons with Intellectual Disability (HKSAPID) and the Hong Kong Sports Association for the Deaf (HKSAD) every year for hiring coaches, arranging local and overseas training, organising competitions at various levels, for their preparation for and participation in major international events. LCSD also provides subvention to the HKPC&SAPD, the Hong Kong Sports Association for Persons with Intellectual Disability (HKSAPID) for the implementation of a feeder system scheme for junior athlete identification. In addition, LCSD also distributes grants to other NSAs including the Hong Kong, China Rowing Association, Hong Kong Equestrian Federation, Hong Kong Triathlon Association and the Hong Kong Society of the Deaf to provide opportunities for PWDs to participate in sports training and competitions. The estimated financial support to relevant organisations in 2016-17 is around \$28 million.
24. Apart from the above, under its Hong Kong Paralympians Fund established in 2001, the Social Welfare Department provides grants to relevant sports associations for hiring coaches and enhancing technical support for target sports programmes with the aim of assisting AWDs. The Fund also provides direct subsistence allowance to AWDs to participate in training and purchase personal sporting equipment, and provides an employment facilitating grant to assist retired AWDs in their job attachment in a sports related field, other suitable employment, vocational training or education programme. The Government injected a sum of \$200 million into the Fund as seed money in 2014 to ensure its sustainability. In response to the needs of AWDs, the coverage and grant amount of the Hong Kong Paralympians Fund have been adjusted after the funding injection, in light of the supports provided to AWDs by HAB and LCSD. The estimated grant of the Hong Kong Paralympians Fund in 2016-17 is around \$5.77 million.

2.1 Framework of Disability Sports Organisations in Hong Kong

25. There are three major NSAs that promote sport for PWDs in Hong Kong, namely the HKPC&SAPD, the HKSAPID and the HKSAD.

Hong Kong Paralympic Committee and Sports Association for the Physically Disabled

26. The Hong Kong Sports Association for the Physically Disabled was established in 1972, and renamed to the HKPC&SAPD in 2005. The organisation plans, organises, develops and promotes sports to the physically disabled. Potential disabled athletes are then be identified, trained and selected to participate in overseas competitions. HKPC&SAPD is the sole organisation in Hong Kong recognized as National Paralympic Committee (NPC) by the International Paralympic Committee (IPC). HKPC&SAPD is authorized to select Hong Kong Team members to participate in the Paralympic Games, World & Regional Games and Championships which are sanctioned by the IPC. HKPC&SAPD is also the sole member of the International Blind Sport Association in Hong Kong. Deaf sports are not included in IPC.

Hong Kong Sports Association for Persons with Intellectual Disability

27. The Association was established in 1978 to develop, promote and organise sports activities for people with intellectual disabilities, to cultivate sportsmanship and to facilitate their integration into the community.

Hong Kong Sports Association of the Deaf (HKSAD)

28. Established in 1983, HKSAD is the sole organisation in Hong Kong recognised by the International Committee of Sports for the Deaf responsible for organising local, regional and international competitions for PWDs with HI. Deaflympics are the only integrated games sanctioned by the International Olympic Committee and competed by AWDs with HI.

Special Schools

29. Special schools differed in their provision of sport development programmes for their students. These provision differences could be due to the nature of disability of their students, the preference of different schools towards the types of sport they wish their students to focus on, the facilities of schools, the resources of different schools in sport development provision, and sport participation opportunities available to schools in the community.

2.2 Community Level

2.2.1 Programmes Participation

30. To promote sports in the community, the LCSD plans to organise about 38 000 community recreation and sports programmes in 2016-17 at an estimated cost of \$160 million for participation by people of different age groups and levels of ability. These LCSD's recreation and sports programmes are open for participation by members of the public. PWDs can choose suitable programmes according to their interests, abilities and program entry requirements. Besides, LCSD also partners with disability organisations to organise community recreation and sports programmes. 80% of the programme quota is reserved for members of the disability organisations, while 20% of the programme quota is reserved for relevant PWDs to enroll on a first-come-first-served basis. Holders of Registration Cards for People with Disabilities issued by the Labour and Welfare Bureau and their carers can enjoy free of charge concession for participating in these programmes.
31. Holders of Registration Cards for People with Disabilities together with one carer can enjoy around half-rate concession for participating sports programmes organised by LCSD. Programme fees range from less than \$1 to less than \$20 per hour, of which about 70% of the programmes fees are less than \$10 per hour. PWDs and their carers (on a one-to-one basis) can enjoy a half-rate concession⁴ at public swimming pools managed by LCSD including Monthly Ticket Scheme⁵.
32. Each year, LCSD organises around 1 300 free recreation and sports programmes for PWDs such as swimming, athletics, ball sports, dancing and fitness training and carnivals. Besides, LCSD also arranges coaches to provide outreach services at centres for the physically disabled. PWDs are taught the knowledge and skills for various physical activities. LCSD also included sports activities for participation of PWDs in recent Hong Kong Games and Sport for All Days, such as demonstration of disabled sports and Vitality Run.
33. To ensure that consistent services are provided, LCSD has issued guidelines on the organisation of recreation and sports activities for PWDs. The

⁴ \$8 per entry from Monday to Friday (except public holiday). \$9 per entry on Saturday, Sunday and public holiday.

⁵ Concession ticket at \$150 per month with unlimited admission to the swimming pools during public sessions.

guidelines set out in detail on the planning, implementation and arrangement on the activities jointly organised with disabled organisations, and serve as a reference for staff involved in the implementation of activities. Moreover, a staff-to-participant ratio is set for these activities to ensure that adequate care is provided for PWDs. Besides, LCSD from time to time organises training for its staff to enhance their understanding of PWDs in organising related sports activities.

34. Each year, LCSD discusses with disability organisations in different districts and major disability organisations (including the HKSAD; the Society for the Welfare of the Autistic Persons; the Hong Kong Physically Handicapped and Able-bodied Association; the Hong Kong Blind Union; the New Life Psychiatric Rehabilitation Association; and the Community Rehabilitation Network under the Hong Kong Society for Rehabilitation) about the organisation of activities suiting the needs and interest of PWDs.
35. To mark the United Nations' International Day of Disabled Persons, LCSD co-operates with the Hong Kong Joint Council for People with Disabilities in offering PWDs and one of their carers to use LCSD swimming facilities free of charge on "Free Ride Day".
36. HKPC&SAPD and HKSAPID also partner with special schools, workshops or centres to organise sports programmes and competitions for different types of PWDs.

2.2.2 Ancillary Facilities

37. LCSD and the disability organisations strive to provide the necessary ancillary facilities to facilitate the participation of PWDs in sports and recreational activities. For instance, some public swimming pools provide lifts designed to facilitate their access to the pools, as well as swimming aids specifically for the training of swimmers with disabilities. Ramps are provided at bowling greens to facilitate access by wheelchair users, and specialised fencing equipment is provided to disabled fencers. In addition, NSAs and other organisations serving PWDs can apply the Sir David Trench Fund for the purchase of sports equipment.
38. All LCSD leisure venues built after 2008 are in compliance with the requirements of the "Design Manual: Barrier Free Access 2008". As for leisure venues built before 2008, LCSD has arranged improvement works in the form of renovation or alterations insofar as the geographical environment, architectural conditions, technologies and resources permit. Examples of improvement works include the installation of facilities for

barrier-free access, provision of facilities such as tactile guide paths, Braille signage, and Braille and tactile maps for the convenience of the visually impaired, and induction loop system for the hearing-impaired.

2.3 Elite Training

39. The HKSI provides training and direct financial support to elite AWDs. The HKSI also provides direct financial support to the HKPC&SAPD and the HKSAPID for hiring coaches, arranging local and overseas training as well as procuring gears and providing meals and accommodation for AWDs. In addition, the LCSD accords priority to HKPC&SAPD, HKSAPID and HKSAD for booking designated venues as "national squad training centre".
40. HAB subvents HKPC&SAPD under the Arts and Sport Development Fund (ASDF) for the implementation of the "Striving for Excellence Programme" from 2011 to 2014, and the "Sustaining Optimal Performance Programme" from 2015 to 2018 to provide additional support to AWDs in preparation for and participation in the Paralympic Games and the Asian Para Games.
41. The HKPC&SAPD launched the Athlete Career Programme for AWDs in conjunction with human resource companies, providing career consultation, referral services and related workshops. The HKPC&SAPD also creates in-house internship positions to enable disabled athletes to upgrade their work skills while meeting their training and competition needs.
42. Hong Kong has taken part in the Paralympic Games since 1972. In the London 2012 Paralympic Games, Hong Kong athletes won 12 medals (three gold, three silver and six bronze), and ranked 34th out of the 164 participating countries and territories, and 6th in Asia. In 2015-16, Hong Kong athletes with disabilities won 67 medals in world level events. HAB allocated over \$4.15 million under ASDF to assist AWDs to prepare for the 2016 Rio Paralympic Games, and is assessing allocation applications relevant to the participation.
43. Apart from direct financial subsidy for their preparation for and participation in major international events, medalists of individual major sports events (e.g. Paralympic and Asian Para Games) will receive cash incentive awards. The HKSI disbursed incentive awards of HK\$1.86 million and HK\$1.58 million respectively in 2012 and 2014 to athletes with outstanding achievements in the London Paralympic Games and the Incheon Asian Para Games.

44. Since training hours differed according to different types of disabilities of AWDs and different sports training requirements, a full-time system for AWDs does not exist currently, but would be a key area in this study. According to information provided by relevant NSAs, the approximate average number of hours of training per week (instructed by coaches) are as follows:

Table 2.1 Training hours of HAs with PD (excluding hours for sport science)

Sport	Average training hours per week
Archery ⁶	6
Athletics	9
Badminton	9
Boccia	17
Lawn Bowls ⁷	5
Shooting	10
Swimming	10
Table Tennis	22
Tenpin Bowling	9
Wheelchair Basketball	5
Wheelchair Fencing	18

Information source: HKPC&SAPD

Table 2.2 Training hours of HAs and PAs with ID (excluding hours for sport science)

Squad Sport	No. of training hours per week			No. of training hours per day		
	A (HAs)	B (PA1)	C (PA2)	A (HAs)	B (PA1)	C (PA2)
Athletics	23.5	12	4	2.5-3	2	2
Badminton		4	2		2	2
Basketball	-	2	-	-	2	-
Bocce	-	2	2	-	2	2
Bowling	-	4	4		2	2

⁶Average range of additional training hours from April 2015 to December 2015 is 9 to 61 hours per month.

