



RESEARCH ON IMPACTS OF TREATS' SPORTS FOR ALL PROJECT ON SOCIAL INCLUSION

親切「運動零界限」共融運動
對社會共融的影響
及成效研究



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PREAMBLE

The following report is on a two-year study which was conducted to examine the impact of Sports for ALL project offered by TREATS to enhance social inclusion in Hong Kong. The study was commissioned by TREATS to a research team at the Department of Education Studies of the Hong Kong Baptist University. As members of the research team, we feel privileged to conduct this meaningful research and we hope that the results will pave the way for more inclusive programmes that bring together youth of all needs and eliminate barriers to inclusion.

We would like to thank TREATS staff for their unfailing support all throughout the study, especially during the challenging times of COVID-19. We are especially grateful to the students and volunteers who participated in the different Sports for ALL programmes as well as to the teachers and parents for their enduring collaboration. Our study would not have been possible without you.

Atara Sivan, Vicky Tam and Tony Chow

EXECUTIVE SUMMARY

1. This report presents a study commissioned by TREATS, a registered charity organization that aims to create an inclusive society for all children. To achieve this aim TREATS has developed and offered the Sports for ALL project which comprises four types of inclusive programmes - sailing, rugby, dragonboat and kinball. These programmes provide equal participation for students with special needs and volunteers through experiential learning of play and recreational activities to break stereotypes and social barriers and enhance social inclusion in the society. The purpose of this study was to examine systematically the impact of the Sports for ALL project on the participants in the four inclusive sports programmes.
2. The study was conducted between August 2019 and July 2021 and adopted a mixed methods design. Data were collected before and after each of the sport programmes using interviews and questionnaire surveys on students (n=45), volunteers (n=53), parents (n=24) and teachers (n=6). Focus group and individual interviews were conducted with participating special needs students, volunteers, parents, and teachers before and after each programme. Additional qualitative and quantitative data were collected from students, volunteers and teachers who participated in a second round of the sailing and kinball programmes. All interviews were transcribed, translated, and analyzed following coding procedures of Grounded Theory Approach. Three sets of questionnaires were designed and administered to students and volunteers who participated in the programmes as well as to parents and teachers. The questionnaires measure dimensions of social inclusion as well as students' socio-emotional competence as outcomes. Data collected through the questionnaire were analyzed using the statistical package of SPSS and were used to triangulate the interview findings. The process of data collection was supported with field observation and informational interviews with TREATS staff. The aim was to get an in-depth understanding of the programmes' structure and operation.
3. The emerging themes that were developed from the qualitative data portray participation in the Sports for ALL programmes as a system which comprises three phases: planning/preparation, process, and outcomes. In the planning/preparation phase participants expressed positive expectations and motivation in taking part in the Sports for ALL programmes. In addition to enjoyment and exploration, there were expectations that the youngsters would develop skills and abilities enabling them to integrate into the society and this facilitated social inclusion. Alongside these expectations, volunteers who had limited contact with special needs youth showed concerns about the youngsters' abilities and skills. They also expressed reservation about their own behaviour and worried that their reactions might offend the youngsters. These remarks show insufficient understanding of the special needs' population and overprotective attitudes.
4. During the process phase of the programmes, contact was established between the participants. Volunteers and students collaborated to achieve a common goal embedded in the sport activity. During the collaboration they communicated with one another, and the volunteers learned to understand the capabilities of students and their potentials. Volunteers exhibited readiness to give students responsibilities which led to the latter's proactive participation in the sport activities. The interpersonal contact between the two parties and their collaboration eradicated the concerns that were raised prior to participation in the programmes. It also facilitated social inclusion as students were sharing responsibilities and participating proactively in the team.

5. The outcome phase revealed changes brought forth to students and volunteers through their participation in the Sports for ALL project. At the end of the inclusive sports programmes, students manifested enhancement of personal attributes in terms of showing increased confidence, demonstrating persistence, becoming courageous and taking initiatives. They also showed improvements in the interpersonal attributes of communication, proactivity and leadership, empathy, and social etiquette. This repertoire of personal and interpersonal attributes enabled them to work more effectively with the mainstream population. Evidence of changes in students' personal and interpersonal attributes as a result of participation in the programmes were supplemented by data collected through the questionnaires. Significant increases were found in the social and emotional competencies of self-control, relationship, and decision making among special needs students.
6. Upon completion of the programmes, volunteers showed increased understanding of youth with special needs while their prior fears and concerns were diffused. These outcomes paved the way for enhanced confidence and patience. Drawing on their positive experience in the Sports for ALL project, volunteers acknowledged the contributions of the sports programmes to social inclusion. Participation in the programmes made them realize the importance of eradicating preconception about youth with special needs, understanding their needs and initiating more contact with them. Joined by parents and teachers, volunteers further advocated for offering more inclusive programmes to eliminate barriers to social inclusion in society.
7. In conclusion, results of this study indicate that the Sports for ALL project is a successful endeavour for promotion of social inclusion in society. It is therefore recommended to continue to offer and further disseminate the four inclusive sports programmes in Hong Kong so as to create platforms for collaboration among youth of all abilities. It is hoped that participation in such sports activities that include a planned contact incorporating fun and active collaboration towards achieving a common goal will facilitate the development of youth with special needs and hence break social stereotypes and barriers to social inclusion in society.

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CHAPTER 1

BACKGROUND

Social inclusion is an important process that aims at improving the participation of people who are disadvantaged by providing them access to resources and opportunities in the society (United Nations, 2016). It is driven by the need to respect individual differences and to facilitate social engagement and participation for all members of the society regardless of their age, race, gender and ability. Major barriers to social inclusion include prejudice and discrimination (United Nation, 2021). To reduce these barriers, there is a need to create ways to bring people together to interact with and learn more about the disadvantaged populations.

According to the intergroup contact theory (Allport, 1954; Pettigrew, 1998) contact between groups reduces intergroup prejudice and promotes positive attitudes especially when the contact involves equal status between the groups in the situation, common goals and intergroup cooperation. Studies have indicated that intergroup contact reduces intergroup prejudice across a range of groups including physically and mentally challenged youth (Pettigrew & Tropp, 2006). Affective factors such as reduced anxiety and increased empathy play a central role in the process of intergroup contact that diminishes prejudice (Pettigrew & Tropp, 2008). Contact between typical youth and youth with disabilities was found to have a positive impact in promoting typical peer's attitudes and social participation of students with disabilities (Rademaker et al., 2020). A positive association between contact and positive attitudes was most noticeable when the contact was planned and incorporated integrated social and fun activities and experiential learning. Results of studies pointed out to the need to include cooperation, equal status learning and emotional expressions and reciprocity among participants (Georgiadi et al., 2012; Rademaker et al., 2020; Maras & Brown, 2000). Extracurricular sports and recreation activities have been acknowledged as means for promotion of social inclusion since they minimize the differences between typical and disadvantaged youth and accentuate their similarities. Through such activities, typical youth can better understand the abilities of others by witnessing their competence and their great variability of skills among these individuals (Siperstein et al., 2011).

Hong Kong has been advocating for social inclusion through various campaigns and initiatives (Hong Kong, 2020) and by signing the United Nations' Convention on the Right of a Child (1989) which emphasizes the right of children with mental of physical abilities for care and support for participating in their community. A recent study on Hong Kong's people towards inclusion indicated the importance of participation in activities for promotion of well-being and of developing interpersonal relationship and communication to prevent discrimination (Chan et al., 2014). Despite these positive views, people with special needs and especially children and adolescents lack opportunities to interact with others outside their social circle since the majority of them (especially those with intellectual disabilities) study in special schools in Hong Kong (Education Bureau, 2021). There is a need to create more opportunities for interaction which is a measure to prevent social exclusion. Integrated sports programmes that were developed in USA were found to provide youth with and without disabilities opportunities to interact in meaningful ways, prevent their isolation and develop social relations. It was noted that such programmes are particular importance in countries where students with intellectual disabilities are not included in the mainstream schools and thus lack opportunities to establish such social contact (Harada et al., 2011).

TREATS is a registered charity organization which aims to create an inclusive society for all children.

Defining social inclusion as “the awareness and effort from everyone to realize children’s diversity and rights and ensure their participation and equal opportunity, regardless of their ability or background” (TREATS, n.d.), the Organization calls for people’s efforts to fight against all forms of exclusion and discrimination and build a caring and inclusive society. The organization offers social inclusion programmes that brings together “children and youth of all abilities and backgrounds and provides them with an equal opportunity to participate in society, learn about diversity, unlock possibilities and achieve their potential” (TREATS, 2021, p. 25). Sports for ALL project is one of the key services offered by TREATS. It includes four types of inclusive programmes sailing, rugby, dragonboat and kinball for participants of all abilities. These programmes offer equal participation in an experiential learning of play and recreation activities with the aims to breakthrough stereotyping and social barriers, enhance self-esteem, develop life skills, and enhance social inclusion in the society. While the organization has reflected on the contribution of these activities, so far there was no systematic study on the impact of these programmes on personal development, social participation, and inclusion. The present study aims to fill this gap by examining this impact. This research is a major initiative of TREATS aiming to improve the current social inclusion education and experiential learning programmes. TREATS believes that this research will greatly benefit the knowledge building and practice model development for both education and social welfare sectors.

In this study all the inclusive programmes are called: Sports for ALL. This term follows the convention that sports and play are human right. This right was recognized by the United Nations in article 30 of Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities (2006) which addresses the need for member states to ensure access to, and encourage inclusion in, recreational, leisure and sporting activities for persons with disabilities. Specifically, the article states that appropriate measures need to be taken by member states “to ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities” (United Nations, 2006). The target populations of TREATS are children and youth of all abilities.

Involvement of people with and without disabilities in the same programmes increases their understanding and sensitivity about one another and can prevent social exclusion (Ogi, 2007). Inclusive sports programmes promote social integration, foster tolerance and help to reduce discrimination and generate dialogue (McCain-Nhlapo, 2001). Participation in such programmes can promote disadvantaged youth’s self-confidence and healthy lifestyle, increase their social network, and create a better image of them by others. It also provides opportunities for breaking down stereotypes about the abilities of youth with special needs and their lack of capacity to participate in the community. Sports provides a means for interaction between participants of all abilities, which can facilitate better understanding and awareness of social exclusion (McCain-Nhlapo, 2001).

Based on the above, the main aim of the study is to examine systematically the impact of Sports for ALL project on the participants in the four inclusive sports programmes. These include sailing, kinball, rugby and dragonboat. Specifically, the project focuses on the experiences of youth with special needs and volunteers and the outcomes of their participation. The findings contribute to the understanding and enhancement of social inclusion.

CHAPTER 2 METHODOLOGY

2.1 Research Design

The study adopted a mixed methods design (Morgan, 2014). Both qualitative and quantitative data were collected, each making a unique contribution to the study results. The use of both methods aimed to provide a comprehensive understanding of the project impact in facilitating social inclusion. The dynamic interaction and growth process of the participants were captured through qualitative methods using focus group and individual interviews conducted before and after each sports programme. The quantitative component of the study using pre- and post-programme questionnaire surveys allowed the research team to systematically evaluate target outcomes that signify social inclusion.

The study covered four Sports for ALL programmes, namely sailing, kinball, rugby, and dragonboat that took place between August 2019 and July 2021. Each inclusive programme lasted for two to three months and involved youth with special needs and volunteers who engaged in a sport activity on an equal basis. The team was trained in the specific sport by a professional coach and supported by TREATS staff. All programmes were team-based except sailing programme which involved one-on-one engagement. In addition, all programmes apart from dragonboat entailed competitions. During the two-year period, two rounds of sailing and kinball programmes were conducted. Data were collected from youth with special needs, their parents, teachers, and volunteers. Longitudinal data tracking the participants who took part in two rounds of sports programmes were collected.

2.2 Sample

The sample comprised youths with special needs participating in the four Sports for All programmes, their parents and teachers, as well as volunteer Sports for ALL participants. The number of respondents taking part in the study is presented in Table 1. Recruitment of each group of study respondents and their background information is provided in the sections below.

Table 1 Profile of Respondents

Number of Respondents							
Programme	Sailing		Kinball		Rugby	Dragonboat	Total (unique cases)
Group	Round 1	Round 2	Round 1	Round 2			
Youth with Special Needs	6		26	6	5*	8^	45
Volunteers	4		31	3	10	9	53
Teachers	1		5	1	-	-	6
Parents	5		3	-	7	9	24

Note. *Three youth rugby participants also took part in the sailing programme. We took their data of sailing for analysis as that started before the rugby programme; ^One youth dragonboat participant also joined rugby. His data collected from the rugby programme was used for analysis.

Teachers and parents of participants with special needs and volunteer participants gave informed consent for participation in this study. Upon the completion of the study, all participants were debriefed

and compensated with cash coupons. All research procedures were reviewed and approved by the Research Ethics Committee of Hong Kong Baptist University.

2.2.1 Special Needs Youth

The sample of special needs youth respondents comprised all 45 participants in the four Sports for ALL programmes. The participants were recruited by TREATS into the programmes. Participating youth with special needs in sailing and kinball programmes were recruited from the special school partners of TREATS and selected by the teachers. According to the schools, no pre-requisite was set except for the sailing programme which requires the ability to swim 25 meters. Rugby and dragonboat youth participant were openly recruited via various channels including social media and by word-of-mouth. Among the youth participants, 12 took part in two rounds of the same sports programme held over the span of 12 months and provided longitudinal data. The majority of the youth participants were male (See Table 2). Their age ranged from 13 to 21. More than half of them had experience being in a sport team.

Table 2 Descriptive Data on the Youth with Special Needs Sample (N = 45)

Mean Age (year)	15.86
Age range (year)	13-21
Number of Female (%)	4 (8.89%)
Number of youth with special needs who have experience being in a sport team (%)	28 (62.22%)

2.2.2 Volunteers

There were 62 volunteers who participated in the Sports for ALL Programmes. They were recruited from various channels by TREATS project staff. They consisted mainly of adults while there were three adolescents participating in the dragonboat programme. Kinball volunteers were recruited through four corporate partners who sponsored the programme. Rugby volunteers came from an amateur rugby team. Volunteers in the sailing and dragonboat programmes were either TREATS affiliates (volunteers, interns) or their friends. Out the 62 volunteers joining the programmes, 53 agreed to participate and took part in the study (see Table 3). Seven volunteers from the first round of the sailing and kinball programmes also participated in the second round and their longitudinal data were collected. The majority of the volunteer sample was female. Over 70% of them reported to have some previous experiences with special needs youth.

Table 3 Descriptive Data on the Volunteer Sample (N = 53)

Number of Female (%)	37 (69.81%)
Number of volunteers who have previous experience with Youth with special needs (%)	38 (71.70%)
Number of volunteers who have Previous experience working with TREATS	7 (13.2%)

2.2.3 Parents

This sample comprised 24 parents of the participating youth with special needs who took part in the interview component of this study. Three parents were interviewed twice as their children took part in two rounds of the same sports programme. Their data served a longitudinal purpose of the study. Among the parent sample, 19 (79.17%) were mothers.

2.2.4 Teachers

Since the youth participants in sailing and kinball programmes were recruited through schools, their teachers (n=6) were invited to participate in the study. These teachers provided teacher-rated questionnaire data on a total of 20 students. They also took part in interviews to express their views and observations on students' performance and experiences in the sports programmes. There were two female and four male teachers in the sample. Two out of these six teachers also took part in additional data collection as ten of their students participated in the second round of kinball and sailing programmes.

2.3 Data Collection

Data were collected before and after each of the sports programmes using interviews and questionnaire surveys. For sailing and kinball programmes, which were conducted in two rounds, data were also collected with returning participants in the second round for longitudinal analyses. Table 4 below summarizes the type of data collected from different respondents at respective time points.

Table 4 A Summary of Data Collection

Qualitative Data (Focus Group Interview)				
	Youth with Special Needs	Volunteers	Teachers	Parents
Target	Self	Self and Youth with Special Needs	Youth with Special Needs	Youth with Special Needs
Pre-Programme	✓	✓	-	-
Post-Programme	✓	✓	✓	✓
Quantitative Data (Questionnaire)				
	Youth with Special Needs	Volunteers	Teachers	Parents
Target	Self	Self	Youth with Special Needs	-
Pre-Programme	✓	✓	✓	-
Post-Programme	✓	✓	✓	-

To establish an in-depth understanding of the sports programmes as the research context, the research team engaged in intensive field observation by attending tasting days, training sessions, and sports games. Unstructured observation was made in these events to note the implementation of the sports programmes and the participation of all parties concerned. Informal dialogue was also held with four TREATS staff and a representative of partner organization to understand the programme rationale

and arrangements. This information provided the backdrop for interpreting the qualitative findings.

2.3.1 Focus Group/Individual Interview

Focus group interviews were conducted with participating youth and volunteers in the four Sports for ALL programmes to examine their in-depth experiences of learning. As for teachers and parents, interviews were held either in focus groups or individually. Most Interviews were conducted face-to-face by the research team or trained research assistants at activity venues or on school premises. Due to the COVID-19 pandemic, three interviews were conducted online. The interviews lasted from 10 to 50 minutes. All interviews were audiotaped with the consent of the respondents. Interview information is presented in Table 5. Sample interview questions are included in the Appendix.

Table 5 Interview Information

Number of Interviews Conducted							Total number of interviews conducted
Programme	Sailing		Kinball		Rugby	Dragonboat	
	First Round	Second Round	First Round	Second Round	-	-	
Youth with Special Needs	2	2	7	2	4	4	21
Volunteers	3	2	11	2	4	4	26
Teachers (Post-Interview Only)	1#	1#	3#	1#	-	-	6
Parents (Post-Interview Only)	1	2	2	-	3	2	10

Note. All interviews were conducted in focus group format except for those marked with # which were individual interviews

2.3.2 Questionnaire

Three sets of questionnaires were designed and administered to volunteers, youth with special needs and their teachers before and after each programme.

(i) Questionnaire for Youth with Special Needs

The questionnaire for youth with special needs includes a nine-item Chinese research instrument on social inclusion. Dimensions measured include (a) teamwork and mutual understanding (four items); (b) interaction (two items); and (c) exploration (three items). The items were either adapted from Positive Youth Development Inventory (PYDI) (Arnold et al., 2012) and modified for ease of comprehension by special needs youth; or they were designed by the research team for the purpose of this study. Sample items include: "I will work with others in group activities" (teamwork and mutual understanding); "I am good at expressing my opinions and feelings" (interaction); and "I am willing to try new things" (exploration). The items were rated by the participants on a five-point Likert scale from 1 = "not like him/her at all" to 5 = "very much like him/her". Scores for the dimensions were computed by averaging

the respective item scores. Cronbach's Alpha reflecting the instrument's internal was 0.84 (0.43 for teamwork; 0.73 for interaction; 0.78 for exploration) from the first-round pre-test data on the youth sample. The questionnaire also included questions for demographic characteristics and prior experiences, e.g., time spending on leisure activity and experience being in a sport team.

(ii) Questionnaire for Volunteers

A 17-item English instrument was administered to volunteers to assess six dimensions of social inclusion. The six dimensions include (a) diversity (three items); (b) respect (two items); (c) teamwork (four items); (d) inclusiveness (four items); (e) emotional sensitivity (two items); and (f) contribution (two items). Items concerning diversity, respects, inclusiveness, and emotional sensitivity were designed by the team. All five items for the teamwork subscale were adapted from Teamwork Scale for Youth (Lower et al., 2015) while items for contribution subscale were from Positive Youth Development Inventory (PYDI) (Arnold et al., 2012). Sample items include: "I respect individual differences" (diversity); "I value others' opinion regardless of my standpoint" (respect); "I value contributions of my team members" (teamwork); "I am able to work with many types of persons and personalities" (inclusiveness); "I can be counted on to help if someone needs me" (emotional sensitivity) and "I care about contributing to make the world a better place for everyone" (contribution). The items were rated by the volunteers on a five-point Likert scale (1 = "not like him/her at all" and 5 = "very much like him/her"). Scores for each subscale were calculated by averaging the rating of respective items. Higher score indicates a higher competency in that domain. Internal consistency reliability of the instrument was 0.84 (0.75 for diversity; 0.40 for respect; 0.73 for teamwork; 0.32 for inclusiveness; 0.70 for emotional sensitivity; 0.77 for contribution) from the first-round pre-test data on the volunteer sample. Questions on demographics and volunteering experiences with youth were included.

(iii) Questionnaire for Teachers

The 30-item Social and Emotional Competences Evaluation Questionnaire (Teacher's version) (Coelho et al., 2015) were administered to teachers who reported on students' socio-emotional competences. Six dimensions of social and emotions competencies were measured, namely (a) self-awareness; (b) self-control; (c) relationship; (d) social anxiety; (e) decision making and (f) social isolation, with five items for each dimension. Sample items include: "He/she worries when someone has problem" (self-awareness); "He/she knows when to speak in a group of teammates" (self-control); "He/she cooperates in group activities" (relationship); "He/she is scared when he/she does not know how to do something" (social anxiety); "He/she makes decision hastily" (decision making) and "He/she stays alone and speaks to no one" (social isolation). Items were rated by the teachers on a five-point Likert scale (1 = "not like him/her at all" and 5 = "very much like him/her"). Scores for each subscale were calculated by averaging the rating of respective items. Higher score indicates a higher competency in that domain. Internal consistency reliability of the scale was 0.61 from the first-round data on the teacher sample.

CHAPTER 3

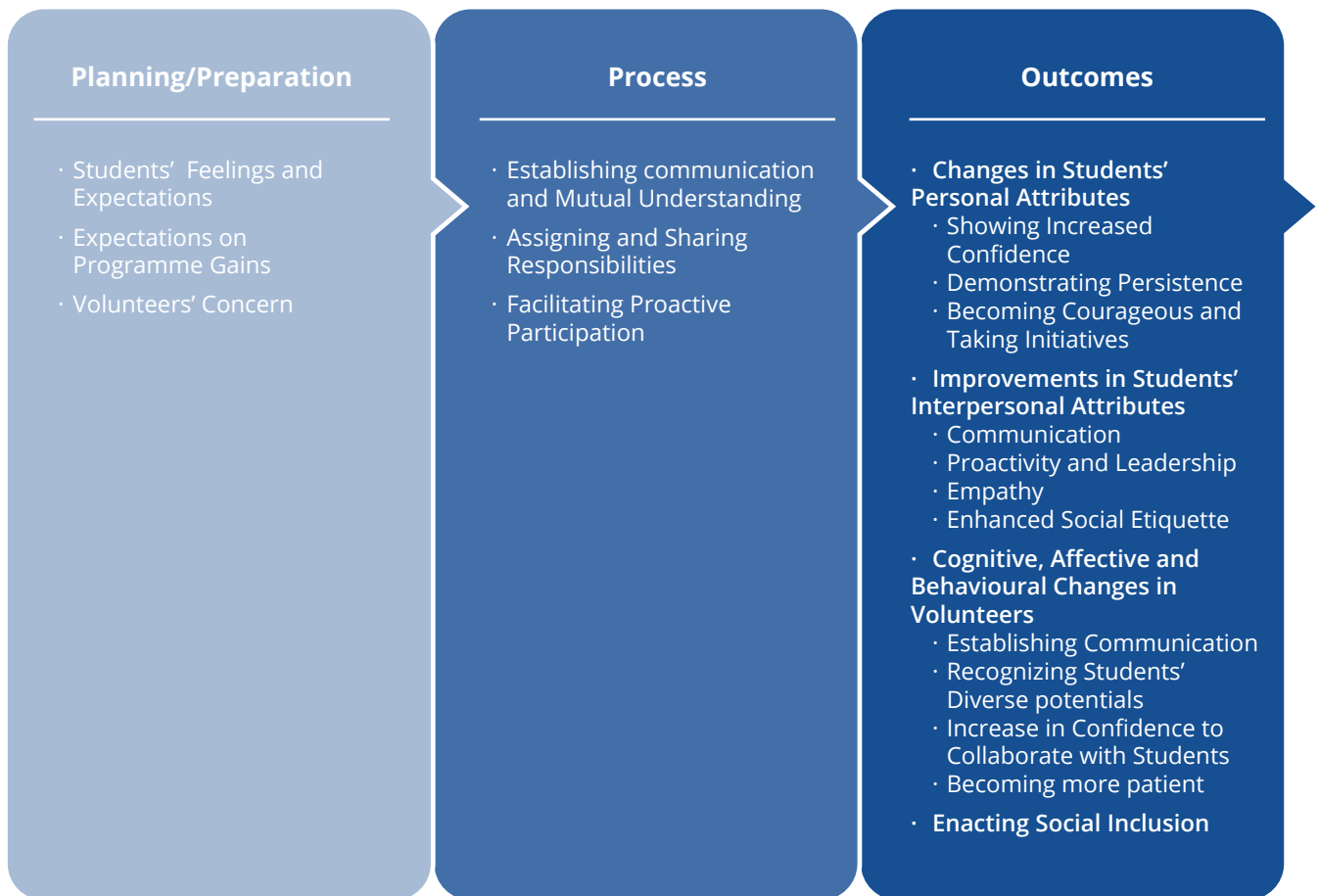
MAIN FINDINGS

This chapter presents the main findings of this evaluation study which draw from focus group and individual interviews conducted with youth with special needs and volunteer participants as well as parents and teachers. These interviews were transcribed and translated by a member of the research team who is highly proficient in both Chinese and English. The transcripts were read and processed by the research team following coding procedures of Grounded Theory Approach (Corbin & Strauss, 2008; Thornberg & Charmaz, 2012). First, opening coding began with the sailing interview transcripts by a research team member using the computer analysis software NVIVO 12. As a result, a list of initial codes was developed and reviewed by the other two team members. A series of team meetings were then conducted where members discussed and reached consensus on the code list. The codes that emerged from the sailing interviews served as a prototype for coding interviews of other Sports for ALL programmes. As open coding proceeded with other interviews, new codes were added, and existing codes were refined. A total of 63 codes emerged from all programme data of the Sports for ALL project. In axial coding, the next stage of data analysis, the research team organized the codes into twelve categories according to the themes presented. Visual diagrams were used to illustrate relationships among coding categories. At the final stage of selective coding, key coding categories representing various themes were chosen and organized into three phases to reveal participants' experiences in the Sports for ALL programmes. These themes constitute the main findings of this study which are presented in the sections to follow. The findings show how impact on social inclusion was created through implementation of the programmes.

The themes developed in this study describe participation in the Sports for ALL programmes as a system which consists of three phases - planning/preparation, process and outcome. The system involves contextual and personal elements that affect its operation and outcomes. These three phrases draw reference from the 3P Model of teaching and learning which presents an educational event in terms of Presage-Process-Product (Biggs, 1987; Biggs, 1993). According to the model, presage of learning refers to factors that exist before learning took place such as students' prior knowledge, ability, and their approaches to learning. The process comprises of teaching context, the content, methods, climate, and procedures. The interaction of these factors affects students' approach to particular task which in turn determines learning outcomes (products). Since the outcomes are related to the process and the presage, they may in turn change the students' approach and affect the context. Figure 1 presents the themes depicting the three phases of the Sports for ALL programmes.

The themes that emerged from the data analysis portray the presage in terms of the phase of **planning and preparation** for the Sports for ALL programmes. This phase comprises the themes of expectations and concerns. It includes the expectations of students and their teachers and parents of the programmes. This phase also involves volunteers' expectations and their concerns prior to their participation in the programme. The themes further depicted the various elements involved in the **process** which included participation experiences in the sports activities. The **outcomes** of participation related to changes in students' personal and social attributes as well as volunteers' knowledge and perceptions. The themes contributed to the understanding of barriers to social inclusion and the way in which these barriers could be overcome through intergroup contact and collaboration to achieve a common goal embedded in the sports activities. All these elements are an integral part of the social inclusion process that took place in the programmes.

Figure 1 Themes of the Three Phases of Sports for ALL Programmes



3.1 Planning/Preparation

The planning/preparation phase included factors that preceded participation in the programmes. It comprised students' feelings and expectations as well as the expectations of parents, teachers, and volunteers. It also included the concerns raised by volunteers before they participated in the programme. These expectations centred on anticipations of programme outcomes and gains, performance, and behaviours of students, as well as interpersonal encounter between students and volunteers. Findings also revealed students' eagerness to take part in the activities and to learn new things.

3.1.1 Students' Feelings and Expectations

Students expressed feelings of happiness in anticipation of the sports programmes. In a focus group interview with four students taking part in the sailing programme, they were asked about participation in the activity.

- | | |
|--------------|---|
| Interviewer | : Are you guys ready to sail? Are you ready to go out to the sea? |
| All students | : Ready. |
| Interviewer | : How do you feel? |
| All students | : Happy. |

At the same time, some students showed nervousness towards the sport activities. It was especially

the case with sailing which posed natural threats to participants.

- | | |
|-------------|---|
| Interviewer | : Do you feel anything other than happiness? Are you excited?
Are you nervous? |
| Student SB | : The water is so cold. |
| Interviewer | : What makes you nervous? |
| Student SC | : To fall into the water so salty. |

The youngsters revealed in the interviews their expectations about participation in the programmes. They wanted to enjoy the sport activity and learn new things. Some also expressed the desire to win the game. Students DB & DC (dragonboat) explained why they wanted to join the activity: “I want to play” and “Dragonboat - I want to row”. When asked to name three things that they wanted to learn from the activity, Student SB (sailing) said: “to wear a life jacket, to change the distance... direction and to open the sail”.

Students RA and RG (rugby) expressed in the interview that they wanted to learn the sport or even to win,

- | | |
|-------------|---------------------------------------|
| Interviewer | : Why are you here? |
| Student RA | : [To play] rugby. |
| Student RG | : Play rugby and win the competition. |

Students KC, KA & KF (Kinball) expressed more specifically what they wished to learn in the activity,

- | | |
|----------------|--|
| Interviewer | : What do you want to learn from this round of kinball activity? |
| Student KC | : I want to learn to be a defender (of the team).... I want to be better in catching the ball. |
| Student KA, KF | : I want to (kneel down and hold the ball). |
| Student KF | : I don't want to lose the ball when I need to catch it. |

3.1.2 Expectations of Programme Gains

Parents, teachers and volunteers held realistic expectations of the Sports for ALL programmes. Given the limited duration of each event, they considered that students might not be able to acquire much sport skills. Teachers held minimal expectations how much students could learn about the sport given that it involved complex physical and technical skills. This expectation is illustrated in Teacher SA's (sailing) account:

An initial expectation on my students would be that they are able to complete the competition. That is already very nice. It does not matter how they perform. As I know a bit about sailing, I know very well that it is not going to be an easy task for the students. To complete the whole competition would be the great initial target for them.

It was the opportunity to participate in the activity and to spend time together that were deemed important to adult interviewees. They emphasized enjoyment, exploration, and learning social and personal skills as expected outcomes for students.

Enjoyment. Before the programme started, the volunteers and teachers attached great importance to the enjoyment of participation in the activity and spending time together. The amount of learning of the sport was often considered secondary. Volunteer SA (sailing) expressed her hope that the youth participants would have a great time in the activity,

Maybe just to enjoy the moment we share. It is very hard to tell how capable (the students) are. Regardless of what they learn and how well they will perform, I hope the students would enjoy the time we spent together.

Volunteer DH (dragonboat) shared the same expectation,

I don't have a lot of expectations of the activity. It should be a relaxing one and provides opportunity for the students and the volunteers to know each other.

Volunteer KH (kinball) believed that it was realistic to expect skill learning to be minimal,

I don't think the activity would create a huge positive impact on kids after two to three times of training. But, on the other side it would probably make them happy.