⁷Average range of additional training hours from May 2015 to December 2015 is 8 to 31 hours per month.

Floor Hockey	-	2	2		2	2
Football	-	4	4	-	2	2
Golf	3	2	2	3	2	2
Artistic Gymnastics	-	4	4	-	2	2
Rhythmic Gymnastics	-	4	-	-	2	-
Ice Skating	-	6	6	-	2	1-2
Mini-Volleyball	-	-	2	-	-	2
Rowing	15	6	4	3	2	2
Snowshoeing	-	4	2	-	2	2
Swimming	21	12	6	3-4.5	2	2
Table Tennis	21	7-11	6	3-4	2-3	2

Information source: HKSAPID

Remark: PA1 and PA2 are potential athletes of Tier 1 and Tier 2 respectively.

Chapter 3 Study Findings

3.1 Overview

45. Staying physically active is important for the health of all people⁸. Among individuals with a disability, participation in sport/LTPA has been shown to be associated with numerous physical, psychological, social, and quality of life benefits⁹. Sport/LTPA for PWDs was recognized as a way of helping people with disabilities to recognize their full potential as individual members of society and in promoting changes in public attitudes to the capacity of people with disabilities to contribute fully to society. In this connection, one of the aims of the Paralympic Movement is to build a bridge linking sport with social awareness, thereby contributing to the development of a society that offers equal opportunities to all individuals.

3.2 Number of people with different types of disabilities

46. According to the Census and Statistics Department, Hong Kong Special Administrative Region, the number of PWDs, “excluding persons with intellectual disabilities, in 2013, was estimated to be 578,600”¹⁰ and a crude estimate of total number of people with intellectual disability in Hong Kong, “was likely to be in the region of 71,000 to 101,000”¹¹. A breakdown of estimated number of PWDs, according to disability types, pertinent to this study was as follows: MD=320,500, VI=174,800 and HI=155,200¹². Besides, the Central Registry for Rehabilitation of the Labour and Welfare Bureau also issues registration cards for people with disabilities as certification. Holders of the registration cards can enjoy concession fees for participating recreation and sports programmes, using facilities and attending entertainment programmes of LCSD, travelling on certain public transportation services at concessionary rates, and entering Ocean Park free of charge with one accompanying guest at half price admission. Currently the number of holders of the registration card is around 78,000.

⁸U.S. Department of Health and Human Services. (2000). *Healthy people 2010: Understanding and improving health and objectives for improving health and objectives for improving health (2nd ed., 2 vols.)*. Washington, DC: U.S Government Printing Office

⁹Cooper, RA., et al. “Research on Physical activity and health among people with disabilities: a consensus statement”, *J Rehab Res Dev* 1999, 36: 142-159.

¹⁰Hong Kong Monthly Digest of Statistics, January 2015. Census and Statistics Department, HKSAR.

¹¹Hong Kong Monthly Digest of Statistics, January 2015. Census and Statistics Department, HKSAR.

¹²Hong Kong Monthly Digest of Statistics, January 2015. Census and Statistics Department, HKSAR.

3.3 Sport/LTPA programmes organised/co-organised by LCSD in 2014-15

47. In the provision of community LTPA for people with special needs, LCSD plays a major role in organising/co-organising programmes and activities with local organisations and Non-governmental organisation (NGOs) that served PWDs, such as the Hong Kong Sports Association of the Deaf (HKSAD), the Society for the Welfare of the Autistic Persons, the Community Rehabilitation Network under the Hong Kong Society for Rehabilitation, the Hong Kong Blind Union, the New Life Psychiatric Rehabilitation Association, and the Hong Kong Physically Handicapped and Able-bodied Association. People with special needs include people with ID, MD, HI, VI, autism, ex-mental illnesses, and chronic illnesses.
48. In 2014-15, LCSD had organised/co-organised a total of 731 LTPA Fun-Days and 167 LTPA programmes for PWDs in Hong Kong. If programmes for persons with mental illnesses and chronic/other diseases were included, the number was increased from 898 to 1291. The majority of Fun Day activities were organised for people with ID (74%). Only 9% of the activities were organised for people with physical disabilities, 5% for people with VI, 5% for a mix of various types of disabilities, and 3% for people with HI. A breakdown of LTPA programmes for each disability type is as follows: 122 programmes were provided for people with ID, 14 programmes for people with HI, another 14 for people with VI, 13 for people with PD, 2 for people with multiple disabilities, and 2 for children with special needs (children with any kind of disabilities including those with learning difficulties, chronic illness). The 10 most frequently offered LTPA programmes were dance, swimming, Tai Chi, badminton, basketball, fitness, aerobic dance, gate ball, table tennis, and football.
49. The 2014-15 data showed that while programmes were provided in all districts to PWDs, there were limitations in the kinds of programmes offered in some districts. In the New Territories and the Islands regions, among 27 programmes organised, 21 were for people with ID, one programme was provided for people with HI and 1 for people with VI. No programme was offered to people with PD. All districts in the Hong Kong region had provided some programmes for people with ID. However, none of these districts organised any programmes for people with VI. Of the four districts in the Hong Kong region, only two districts (Eastern and Central & Western) had programmes for people with HI and PD. In the Kowloon region, all five districts had provided some programmes for people with ID and at least 1 programme for people with HI. A total of 69 programmes were provided for people with ID and 9 programmes for people with HI. However, only Sham Shui Po and Wong Tai Sin had

programmes for people with PD. These were related to where the relevant NSAs and NGOs were located.

3.4 Current status and needs

3.4.1 Results on students

50. 16 teachers and 250 Form 3 to Form 6 students from 14 special schools¹³ participated in the study. Their comments on the current status and needs are extracted below:

Current status

- (a) Opportunities to take part in sport/LTPA varied among different schools and depended on facilities of the school, proximity of the school to public venues, manpower availability, and the type of disability of the students.
- (b) Students with ID, MD, or VI generally had more opportunities to engage in sport/LTPA through programmes offered by the school or through joint programmes offered by HKPC&SAPD, HKSAPID, or HKSO.
- (c) Among the students surveyed, those with ID had greater opportunities to participate in sport/LTPA than students with other types of disabilities due to their higher level of physical mobility as compared with those with physical disability (PD). Students with ID were able to join programmes offered by HKSAPID, HKSO and LCSO, whereas, students with MD or VI relied mostly on HKPC&SAPD for programmes.
- (d) Students with HI were the least catered to population. Teachers opined that their students were fragile in terms of health and physical conditions. Parents' concern on the safety of their child further limited the opportunities for students to engage in sport/LTPA after school hours. However, the more able and healthier students were able to join community-based programmes offered by community agencies.

¹³For a list of participating special schools, refer to Appendix II A.

Identified needs

- (e) Many schools would like to provide more sport/LTPA to their students provided they have more funding, manpower, and access to venues.
- (f) Sport/LTPA courses offered as part of the School Sport Programme were not popular among many schools taking part in this study due to reasons related to coaches/instructors' knowledge in working with PWDs; flexibility of the classes in terms of duration; the timing of the course in relation to the school calendar and curriculum; quota requirement; and content of delivery.
- (g) The school for students with VI stood out as the school with the most conducive environment to have after school sport/LTPA activities and teachers opined the need for more activities organised by external agencies.
- (h) The schools for MD expressed a concern in the decrease in sport-types and number of courses offered by HKPC&SAPD and the fact that only students with higher motor ability and high cognitive functions were selected for participation. Teachers would like to see a change in this.
- (i) Participation in community programmes by students independently was less than satisfactory, especially among those with more severe disability. The reasons for this included limitations in their intellectual ability to comprehend the existing enrollment system; physical mobility; self-efficacy; transportation restrictions; and interests in provided programmes. To encourage their participation and also the participation of students with disabilities, teachers opined the need for family-based programmes and segregated programmes rather than inclusive programmes.
- (j) Poor prior experiences were also a deterrent to participation in sport/LTPA programmes offered to the public among students with PD.
- (k) In particular, teachers opined that some programmes were taught by coaches/ instructors with little knowledge in working with PWDs and hence acted as a deterrent to the schools in continuing with such programmes. Hence, teachers would like to see more knowledgeable coaches available in the community.
- (l) Among most students with ID and PD, other participation constraints in community-based programmes included transportation difficulties;

limited knowledge about enrollment; and parents’ fear of possible harm to their child. Means to minimize these constraints were welcomed.

- (m) When students with PD or ID take part in programmes not offered by or through schools, parents/care givers or escorts had to accompany them.
- (n) Summer programmes were recognized as important for students with ID and PD, especially family-based programmes. However, should family-based programmes be offered, amenities such as family-based changing rooms, toilets, and showers had to be available.
- (o) Fitness courses and fitness room access to students with ID and PD were considered very important by teachers.

3.4.2 Results on adults

51. The survey was completed by 512 adults with disabilities and 22 interviews were conducted with staff working in non-sport organisations serving PWDs¹⁴. A breakdown of survey respondents according to type of disability is as follows:

Table 3.1 Number of survey respondents of adults with disabilities

Type	Adults with ID	Adults with MD	Adults with VI	Adults with HI
Male (n=245)	65	105	35	40
Female (n=215)	45	61	59	50
Total (n=460 ¹⁵)	110	166	94	90

52. The pattern of participation or non-participation in sport/LTPA is influenced by many factors. Notwithstanding an individual’s ability to negotiate his/her disability, the level of mobility associated with the type of disability could be a contributing factor. However, this was not the case in the sample of PWDs of this project. Below is the breakdown of participation pattern according to types of disability:

¹⁴For a list of participating non-sport organisations, refer to Appendix II B.

¹⁵Participants with a mixture of ID and PD (n=52) were not included in the analysis.

Table 3.2 Participation pattern of adults with disabilities according to types of disability

Type	Adults with ID	Adults with MD	Adults with VI	Adults with HI
RPs	66	112	61	48
NRPs	44	47	31	42
Non-classified	0	7	2	0
Total	110	166	94	90

Note: Some data were collected during sport/LTPA programmes, such as camps and sport/LTPA day events, and this might inflate the number of participants classified as RPs.