Teacher KC (kinball) added,

I told (my students) that "be happy" is the most important. (I wanted to) give them something new and fun to do. It is not about winning or losing.

Exploration. Some volunteers and teachers expected the youngsters to explore novel experiences through the programmes such as trying out a new sport activity that is not easily accessible in everyday life. They anticipated that such a positive experience would encourage youths with special needs to participate in more activities. Teacher SA (sailing) shared,

It is a very simple expectation for me to be frank. I want my student to know more about this activity maybe it is probably once in a life-time opportunity for the kids to experience such a difficult sport. The willingness to try new things. This (sailing) is something that is so new for my student. He would be willing to try things out more often now.

Volunteers also expressed their own interest to learn a new activity. This is particularly the case with kinball volunteers as the sport was novel. They revealed curiosity about the sport and about working with youths with special needs. Their motivation to join the programme is expressed in the following accounts of volunteers KD, KI and KC (kinball),

I have never heard of kinball before. This is something that is very novel to me. I have also noticed that we will work with special needs kids. I have never joined something that I can work with special needs kids. So I want to try out.

It is also a new experience to help the youth. I am very pleased that we match (with) each other (TREATS). This is a very sporty, healthy activity. That's why I am happy to join.

I also find the combination of exercising and volunteering very attractive. One stone kills two birds.

Volunteer KE (kinball) compared his previous experience participating in less active forms of volunteering. He expressed his interest to participate in sports activities which bring together typical and special needs people.

The programme I participated before was on photography and it was more sedative. It is rare to have activities with special needs youth that involve sports. This sounds very interesting as I like sports as well. I think it also helps team building among colleagues.

Learning New Personal and Social Skills. Parents and volunteers expressed their expectations that through the programmes, the youngsters would expand their social network and understand better people from the mainstream population. Volunteer DH (dragonboat) highlighted,

I want (youths with special needs) to get to know new people, meet new friends. I want them to use this as a medium to socialize with mainstream people, to learn communication skills.

Parents anticipated that their children would learn teamwork, social etiquette, and compliance with rules by observing others.

(The dragonboat activity is about) Cooperation. It is not about speed. It has to do with listening to the coach guidance. It is about the togetherness. I want (my son) to have this feeling of everyone in the boat is doing the same thing together. (Parent DA - dragonboat)

I want (my son) to learn to comply with rules in different social settings. He could observe how people do things and learn from them. My kid is not very obedient. (Parent DC – dragonboat)

Learning to take things in the right perspective and developing perseverance were also mentioned as expectations of the participating youth, as illustrated in the following accounts of two volunteers.

I wish that they learn perspective taking. There are more than “themselves”. I hope they can listen, observe, and understand more. (Volunteer KD - kinball)

I hope the kids can develop perseverance from participating in this activity – they should not give up easily regardless of how challenging a task is. (Volunteer DA - dragonboat)

These positive expectations of volunteers, teachers, and parents served as a good foundation for participation in the programmes that aimed to enhance social inclusion. Providing youth with special needs a platform for enjoyment could motivate them to pursue the activity in which they explore and learn new skills.

3.1.3 Volunteers' Concerns

The activities in Sports for ALL programmes entailed physical and technical skills as well as teamwork. The volunteers who took part in the activities were motivated to team up with the students. At the same time, they raised concerns about the students' capabilities and their own abilities to interact

with them during the sports activities.

Students' Abilities and Skills. While many volunteers reported that they had prior experience with special needs youth, some lacked in-depth understanding of this special group. The remarks they made in the interviews revealed prevailing assumptions on limited strengths and abilities of young people with special needs. Such assumptions created potential barriers to social inclusion. Given their limited prior experience interacting with special needs population, some volunteers expressed worries about the encounters. Yet they were motivated to take on the challenge.

Inexperienced volunteers worried about students' communication skills, as these were deemed important in a team sport. These worries are illustrated in Volunteer SD's (sailing) sharing:

I was thinking (when I attended the interview with special needs youth). I was like - Are they really answering your questions [Addressing the interviewer]? I will work with one kid and sail with him. I would imagine: as a non-skilled sailor, and without knowing his status. In case if we have any needs, say the wild direction, or how the sail should be set up.... They will have their opinion and I would start assessing what if they are right. In case they are wrong, and they persist, what would it be like to communicate with them in the middle of the sea?

Some volunteers were worried about the inability of participating youth to understand their instructions. Volunteer DC (dragonboat) indicated,

I would like to learn how to spend time with (the youth participants). Sometimes it might make me feel defeated as they may not listen to me regardless of how much effort I put into that.

Concerns were also raised about students' motivation to participate in the programmes. Volunteer KE (kinball) shared his prior experience working with special needs youth,

I have met (kids of similar background) before. I think it is hard to get their attention. For instance, there was a programme that I took part in which involved students from mainstream and special schools. You could tell that there was more involvement of the mainstream students in the programme. It was hard to involve youth from special schools throughout the programme.

Apart from students' personal abilities, volunteers were concerned about the youngsters' difficulties of mastering the sport activity. Volunteer DA (dragonboat) worried that the youth's inability to pick up the sport might cause psychological distress,

I have really thought about this. I am not sure how difficult dragonboat rowing is. (The youth participants) may not get to learn the skills right away. My concern would be that they would get frustrated.

Volunteers' Abilities and Reactions. Some volunteers raised concern about their own ability to master the required sport skills and thus would not be able to assist the participating youth, as expressed by volunteer DF (dragonboat): "My concern is that I could not master the activity. If I can't row the boat, how can I assist the student?"

Some volunteers showed lack of knowledge about the youngsters' abilities, and they raised worries

about their own reactions and behaviours. Two volunteers shared similar concerns of losing patience if students did not understand them.

I am afraid I would get impatient when (the students) do not understand me. I hope I will be patient enough to understand them. (Volunteer DB – dragonboat)

Sometimes you expect (the students) to know, but in this case, they may not completely understand what I am talking about. If they are not able to perform what I am requesting, am I supposed to suppress my emotions and deliver my message in a different way? This would be a test for me. A test of EQ. (Volunteer SA – sailing)

Volunteers expressed the fear of hurting the students emotionally. They worried about the unpredictable responses from the students. Volunteer KC (kinball) commented, “I am afraid that what we do would make them feel unhappy. This is what we don’t know.” Volunteer KB (kinball) had a similar worry,

I don’t know how to communicate with them and how they would respond to me. I am so afraid that they would close themselves up, so I will not be able talk with them. Or I do not know whether or not they would attack people or be aggressive.

Concern was also raised that the inability to understand the students would result in the latter’s negative perception of the mainstream population. As Volunteer KF (kinball) said,

I hope that my lack of understanding of youth with special needs would not create a negative impression among them of the mainstream population. I am not sure how to communicate with them and it may cause misunderstanding.

Alongside their concerns, the volunteers shared their eagerness to know and understand the youngsters. Volunteer KR (kinball) showed how understanding was fundamental,

I think it is important to first understand them. It is important to understand their needs before helping them. As most of us have very limited understanding of youth with special needs so we should first get to know more about them.

In summary, the above findings on the phase of planning/preparation revealed participants’ positive expectations and thus motivation in taking part in in the Sports for ALL programmes. In addition to enjoyment and exploration, there were expectations that the youngsters will develop certain skills and abilities that will enable them to integrate into the society and thus facilitate social inclusion. Alongside these expectations, volunteers who had limited contact with special needs youth showed concerns about the youngsters’ abilities and skills. They also expressed hesitation about their own behaviour and worried that their reactions might offend the youngsters. These remarks show insufficient understanding of the population with special needs and overprotective attitudes.

3.2 Process

Findings on the phase of process highlighted three features of the learning experiences in the Sports for ALL programmes that reduced barriers to social inclusion. First, the programmes provided opportunities for contact between students and volunteers during which communication and mutual understanding were established. Second, the team sport activities required sharing of responsibilities and equal participation of members to achieve a common goal. The need to undertake teamwork and

to pursue a common goal together promoted interdependence and facilitated the development of relationships among team members. Third, these elements supported collaboration between members and enhanced students' proactive participation in the activities, which in turn reduced the barriers to social inclusion.

3.2.1 Establishing Communication and Mutual Understanding

The Sports for ALL programmes offered opportunities for regular contact among volunteers and students, including ice-breaking and collaborative activities. These contacts enhanced mutual understanding and relationship building, as indicated by Volunteer DC (dragonboat) and Volunteer KD (kinball) in the following quotes,

We get to have better mutual understanding. As for the programme, it is great that we get to meet each other every week for a while. This helps us to get to know each other. We get to know each other through rowing together.

The interesting thing is that there is a series of training. The students needed time to "warm-up" with people and yet most of the previous activities we took part in were one off. This is the first time (we get to have a series of activities). As for the second and third training we have developed some team spirits and mutual understanding. We got more opportunities to get to know our buddies. This is difficult when we only have one-off activities.

As youth with special needs are often weak in expressing themselves verbally, volunteers adopted non-verbal ways to communicate with the students. Volunteer DE (dragonboat) shared his strategies,

After a few sessions, I came up with a few more ways (to communicate with the student) like using gestures and actions, patting gently on his back and gazing at him and he would understand what I was trying to tell him. Actually, we can communicate like that.

Volunteer DH (dragonboat) also used a non-verbal approach to convey rapport to a student. He found it remarkable that the rapport had brought about changes in the youngster,

Say some kids are really afraid of sand and water as they were not familiar with (the beach). My partner is one of them. When we first got onto the beach, he was so scared. I needed to hold his hand so he could walk across (the sandy area). He could now run on the beach and is able to get onto the boat without my help – which he usually does reluctantly..... He was fully immersed in the water. This is very remarkable to me.

Through the planned contact in the sports activities, the students also took the initiatives to share with the volunteers their feelings, which facilitated the building of relationship and mutual understanding. Volunteer RC (rugby) shared,

(My student teammates) are taking the initiatives to communicate with us; they are learning ways to communicate. TREATS and the coach had offered them some tasks – in every session they need to ask us some questions, e.g., "what have you done yesterday? Do you need to go to work?" They were willing to ask and to share with us their interests.

3.2.2 Assigning and Sharing Responsibilities

The team sport activities required collaboration. The volunteers had to assign and share responsibilities with their youth partners. They understood that it was important for the students to learn to take up responsibilities. Volunteers SA and SD (sailing) revealed their experiences in the sailing programme,

I told (my student partner) he needed to check if there are other boats coming towards us when I was controlling the joystick. He had to inform me so I could make plans – maybe there were boats in front of us. I would give him these responsibilities.

I offer a lot more room for (my student partner) to test things out, to control the joystick. I let him control the boat when we came back from the competition to the platform. I gave as much control as he wanted as long as it is safe. He needs to learn how to take risk.

Students also understood the collaborative effort and their undertaking responsibilities in the sports programmes. Student SB (sailing) made the following remarks in an interview,

Interviewer : Who is your partner?

Student SB : Brother “B” [Referring to Volunteer SB - sailing]

Interviewer : What have you done with Brother “B”? Can you share with us?

Student SB : Joystick..... with Brother “B”.

Interviewer : Did you divide the work between the two of you?

Student SB : Yes

Interviewer : How did you divide your work?

Student SB : Brother “B” holds the rope. I hold the joystick.

With shared responsibilities in the sports activities, volunteers realized that they and the students made equal contribution to the activity. Volunteer SA (sailing) described how she and her partner mutually contributed to the activity,

Interestingly, our role is not to be (the students’) teachers. They do not need to listen to our commands. In that case, we were on a more equal basis. (My buddy) needed to take care of me sometimes. I would ask him to help me to take the water bottle down (to the boat) or to help me to take a life jacket.

Teacher SA (sailing) had the experience of teaming up with his students in training sessions for sailing. He highlighted the interdependence that was developed between him and the students,

We usually decide who is responsible for what before getting into the water. Say maybe I would take care of the joystick today, the kid would control the rope of the sail, so it builds a collaborative relationship between me and the kid as the operations of the both of us are interdependent.

Similarly, Volunteer KS (Kinball) described how programme participants took up different roles and

contributed to the team,

The meaning of teamwork is not only about people in the field playing the game nicely. Those who cheer for us, the coaches, the workers. All contribute to make this happen [referring to working as a team].

This equal contribution in team was further revealed in the volunteers' readiness to give more opportunities for students to expand their learning. This was evident by Volunteer SA's (sailing) describing her experiences sharing the responsibility with her partner in the training,

I like to let (my partner) try and by that you would know how capable they are.... From the second training session, I told him "you are the captain (of the boat)". He had to let me know and moved slowly (as in control shift) if he wants to take a break or have a sip of water, so I could take care of the joystick. We really worked as partners as we had clear division of labour.

3.2.3 Facilitating Proactive Participation

The shared responsibility between students and volunteers and the rapport conveyed by volunteers contributed to students' proactive participation in the activities. They took initiatives and offered help to team members. Volunteer SB (sailing) shared his observation,

The most remarkable experience (was that my student partner) helped when I was busy working on other things – this means a lot. I let him control the joystick most of the time. So when I was working on the sail strings, he would control the joystick to avoid running into other boats. We would work together and make sure we get back to the competition trail.

Volunteer SC (sailing, round 2) described in detail how her student partner was in control of the activity and exhibited an extensive understanding of sailing,

He would control the joystick on his own and would take the sail ropes. He has developed a sense of control (as in sailing). He would sometimes insist on going towards one side but if you talk to him patiently, he would know and make amends.

Volunteer RD (rugby) found the proactive participation of students on her team remarkable,

The student would run ahead of us and take others' tags away. He did a great job in serving the rugby. Everyone did a great job in their part.

Volunteer SC (sailing) attributed the youngsters' proactive participation in the sport to their increased knowledge of the activity,

They were quite eager to ask me questions... or maybe they are willing to offer help. Say if I ask for help by saying "Help me take the rope", they are more willing to help. Maybe they are now used to (sailing), so they would not say no to me. They take commands more readily.

The volunteers were also amazed by how quickly the students had picked up the sport knowledge. Volunteer RC (rugby) noted,

They learnt quite quickly actually. Even typical youth wouldn't be able to recall what you have taught in the previous session. They remembered though. They could recall the terms and the details of what they have learnt.

The performance of the youngsters was also praised by the volunteers and parents. Parent KA (kinball) expressed appreciation of the students' learning,

They performed so well. They practiced before and they know how to follow and catch the ball. They work together (to catch the ball)... or else (the ball) would be missed.

With their increased mastery of skills, some students confidently led the team and even offered suggestions to the teammates, which is highlighted by Volunteer KF's (kinball) remarks,

I am quite surprised that (the students) are very confident when they are playing in the game.... Like today, they led us to play. It makes me feel like a real sport team....

In summary, the findings indicated that during the process phase of the programme, contact was established between the participants. Volunteers and students collaborated to achieve a common goal embedded in the sport activity. During the collaboration they communicated with one another, and the volunteers learned to understand the capabilities of students and their potentials. Volunteers' accounts illustrated that they were ready to give students responsibilities which led to the latter's proactive participation in the sports activities. The interpersonal contact between the two parties and their collaboration reduced the concerns that were raised prior to participation in the activities. It also facilitated social inclusion as students were sharing responsibilities and participating proactively in the team.

3.3 Outcomes

Participation in the Sports for ALL programmes created a good foundation for social inclusion since it provided opportunities for students to engage in activities with people outside their own circle and for volunteers to better understand students' abilities and collaborate with them as equal partners. In this final section, the findings present outcomes of the Sports for ALL programmes with respect to students and volunteers. While students exhibited changes in personal, interpersonal, and social attributes, volunteers changed their perceptions of youth with special needs, which motivated them to continue interacting with them. All these changes are indications that social inclusion has taken place.

3.3.1 Changes in Students' Personal Attributes

This study showed that students' participation in the sports activities with volunteers and undertaking responsibilities as members of a team promoted affective and cognitive outcomes. Students expressed satisfaction and happiness as well as appreciation of the volunteers. Across the sports programmes, when students were asked to indicate if they would participate in the programme again, everyone raised their hand. They used words like "fun" and "happy" to describe their feelings about their participation in the sports activity. They also described what they learned from the activity. These findings are illustrated in the following extracts from a post-programme focus group interview with students who participated in the sailing programme,

Interviewer	: What is good about sailing? What do you like about sailing? What is the most attractive part (of sailing)? Is it fun?
Student SM	: Very fun
Interviewer	: What about you SB? I saw you raised your hands very quickly that you would join again. What makes you like sailing that much?
Student SB	: Turn left. Port [Describing the left side of the boat]
Interviewer	: Do you enjoy learning something novel?
Student SB	: Yes.
Interviewer	: Would you like to sail with Brother H (a TREATS staff) again?... Will you miss him when the programme is completed?
Student SE	: Yes.

On top of the fun and enjoyment, students showed changes in a range of personal attributes, i.e. qualities that define one's character. The attributes that had significantly improved among the participating youth are confidence, persistence, courage, and initiative to learn.

Showing Increased Confidence. Taking part in a new sport activity and meeting strangers posed challenges to youth with special needs. Through the process rendered by the Sports for ALL programmes, participating students showed increased confidence in mastering new skills. This personal attribute was highlighted with the sailing participants, as illustrated in the focus group interview with students upon completion of the programmes. Student SB was asked about his improvements as a result of participating in the sailing programme. He said, "To hold the joystick. To tighten the rope." When asked if he could manage both tasks at the same time, he responded, "I can do it". In response to the interviewer's question "Are you confident in controlling the sail boat on your own?", Student SB replied "yes".

After the final competition, Student SG confidently demonstrated his new skills of tying a knot for anchoring the boat to the pier. Following his demonstration, the interviewer asked, "If you can give yourself some thumbs up, 10 maximum, how many thumbs up would you give yourself for this?" Student SG raised both his index fingers to indicate eleven.

While students' responses illustrating confidence related to the specific sport activity, they took part in, parents, teachers and volunteers reported youngsters' increased confidence in general life domains. Both Volunteer KG (kinball) and Teacher KC (kinball) highlighted that the youngsters' confidence was built upon their mastery of sports as well as sense of achievement and satisfaction in the kinball programme (competition),

I think Sports for ALL (Project) helps to boost (students') confidence. They will get a sense of satisfaction – that they might think (the sport activity) was challenging but they still get to finish the competition.

Their confidence has slightly improved. Say Student KK (kinball) – he is a bit tiny (in body build). He showed confidence when he was playing kinball in the competition yesterday.

The increase in personal confidence helped to enhance students' communication skills. Parent SC (sailing) indicated,

I think this is a growth for Student SC (sailing) that he is taking the initiative to share with me what this is about. There are only a few sessions of this activity, but I can see his confidence is boosted. He is more willing to talk.

Parents also acknowledged the boost in confidence among the youth as the latter became more ready to explore and attempt things in daily life on their own. Teacher KC (kinball) shared how the increased confidence in Student KS brought his parents to open up and encourage the son's independence.

Student KS' confidence is enhanced a lot after taking part in the (kinball) programme. His parents were more protective of him back in the days – they didn't want him to go to school and come back home on his own. (Student KS) is now taking the school bus to school. And the parents allow him to go to school on the weekends if there are activities like this. He takes the bus on his own. The experience of participating in the programme helped him a lot.

Similarly, Parent KB2 (kinball) shared how his son showed confidence and desire for independence,

You can see (Student KB – kinball) is very confident in the field. He told us "You don't have to follow us. I can take care of it." If he thinks he can do it independently, we will not follow them around.

Demonstrating Persistence. Students' persistence manifested in their consistent effort invested in the sports activities of the programmes. This persistence was highly appreciated by the volunteers. Volunteer RA (rugby) commented that persistence was the most remarkable trait of her student teammates,

(The students') persistence. It was always in high heat when we had our trainings. I asked (Student RC) if he is tired and he always responded no. He would tell me he felt hot, but he was also the one who led us back into the field when the recess was over.

Volunteer DE (dragonboat) compared himself to his student partners and reflected that they could be very focused and potentially be more persistent than him. This reflection illustrated his acceptance of the students as equal and inclusive members of the team, which is an important element of social inclusion,

(The students) were very persistent. For example, I could see that when we did the rowing machine during the second day of the training. They probably could do better than I could. They could be very focused. We could only push their limits. We just need to set target for them.

Encouragement from the volunteers was observed to be one of the initial sources of the youngsters' persistence in the sport activity, as illustrated in the sharing of Volunteer DF (dragonboat),

I told (my student partner), "You can. You can. You are stronger than me. You are more diligent than me. You can do this. Don't give up." So after a while he asked me "Why would you say so? I didn't give up." It was then that I realized that he changed. He doesn't need me to push him anymore. It takes him only a day of training to unleash his potential.

Becoming Courageous and Taking Initiatives. The youngsters' courage to explore new things

was strengthened by their positive experience in the programme. Team membership together with volunteer's support and acceptance reinforced them to step out of their comfort zone.

During an interview held at the end of the programme, the interviewer asked Student DB (dragonboat), "I remember you said you were nervous when you first started sailing. What about now?" In response Student DB said that he would call the coach and ask for help from him. Taking the initiative to seek help is recognized as a step forward for the students in overcoming personal and social barriers for participation.

The parent of Student SF (sailing, round 2) shared how his child's sailing experience encouraged him to try something new. These small ventures were regarded by the parent as a transformation for the child.

We went to swim regularly. He did not like to dive from the jumping stand. So I said "last time you tried sailing, why don't you try diving this time?" He did (as what I suggested). And he likes to draw the cartoon character of Mickey all the time. You could not ask him to draw something else but now he would try out something new. It is quite a transformation for him. Maybe the changes are trivial to you. These subtle changes mean a lot to us.

Parents also indicated that their children took initiatives to deepen their understanding of the sport event after taking part in the programme. Parent SF (sailing, round 2) recalled his son looking for information about sailing,

When (my son) saw the sail boats outside he got excited.... He was quite involved and proactive in the sailing activity. Then he asked me to watch on the iPad online videos about sailing. This is quite nice as he gets one more thing that he wants to learn.

3.3.2 Improvements in Students' Interpersonal Attributes

Participating in the Sports for ALL programmes led to an expansion of the youth's social circle and their opportunity to work with mainstream population. These contributed to enhancement of students' interpersonal attributes. These changes were an important part of the programme outcomes.

Both parents and teachers shared that students with special needs often have very small social network which comprised only teachers and classmates. They were elated that this network could be expanded from the beginning of the programme. Teacher KA (kinball) indicated that the youth's ability to expand social circle was particularly crucial for their future and personal development as it allowed them to establish social support after graduating,

(My students) have friends and teachers at school. They are told what to do and how to do things. When you are in the outside world, then you need to have friends to have lunch with and to hang out with. Friends aren't only your companions. They also provide information and support for you to map out your future. The social network of our kids is very small after graduation. Their source of information is from their parents. If their network extends and they make friends with mainstream people – that would be great. They have more information.

The Sport for ALL programmes offered opportunities for youth with special needs to interact with mainstream population. Such an interaction was facilitated by the willingness and ability of the students

to collaborate with their volunteers throughout the programmes. In her sharing, Parent RG (rugby) described the changes that her child experienced in terms of working with others.

(During the first training, my son) ran about without others' permission, neglecting the instructions. He did not have the ability to work with others – to pass the ball to his teammate, for instance.... After four sessions of rugby training, he told me that he liked it. He is willing to listen to the ...the coaches' and volunteers' guidance. He has slowly developed this sense of satisfaction in this activity.

Similarly, Parent RF (rugby) remarked, "(My son) is willing to play with others. He is willing to listen to his partner. These are also improvements." This willingness to interact with mainstream people is expanded beyond the programme. Parent SC (sailing) recalled, "I think (my son) gets more proactive – at least he is not as fearful when he meets new people."

Taking part in the programme provided opportunities for students to interact with people who are outside their social cycle which is an important facilitating factor of social inclusion. Developing interpersonal attributes is an important outcome of the Sports for ALL programmes since these qualities can support students with special needs to connect to the society and integrate into the mainstream population. Volunteers, teachers and parents discussed in length how interpersonal attributes, namely communication, leadership, proactiveness, empathy and social etiquette, had improved among the participating youth after completing the programmes.

Communication. Improvement in the interpersonal attribute of communication ability was frequently mentioned in the interviews. Communication barrier is considered a major obstacle for social inclusion as it hinders the enhancement of mutual understanding. As revealed earlier in the findings on pre-programme expectations, volunteers expressed their concern about the youngsters' and their own ability to communicate with one another. Parents also shared their children's difficulties in sustaining communication and sharing their feelings and thoughts with others.

After going through a series of sport trainings and activities, participating students were reported to have become more communicative. Communication was noted as a gain by student RG (rugby) in a post-programme interview,

- | | |
|-------------|--|
| Interviewer | : Is there anything you would like to share with me? Anything memorable? |
| Student RG | : I am very happy because I learn communication.... Express (ourselves)... (Being) proactive... Encourage my teammates... Very good. |

Students' improved communication skills was acknowledged by their teachers. In the interviews, the teachers provided examples and offered possible explanations to this improvement.

I think there are (kids that show) significant improvement. Say Student SF. He is now so talkative. (Student SC) can speak in a complete sentence.... I am not really sure if this is because of (the sailing programme). Put it this way... this change was exhibited in the (sailing) competition at least. (Teacher S - sailing)

(The students now) do better in communication. They had to communicate with others – as they were forced to. No matter how much you don't like talking, you need to listen to others, you need to have eye contact, you need to go here and there.... All these are

ways to communicate. These are all interactions (between teammates). "Come here to catch the ball." "Go there to be the defense." All these are communications. (Teacher KV - kinball)

Along with verbal communication, participating students were more willing to communicate non-verbally with others through gestures and eye contact during and after the programme. Teacher S (sailing, round 2) indicated how Student SF (sailing) demonstrated an increased willingness to ask for help in a non-verbal way,

Maybe (Student SF) could not unzip his bag, he would bring his bag to me as if expressing his need for help. Maybe he could not zip up his life jacket, he would come to me, maybe he can't ask for help verbally but he expressed his willingness to seek help. I was his class teacher last year and I had never seen him doing this before.

Volunteer KC (kinball) expressively explained the observation she had on her teammate with special needs who was usually non-verbal,

After a couple times of training, especially today, (my student teammate) would look at us when we talk to them. We might need to repeat a few times when we talk. It helps them to understand what we are talking about. They changed. He would look at me....

With enhanced motivation to communicate, students began to build rapport and relationship with volunteers in the context of the sport activities. Volunteer SC (sailing) was happy to observe that her student partner had become more willing to share overtime,

(My student partner) got to share with me more from time to time. He could only speak very short sentences; he would not say a lot of things and would not ask you a lot of questions. He responded to you only when you asked him questions. In the first session, he was a bit reluctant to get back to me. I am not sure if he was scared, or we were not close enough. Over time, he talked more and more.

Volunteer KD (kinball, round 2) gave an account of how student teammates initiated and engaged in social interaction with her,

The communication is deepened. We talked about things that we would not discuss last year. (The students) would introduce to us their classmates [referring to students who joined the kinball programme this year]. What's his/her name, etc. They linked us up with the new students.

Improvement in students' communication skills was noted by parents as the youngster became more expressive towards family members. Parent KA (kinball) recalled with delight a conversation with her daughter about the kinball programme,

(My daughter) went home (after the first kinball training session) and told me, "Mom, kinball is a giant ball. I thought it was a small one." Then I replied, "Mama will go with you and check that out next time."

Similarly, Parent SD (sailing) said her son eagerly shared with her his collaboration and time spent with the volunteers in the programme.

(My son) would come back home and tell us about this sister and that sister [referring to the volunteers in sailing programme), and he got happy.

Parent RH (rugby) also noted that her child now articulated his precise preference, which he had not done in the past,

(My son) used to say no to a lot of things. He gave me a very ambiguous answer when I asked him if he liked an activity he had taken part in. He would say “I like it sometimes, but I also don’t like it too much”. And when you asked him further, he could not tell what he liked and didn’t like. He can tell me this time that he really enjoys being in the field and he doesn’t like the briefing and debriefing. He can tell me these very precisely.

Not only did the youngsters share their experience, but they also expressed their feelings more eloquently. Parent RE (rugby) remarked that “(My son) would share with us if he is happy or unhappy. (He is) getting more expressive.” Similarly, Parent RD (rugby) shared that her son was now willing to express affection towards family members in non-verbal ways,

(My son) is improving as he is willing to express himself and his ideas. His sister is now studying at university. She is very busy and would only go home a few times a week. Sometimes he hasn’t seen her for a while and he would hug her. His sister is thrilled and happy about that.

Proactivity and Leadership. In the interviews, volunteers and parents reported that the student participants showed proactivity, i.e., the ability to take action actively and not react to changes only when they happen. Parent RD (rugby) highlighted that in the Sports for ALL programmes youths were taking the initiatives to do what make them happy,

They would take the initiative to do it if they are happy with (what they are doing). For instance, (my son) would proactively go to the sport field on his own.

Students’ proactivity was demonstrated not only in the programmes, but also in their everyday life. Parent RE (rugby) shared,

(My son) would pack his own belongings (for the training). He would bring cap, water - everything he needs for the rugby training. He is always quite happy and would want to come back for rugby again.

Some students even demonstrated leadership in the sport activities, as observed by the collaborating volunteers. Students’ leadership skills exhibited prominently during team sport competition, as indicated by the strategies and suggestions offered by the youth to teammates. Volunteer KB (kinball) shared her observation,

(My student teammate) is more like a leader to me. Not only among the two of us but also other teammates and other students too. He told us where we should stand and what we should do.

Empathy. Empathy is the ability to feel and understand the feelings and situation of others. It requires the individual’s capacity to take on the perspective of others, which could be a challenge to youth with special needs. The development of empathy in student participants was reported by both

volunteers and teachers. Volunteer KF (kinball) shared an observation.

We might spend more time doing that then getting to know each other compared to other team. My partner is quite timid. It takes time for him to warm up..... He got better and would ask me if I am tired and that.

Teacher SA (sailing, round 2) reported how his student partner demonstrated empathy as a result of the social interaction in the sailing programme.

(My student partner) cares about others' feelings. His mom said he saw someone expressing anger towards something or another person... He asked his mom if that person is unhappy. Another time his mom had a toe injury at home. He asked if it was painful, which is something he had not done previously. His mom said this may be brought by the intense communication between him and his volunteer partner. This (experience) may make him care more about other people's feelings.

Enhanced Social Etiquette. Social etiquette, the capacity to behave in socially accepted ways and comply with social rules, was repeatedly mentioned by parents in the interviews. The parents expected their kids to learn how to work with others in a socially approved manner in the Sports for ALL programmes. Parent DE (dragonboat) expressed her expectations,

(I hope the programme will) facilitate (my son's) social (skills). It's also about self-recognition. I want (my son) to learn to comply with rules outside. He could observe how people do things and learn from them. My kid is not very obedient.

It was reported in the interviews that youth participants have learnt social etiquette from observing others in the sports activities, as indicated by their willingness to adhere to rules in and outside the field. Parent RC (rugby) stated,

One thing (my son) has learnt is to follow rules. Like he cannot get into a specific field (as a regulation of the sport). He saw other people did that and he followed accordingly. Similar to what we do at home – sometimes he needs to follow rules at home, and I think he has transferred what he has learnt from the field to home.