3.4.3 Comments from staff of non-sport organisations serving members with ID

Opportunities to engage in sport/LTPA

- (a) Some organisations provided their own centre-based sport/LTPA programmes to their members but the proportion of sport/LTPA against sedentary programmes was low.
- (b) Some organisations provided quite a lot of opportunities for their members to engage in sport/LTPA through self-organised or joint-effort programmes. However, the quota for sport/LTPA worked on a first-come-first-served basis and classes were filled up quickly.

Constraints on participation

- (c) Booking of community hall was competitive and not viable as travelling was involved.
- (d) To offer centre-based sport/LTPA was also difficult due to space limitation.
- (e) Scheduling sport/LTPA time during workshop operation hours was problematic.
- (f) Some organisations had taken the initiative to develop partnership with professional sport agencies, such as tertiary institutes and sport associations, to organise sport/LTPA for their members.

- (g) Recruiting knowledgeable coach/instructor to provide quality centre-based sport/LTPA had been difficult.

Perceived needs from staff

- (h) Adults with ID could be motivated to take part in sport/LTPA with a buddy. For organisations with more able members, both centre-based and non-centre-based sport/LTPA courses were welcomed. However, the coaches needed to be able to communicate with adults with ID and more knowledgeable volunteers would be needed to assist with the programme as attention and assistance were high.
- (i) LCSD needed to relax and/or revise their policies regarding the booking priority for such organisations.
- (j) Limitations of venues, insufficient man-power as well as inadequate resources restricted the number of programmes delivered or the size of the class.
- (k) For adults with ID, it would be advisable for the LCSD to work in conjunction with the centres to deliver sport training classes like swimming and fitness exercise in regular fitness rooms. In the case of one-off or one-day programmes, the preference was for segregated programmes. For all programmes, a reduction in programme fees would be appreciated.

3.4.4 Comments from staff of non-sport organisations serving members with PD

Opportunities to engage in sport/LTPA

- (a) Some centres offered sport/LTPA opportunities to adults with PD but they were perceived as an “value-added” element. Whereas some workshops would stage morning exercise sessions in any free space available for their members prior to commencement of their daily work, the other organisation made use of the hall normally used for navigation training to stage sport/LTPA such as dance and tai-chi classes. In general, opportunities for participation in sport/LTPA by members of these centres were not plentiful.
- (b) Some organisations offered their own sport/LTPA or they worked with LCSD, tertiary education, or sport organisations to stage sport/LTPA for their members.

- (c) Staff of HI organizations felt that they had catered well to the demand for sport/LTPA. Some of their members preferred joining programs for the mainstream. However, this notion was not held by staff of organisations serving adults with MD.

Constraints on participation

- (d) Transportation was the major factor constraining their members' participation in sport/LTPA.
- (e) The organisations serving members with VI voiced that members preferred in-house programmes taught by coaches more familiar to their needs because they had difficulty understanding the directions provided by coaches in community-based programmes.
- (f) Some voiced that it was not easy to schedule sport/LTPA time during workshop operation hours.
- (g) Early aging among workshop members was a constraint.
- (h) Lack of signage on doors and lockers, audible and/or tactile instructions on how to operate/use equipment had also been constraints.
- (i) Knowledgeable coaches to teach PWDs were difficult to find.
- (j) Fees of programmes offered by LCSD were too high for members, especially those on welfare.
- (k) In the venue booking system, the priority order allocated by the LCSD to the organisations serving PWDs was lower than NSAs (though they had higher priority over affiliated clubs of NSAs, government departments/public/statutory bodies organising public functions), this limited their opportunities to organise sport/LTPA that could cater to a larger number of members, but when centre-based sport/LTPA was offered, the group size had to be small due to space limitation.
- (l) With fitness being a trend, their members found it very difficult to register as a LCSD's fitness room user. Even among those who managed to obtain the accreditation, the lack of clear instructions on the equipment for VI people made usage difficult.

Perceived needs from staff

- (m) The most effective way to involve more adults with PD to participate in sport/LTPA would be to deliver centre-based programmes. With this in mind, the organisation serving members with VI voiced the need to replace the existing equipment in their centres.
- (n) Adults with HI preferred to organise their own competitions or training classes in the presence of a signer. Future classes organised for this population should take this into consideration.
- (o) People with VI would like to participate in sport activities such as gate ball, dance and health fitness exercise, but courses and escorts were not always available.
- (p) Coaches/instructors providing courses to PWDs had to be knowledgeable about individual differences in the physical conditions of PWDs in order to provide appropriate training accordingly.
- (q) Reduced fees or fee waiver should be considered for those escorts aiding PWDs to take part in sport/LTPA programmes.
- (r) The absence of tactile guided paths/access guide in the public facilities such as camp sites and parks made it impossible for adults with VI to use the facilities on their own.
- (s) The concept of barrier-free access to public buildings should begin from the drop-off areas of buses/cars and not just inside the building. People with low vision require signage with large fonts against contrasting backgrounds and all areas had to be well lit.
- (t) An increase of storing space for large equipment and wheelchairs would be appreciated.
- (u) They opined the need to establish a unit/agency/organisation to oversee the provision of Sport for All for PWDs.

3.4.5 Results on athletes¹⁶

Categorization of Athletes

53. Athletes were classified as either high-performance athletes (HAs) or potential athletes (PAs) according to their self-reported status on the survey or during the interview.

Demographics

54. A total of 58 HAs (M=36, F=22) responded to the survey. Their age range was between 14 to 63. Participating in the interview were 31 HAs (M=23, F=8). Their age range was between 14 to 57. Of 31 HAs, 6 were full-time and 25 were part-time athletes.
55. A total of 92 PAs (M=57, F=35) responded to the survey. Their age range was between 10 to 70. Participating in the interview were 8 PAs (M=6, F=2). Their age range was between 17 to 55. They were all part-time athletes. The breakdown of participating athletes by disability types is as follows:

Table 3.3 Number of participating athletes by disability types

Type	Survey			Interview		
	Athletes with MD	Athletes with VI	Athletes with ID	Athletes with MD	Athletes with VI	Athletes with ID
HAs	35	7	15	15	4	12
PAs	9	12	62	6	0	2

Remark: Inconsistent data between paragraph and table was due to missing data regarding disability type.

Preference to be full-time athletes

56. 55% of HAs and 61% of PAs preferred to remain as part-time athletes.

Perceived priority areas requiring improvement

57. Of the 6 areas provided to athletes for ranking, the three top areas they perceived as important were similar. However, the priorities were slightly different. The rank-order is presented below:

¹⁶For a list of participating sport organisations, refer to Appendix II C.

Table 3.4 AWD's ranking of priority areas requiring improvement

Priority areas requiring improvement	HAs' Priority	PAs' Priority
Support provided to the athlete	1	3
Competition and training arrangements	2	2
Training venues and facilities	3	1

Source of athletes

58. The main concern regarding source of athletes pertained to difficulty in recruiting or retaining athletes, particularly among physically more demanding sports, for example rowing. Also, due to the small pool of athletes available, several sports were found to be competing for the same athlete.

Venue improvement

59. Athletes opined that with existing venues that they commonly used, some may need upgrading, for example, boarding for sailing. Other amenities such as accessibility to toilet of Kai Tak East Sports Centre, air-conditioning in rowing centres also required improvement.
60. The number of parking spaces designated to PWDs needed to be increased and there was a strong preference for point-to-point transportation arrangement.
61. Availability of training venues during summer holidays and having to compete with general public for booking of venues were voiced by some athletes. They opined that opening up local private clubs with appropriate facilities might help to alleviate the problem for the time being, while a designated training centre for PWDs would be preferred.

Training and competition arrangement

62. Lack of training partners was the major concern regarding training arrangements.
63. Although Sport Medicine and Sport Science support were currently available, an increase would be greatly appreciated.

64. Some athletes opined that a longer adaptation period for overseas competitions was necessary for acclimatization and time difference adjustments.

Competition

65. Some athletes opined that there was a lack of transparency in selecting athletes for competitions, while some opined that there needed to have a larger athlete quota for attending major games. All felt the number of overseas competitions were insufficient.

Subsidies and allowances

66. Stipends, subsidies, and allowances were perceived as insufficient, particularly subsidies for travelling, equipment, and apparel purchasing.
67. Many working athletes voiced that obtaining leave to attend competitions was difficult as they needed to work to sustain their family or their own living. To give up work for training/competitions was therefore not viable.

Coaching support

68. Coach to athlete ratios needed to be increased and quality coaches from overseas was considered essential.
69. While volunteers were appreciated, they needed to be knowledgeable in the sport as well as characteristics of PWDs.

Athletes award system

70. Athletes felt that there should be equity in awarding athletes with and without disabilities, especially in monetary awards for medals in major games.

Career and retirement plan

71. A major concern voiced by athletes was the lack of a systematic retirement plan. Of particular concern was also the lack of injury treatment benefits after their retirement as athletes. Some athletes voiced that they would like to be recommended to attend universities either during their athletic career or upon retirement.

Government support

72. A stronger government support was considered necessary. Support such as allocation of more resources for training subsidies, full-time training, and Sport for All. In addition, funding for development of sports that not yet reached high-performance level would be appreciated, rather than limited to high-performance sports.

3.4.6 Results on Coaches¹⁷

Categorization of Coaches

73. Coaches of athletes receiving stipends from HKSI were categorized as “Coaches of High-performance Athletes” (HCs), whereas those who were working with athletes without stipends were categorized as “Coaches of Potential Athletes” (PCs). A coach working with both HAs and PAs simultaneously was categorized as HCs.

Demographics

74. A total of 23 coaches were categorized as HCs (M=14, F=9). The age of coaches ranged from 25 to 76 and years of coaching experience ranged from 1 to 33. A majority of coaches were working in the part-time mode.
75. A total of 37 coaches were categorized as PCs (M=25, F=12). The age of coaches ranged from 21 to 60 and years of coaching experience ranged from 1 to 20. A majority of coaches were working in the part-time mode.

Preference to have full-time athletes

76. When PCs were asked whether they wished their athletes to become full-time athletes, 54 % of them voted against it. However, when HCs were asked, the rating was half-half. Reasons provided for and against are summarized as follows:

Table 3.5 Reasons provided by HCs for and against athletes to become full-time athletes

Voting for Full-time	Voting against Full-time
• Can be more focused in	• Athletes are mostly students

¹⁷For a list of participating sport organisations, refer to Appendix II D.