3.3.3 Cognitive, Affective and Behaviour Changes in Volunteers

Main findings on changes reported by volunteers are presented in this section. Prior to their participation in the Sports for All programmes the volunteers expressed their concerns of working with the students. Since some of them had limited understanding or experience working with youth with special needs, they worried about the communication with the youngsters. After going through a series of training and opportunities to work in teams with the students, the volunteers developed more comprehensive understanding of the special needs population. They learned to communicate with the students and recognized the latter's diverse abilities and potentials. Volunteers also showed increased confidence and more patience in working with students. The increase in knowledge and understanding about special needs youth removed the volunteers' concerns, and their change of perception facilitated collaboration with students in the programmes. These paved the way to achieving social inclusion as a programme goal.

Establishing communication. Through working with special needs youth in the Sports for ALL programmes, volunteers developed an understanding of the students' communication ability. Their

previous concerns about communication problems had dissipated. Volunteer KA (kinball) described how her perception of the youth's communication skills had changed,

I think (the students) are more communicable than I thought. (You just need to) repeat a few times and be patient and everything is going to be okay.

The volunteers learned several strategies to communicate with the participating students. These included adjusting the speed of speech and using higher volume and non-verbal communication, as illustrated in the following accounts.

Everyone has its own way of communication. (The students) just could not use what we are using. We could not expect them to use the same response as we do. We may need to adjust the tempo. (Volunteer KF - kinball)

You get to know how to communicate with (special needs youth) by simply getting in touch with them from time to time. And they may find it difficult to express themselves, so we need to be patient with them. For instance, you would know that it is not enough to tell them something for only one time (for them to comprehend/process).... You may have to repeat twice, the third, the fourth time for the students to grasp what you are asking. (We) have be patient, really. (Volunteer SC - Sailing)

I would talk to (the students) with a slightly higher volume and repeated for a few times so as to get their attention – We assigned some positions for them to stay in the field. They just needed to be reminded. (Volunteer KC - kinball)

Some of the students (in the dragonboat team) are not as eloquent and they need to communicate with gestures. (Volunteer DG - Dragonboat)

Recognizing students' diverse potentials. The intensive collaboration in the sports activities allowed volunteers to recognize students' potentials. Holding preconceptions about the population with special needs, some volunteers were surprised by students' self-control and ability to be independent. Volunteer SD (sailing) shared her observation,

I thought we need to take care of them, as I had never worked with them. It turns out that they can take care of themselves. They have adequate self-control.

Similarly Volunteer SA (sailing) changed her views about youth with special needs,

From my initial understanding of youth with special needs, I thought they need to be taken care of, or maybe we have to take the lead in the sailing activity. Maybe they would be more relaxed and we have to control the whole sail boat. I come to realize that this preconception is wrong. I like to let (my student partner) try and by that you would know how capable they are. And you realized that they can really take the control of the boat as long as you give clear instructions – turn left/turn right. So, I let him take up this responsibility.

Volunteer DF (dragonboat) highlighted the potentials of the students and the importance of support rendered by volunteers to help students reaching the targets,

(The students) are full of potential. They do not learn as fast as we do but they are very persistent. We should never underestimate their potentials. They need time and they

would get better. They can do a lot of things – we need to set target for them so they will be motivated to achieve that....They are not as bad as how they are portrayed. We do not need to shy away from them. We just need to be with them. They can be better than us. I hope they have these potentials of doing better and more.

The volunteers realized that the participating students could not be put under one category as they had diverse abilities and skills. This realization was nicely stated by Volunteer KA (kinball),

We often have this misconception that there is only one type. We put youth with special needs into one basket. When you get to spend time with them... say there are six students in our group. They are actually very different – have different characters. There are some who are better at sports. Some are more timid. That makes me get to understand better the youth with special needs. There is a spectrum. They are not homogenous. It is not like all the kids with special need would not listen to you...

Volunteer DH (Dragonboat) expressed similar views,

Our kids share very different abilities. Some of the kids could, while some others couldn't. Some could pick things up in one go. You need to demonstrate a few times for the others.

Increase in Confidence to Collaborate with Students. The Sports for ALL programmes offered interpersonal contact between volunteers and students in an extensive period. This arrangement facilitated mutual understanding. The experience accrued throughout the programmes brought about significant improvements in communication and boosted the confidence of volunteers to work with students in teams.

The increase in the volunteers' confidence manifested in their willingness to delegate tasks to student partners in the sailing programme. The payoff of delegation was highlighted in Volunteer SB's sharing, where volunteers could successfully complete their journey as long as the volunteers had confidence in the partnership,

(My student partner) can take care of the whole sailboat for a short distance without my help this year....I have improved – in a way where I give more room for him to control the sailboat, to let him to show us what we have learnt, unlike last year. I was not as skilled and confident last year.

Becoming more patient. Patience was the recurrent theme when volunteers shared their experiences of participating in the programme. The volunteers reflected that patience was be a key ingredient when working with students in the sports programmes. They indicated the importance of patience not only to them but also to the general public when working with people with special needs. Volunteer KF (Kinball) highlighted,

I think we need more patience when it comes to communication. For example, when we are talking about the instructions or introducing myself, I need to break it down more and spend more time to explain. It is good in a way because I would know if I have given a clear instruction.

With the experience the volunteers accumulated, they stressed on the importance of patience when working with students. Volunteer KE (kinball) highlighted that patience was required as it was

inevitable to repeat phrases and instructions when communicating with youth with special needs, “You need more patience and you have to repeat the highlights of the subject matter with them.”

Other volunteers’ deemed patience an important element for them to deepen their understanding of students’ behaviours and thinking, as noted by Volunteer KC (kinball),

I thought they did not know how to express themselves. They were using their methods/ways to communicate with us. Say today – my buddy – he sat next to me.... And I asked him questions and he did not respond at first. I thought he did not want to communicate but he actually kept repeating what we had said. He used his way to memorize – our names, what we were talking about. We need to be patient to understand their ways of communication.

Patience also facilitated the bidirectional communication among the volunteers and participating students. Volunteer DH (Dragonboat) added,

I think a lot of people would find (youth with special needs) difficult to talk to. We just need to spend time with them to get to know them. They usually talk to themselves. They like to share their daily lives and what they like. We just need to ask more and then they will share more. They are very normal. They will take the initiatives to talk to you.

The experience during the programmes had nurtured the interpersonal strengths of volunteers as they reported getting more patient after working with the special needs youth. Volunteer SC (Sailing) offered a thorough account of how her patience were improved through working with the youth with special needs in the sailing programme,

(I acquired) more patience. I was never a patient person. This experience brought patience to me from my inside. My friends would know well – that I don’t like to repeat my sentences. I found it very irritating to have to repeat as if they are not paying attention to what I said. When I was with (my student partner), I wanted to coordinate better with him, to get the things done nicely. Use sailing on the sea as an example, I would like (my) buddy to know what he is doing. With that (pursuit), I need to explain clearer (to him). Say I wanted him to remember what joystick is, I would repeatedly remind him this is joystick. I have said one part for so many times. My patience and... compassion have improved (throughout the programme).

In the interviews. the volunteers expressed their concerns on the communication barrier with special needs youth held by the general public. They said that the public tended to attribute it to the youth inability to express themselves. Volunteer KF (Kinball) highlighted that the barrier may be caused by the lack of patience from the general public instead, and that patience can bridge the gap,

We just need more patience, and (youth with special needs) would make decisions themselves, take care of themselves and even others. I think we have to forget a little bit about the differences.... I think patience (is important). It is not always about “them”. It can be “us”. Maybe we don’t have the patience to explain and explore their strengths and ask them to do something you want them to do. Maybe we can adjust our mindset, spend more time with them and explore their potentials and help them to develop that.

3.3.4 Enacting Social Inclusion

In this final section, main findings on volunteers' views towards social inclusion before and after taking part in the Sports for ALL project are presented. Their views were complemented with sharing from parents and teachers on how the project enhanced social inclusion.

Volunteers in general acknowledged the importance of social inclusion and appreciated the opportunities offered to enhance inclusion through the Sports for ALL programmes. Prior to their participation in the programmes, some volunteers raised concerns about existing barriers to social inclusion. They pointed out the lack of opportunities for special needs youth to develop and exhibit diverse abilities. Volunteer KF (kinball) explained,

We tend to use academic achievement to indicate the ability of the kids. It is important to have more avenues, say music, sports and art, for (special needs youth) to try out and thus explore their talents. This is also a way to go.

Preconceptions were regarded as an obstacle to the development of youth with special needs. Volunteer KG (kinball) wished that these obstacles would be eliminated,

I hope there are less prejudgment..., or making random hypotheses about youth with special needs, such as "they are going to be like that" and "they will not develop well". The development of special needs youth is probably bounded by this ideology as well. I think such stereotype should be eliminated.

Various suggestions to overcome barriers to social inclusion were made by the volunteers. The suggestions ranged from education on acceptance to equal participation in activities. Volunteer KF (kinball) believed that the general public needs to be educated about acceptance and inclusion,

I think that apart from the growth of youth with special needs, for instance their improvement in communication skills, it is important to educate the general public on the concepts of "acceptance" and "inclusion". Even when the special needs population has improved a lot, if they are not accepted by others, it is hard to call it "inclusion". If we learn about acceptance and inclusion through education, maybe then inclusion comes easier.

Volunteer KE (kinball) added the importance of bringing people of all abilities together to raise the awareness and knowledge of each other,

I think (the government) can do a lot more on small-scale education work in the community. This increases the permeability and perhaps is more efficient in raising public awareness on youth with special needs and social inclusion. If no one knows about the activity/event, people would not join and then they lose a chance to get to know about the concept. It is important to have different people take part in such activities as Sports for ALL. It is not like activities organized by the church that are exclusive to church members. If the government can do more small-scale activities. This may help other people to get to know more about (youth with special needs or the activities).

Volunteer KA (kinball) reiterated the need to develop and promote integrated activities that involve youth with special needs,

Probably more visibility... It is rare to see promotions of these events in Hong Kong. Maybe (someone) takes the special needs youth out more often and really think about how to include them.

Referring to their anticipated role in the inclusive rugby programme, Volunteers RA, RB & RH (rugby) raised the importance of treating youth with special needs as equals,

I think you need to treat (special needs youth) like mainstream people. They can feel it when you give them special treatments.

When (Special needs youth) hang out with one another, there is no difference between them in the group so they may consider themselves "typical". They are typical. We should just treat them equally.

... to play and to work with special needs youth as a team. It is not like we are "leading" them. It is more like we are playing Rugby together.

The need for promoting social inclusion was explicitly expressed by volunteers after engaging in the Sports for ALL Programmes. The volunteers reiterated the importance of social inclusion while making references to their experience in the programmes. Volunteers RI (rugby) and SF (sailing) stressed the importance of their participation as volunteers and the need to share their positive experience with others to change existing attitudes towards youth with special needs,

(The rugby programme allows)... the volunteer – to work with special needs youth on their own. This allows the volunteers to have a better understanding of youth with special needs. They would tell people around them about their experience of working with special needs youth and may thus change the general public's impression on these youth.

This (Sports for ALL) experience is crucial to both parties. For the kids, they get to know there are more people whom they can count on other than the teachers and family members. And perhaps the volunteers would convey this positive experience with youth to their friends. Like if you work in a place and you were involved in the project and you would share with your people how youth with special needs are like as you know them better.

Several volunteers illustrated the important determinants of social inclusion by referring to specific elements of the programmes. Volunteer SF (sailing) explained the meaning of inclusion while volunteer DE (dragonboat) highlighted the danger of prejudice as a barrier to social inclusion,

"For ALL" really means with no boundary. I thought (my student partner) would not follow instruction. I was worried about him staying in a sail boat in the sea, to be frank. He tried, and with that (experience) I would probably let him to try out new things more often – things that is off-limit.

I think in dragonboat, if someone makes mistakes, you (the whole team) can't go on. This somewhat highlights the concept of social inclusion. When someone labels you, (society) can't go smoothly.

Volunteer DF (dragonboat) appreciated the time spent with students which helped him to develop new understanding of the special needs group. He criticized how the media often portrayed stereotype on

this group and labelled them,

I would absolutely want to be more with the students. They are definitely not like how they are illustrated in TV shows. Society likes to label them and has negative impressions on them. Maybe that's why some of them hide themselves. It has to do with societal pressure. I quite enjoy the time we spent together. I would try to stay in touch with this community and interact with the students.

Appreciations of the opportunities offered to students to interact with others were similarly expressed by parents and teachers. Parent DE (dragoboat) explained why she regarded the participation in the Sports for ALL programme as social inclusion,

I think the element of social inclusion is critical. We often hear inclusion... How has inclusion been achieved? I saw this in the activity. The society is able to give a platform for our kids to work with people of another level [as in mainstream population]. Mainstream people here are willing to take care of our kids and understand them and also us. This is the best part of the activity.

Teacher S (Sailing, second round) requested that more opportunities for interaction would be offered for special needs youth so that their potential could be actualized,

There are too many assumptions and pre-conceptions of youth with special needs. I think that participation in the programmes is an opportunity. They don't get to try a lot of different things compared to mainstream population. It is important to give them an opportunity to learn, this offers them possibilities, to develop and thrive. Maybe they can really do it, who knows? The opportunity to try different things. Like sailing, we did not think that it would work for the students. That's troublesome. That's impossible for them. It is dangerous – This is about how we create opportunity for them.

Volunteers shared the lessons they learned from their experience in the inclusive programmes about social inclusion. They highlighted the need to better understand special needs youth and to be more proactive with them as illustrated in the following sharing by Volunteer RD (rugby) Volunteer KG (kinball),

We learnt the concept (of social inclusion) from TREATS in the orientation. I thought we should treat (the students) like normal people but my idea changed after five training sessions. We should put more effort to communicate and work with them so they have a better understanding on what's going on. This is my understanding on social inclusion. It is not like we are chatting now and just include them in the conversation and call it social inclusion.

We need time to understand the youth with special needs. The society -- we should not expect them to do something. ... because we are different so we should explore more, ask more, and participate more in activities together with special needs youth. We are not that really different – and it is also okay that we are different. If you know their needs, you know you can live with them.... It takes time and mentality...

Similarly, Volunteer DF (dragoboat) shared his activity experience with special needs youth and highlighted the importance of establishing understanding and changing one's preconception to pave way for social inclusion,

It is particularly difficult for the first few times. (My student partner) would just sit somewhere and do nothing and complaint about the heat. I would feel frustrated because I did not understand him. I was impatient so I did probably say something harsh. I reflected on this and questioned if that's a good way of communicating with him. I guess I really need to let go of my standard and my perception and try to understand them. This is social inclusion.

The need for mainstream society to better understand youth with special needs was also raised by Parent RD,

Maybe some of the younger kids, say secondary school students, would be afraid of youth with special needs, and this is because they don't understand them. Education is very important for mainstream secondary school students so they would understand those with special needs better. (Parent RD, rugby)

Experiencing the contribution of Sports for ALL project to social inclusion, the interviewees raised the need to continue providing opportunities for contact between mainstream and special populations in the society,

Inclusion. This is paramount. However, it is not the inclusion in the small group but in a big group. It is great to have these activities but is this limited to that? Social inclusion is very challenging. (Volunteer KB, Kinball)

To show the society -- when we talk about social inclusion, we learn from each other, we build mutual understanding. You need to spend time with me to get to know what I want. This is critical. (Parent SC, Sailing, Round 2)

More opportunities should be offered to mainstream youth in different contexts to work with, or to play sports with special needs youth. Maybe to camp together, to eat together. This experience would change their perception on special needs youth. The mainstream youth will find out that youth with special needs are not like "that". They can do "that. The special needs youth are not scary and are not difficult to interact with. The mainstream youth maybe even appreciate them. (Teacher S, sailing)

In summary, this chapter presents the main findings on how the Sports for ALL programmes established contact between participating students and volunteers. The two parties interacted and collaborated to achieve a common goal embedded in the sports activities. Before the programmes commenced, the volunteers who had limited experience working with youth with special needs raised concerns about their abilities to collaborate with them. These concerns represent prevailing societal preconceptions about the special needs population which created barriers for interaction. The multi-faceted process entailed in the sport activities highlighted the establishment of communication and mutual understanding, assignment and sharing of responsibilities, and facilitation of proactive participation. At the end of the programmes, students manifested enhancement of personal and interpersonal attributes enabling them to work more effectively with mainstream population. Volunteers showed increased understanding of youth with special needs, diffusing prior fears and concerns, and paving the way for enhanced confidence and patience. Drawing on their positive experience in the Sports for ALL project, the volunteers, acknowledged the contribution of the different programmes to social inclusion. Participation in the programmes made them realize the importance of eradicating preconceptions about youth with special needs, better understanding their needs and initiating more

contact with them. Joined by parents and teachers, volunteers further advocated for offering more inclusive programmes to eliminate barriers to social inclusion in society.

CHAPTER 4

QUANTITATIVE DATA ANALYSIS AND FINDINGS

The questionnaire survey data were processed, cleaned, and analyzed using IBM SPSS version 26. Both descriptive and inferential analyses were conducted. Dependent-sample t-tests and repeated-measures multivariate analysis of variance (MANOVA) were used to compare the participants' target outcomes before and upon the completion of the programme. Repeated measures analysis of variance (ANOVA) was used to measure the changes in target outcomes among sailing and kinball participants' who took part in two rounds over the course of two years.

The three tables below summarized the intercorrelations indicated by Pearson's correlation coefficients among key target outcome variables assessed youth with special needs and volunteers. In Table 6, all three target outcome variables of teamwork and mutual understanding, interaction, and exploration rated by youth showed significant positive correlations with one another

Table 6 Bivariate Correlations of the Target Variables (n = 42)

Target Variables	1	2
1. Teamwork and Mutual Understanding		
2. Exploration	0.71**	
3. Interaction	0.61**	0.73**

Note. ** $p < 0.01$ (two-tailed)

Table 7 below summarized the intercorrelations of teachers-rated target variables of students which include self-awareness, self-control, relationship, social anxiety, decision making, and social isolation. Among the variables, only two significant correlations were reported. Self-control was significantly correlated with self-awareness whereas anxiety had a significant association with social isolation.

Table 7 Bivariate Correlations of the Target Student Outcome Variables (n = 20)

Target Variables	1	2	3	4	5
1. Self-Awareness					
2. Self-Control	0.60**				
3. Relationship	0.42	0.18			
4. Anxiety	0.16	0.13	0.13		
5. Decision Making	0.18	0.17	-0.15	0.25	
6. Social Isolation	0.03	0.16	-0.37	0.61**	0.42

Note. ** $p < 0.01$ (two-tailed)

Table 8 summarized the intercorrelations among volunteer's target outcome variables of diversity, respect, teamwork, inclusiveness, emotional sensitivity, and contribution. The variables in general have moderate to strong correlations with each other, except for that between emotional sensitivity and respect.

Table 8 Bivariate Correlation of Volunteer Target Outcome Variables (n = 53)

Target Variables	1	2	3	4	5
1. Diversity					
2. Respect	0.52**				
3. Teamwork	0.53**	0.47**			
4. Inclusiveness	0.26	0.37**	0.35**		
5. Emotional Sensitivity	0.32*	0.31	0.42**	0.38**	
6. Contribution	0.38**	0.29*	0.47**	0.42**	0.65**

Note. * p < 0.05 (two-tailed); ** p < 0.01 (two-tailed)

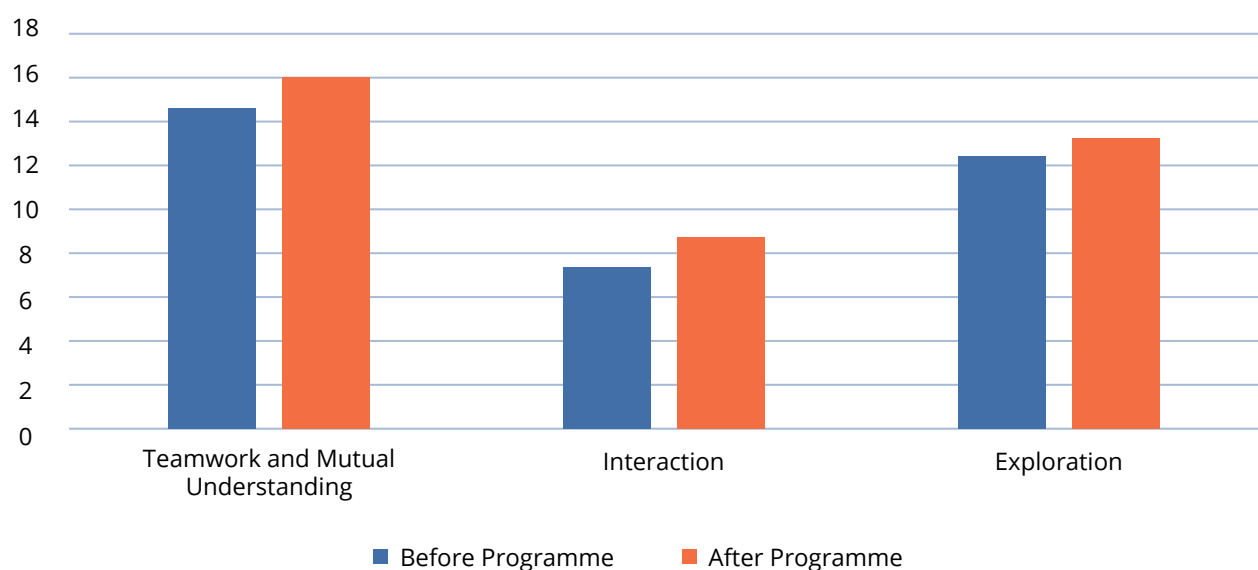
4.1 Changes in Student Target Outcomes after the Programme

Two sets of analyses were performed for comparison of student target outcomes before and after the sport programmes. The first set was on the three student's self-rated outcomes of teamwork and mutual understanding, interaction, and exploration. As the three variables show significant bivariate correlations with one another, Pearson's $r_s = 0.60$ to 0.73 , $p < .01$, repeated measure multivariate analysis of variance (MANOVA) test was used to determine the main programme effect on the three target outcome variables. Results indicated a significant main effect, $F(3, 29) = 4.76$, $\lambda = 0.67$, $p < 0.01$. Follow-up univariate analyses showed significant improvements in the two outcomes of teamwork and mutual understanding as well as interaction but not in exploration (see Table 9 and Figure 2).

Table 9 Results of Post-hoc Univariate Analyses on Student Self-Rated Target Outcomes before and after the programme (Listwise) (n = 32)

Target Variables	Mean (Before programme)	Mean (After programme)	F
Teamwork and Mutual Understanding	14.69	15.91	8.91**
Interaction	7.53	8.69	9.60**
Exploration	12.47	13.34	3.04

Note. df = 1, 31; ** p < 0.01 (two-tailed)

Figure 2 Self-Rated Student Target Outcome Variables (n = 32)

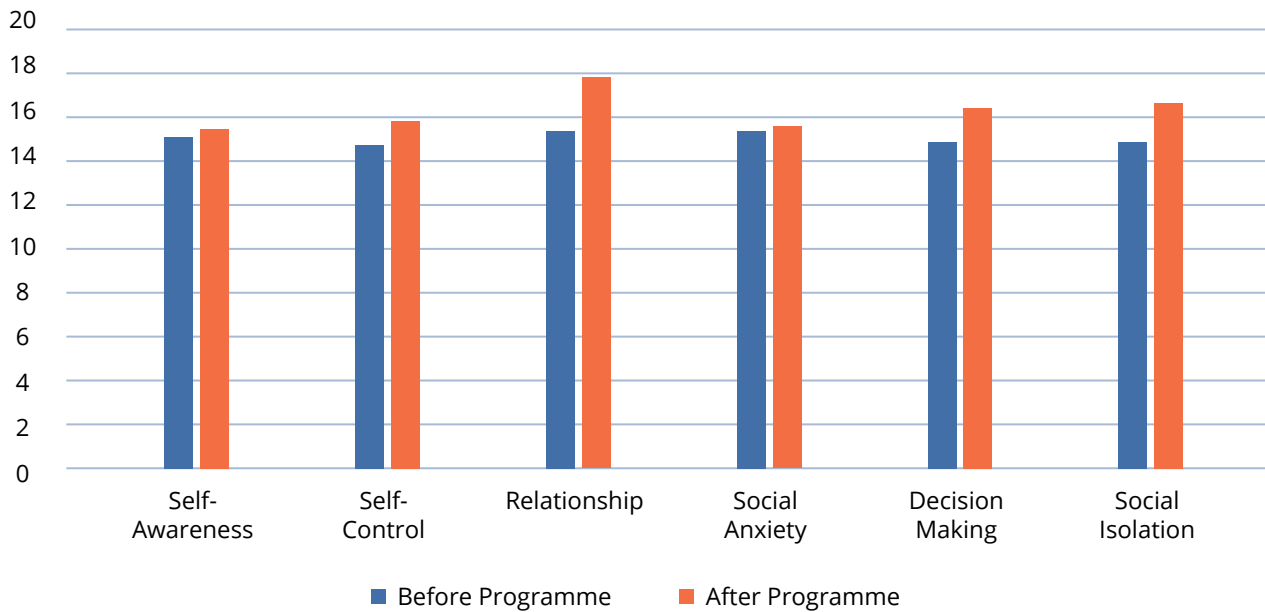
The second set of analyses related to the six teacher-rated target outcome variables on participating students. Given the small sample size (n=20) with violation of parametric test assumptions, a non-parametric Wilcoxon Signed Ranks Test was used. Results shown in Table 10 and Figure 3 indicate statistically significant increases in the dimensions of self-control, relationship, decision making and social isolation, while self-awareness and anxiety remained constant.

Table 10 Results of Wilcoxon Signed Ranks Test on Teacher-Rated Student Youth Target Outcome Variables (Listwise) (n = 20)

Target Variables	Mean (Before programme)	Mean (After programme)	Z
Self-Awareness	15.00	15.40	1.13
Self-Control	14.65	15.85	2.39**
Relationship	15.30	17.75	3.85**
Social Anxiety	15.15	15.50	0.86
Decision Making	14.70	16.40	2.17*
Social Isolation	14.80	16.55	2.56**

Note. * $p < 0.05$ (two-tailed); ** $p < 0.01$ (two-tailed)

Figure 3 Teacher-Rated Student Target Outcome Variables (n = 20)

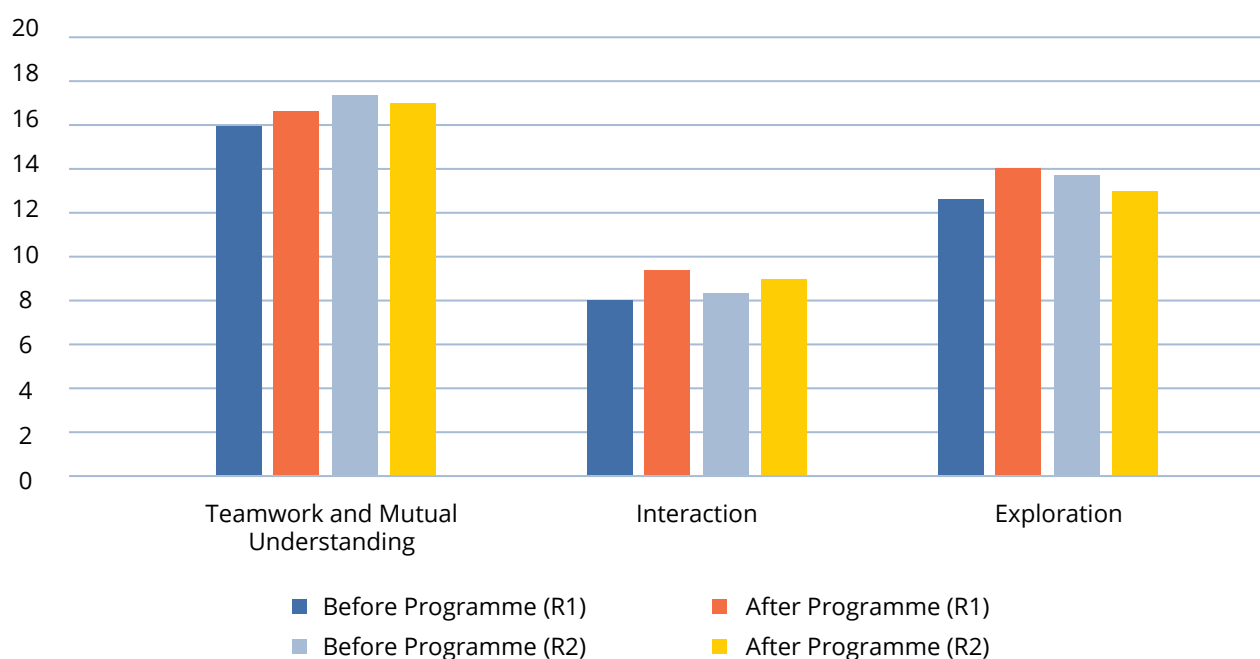


For the ten student participants who took part in two rounds of sport programmes, analyses were conducted to track their performance on the target outcome variables across the four time points, namely before and after the first round and before and after the second round. Since the sample size was small, non-parametric Friedman tests were made for these analyses. First, results of Friedman tests performed separately on the three self-rated student target outcome variables revealed no changes in any of the three dimensions overtime among students who took part in two rounds of sailing and kinball programmes (see Table 11 and Figure 4).

Table 11 Results of Friedman Tests on Self-Rated Student Target Outcome variables Across Four Time Points (Round 1 and Round 2, Listwise) (n = 8; Sailing and Kinball)

Target Variables	Mean (Before programme, Round 1)	Mean (After programme, Round 1)	Mean (Before programme, Round 2)	Mean (After programme, Round 2)	χ^2
Teamwork and Mutual Understanding	15.88	16.50	17.25	17.13	3.53
Interaction	8.13	9.38	8.38	9.00	1.88
Exploration	12.75	14.00	13.75	13.38	0.71

Note. df = 3

Figure 4 Student Target Outcome Variables Across Four Time Points (n = 8; Sailing and Kinball)

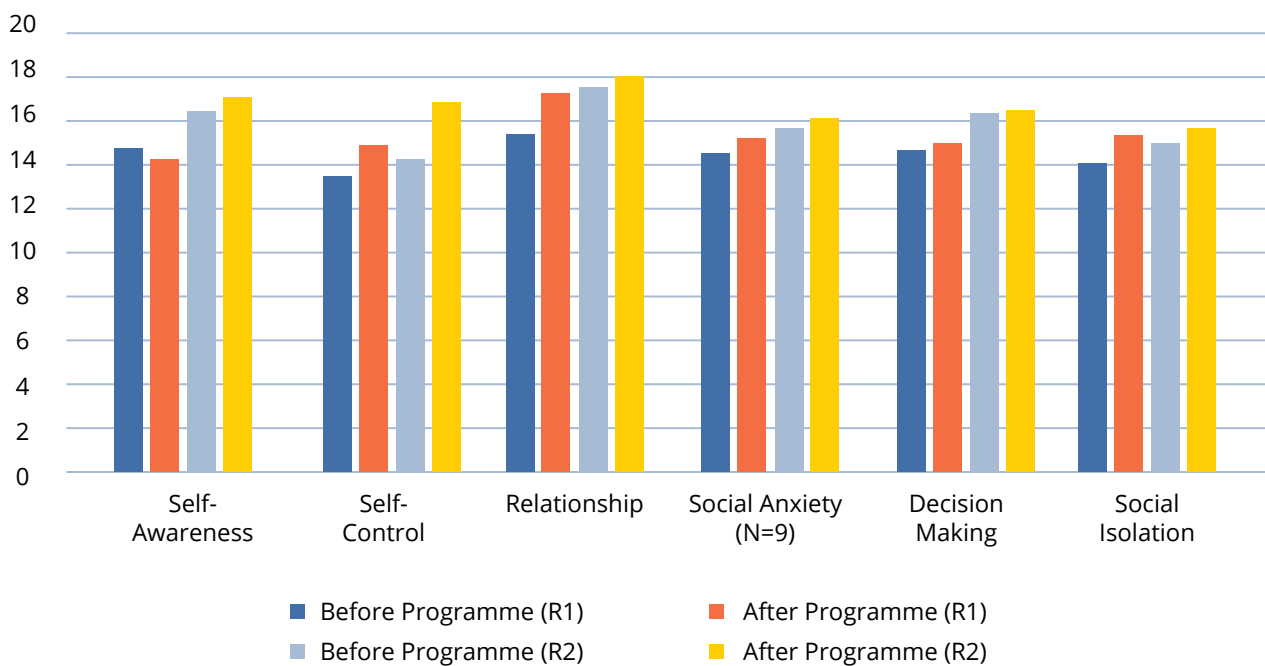
Second, another set of Friedman tests were conducted on the six teacher-rated student outcome variables across the four time points. Results indicated significant improvement in four outcomes, namely self-awareness, self-control, relationship and decision making, among the students who took part in both rounds of programme (see Table 12 and Figure 5).