Voting for Full-time	Voting against Full-time
training <ul style="list-style-type: none"> • Can have more time for training • More likely to have performance improvement • More able to attend overseas training and competitions 	<ul style="list-style-type: none"> • Financially not viable • The status of the sport is uncertain

Perceived priority areas requiring improvement

77. Of the 6 areas provided to coaches for ranking, the three top areas they perceived as important were the same. The rank-order of the selected items is presented below:

Table 3.6 Priority areas requiring improvement perceived by coaches

Priority areas requiring improvement	HCs' Priority	PCs' Priority
Support provided to the athlete	1	1
Training venues and facilities	2	2
Competition and training arrangements	3	3

Source of athletes

78. Coaches, like athletes, also expressed concern for the dwindling pool of potential athletes. They opined that this could be attributed to the integration of people with mild disabilities into mainstream schools as well as parents' fear of their child being labeled as PWDs. These two factors made identification of PWDs to receive training difficult. Competition among different sports for the same high ability athlete further added to the problem of building a sizable pool of athletes.

Talent identification

79. Talent identification had to be held more regularly and more systematically. Better sport promotion as well as more parental education about the value of sport was thought to be essential.

Manpower

80. The staff turnover rate had been high for some NSAs and hence, coaches are forced to work with new personnel. Coaches also opined that more volunteers would be needed to assist in each coaching session and that the coach athlete ratio could be improved in some sport.

Transportation

81. Regarding transportation, coaches voiced that the number of MTR carriages accommodating wheelchair was insufficient. Also, there needed to be more rehab bus routes. Parking spaces for PWDs needed to be increased, even if they could only be provided during their training hours.

Funding for equipment

82. Both types of coaches pointed out the need to replace and/or add sport specific equipment.

Venue

83. Availability of training venues for PAs were not stable. This resulted in their need to change venues every month; unfavorable time slots that were not optimal for training; or having to share venues with people without disabilities were at the risk of injury to both parties.

Subsidies and allowances

84. Coaches felt that allowance should be provided to athletes to cover expenses for personalized training equipment. Transportation allowances should also be increased.

Career and retirement plan

85. Coaches unanimously agreed that a comprehensive career and/or retirement plan would attract more athletes.

Sport Science and Sport Medicine support

86. Coaches would like to see fitness training and fitness room access being extended to PAs.

Coach Education

87. Coaches saw the importance of an individualized approach when working with PWDs. Hence, they would like to receive courses on communication skills and behavior management. They would also wish to attend overseas training to learn more about coaching PWDs.

3.4.7 Results on Administrators¹⁸

Preference to have full-time athletes

88. When asked whether they wished their athletes to become full-time athletes, 70% supported the idea. Reasons provided for and against are summarized as follows:

Table 3.7 Reasons provided by administrators for and against athletes to become full-time athletes

Voting for Full-time	Voting against Full-time
<ul style="list-style-type: none">• More focused in training• More likely to have performance improvement• More likely to be able to attend overseas training and competitions	<ul style="list-style-type: none">• Absence of comprehensive retirement plan for athletes• Insufficient manpower to accommodate more full-time athletes• No such need for PAs to be trained full time

Contributors to the success of disability sport

89. They recognized the importance of having the right people serving on committees. The important attributes they would look for were the person's prior experience with PWDs and his/her commitment to develop disability sport.
90. The importance of having sufficient funding was recognized. Therefore, without much support from the government, the ability of the organisation to raise funds would be very important for sport development.

¹⁸For a list of participating sport organisations, refer to Appendix II E.

91. A multi-sport organisation for a single disability type would be more effective in attracting PWDs to participate in sport and would also facilitate PWDs to switch sports if they so wished.
92. Overseas competitions and exchanges could help athletes gain experience and develop their sport skills.
93. They felt that close co-operation between NSAs serving PWDs and NSAs serving sport for people without disability contributed to their present success. Their strong connection with HKSI was also an important contributor.
94. Competent full-time coach was perceived as a critical success factor.
95. They agreed that an integrated Sport Science and Sport Medicine support from HKSI could help athletes reach potentials.
96. In comparison with other countries, Hong Kong had a head start in disability sport.

Venue usage

97. Some organisations perceived to have low priority in venue booking and venue use. They saw this as a barrier to their development. Some athletes with disability felt the public had a higher priority in using LCSD sport facilities.
98. The availability of district-based training centres would help encourage PWDs to participate in sport. A possible option would be to open up community centres to PWDs during weekends.
99. The current funding policy was not flexible enough to allow the organisations to rent school venues for training.
100. There was a need to set up long-term and/or designated training venues for PWDs.

Athletes

101. Due to the decreasing trend in the number of individuals with PD, recruiting PAs was difficult. Some administrators viewed that it was not possible to identify PAs for high-performance training from community sport programmes because they may not be aspired to train at that level.

102. Due to the absence of opportunities to participate in international competitions, the drop-out rate of young upcoming athletes was also high. Measures such as promoting the image of athletes, increasing channels of providing information to PWDs, and increasing training opportunities would encourage PWDs to become high-performance athletes.
103. Administrators reported that some schools and employers were not willing to provide flexibility to their students and employees to take leave for training and overseas competitions. Government should take the lead and negotiate support for AWDs.
104. Full-time training would enable athletes to concentrate on training and to receive comprehensive support from HKSI, but this could be limited to those qualified for the Paralympic Games only. Furthermore, other factors such as availability of a full-time coach and a sound retirement plan for athletes are needed to be considered.
105. Individuals with ID needed to learn life skills at an early stage. Training full time would likely mean that they missed the optimal time for learning life skills.
106. Retirement Security for AWDs was worth exploring.

Coaches

107. Absence of a career structure/path for coaches made it difficult to attract individuals to stay committed in training PWDs.
108. The payment to coaches for PWDs training should reflect their professionalism.
109. Without full-time professional coaches, the development of disability sport would be difficult.
110. Coaches should have sport specific knowledge and be competent in training approaches appropriate for PWDs.

Sports administrators

111. The poor career path for paid staff made retention of competent individuals difficult.

112. There was insufficient manpower to perform various functions of the sport organisations.

Transportation

113. Some of the training venues for PWDs were not conveniently located and as transportation arrangement to training venues could be particularly difficult in peak hours, more and better options should be provided.

Sport programmes

114. Inadequate resources made it difficult to develop more sport types for PWDs.

115. More resources should be allocated to develop sport at the grass-root level.

116. In order to encourage PWDs to engage in sport, LCSD and other sport delivering organisations should provide more information on available programmes to relevant centres and special schools.

Mainstreaming

117. Mainstreaming is ideal for inclusion practice, yet difficult to achieve because IFs might have difficulty with the classification mechanism of PWDs or sufficient knowledge to support PWDs.

118. Fair distribution of resources between PWDs and those without disability could be problematic for NSAs.

Subvention and support policy

119. The policy of providing subvention only after achieving results at international level meant that programmes needed to operate under scarce resources. More funding sources and support in kind should be explored.

120. The current HKSI support policy could be relaxed to benefit more HAs and PAs. Setting up a special department/unit at the HKSI to support PWDs or establishing a new designated sport institute for PWDs could be feasible options.

121. A sport policy with specific strategies and achievement dates should be developed for disability sport.
122. The present fragmented funding system for disability sport could be reviewed. A more centralized policy should be developed so that resources could be strategically directed to areas of importance.
123. The funding policy should be reviewed to provide adequate funding to help the development of sports, not only confined to support sports for high-performance level.

Structure of sport organisations and mode of cooperation

124. In the absence of IF membership, an organisation could not directly send athletes to sport events sanctioned by the IF even when the events were of a participatory nature. A review of this practice should be made.
125. Administrators opined that NPC should 1) assist in securing training venues, 2) organise training to enhance professional knowledge of coaches and administrators, and 3) organise overseas exchange programmes. However, it appeared that the role and functions of HKPC&SAPD was not well-defined.
126. Many disability sports had undergone mainstreaming at the international level, i.e. sports for abled-bodies and disabled persons were under the same international federation, such as table tennis and rowing. For fencing and wheelchair fencing, they had their own international federations. Regarding athletics and swimming for PWDs, their international federations were IPCs, not International Association of Athletics Federation and International Swimming Federation. Better cooperation between multi-sport organisations for PWDs and NSAs should be explored.
127. With the understanding that the National Olympic Committee (NOC) of Hong Kong, SF&OC was currently providing the following services to their member associations: 1) coordinating Hong Kong team at major games, 2) athlete retirement, 3) anti-doping, 4) educating sport administrators and support personnel via the Olympic Academy, 5) encouraging member associations to connect with their respective international bodies by providing subsidies on annual membership fees, and 6) promoting sport to general public. An equivalent system of provisional services should be made available to disability sport.

128. The procedures of subsidising sports for PWDs by NSAs should be reviewed.

Chapter 4 Overseas Countries or Cities

4.1 Background

129. In Hong Kong, there are three major organisations supporting the development of sport for PWDs at high performance level i.e. the HKPC&SAPD, HKSAPID, and HKSAD. Their years of establishment are 1972, 1978, and 1983 respectively. Provision of LTPA, on the other hand, rests with Government organisations such as the LCSO, HKSO and other non-sport organisations. Given the short history in the development of sport/LTPA for PWDs in Hong Kong, it is inevitable that there should be much to be gained from reviewing programmes provided by better developed countries/cities overseas.
130. In this study, data from overseas was retrieved through surveys and literature searches. Invitation to complete the surveys was sent to 12 sport providing/supporting bodies from 10 countries, of which 4 responded. Examination of data and in-depth discussions led to the retention of three cities/countries, namely, Singapore, Canada, and United Kingdom for identifying systems or practices that can serve as references for the development of disability sport in Hong Kong. A selection of notable exemplars is presented below.