Table 12 Results of Friedman Test on Teacher-Rated Student Target Outcome Variables Across Four Time Points (Round 1 and Round 2, Listwise) (n = 10; Sailing and Kinball)

Target Variables	Mean (Before programme, Round 1)	Mean (After programme, Round 1)	Mean (Before programme, Round 2)	Mean (After programme, Round 2)	χ^2
Self-Awareness	14.80	14.40	16.20	17.20	17.0**
Self-Control	13.70	14.90	14.30	16.90	13.38**
Relationship	15.50	17.40	17.50	18.00	13.15**
Social Anxiety (n = 9)	14.67	15.33	15.67	16.11	6.59
Decision Making	14.70	15.10	16.50	16.60	9.92*
Social Isolation	14.10	15.40	15.00	15.60	6.52

Note. df = 3; * p < 0.05 (two-tailed); ** p < 0.01 (two-tailed)

Figure 5 Teacher-Rated Student Target Outcome Variables Across Four Time Points (n = 10; Sailing and Kinball)



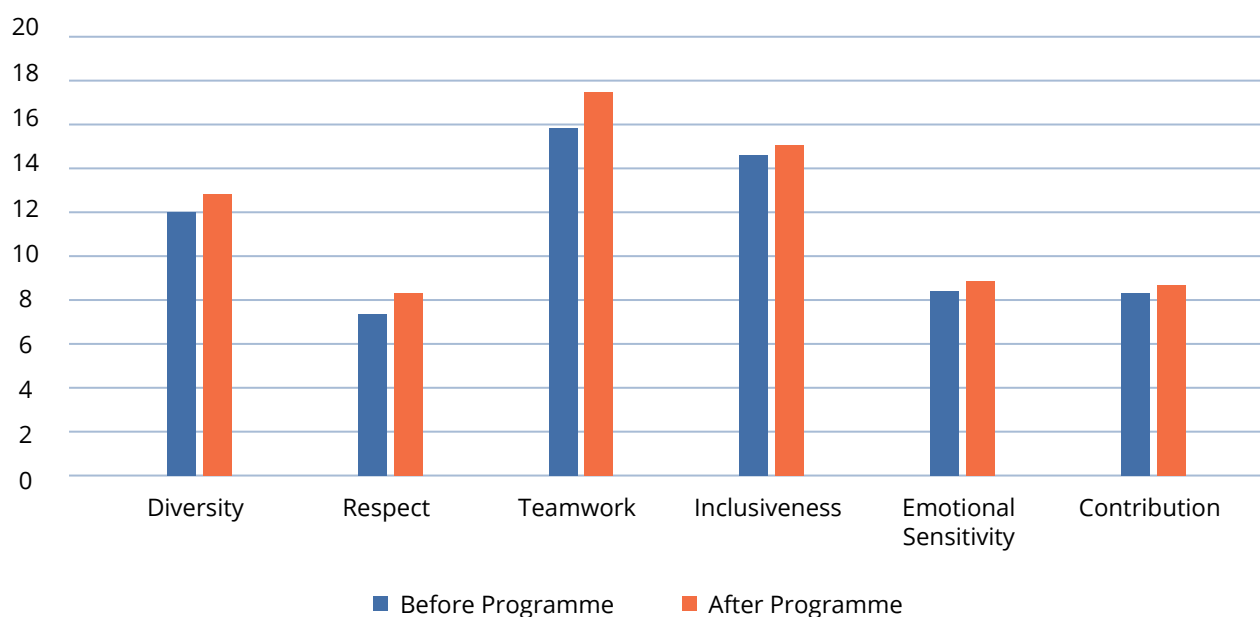
4.2 Changes in Target Outcomes among Volunteers after the Programmes

Analyses of questionnaire survey data was performed to compare the performance of volunteers on six target outcome variables, namely diversity, respect, teamwork, inclusiveness, emotional sensitivity, and contribution, before and after the sport programmes. As the six variables showed mostly significant bivariate correlations among themselves, Pearson's $r_s = 0.26$ to 0.65 (see Table 8), repeated measure MANOVA test was used to determine the programme effect on the six target outcome variables. Results showed significant main programme effect on the six outcomes, $F(6, 31) = 8.75$, $\lambda = 0.37$, $p < .01$. Post-hoc univariate analyses comparing volunteer outcomes before and after the programmes reported significant differences in all six variables (see Table 13 and Figure 6).

Table 13 Results of Post-hoc Univariate Analyses on Volunteer Target Outcome Variables before and after the programme (Listwise) (n = 36)

Target Variables	Mean (Before programme)	Mean (After programme)	F
Diversity	11.90	12.90	11.16**
Respect	7.40	8.40	11.71**
Teamwork	15.90	17.60	9.02**
Inclusiveness	14.60	15.10	5.32*
Emotional Sensitivity	8.34	8.79	7.32*
Contribution	8.14	8.66	12.14**

Note. df = 1; *p < 0.05 (two-tailed); ** p < 0.01 (two-tailed)

Figure 6 Volunteer Target Outcome Variables (n = 36)

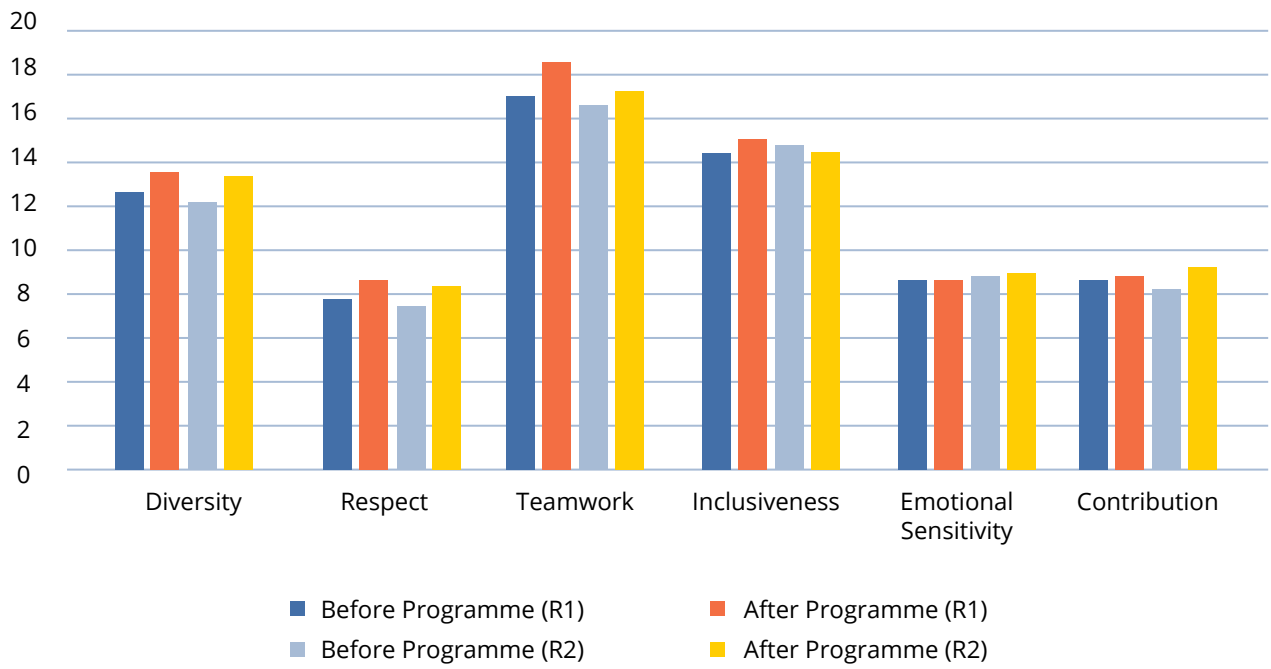
Five volunteers of the sailing and kinball programmes provided data on the six target outcome variables collected at four time-points, i.e., before and after round 1 and round 2. Comparisons of the performance on these six target outcome variables were made across the time points. Given the small sample size, the non-parametric Friedman tests were conducted for the comparisons. Results showed that only teamwork showed a significant difference on these target variables among volunteers who participated in two rounds of programmes was found (see Table 14 and Figure 7).

Table 14 Results of Friedman Test on Volunteer Target Outcome Variables across Four Time Points (Round 1 and Round 2, Listwise) (n = 5; Sailing and Kinball)

Target Variables	Mean (Pre-programme, Round 1)	Mean (Post-programme, Round 1)	Mean (Pre-programme, Round 2)	Mean (Post-programme, Round 2)	χ^2
Diversity	12.60	13.60	12.20	13.40	5.00
Respect	7.80	8.60	7.40	8.40	4.95
Teamwork	17.00	18.60	16.60	17.20	7.92*
Inclusiveness	14.40	15.00	14.80	14.40	1.46
Emotional Sensitivity	8.60	8.60	8.80	9.00	0.84
Contribution	8.60	8.80	8.20	9.20	4.85

Note. df = 3; *p < 0.05 (two-tailed)

Figure 7 Volunteer Target Outcome Variables Across Four Time Points (n = 5, Sailing and Kinball)



CHAPTER 5

SUMMARY AND CONCLUSION

This study was a major initiative by TREATS, which is a registered charity organization that aims to create an inclusive society for all children. To achieve this aim TREATS has developed and offered the Sports for ALL project which comprises four types of inclusive programmes - sailing, rugby, dragonboat and kinball. These programmes offer equal participation for people of all abilities through experiential learning of play and recreational activities to break stereotypes and social barriers and enhance social inclusion in the society. The purpose of the study was to examine systematically the impact of Sports for ALL project on the participants in the four inclusive sports programmes.

The study was conducted between August 2019 and July 2021 and adopted a mixed methods design. Data were collected before and after each of the sports programmes using interviews and questionnaire surveys. Focus group and individual interviews were conducted with students, volunteers, parents, and teachers before and after each programme. The interviews included questions on the expectations from the project, the experience of participating in the programmes and its gains.

All interviews were transcribed, translated and processed following coding procedures of Grounded Theory Approach. Three sets of questionnaires were designed and administered to students and volunteers who participated in the programmes as well as to students' parents and teachers. The questionnaire for students measured three dimensions: teamwork and mutual understanding, interaction, and exploration. Volunteers' questionnaires assessed six dimensions of social inclusion, and the questionnaire for teachers was on students' socio-emotional competence. All the questionnaires were administered before and after each programme. Data collected through the questionnaire were analysed using statistical package of SPSS and were used to triangulate those of the interview. Additional qualitative and quantitative data were collected from volunteers and teachers of students who participated in a second round of two programmes: sailing and kinball. The process of data collection was supported by observations, which were made by the research team during the programmes and by interviews held with TREATS staff. The aim of the observation and the interview was to get an in depth understanding of the programmes' structure and operation

The emerging themes that were developed from the qualitative data portray the participation in the Sports for ALL programmes as a system which comprises three phases: planning and preparation, process, and outcomes. The planning and participation phase consists of expectations of students and their teachers and parents of the programmes. It also includes volunteers' expectations and their concerns prior to their participation in the programme. The process phase depicts the experience of taking part in the programmes, and the outcomes phase presents the changes in students' personal and interpersonal attributes as well as volunteers' enhanced understanding and competence in working with special needs youths.

The accounts given by volunteers, teachers and parents indicated that there were changes in students' personal and interpersonal attributes. Participation in the Sports for ALL programmes offered opportunities for the youth with special needs to interact and collaborate with typical people. In terms of personal attributes, the youngsters demonstrated an increased confidence in mastering new skills. They also showed persistence through their consistent effort invested in the different sports activities. Moreover, they became more courageous to explore new things and even took initiatives to deepen their

understanding of the activity after taking part in the programme. Regarding interpersonal attributes, students have demonstrated an improvement in their ability to communicate during and beyond their participation in the sports programmes. They were able to communicate their needs while collaborating with the volunteers and express their feelings with family members afterwards. Furthermore, students became proactive, and some undertook leadership roles while engaging in the sports activities. The change in interpersonal attributes also manifested in students' ability to show empathy and exhibit social etiquette. Evidence of changes in students' personal and interpersonal attributes as a result of participation in the programmes were supplemented by data collected through the questionnaires. Findings show that there were significant increases in the social and emotional competencies of self-control, relationship, and decision making among students with special needs who participated in one and two rounds of the programmes.

The impact that the Sport for ALL project created on social inclusion was also demonstrated through the cognitive, affective, and behavioural changes among volunteers. Before the start of the programmes, while most of the volunteers had some experience working with youth with special needs, they raised concerns about the students' abilities and skills as well as the challenges to communicate with them. The outcomes of the programmes showed that these concerns dissipated eventually. During their participation in the programmes together with the youth with special needs, the volunteers developed an understanding of the youngsters' communication abilities. Their intensive collaboration to achieve a common goal in the sports programmes allowed the volunteers to recognize students' abilities and potentials. The increase in knowledge and understanding contributed to the volunteers' confidence to work with the youngsters and they became more patient in their interaction with them. Moreover, they acknowledged the importance of patience and willingness to understand more about special populations as a bridge to social inclusion among the general public. Results of analysis of data collected through the questionnaire on social inclusion further attested to the positive impact of the programme. Significant programme effect was found on all six dimensions of social inclusion: diversity, respect, teamwork, inclusiveness, emotional sensitivity and contribution. These results reflect positive transformation among adult volunteers in their attitudes towards an inclusive society.

The positive outcomes of the Sports for ALL project can be attributed to its structure and the various facilitating factors constituting its process. The structure of the programmes is characterized by sports activities that involve intergroup contact and collaboration for achieving a common goal. The Sports for ALL programmes established contact between youth with special needs and typical adults through a series of team sport activities that incorporated social and fun elements. Each programme entailed planned contact between participants in team building activities, joint training, and collaborative actions to achieve the common goal of the sport. These elements facilitated social inclusion through encouraging equal participation and minimizing differences between the participating parties. The enhanced communication and understanding and the need to collaborate built relationship and teamwork leading to shared responsibility and students' proactive participation. With the continued support of the volunteers, the participating students became more involved and had the opportunities to learn new skills which resulted in changes in their personal and interpersonal attributes. The experiences and outcomes revealed in this study provide support for the intergroup contact theory and the importance of a planned contact that utilize integrated social and fun activities and involve experiential learning.

In conclusion, results of this study indicate that the Sports for ALL project is a successful endeavour for promotion of social inclusion in society. It is therefore recommended to continue to offer and further disseminate the four inclusive sports programmes in Hong Kong so as to create platforms for

collaboration among people of all abilities. It is hoped that participation in such sports activities that include a planned contact incorporating fun and active collaboration towards achieving a common goal will facilitate the development of youth with special needs and hence break social stereotypes and barriers to social inclusion in society.