4.2 Exemplars on functions of National Paralympic Committee

131. The role and functions of IPC are well-defined. However, the same for NPCs seems to vary in different countries. Given that a supportive relationship between NPCs and sport organisations is beneficial to the development of disability sport, an understanding of the role and functions of NPCs in different countries is essential for this study.
132. Stratified sampling was used to select NPCs among the 164 NPCs attending the 2012 Paralympic World Summer Games for the study. For each region, 10 random selections were performed without replacement. Those NPCs without English websites or with limited information were dropped. As a result, the following countries/regions were retained for the study:

Table 4.1 Countries/regions selected for the study

Asian (n=5)	European (n=5)	American (n=2)	African (n=1)	Oceania (n=2)
Singapore Malaysia Taiwan Japan South Korea	Germany United Kingdom Switzerland Austria France	Canada United States of America	Zimbabwe	Australia New Zealand

133. Most NPCs do not operate sport development programmes directly. Sports development, including high-performance sport and Sport for All, is operated by its member associations with the exception of USA. The USA NPC directly operates 6 disability sport programmes. The New Zealand NPC has head coaches for cycling and swimming for high-performance para-athletes.

134. Most NPCs provide support to their member associations to develop disability sport. Examples of support provided include: promotion of disability sport, research, and capacity building such as education for coaches and administrators. They also provide support in the function of classification of athletes, and organising national competitions. However, for Japan, Austria, and France, the supportive functions are taken up by an umbrella association for disability sport.

4.3 Functions of Government and Sports Organisations

4.3.1 Canada

135. The Government of Canada, through Sport Canada, develops programs and policies to help the sport system. Provincial and territorial governments, private and non-profit organisations also support sport participation and excellence in sport by providing programs and funding¹⁹.

136. Sport Canada funds many of the organisations that make up Canada’s sport system at the national level through the “Sport Support Program”²⁰. The primary focus of the funding is programs and services that have a direct impact on athletes and athlete development, and that provide children and

¹⁹<http://canada.pch.gc.ca/eng/1414151906468#a1a> (retrieved 26 May, 2016).

²⁰<http://canada.pch.gc.ca/eng/1413910932843> (retrieved 26 May, 2016).

youth with their first experience in sport. The primary beneficiaries of the Sport Support Program are national team athletes, coaches and other sport participants²¹.

4.3.2 Singapore

137. Singapore Disability Sports Council (SDSC) was founded in 1973. It is the national disability sport organisation and is a registered charity organisation that takes charge of disability sport at all levels, from mass participation to high-performance sport development. Its services and support reach all disability groups.

138. The Ministry of Culture, Community and Youth (MCCY) provides grants to the SDSC for coaching, overseas competitions, sports medicine and sports science.

4.3.3 United Kingdom

139. UK Sport is the nation's high performance sports agency investing in Olympic and Paralympic sport in partnership with sporting organisations. Grassroots and community sport is responsible by Home Country Sports Council in England, Scotland, Wales and Northern Ireland²².

4.4 Exemplars on sport/LTPA development system

140. Disability sport can be operated under a variety of models that can include 1) mainstreaming, 2) impairment/disability specific multi-sport organisations, 3) single sport and autonomous governing organisations. For example, in Zimbabwe²³, each impairment/disability has its own multi-sport organisation, but in Switzerland²⁴ and Singapore²⁵, one sport organisation is responsible for multiple disabilities (MD, VI, HI, ID) in both high-performance and Sport for All levels. In Malaysia, two independent organisations exist with one being responsible for the high-performance level and the other for the grass-root level. Canada²⁶

²¹<http://canada.pch.gc.ca/eng/1414078950287> (retrieved 26 November, 2015).

²²<http://www.uksport.gov.uk/about-us/faqs> (retrieved 26 May, 2016).

²³<http://www.zimparalympic.org/about-us/> (retrieved 25 November, 2015).

²⁴<https://www.plusport.ch/plusport/aufgaben-ziele.html> (retrieved 25 November, 2015).

²⁵<http://sdsc.org.sg/about-us/> (retrieved 25 November, 2015).

²⁶<http://www.cwsa.ca/about> (retrieved 25 November, 2015).

and Australia²⁷ on the other hand, take on a mainstreaming approach, and as a result, the functions of disability specific multi-sport organisations have been significantly reduced.

141. Below are exemplars from Canada, Singapore and United Kingdom. Canada was selected because detailed development plans from independent NSAs are available and can provide insight in the implementation level. Singapore was selected on the merit of having a single organisation serving all disability types. United Kingdom too has a single organisation serving all disability types, but, perhaps more significant, is United Kingdom's efforts in promoting mainstreaming. All three cases are worthy of further exploration.

4.4.1 Canada

142. Canada has a nation-wide system of sport/LTPA development called "Sport for Life" (S4L). The S4L is essentially a movement that flows from the federal to the city level and has the aim of "keeping more Canadians active for life with recreational sport and physical activity, and at the same time help Canadian in all sports win more medals internationally"²⁸.

143. A key feature of the S4L is the Long-Term Athlete Development (LTAD) model which provides a road map to PWDs so that they can "follow a high performance pathway or simply maintain an active, healthy lifestyle"²⁹.

144. Whereas the LTAD model for people without disabilities carries 7 stages (Active Start, Fundamentals, Learn to Train, Train to Train, Train to Compete, Train to Win, Active for Life), that for PWDs, has 9 stages ranging from "Awareness" to "Active for Life". The two additional stages for PWDs are the "Awareness" stage (emphasizing the need for sport organisations to make their offering known to PWDs and the general public) and "First Involvement" stage (highlighting the importance to ensure PWDs to have a positive experience with the sport system and activity and remain engaged). To fully implement the model so as to help PWDs to reach potentials, 10 pillars of support have been suggested. These 10 pillars are: 1) Coach Education, 2) Competition, 3) Funding, 4) Equipment, 5) Facilities, 6) Training Partners, 7) Sport Science, 8)

²⁷<https://www.paralympic.org.au/about-us/mission-goals/> (retrieved 25 November, 2015).

²⁸<http://canadiansportforlife.ca> (retrieved 11 November, 2015).

²⁹<http://canadiansportforlife.ca/athletes-disabilities> (retrieved 11 November, 2015).

Officials, 9) Athlete Support, and 10) Talent Identification and Development.

4.4.2 Singapore

145. Sport Singapore uses sport to create greater sporting opportunities and access, more inclusivity and integration as well as broader development of capabilities³⁰.

146. SDSC is the national disability sport organisation. Their mission is to enable “sportspersons with disabilities to realize their individual potential by providing them with the opportunity to participate and excel in sports both recreationally and competitively”³¹. Its services and support reach all disability groups (i.e., hearing impairment, visual impairment, intellectually disabilities, amputees, cerebral palsy, muscular dystrophy, spinal cord injury, etc.)

147. SDSC supports sports in both high-performance and Sport for All levels. It provides a wide range of sports and games for PWDs. This is achieved through the provision of different levels of sport programmes for PWDs with different skills/abilities levels and a supportive Sports Excellence Programme³².

4.4.3 United Kingdom

England

148. The English Foundation of Disability Sport (EFDS), established in September 1998, was a national charity organization. It is dedicated to provide sport/LTPA to PWDs. It also supports a wide range of organisations to include PWDs more effectively. Their vision is “disabled people are active for life”³³.

149. Through facilities accreditation under the Inclusive Fitness Initiative³⁴ (IFI), EFDS offers PWDs more choices and opportunities to participate in

³⁰<https://www.sportsingapore.gov.sg/about-us> (retrieved 23 November, 2015).

³¹http://sdsc.org.sg/about-us/#tab-1394471578_2_57 (retrieved 23 November, 2015).

³²<http://sdsc.org.sg/sports-2/> (retrieved 20 January, 2016).

³³<http://www.efds.co.uk/about> (retrieved 30 November, 2015).

³⁴http://www.efds.co.uk/inclusive_fitness/the_ifi_mark (retrieved 30 November, 2015).

physical activity. IFI Mark facilities are all equipped with a range of barrier-free fitness equipment with highly trained gym staff.

150. The Inclusive Sport Programme³⁵ by Sport England is designed to increase regular sport participation by PWD by improving the expertise of organisations other than the disability sport sector.

Scotland

151. Partnering with sportscotland, Scottish Disability Sport is the Scottish governing and co-coordinating body of all sports for PWDs. Scottish Disability Sport has the vision of developing opportunities and improving performance in disability sport for PWDs and AWDs.

Wales

152. Disability Sport Wales, established in 1985, is a charity organisation, which provided chances for PWDs to participate in sport and physical activity, training in disability/inclusive sport, support and guidance in coaching or volunteering. It also provides information on sports programmes for PWDs in Wales.

Northern Ireland

153. Disability Sport NI, a charity, organises a number of sporting events, championships and competitions³⁶ to provide opportunities for PWDs to participate in sports activities. Disability Sport NI provides a Sports Facility Access service to improve the quality of access for PWD to sports facilities in Northern Ireland³⁷.

4.5 Exemplars on support to athletes

154. Support to athletes can be in fiscal and non-fiscal forms. While many countries provide their athletes with some forms of subsidy and non-fiscal support, below are notable exemplars.

³⁵ <https://www.sportengland.org/funding/our-different-funds/inclusive-sport/> (retrieved 24 May, 2016).

³⁶ <http://dsni.co.uk/sports-opportunities/> (retrieved 24 May, 2016).

³⁷ <http://dsni.co.uk/sports-facility-access/> (retrieved 24 May, 2016).

4.5.1 Canada

155. The NextGen programme has the aim of supporting PAs. Specifically, the programme focuses on athletes and teams 5-8 years from the podium. These athletes and teams represent the next generation of Olympic and Paralympic medalists³⁸. This programme offers sport science and sport medicine support to PAs and HAs through various Canadian Sport Institute centres across the country.

156. The Athlete Assistance Program³⁹ (AAP) is a federal government grant program which provides direct financial assistance to high-performance athletes (including AWDs) for improving their performances at major international sporting events. The eligibility is reviewed every 12 months in general.

Table 4.2 The Athlete Assistance Program in Canada

Support Item	Allowance amount
Living and Training Allowance	A monthly allowance ranging from CA\$900 to CA\$1,500
Tuition Support	The maximum amount per athlete is CA\$25,000.
Other supplementary supports such as allowance for AWDs, retirement assistance, etc.	Limited to a maximum of CA\$13,000 per carding cycle (normally 12 months).

4.5.2 Singapore

157. The SpexScholarship in Singapore provides full time HAs (10-12 sessions, or 20-30 hours per week) with direct financial subsistence and other supports. Review is tied to the Games-cycle from 2 to 4 years. Selection criteria for able-bodied athletes and AWDs is comparable. The amount for monthly stipend is based on their sporting performance, the international games they are preparing for and their performance profile :

³⁸<http://www.csipacific.ca/programs/nextgen/> (retrieved 26 November, 2015).

³⁹Sport Canada Athlete Assistance Program Policies and Procedures, 2015. Public Works and Government Services Canada.

Table 4.3 The SpexScholarship of Singapore

Carrding Level	Selection Criteria	Duration of Carrding (subject to annual review)	Monthly stipend amounts⁴⁰ (Singapore Dollar \$)
Level One	Top 8 Olympic Games / World Championships	4 years	3,000 – 8,000
Level Two	Top 6 Asian Games / Top 3 Commonwealth Games	4 years	2,000 – 5,600
Level Three	Top 4 SEA Games	2 years	1,200 – 3,360
Level Four	Individual Sport: Top 3 National Open Championships Team Sport: Medal at Regional Championships, with at least 6 participating countries	1 year	Not under SpexScholarship, but is offered support of 600 per individual per year

4.5.3 United Kingdom

158. The Athlete Performance Awards subsidises athlete’s living costs based on the performance an athlete has achieved, subject to an income test.

Table 4.4 The Athlete Performance Awards of United Kingdom

Category	Selection Criteria	Award value⁴¹
Band A	Medallists at Olympic Games or Senior World Championships or gold medallists at Paralympic Games or Senior World Championships	Up to £28,000 per annum
Band B	a minimum of a top 8 finish at Olympic Games or Senior World Championships or medallists at Paralympic Games or Senior World Championships	Up to £21,500 per annum

⁴⁰<https://www.sportsingapore.gov.sg/~media/corporate/files/news%20and%20updates/media%20releases/2014/december/annex%20c%20%20spexscholarship%20fact%20sheet.pdf> (retrieved 7 June, 2016).

⁴¹<http://www.uksport.gov.uk/our-work/investing-in-sport/how-uk-sport-funding-works> (retrieved 7 June, 2016).

Band C	Likely to be major championship performers and those who demonstrate the capacity to achieve a medal result at World or Olympic level within four years	Up to £15,000 per annum
--------	---	-------------------------

4.6 Exemplars on capacity building

159. Capacity building includes the professional training and education of volunteers, coaches, and sport administrators. In the case of disability sport, this may include the general public. On this, all three countries have much exemplary practices to offer.

4.6.1 Raising awareness of disability and disability sport

Canada

160. In Canada, the promotion of disability sport is provided through a social enterprise media network such as the ViaSport Media TV of British Columbia (a not-for-profit organisation) and the Accessible Media Inc. (a not-for-profit organisation) which broadcast audio and visual programmes on disability sport. These information and media resources support all sport-related activities and provide easy access of up-to-date sport information for PWDs.

Singapore

161. In Singapore, disability sport is introduced to kindergarten, primary schools, and secondary schools through the Kids' Inclusive Sports Club (the Club). Founded in 2007, the Club is an initiative of SDSC, and aims to welcome all kids, with or without disability, to pursue fitness and fun together. They pointed out that through "enjoying sports and games, kids can accrue to a mutual understanding and respect without reservations or inhibitions"⁴².

162. "SportCares" helps to bridge communities through sports by linking underprivileged beneficiaries including PWD with passionate volunteers and community-spirited donors through great sports programmes and life-skills workshops⁴³.

⁴²<https://www.facebook.com/KidsINclusiveSports/> (retrieved 26 November, 2015).

⁴³<https://www.sportsingapore.gov.sg/about-us/sportcares> (retrieved 26 May, 2016).

United Kingdom

163. Deloitte Parasport⁴⁴, considered as the ‘yellow page’ of disability sport, was created by the British Paralympic Association in 2007. Its aim is to provide information to PWDs who wanted to take up sport, either at a recreational or competitive level. Over 3000 clubs have been registered to Deloitte Parasport since it was launched.

4.6.2 Training for Coach and Administrators

Canada

164. Within the LTAD programme, coach education and officials’ training are recognized among the 10 essential supporting pillars. The Canadian National Coaching Certification Programme⁴⁵, apart from publishing a coaching manual on coaching athletes with disability⁴⁶, also offers many coaching workshops for high performance coaches of athletes with disability. Likewise, independent NSAs are expected to equip officials with rules and regulations governing disability sport.

Singapore

165. In Singapore, the SDSC has a Capability Development Fund to develop and improve the quality of coaches through supporting coaching courses, classification courses, and overseas seminars. Coaches of SDSC programmes all wished to be certified by Sport Singapore.

United Kingdom

166. Professional coaching programmes in disability sport are beginning to gain momentum as PWDs are being recognized as high performance athletes. The University of Worcester offered the first degree in United Kingdom specializing in coaching athletes with disabilities while more recently, the IPC Academy launched an on-line coaching programme which aims to “help coaches get started in coaching people with an impairment”⁴⁷.

⁴⁴<http://parasport.org.uk> (retrieved 26 November, 2015)

⁴⁵<http://coach.ca/coach-training-in-canada-s15408> (retrieved 26 November, 2015).

⁴⁶http://www.coach.ca/files/Coaching_Athletes_Disability_update092011.pdf (retrieved 26 November, 2015).

⁴⁷<http://www.paralympic.org/news/ipc-academy-launches-new-online-coaching-programme> (retrieved 26 November, 2015).

Chapter 5 Recommendations and Conclusion

167. As seen from the above, the demand for sports and related support vary among people with different types of disability. For example, while some of them prefer inclusion and mainstreaming, some others do not. Specialised facilities, equipment and services provided for PWDs also differ due to the different types of disability. After consolidating the opinions and requirements as reflected by stakeholders in questionnaires and interviews as well as examining the information from desktop studies and literature reviews, we, with a view to striking a balance between able-bodied and disabled persons and catering for the needs of people with different types of disability, put forward the following recommendations in this study:

5.1 Promoting Sports Participation by PWDs

5.1.1 Provision and management of facilities

168. As mentioned by the Chief Executive in the 2015 Policy Address, the public sports facilities in Hong Kong at present have yet to fully meet the development needs of various sports. It is **recommended** that the LCSD should launch a pilot scheme in some of its venues for relevant organisations to make priority bookings for non-peak slots to organise sports activities such as training courses and inclusive activities suitable for PWDs.

169. The LCSD has, based on the Design Manual-Barrier Free Access 2008 of the Buildings Department and the Formal Investigation Report on Accessibility in Publicly Accessible Premises released by the Equal Opportunities Commission, designed new sports facilities and undergone enhancement works on existing facilities. However, in order to cater to the preferences and needs of the general public and people with different types of disability (including people with visual or hearing impairment), enhance the accessibility to facilities and facilitate social interaction for the purpose of integration, the LCSD has further upgraded the barrier-free access to and supporting equipment in its public sports facilities. Also, it is **recommended** that the LCSD should make reference to the accreditation requirements imposed on PWD sports facilities as stated in the Inclusive Fitness Initiative (IFI)⁴⁸ of the United Kingdom.

⁴⁸ http://www.efds.co.uk/inclusive_fitness/the_ifi_mark (retrieved on 30 November 2015).

170. The LCSD provides different ancillary facilities (e.g. accessible toilets, accessible parking spaces and pool lifts/access ramps tailor-made for PWDs to go in and out from swimming pools) for PWDs at its various venues. However, it may not be easy for PWDs to make on-line enquiries on those ancillary facilities suitable for different types of disability as the provision of information on sports facilities is venue-oriented. It is **recommended** that the LCSD should develop a dedicated webpage on its website to provide a one-stop information platform on PWD ancillary facilities available at various venues.
171. It is **recommended** that the Government should promote co-operation between schools and groups of PWDs by encouraging schools to open their sports facilities for PWDs to organise sports activities.
172. It is **recommended** that the LCSD should strengthen the on-the-job training for its venue management staff to understand better the needs of people with different types of disability to participate in sports activities, thus enabling PWDs to enjoy more with LCSD's facilities.

5.1.2 Participation, Training and Competitions

173. Currently, members of the public can access LCSD's webpages and search for relevant sports activities and training programmes by the disabled category of participants. However, most of the search results do not provide further information such as the ability requirements for participants of an activity or a programme suitable for persons with a particular type of disability. Thus, it is **recommended** that the LCSD should provide a one-stop relevant information source for PWDs, their families and caregivers to know more about the activities suitable for PWDs, thereby increasing their interest in sports participation. This recommendation can be considered in conjunction with the one-stop dedicated information webpage proposed in paragraph 170 above.
174. At present, prior to the launch of the School Sports Programme, the LCSD will contact the relevant NSAs and teachers of special schools to find out more information about the types of disability, the abilities and qualities of student participants, and also request coaches to look after disabled students patiently and pay special attention to their needs. The LCSD will make appropriate adjustments to the content and pace of its activities to cater to the abilities of disabled students. It is **recommended** that the LCSD should strengthen liaison with special schools and the relevant NSAs and continue to enhance the content of the School Sports

Programme implemented in special schools in order to benefit more disabled students.

175. It is **recommended** that the HAB should work with both the SWD and relevant organisations to consider organising sports activities in a workshop-based or centre-based approach for PWDs, under the guidance of eligible coaches, to join health exercises or sports activities. In addition, staff of the workshops or centres should be trained to become coaches and help PWDs integrate sports activities into their life.
176. In recent years, the LCSD included those activities for PWDs in the Hong Kong Games and the Sport for All Day, and as a result the activities were well received. It is **recommended** that the LCSD should keep enhancing the provision of those activities, with a view to boosting the interest of PWDs in sport activities and help convey the message of inclusion to the community.
177. The Government should encourage more organisers of sports competitions to provide opportunities for PWDs to join by, for example, allocating some places for PWDs or creating a sports category for PWDs.
178. It is **recommended** that the HAB and the SWD should consider enhancing further the co-ordination in the development of sports for the disabled and the funding support to disabled athletes so as to make more effective use of resources and bring about a more comprehensive development of disability sports.
179. The Rehabilitation Advisory Committee (RAC), a major advisory body on Government's rehabilitation policies, has all along been concerned about creating a barrier-free environment (such as the provision of access for wheelchair users) and providing barrier-free transportation (such as a barrier-free public transport system and the Rehabus service) for PWDs so that PWDs can, like other people, gain access freely to premises and use the facilities therein. As a result, they can fully participate in various social activities, including sports activities. It is **recommended** that the HAB should strengthen the liaison with the Labour and Welfare Bureau to help PWDs go out for sports activities and competitions easily.

5.2 Enhancing support to high-level athletes with disabilities, including the provision of full-time training opportunities

180. It is **recommended** that, with reference to the assessment criteria under the Elite Vote Support System (EVSS) and the performance of able-bodied and disabled athletes in high-level competitions (e.g. by making comparisons between the Olympics and the Paralympics, or between the Asian Games and the Asian Para Games), a corresponding system be established for and to facilitate the development of high-level disability sports. The preliminary draft of EVSS assessment criteria for disability sports based on the current major disability sports competitions is at Appendix III.
181. About 50% of the respondents considered that a full-time system for athletes with disabilities should be established. As mentioned above, the level of and criteria for support for both able-bodied elite athletes and disabled elite athletes are similar in Singapore. It is **recommended** that, in view of the situation of Hong Kong, a study on the establishment of a full-time athlete⁴⁹ system for athletes with disabilities (for example, requiring full-time athletes with disabilities to, under the arrangements of their coaches, receive training not less than 5 days and 20 hours per week, including training related to sports science) be conducted. Under the system, athletes with disabilities will be provided with professional training, arrangements and support for joining local and overseas competitions, sports science and related support, retirement and career support, etc. The full-time system can also help the existing part-time AWDs to participate in trainings and competitions while maintaining their livelihood, and allow them to get rid of difficulties in applying leave in relation to trainings and competitions.
182. It is **recommended** that the HKPC&SAPD and relevant NSAs should consider developing programmes similar to the “Hong Kong Athletes Career & Education Programme” under the SF&OC.

5.3 Structure and Mode of Co-operation of Sports Organisations for PWDs

183. ID was first included as a disability type in 1996 in the Paralympic Games. However, in the 2000 Sydney Paralympic Games, some athletes were found posing as participants with ID and thus disqualified by the

⁴⁹ At present, full-time athletes are required to, under the arrangements of their coaches, receive training not less than 5 days and 20 hours per week, including training related to sports science.

International Paralympic Committee (IPC). Later, athletes with ID “re-joined” the Paralympic Games in 2012. In 2005, the Hong Kong Sports Association for the Physically Disabled was re-named as the HKPC&SAPD and, for this reason, physically disabled sports were the main considerations under the then structure of the organisation. It is recommended that the HKPC&SAPD should consider whether it is necessary to update its structure in light of the types of disabilities (i.e. different types of physical disabilities, sports for the blind and persons with ID) included by the IPC. This can also allay the concerns of some PWDs and groups over the dual roles of the HKPC&SAPD.

184. At present, sports organisations of different types of disabilities have different visions and strategies on the issues of promoting sports in the community and supporting elite sports. It is **recommended** that relevant organisations should facilitate a more balanced overall development of disability sports (i.e. to include different types of disabilities) by making reference to the strategic exchange experiences of and exploring co-operation opportunities with their respective international associations. In the LTAD⁵⁰ of Canada, the two stages of “Awareness” and “First Involvement”⁵¹ can be taken as references for the promotion of disability sports in the community.

5.4 Capacity building

185. At present, both the awareness and training needs of persons with special needs are covered in the “Foundation Certificate in Sports Coaching Theory” programme (Level 2 under the Qualifications Framework) and the “Certificate in Advanced Sports Coaching Theory” programme (Level 3 under the Qualifications Framework) provided by the Hong Kong Coaching Committee. However, generally speaking, coaches and tutors of a sport still have different requirements for and awareness of sports participation by PWDs. It is **recommended** that the Government, relevant NSAs and organisations should examine ways to strengthen the awareness among coaches and tutors at various levels of PWDs’ needs during sports participation. Among other things, during the internship period, trainees should be given opportunities to participate in disability sports, in which case coaches and tutors can put theory into practice and provide appropriate instructions to meet the needs of PWDs when taking part in sports.

⁵⁰ <http://canadiansportforlife.ca/athletes-disabilities> (retrieved on 30 November 2015)

⁵¹ <http://canadiansportforlife.ca/athletes-disabilities/ltad-stages-athletes-disabilities> (retrieved on 20 January 2016)

186. Some PWDs have low motivation towards social interaction. It is **recommended** that seminars targeted at parents, friends, volunteers and caregivers of PWDs be held to enhance their understanding of the importance of sports on the health and overall development of PWDs, so that they will encourage PWDs, especially young PWDS, to participate in sports activities.
187. Some parents, friends, volunteers and caregivers of PWDs may be interested in becoming tutors after having a better understanding of PWDs' participation in sports. It is **recommended** that the Government should, together with the relevant NSAs and organisations, consider absorbing these groups of persons to be tutors of some basic programmes, thus enabling them to encourage PWDs to participate in sport activities in a more effective way.

5.5 Conclusion

188. The first and paramount policy objectives of sports development for PWDs in the coming 10 to 20 years should be to provide more and better barrier-free sports facilities, organise more international sports activities for PWDs, provide more attractive and affordable sports programmes, recruit more excellent coaches for PWDs and provide better support to reserve disabled athletes.

Appendix I

MEMBERS OF THE CONSULTANT TEAM

Name	Title
Prof. Frank FU	Team Leader Chair Professor (PE Department, HKBU) Director (Dr. Stephen Hui Research Centre, HKBU)
Prof. CHEUNG Siu Yin	Deputy Team Leader Professor (Department of Physical Education, HKBU)
Ms. Polina CHENG	Research Fellow (Dr. Stephen Hui Research Centre, HKBU)
Dr. Peggy CHOI	Lecturer (Department of Physical Education, HKBU)
Prof. Lena FUNG	Research Fellow (Dr. Stephen Hui Research Centre, HKBU)
Ms. IP Hay Wood	Research Fellow (Dr. Stephen Hui Research Centre, HKBU)
Dr. Eva TSAI	Research Fellow (Dr. Stephen Hui Research Centre, HKBU)
Dr. Yvonne YUAN	Research Fellow (Dr. Stephen Hui Research Centre, HKBU)
Mr. Steven CHEUNG	Research Assistant (Dr. Stephen Hui Research Centre, HKBU)

Appendix II

A SUMMARY ON THE NUMBER OF PARTICIPANTS AND PARTICIPATING ORGANISATIONS (In alphabetical order of name)

A. List of Participating Schools

1. CCC Mongkok Church Kai Oi School
2. Ebenezer School and Home for the Visually Impaired
3. HHCKLA Buddhist Po Kwong School
4. Hong Chi Morninghill School, Tsui Lam
5. Hong Kong Christian Service Pui Oi School
6. Hong Kong Red Cross Princess Alexandra School
7. Lutheran School for the Deaf
8. Mary Rose School
9. SAHK B.M. Kotewall Memorial School
10. SAHK Jockey Club Elaine Field School
11. SAHK Ko Fook Iu Memorial School
12. Saviour Lutheran School
13. Shatin Public School
14. TWGHs Tsui Tsin Tong School

B. List of Participating Non-sport Organisations

1. Caritas Joyous Link
2. Caritas Lok Hang Workshop
3. Caritas Lok Kin Workshop
4. Caritas Lok Mo Vocational Training Centre
5. HC Café
6. Hong Kong Federation of Handicapped Youth
7. Hong Kong PHAB Association
8. Hong Kong Association of the Deaf
9. Hong Kong Blind Union
10. Hong Kong Down Syndrome Association
11. Hong Kong Down Syndrome Association Tiptop Training Centre
12. Hong Kong Society for the Blind
13. Hong Kong Society for the Deaf
14. NAAC Harmony Manor Workshop
15. Pentecostal Church of Hong Kong Sheltered Workshop
16. Rehabilitation Extension Union
17. SAHK Woche Workshop

18. Silence
19. St. James' Settlement
20. TTMHK Jubilee Neighbourhood Elderly Centre
21. YMCA Y's Men Centre for the Deaf

C. Survey and Interviews of High-performance and Potential Athletes – List of Participating Sport Organisations

1. Hong Kong Blind Sports Federation Ltd.
2. Hong Kong Paralympic Committee and Sports Association for the Physically Disabled
3. Hong Kong Sports Association for Persons with Intellectual Disability
4. Hong Kong Wheelchair Dance Sport Association
5. Hong Kong, China Rowing Association
6. Sailability Hong Kong
7. Special Olympics Hong Kong

D. Survey and Interviews of Coaches of High-performance and Potential Athletes – List of Participating Sport Organisations

1. Hong Kong Blind Sports Federation Ltd.
2. Hong Kong Paralympic Committee and Sports Association for the Physically Disabled
3. Hong Kong Sports Association for Persons with Intellectual Disability
4. Hong Kong Wheelchair Dance Sport Association
5. Hong Kong, China Rowing Association
6. Sailability Hong Kong
7. Special Olympics Hong Kong

E. Surveys and Interviews of Administrators – List of Participating Sport Organisations

1. Hong Kong Blind Sports Federation Ltd.
2. Hong Kong Paralympic Committee and Sports Association for the Physically Disabled
3. Hong Kong Sports Association for Persons with Intellectual Disability
4. Hong Kong Sports Institute
5. Hong Kong Wheelchair Dance Sport Association
6. Hong Kong, China Rowing Association
7. Sailability Hong Kong
8. Special Olympics Hong Kong
9. Sports Federation and Olympic Committee of Hong Kong, China

F. List of Consulting Persons and Organisations

1. Dr Hon Kenneth CHAN Ka-lok
2. Dr Hon Fernando CHEUNG Chiu-hung
3. Hon Starry LEE Wai-king
4. Hon MA Fung-kwok
5. Mr David LEUNG, Commissioner for Rehabilitation
6. Mr Anthony Yeung Kwok-ki, Chairman of Rehabilitation Advisory Committee
7. The Hong Kong Council of Social Service and its Agency Members
 - (a) 1st Step Association Limited
 - (b) Care For Your Heart
 - (c) Direction Association for the Handicapped
 - (d) Family Network
 - (e) Hong Kong Association of the Deaf
 - (f) Hong Kong Blind Sports Federation Ltd.
 - (g) Hong Kong Blind Union
 - (h) Hong Kong Down Syndrome Association
 - (i) Hong Kong Paralympic Committee and Sports Association for the Physically Disabled
 - (j) Hong Kong PHAB Association
 - (k) Hong Kong Red Cross Princess Alexandra School
 - (l) Rehabilitation Alliance Hong Kong
 - (m) SAHK
 - (n) The Hong Kong Joint Council for People with Disabilities
 - (o) The Hong Kong Society for the Blind
 - (p) The Parents' Association of Pre-school Handicapped Children
 - (q) Tung Wah Group of Hospitals (services for moderately mentally handicapped, severely mentally handicapped, visually impaired elderly and mental wellness)

Elite Vote Support System (EVSS) – Incorporated Disabled Sports Competitions (Proposed)

Item	Weighting	Criteria	Rating				
1	1.5	International-level performance record in previous 2 years – Senior athletes	4-8 (> 24 entries) or <u>Top 1/3 (≤ 24 entries)</u> International Invitation Tournament Regional Championships (e.g. Pacific Games) International Open Competitions Non INAS Regional Championships	4-8 (> 24 entries) or <u>Top 1/3 (≤ 24 entries)</u> Asian Cup Series National Championships INAS/IPC Sanctioned Events	4-8 (> 24 entries) or <u>Top 1/3 (≤ 24 entries)</u> Asian Championships National Games World University Games / Championships Asia Cup (Finals) World Cup Series INAS Global Games INAS Regional Championships	4-8 (> 24 entries) or <u>Top 1/3 (≤ 24 entries)</u> Olympic Games Asian Games World Championships World Cup (Finals) Paralympic Games Asian Para Games Deaflympics	Medal (Minus-one Rule) Olympic Games Asian Games Paralympic Games Asian Para Games Deaflympics
			Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> Inter-port / Inter-City Competition	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> International Invitation Tournament Regional Championships (e.g. Pacific Games) International Open Competitions Non INAS Regional Championships	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> Asian Cup Series National Championships INAS/IPC Sanctioned Events	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> Asian Championships National Games World University Games / Championships Asia Cup (Finals) World Cup Series INAS Global Games INAS Regional Championships	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> World Championships World Cup (Finals)
2	1	International-level performance record in previous 2 years – Junior athletes	4-8 (> 24 entries) or <u>Top 1/3 (≤ 24 entries)</u> International Youth Invitation Tournament Regional Youth Championships International Youth Open Tournament	4-8 (> 24 entries) or <u>Top 1/3 (≤ 24 entries)</u> Asian Youth Cup Series Asian Age Group Championships National Youth Championships	4-8 (> 24 entries) or <u>Top 1/3 (≤ 24 entries)</u> Asian Youth Championships National Youth Games Asia Youth Cup (Finals) World Youth Cup Series Asian Para Youth Games	4-8 (> 24 entries) or <u>Top 1/3 (≤ 24 entries)</u> World Youth Championships World Youth Games World Youth Cup (Finals)	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> Youth Olympic Games World Youth Championships World Youth Games World Youth Cup (Finals)
			Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> Inter-port / Inter-City Youth Tournament	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> International Youth Invitation Tournament Regional Youth Championships International Youth Open Tournament	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> Asian Youth Cup Series Asian Age Group Championships National Youth Championships	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> Asian Youth Championships National Youth Games Asia Youth Cup (Finals) World Youth Cup Series Asian Para Youth Games	Medal (> 9 entries) or <u>Top 1/3 (≤ 9 entries)</u> World Youth Cup (Finals)

Black: Purely for able-bodied sports

Red: Purely for disability sports

Blue: For both able-bodied and disability sports

Bibliography

Bodde, A.E. and Seo, D.C. (2009). A review of social and environmental barriers to physical activity for adults with intellectual disabilities. *Disability and Health Journal*, 2, 57-66.

Boucher, N. et al. (2010). The influence of selected personal and environmental factors on leisure activities in adults with cerebral palsy. *Disability and Rehabilitation*, 32(16), 1328-1338.

Bullock, C.C., & Mahon, M.J. (2001). *Introduction to recreation services for people with disabilities: A person-centered approach*. Champaign IL: Sagamore Publishing.

Bushe, G.R. (1999). Advances in appreciative inquiry as an organisation development intervention. *Organisation Development Journal*, 17(2), 61-68.

Buttimer, J. (2005). Patterns of leisure participation among adolescents with a mild intellectual disability. *Journal of Intellectual Disability*, 9(1), 25-42.

Capella-McDonnall, M. (2007). The need for health promotion for adults who are visually impaired. *Journal of Visual Impairment and Blindness*, 101(3), 133-145.

Edginton, C.R., et al. (2004). *Leisure Programming: A service-centered and benefit approach*. Boston: McGraw-Hill.

Ehsani, M. (2013). Identify factors for entrepreneurship development in sport of Iran. *Pamukkale Journal of Sport Sciences*, 4(3), 41-52.

Elliot, H. (2004). *Athletics review: Re-creating a culture for athletics in Australia: A report into the high performance, development and governance of athletics in Australia*. Retrieved from https://www.clearinghouseforsport.gov.au/_data/assets/pdf_file/0010/556327/Athletics_Review_-_Re-creating_a_culture_for_athletics_in_Australia_-_a_report_into_the_high_performance,_development_and_governance_of_athletics_in_Australia_ASC_and_Athletics_Australia.pdf

Fung, L. (1992). Participation motives in competitive sports: A cross-cultural comparison. *Adapted Physical Activity Quarterly*, 9(2), 114-122.

Government of Canada. (2006). Policy on Sport for Persons with a Disability. Retrieved from <http://canada.pch.gc.ca/eng/1414513635858/1414513676681>

Houlihan, B. (2005). Public Sector Sport Policy. *International Review for the Sociology of Sport*, 40(2), 163-185.

Jaarsma, E.A., et al. (2014). Barriers to and facilitators of sports participation for people with physical disabilities: A systematic review. *Scandinavian Journal of Medicine & Science in Sports*, 24, 871-881.

Jaarsma, E.A., et al. (2014). Barriers to and facilitators of sports participation in people with visual impairments. *Adapted Physical Activity Quarterly*, 31, 240-264.

Jost, B. (2014). Expert modeling of sport performance of high elite athletes. *Acta Kinesiologica*, 8(1), 82-85.

Kidd, B. (2013). The Canadian state and sport: The dilemma of intervention. *Sport in Society*, 16(4), 362-371.

Krsmanovic, S., et al. (2014). Human resources: Main factor in the development of sports. *Activities in Physical Education and Sport*, 4(1), 84-86.

Li, C., et al. (2014). Talent development environmental factors in sport: A review and taxonomic classification. *Quest*, 66(4), 433-447.

Liston, K., et al. (2013). Elite sports policy and coaching at the coalface. *International Journal of Sport Policy*, 5(3), 341-362.

Mahon, M.J. (1999). Later-life planning for older adults with mental retardation: A field experiment. *Mental Retardation*, 37(5), 371-382.

Michael, S. (2005). The promise of Appreciative Inquiry as an interview tool for field research. *Development in Practice*, 15(2), 222-230.

Mihaylov, S. I., et al. (2004). Identification and description of environmental factors that influence participation of children with cerebral palsy. *Developmental Medicine & Child Neurology*, 46, 299-304.

Misener, K., et al. (2013). Understanding the local sports council as a mechanism for community sport development. *Managing Leisure*, 18(4), 300-315.

Mulligan, H.F, et al. (2012). Barriers to physical activity for people with long-term neurological conditions: A review study. *Adapted Physical Activity Quarterly*, 29, 243-265.

Newland, B., & Kellet, P. (2012). Exploring new models of elite sport delivery: The case of triathlon in the USA and Australia. *Managing Leisure*, 17(2/3), 170-181.

Ponchillia, P.E., et al. (2002). Athletes with visual impairments: Attributes and sports participation. *Journal of Visual Impairment and Blindness*, 97(4), 267-272.

Pringle, R. (2001). Examining the justifications for government investment in high performance sport: A critical review essay. *Annals of Leisure Research*, 4(1), 58-75.

Rossa, E. (2015). The inverse relationship between social capital and sport: A qualitative exploration of the influence of social networks on the development of athletes. *Asia-Pacific Journal of Health, Sport & Physical Education*, 6(1), 57-76.

Shikako-Thomas, K., et al. (2013). Determinants of participation in leisure activities among adolescents with cerebral palsy. *Research in Developmental Disabilities*, 34(9), 2621-2634.

Sorensen, M., & Kahrs, N. (2006). Integration of Disability Sport in the Norwegian Sport Organisations: Lessons Learned. *Adapted Physical Activity Quarterly*, 23, 184-202.

Temple, V.A. and Walkley, J.W. (2007). Perspectives of constraining and enabling factors for health-promoting physical activity by adults with intellectual disability. *Journal of Intellectual & Developmental Disability*, 32(1), 28-38.

Thibault, L., et al. (2010). Democratization and governance in international sport: Addressing issues with athlete involvement in organisational policy. *International Journal of Sport Policy*, 2(3), 275-302.

Thomas, N.B. (2004). An examination of the disability sport policy network in England: A case study of the English federation of disability sport and mainstreaming in seven sports. PhD Thesis, Loughborough University.

Thomas, N. & Guettb, M. (2006). Fragmented, complex and cumbersome: a study of disability sport policy and provision in Europe. *International Journal of Sport Policy and Politics*, 6(3), 389-406.

Tsai, E.H., & Fung, L. (2005). Perceived constraints of leisure time physical activity participation of students with hearing impairment. *Therapeutic Recreation Journal*, 39(3), 192-206.

Vaeyens, R, et al. (2008). Talent identification and development programmes in sport: Current models and future directions. *Sports Medicine*, 38(9), 703-714.

Williams, T.L., et al. (2014). The barriers, benefits and facilitators of leisure time physical activity among people with spinal cord injury: A meta-synthesis of qualitative findings. *Health Psychology Review*, 8(4), 404-425.

Winand, M., et al. (2012). Pathways to high performance: A qualitative comparative analysis of sport governing bodies. *Nonprofit & Voluntary Sector Quarterly*, 42(4), 739-762.