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APPENDIX

Sample questions for the interviews

For Volunteers

- What expectation do you have of yourself before the project starts? (Pre-Test)
- How do you feel working with people with diverse backgrounds and abilities in a team? To what extent did the project contribute to your willingness to work with people with diverse backgrounds and abilities? (Post-Test)

For Students with Special Needs

- What do you think you can learn from the project? (Pre-Test)
- What is the most remarkable experience working with your partner together in the group? (Post-Test)
- How do you feel about the activity? Do you like it or not? Why? (Post-Test)

For Teachers of Students with Special Needs

- What is the most remarkable thing that you saw/your kids have shared with you in the activity as you have been part of the team (as in joining every training sessions)? (Post-Test)
- Do you see any noticeable difference in the kids after they have taken part in the project? What is the difference? (Post-Test)

For Parents of Students with Special Needs

- What experience have your child shared with you about the participation in the programme? What is the most remarkable thing your child has shared with you about the activity? (Post-Test)

序言

這項為期兩年的研究旨在探討親切推行的「運動零界限」項目對促進香港社會共融的影響。這項研究是由親切委託香港浸會大學教育學系的團隊進行。作為團隊的成員，我們為進行這項有意義的研究而感到無比榮幸，我們希望研究結果將為聚集不同能力的青年而促進社會共融的項目建立更好的基礎，並有助排除阻礙共融的障礙。

我們要感謝親切的工作人員在極具挑戰性的新冠肺炎期間給予研究團隊不懈的支持。我們特別感謝參與不同「運動零界限」項目的學生和義工，以及教師和家長的鼎力合作。沒有你們的支持，研究並不可能完成。

蘇秀冠、譚肖芸 及 周凌峰

執行摘要

1. 此報告由註冊慈善組織 - 親切委託研究團隊進行的研究而撰寫的。該組織目標為每位兒童建立一個共融社會。為了實現這一目標，親切創建並推行了「運動零界限」項目，該項目包括四類共融活動 - 帆船、欖球、龍舟和健球。這些活動讓特殊需要的學生和義工透過運動和遊戲活動的體驗學習，平等參與，以打破陳舊觀念和社會障礙，促進香港社會共融。此研究旨在系統地探討「運動零界限」對四個共融運動項目參與者的影響。
2. 此研究是在2019年8月至2021年7月之間進行的，其設計採用了混合方法。通過訪談和問卷調查，對學生（受訪人數 = 45）、義工（受訪人數 = 53）、家長（受訪人數 = 24）和教師（受訪人數 = 6）進行了數據收集。在項目前後，我們分別與特殊需要的學生、義工、家長及教師進行焦點小組及個別訪談。我們從參加第二輪帆船和健球活動的學生、義工和教師那裏收集了更多定性和定量數據。所有訪談都按照紮根理論研究法的編碼程序進行轉錄、翻譯和分析。參與項目的學生、義工、家長和教師亦接受了由團隊設計的問卷調查。問卷考量以社會共融的維度和學生的社會情感能力作為結果。通過問卷收集的數據使用SPSS統計軟件進行分析，並對訪談結果進行三角互證。數據得到團隊實地觀察和與親切工作人員訪談的支持。實地觀察和工作人員訪談的目的是為了深入了解共融活動的結構和運作。
3. 從定性數據中發展出來的主題將「運動零界限」項目描繪成一個系統，包括三個階段：規劃/籌備、進程和結果。在規劃/籌備階段，參與者對參加項目表示了正面的期望。除了享受活動和探索外，義工、家長及教師期望學生能發展技能和能力，使他們能夠融入社會，有助於促進社會共融。與特殊需求青年接觸有限的義工對特殊學生的能力和運動技能有顧慮。義工還擔心自己的反應可能會冒犯學生，對自己的行為亦有顧慮。這些言論顯示出主流人士對特殊需要人群的認識不足和過度保護。
4. 在項目的進程階段，參與者之間建立了關係。義工和學生的合作實現體育活動的共同目標。在合作過程中，他們相互交流，義工們學會了理解學生的能力和潛能。義工願意賦予學生責任，這使學生們更積極參與體育活動。雙方之間的人際接觸及其合作辟除了義工在參與項目前提出的顧慮。學生分擔職責並積極參與，團隊共融得以實現。
5. 結果階段揭示了學生和義工通過參與「運動零界限」項目而產生的變化。在共融運動項目結束時，學生個人素質包括自信心、毅力、勇氣、主動性有所提升。他們在人際交往、主動性和領導力、同理心和社交禮儀等方面也有正面改善。這些個人和人際社交技巧使他們能夠更有效地與主流人士合作。通過問卷收集的數據同時反映學生因參與項目而在個人和人際社交技巧有所改善，特別在學生的在自我控制、人際關係、決策、社交和情感能力上有了顯著提高。
6. 在項目完成後，義工對有特殊需要的學生有更多的了解，同時辟除了他們先前的擔憂。項目增強了義工與特殊需要的學生交流的自信和耐心。根據他們在「運動零界限」項目中的經驗，義工認為運動活動對社會共融具貢獻。參與這些共融活動使他們更了解到特殊需要的學生及消除對特殊需要人士的成見、並與他們進行更多接觸的重要性。在家長和教師的參與下，義工倡導提供更具促進社會共融的項目，以促進社會共融。
7. 總體而言，此研究結果表明，「運動零界限」項目是促進社會共融的一項成功舉措。因此，我們建議繼續在香港推行及進一步推廣該四項共融運動活動，為不同的青少年創建合作的平台。我們希望不同人士能通過參與共融體育活動，將樂趣和積極合作融合在一起，以實現共同目標。這將有助於有特殊需要的青年的發展，從而打破社會陳舊觀念並消除社會共融的障礙。

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第1章 背景

社會共融是一個重要的進程，旨在通過向弱勢群體提供獲得社會資源和機會的渠道，提高他們的參與度 (United Nations, 2016)。社會共融建立在對尊重個人差異和促進社會所有成員的社會參與度，不論其年齡、種族、性別和能力。社會共融的主要障礙包括偏見和歧視 (United Nations, 2021)。為了減少這些障礙，社會有必要創造各種方法，使人們聚集在一起，與弱勢群體互動，並更多地了解弱勢群體。

根據群際接觸理論 (intergroup contact theory; Allport, 1954; Pettigrew, 1998)，群際接觸減少群際偏見，建立正面態度，尤其是當群際接觸能建立在平等地位、共同目標和群際合作的情境時。研究表明，群際接觸減少了一系列群體間的成見，包括主流人士對身體和智力有問題的青年的偏見 (Pettigrew & Tropp, 2006)。在群體間接觸過程中，情感因素的改變，如減少焦慮和增強同理心，在減少對有特殊需要的青年偏見起着核心作用 (Pettigrew & Tropp, 2008)。通過主流青年與特殊需要青年之間的接觸，特殊需要青年能建立典型同伴態度和促進他們的社會參與 (Rademaker et al., 2020)。當接觸融入有趣的群體活動和經驗學習時，接觸與積極態度之間的正向關連是最明顯的。不同研究結果指出，社會共融是需要包括合作、平等學習地位和參與者之間的情感表達和互惠 (Georgiadi et al., 2012; Rademaker et al., 2020; Maras & Brown, 2000)。課外體育活動被認為是一種促進社會共融的有效模式，因為它們大限度減少了主流人士和特殊需要青年之間的差異，並突出了其相似之處。通過這些體育活動，主流人士可以更好地理解特殊需要青年的能力，以及這些人之間不同的技能 (Siperstein et al., 2011)。

香港一直倡議通過各種活動促進社會共融和，包括簽署聯合國《兒童權利公約》(1989)。該公約強調有不同能力需要的兒童有權在社區參與時得到照顧和支持。最近一項關於香港共融的研究表明，參與促進福祉的活動、發展人際關係和溝通以防止歧視是至關重要的 (Chan et al., 2014)。但有特殊需要的人士，尤其是兒童和青少年，缺乏與社交圈以外的人互動的機會，因為他們中的大多數 (尤其是智障人士) 在香港的特殊學校就讀 (Education Bureau, 2021)。為免除社會對特殊需要的人士的排斥，社會需要創造更多的互動機會。美國制定的綜合體育項目為主流和非主流青年提供了有意義的互動機會，防止他們被孤立，並發展社會關係。這種項目在智障學生未被納入主流學校因而缺乏建立這種社會聯繫機會的國家尤其重要 (Harada et al., 2011)。

親切是一個註冊慈善組織，旨在為每位兒童建立一個共融社會。該組織將社會共融定義為「把不同能力和背景的人匯聚一起，使大家意識到彼此之間的共通和差異，從而打破社會上的定型觀念和彼此間的隔膜，互相接納、欣賞及尊重，共享社會的權利和義務。」親切呼籲人們要努力辟除一切形式的排斥和歧視，建立一個關愛和包容的社會。該組織提供社會共融項目，將「各種能力和背景的兒童和青年聚集在一起，為他們提供參與社會、了解多元性、釋放可能性和發揮潛力的平等機會 (TREATS, 2021, p. 25)。」「運動零界限」是親切的一個社會共融項目。項目包含四種的共融活動：帆船、欖球、龍舟和健球，迎合各種能力的參與者。這些活動提供平等參與遊戲和運動的體驗學習，旨在打破對特殊需要的人士的陳舊觀念和社會障礙，增強特殊需要學生的自尊，發展他們的生活技能，並加強社會共融。雖然親切對「運動零界限」項目進行了檢視和反思，但迄今還沒有系統地研究項目對不同參與者的個人發展、社會參與和社會共融的影響。團隊寄望以有系統的研究方式，深入了解「運動零界限」項目對參與者及社會的影響。此研究是親切旨在改善目前的社會共融教育和體驗學習項目的一個倡導。親切認為，研究結果為教育和社會福利組織在構建和實踐社會共融活動提供參考價值。

在此研究中，所有共融活動均被稱為「運動零界限」。此術語遵循了運動和玩耍是人權的慣例。聯合國在《保護和促進殘疾人權利和尊嚴公約》(2006)第30條中確認了這項權利，該條規定會員國必

須確保殘疾人能夠參加娛樂、休閒和體育活動，並鼓勵他們參與這些活動。具體而言，該條指出，會員國需要採取適當措施，「確保殘疾兒童與其他兒童平等地參與遊戲、娛樂、休閒和體育活動」(United Nations, 2006)。親切的目標人群是各種能力的兒童和青年。

主流人士和特殊需要青年參與相同的項目可增進他們對彼此的理解和體恤，並防止社會排斥 (Ogi, 2007)。共融體育項目促進社會融合、培養容忍、幫助減少歧視和加強溝通 (McCain-Nhlapo, 2001)。參與這類項目可增強特殊需要青年的自信心和協助他們建立健康的生活模式，拓展他們的社交網絡，並在主流人士面前塑造更好的形象。為打破對於特殊需要的青年的能力和他們缺乏參與社區能力的陳舊觀念提供了機會。共融運動為各種能力的參與者之間提供了互動的機會，這可以促進主流人士對社會排斥的認識和關注 (McCain-Nhlapo, 2001)。

綜上所述，此研究旨有系統地探討「運動零界限」項目對四個共融運動活動包括帆船、健球、欖球和龍舟對參與者的影響。研究專注於有特殊需要的青年和義工的參與經歷及成果。研究結果有助於理解和促進社會共融。

第2章 研究方法

2.1 研究設計

此研究的設計採用了混合研究方法 (Morgan, 2014)。研究團隊收集了定性和定量數據，每一組都對研究結果做出了獨特的貢獻。這兩組數據的使用旨在全面了解「運動零界限」項目在促進社會共融方面的影響。通過定性的方法，在項目前後進行焦點小組和個人訪談，捕捉參與者的互動和成長過程。此研究的定量部分使用項目前和項目後的問卷調查，使研究團隊能夠有系統地評估項目是否促進參與者的成長和社會共融。

此研究涵蓋了2019年8月至2021年7月期間進行的四項「運動零界限」共融活動，即帆船、健球、欖球和龍舟。每個活動持續兩至三個月，有特殊需要的青年和義工在平等的基礎上參與體育活動。該團隊由專業教練進行特定運動的訓練，並得到親切工作人員的協助。除帆船活動為一對一參與模式外，所有活動均以團隊為基礎。而且，除龍舟外，所有活動均有比賽。在這兩年期間，親切進行了兩輪帆船和健球活動。數據是從有特殊需要的青年、其家長、教師和義工那裏收集的。研究團隊並同時收集了參加兩輪帆船和健球活動的參與者的追蹤數據。

2.2 樣本

樣本包括參與四項「運動零界限」共融活動的有特殊需要的青少年、其家長和教師，以及「運動零界限」義工參與者。表1列出了參與此研究的調查對象人數。以下各節提供了每組調查對象的招聘情況及其背景資料。

表 1 調查對象概況

調查對象人數							
活動	帆船		健球		欖球	龍舟	共計 (個例)
團體	第1輪	第2輪	第1輪	第2輪			
特殊需要青年	6		26	6	5*	8^	45
義工	4		31	3	10	9	53
教師	1		5	1	-	-	6
家長	5		3	-	7	9	24

注：*三名參與欖球運動的青年也參與了帆船活動。我們只將他們的帆船活動數據進行分析；^一名參與龍舟運動的青年也參與了欖球活動，我們只將他的欖球活動數據用於分析。

有特殊需要青年的教師和家長以及義工同意參與此研究。此研究結束後，所有參與者都接受了研究團隊的解說，並獲贈現金券。所有研究程序均由香港浸會大學研究倫理委員會審核並獲得通過。

2.2.1 有特殊需要的青年

有特殊需要的青年調查對象包括四個「運動零界限」項目的所有45名參與者。參與者由親切招募。參與帆船和健球活動的有特殊需要的青年是從親切的特殊學校伙伴中招募，並由教師挑選。據學校稱，參與帆船活動的學生必須能獨自游泳25米。其他活動皆沒有設置任何先決條件。欖球和龍舟青年參與者通

過各種渠道公開招募，包括社交媒體和口耳相傳。在特殊需要青年參與者中，有12人在12個月內參加了同一運動活動的兩輪比賽，並提供了追蹤數據予研究團隊。大多數青年參與者為男性（見表2）。他們的年齡從13歲到21歲不等。他們中有一半以上的人有參加運動隊的經歷。

表 2 有特殊需要的青年樣本的描述性數據 (N=45)

平均年齡 (歲)	15.86
年齡範圍 (歲)	13-21
女性人數 (%)	4 (8.89%)
有參加運動隊經驗的人數 (%)	28 (62.22%)

2.2.2 義工

有62名義工參與了「運動零界限」項目。他們是親切的工作人員從各種渠道招聘的。他們主要是成年人，而參與龍舟活動的有三名青少年義工。健球義工是通過贊助該活動的四個企業伙伴招募的。欖球義工來自一個業餘欖球隊。帆船和龍舟活動的義工包括親切的義工各實習生，和他們的朋友。在參與項目的62名義工中，有53人同意參與並實際參與了此研究（見表3）。七名來自第一輪帆船和健球活動的義工也參與了第二輪項目。研究團隊並收集了他們的追蹤數據。大多數義工樣本為女性。其中70%以上的人報告說，他們以前有與特殊需要青年共處的經歷。

表 3 義工樣本的描述性數據 (N=53)

女性人數 (%)	37 (69.81%)
曾與有特殊需要的青年共處經驗的義工人數 (%)	38 (71.70%)
曾與親切打交道的義工人數 (%)	7 (13.2%)

2.2.3 家長

24名有特殊需要青年的家長參加了此研究訪談。三名家長在其子女參加同一體育活動的兩輪比賽時接受了兩次採訪。他們的數據起到了追蹤研究的作用。在家長樣本中，母親佔19人 (79.17%)。

2.2.4 教師

由於參與帆船和健球活動的青年是通過特殊學校招募的，其六名老師教師被邀請參與此研究。這些教師提供了共20名學生的評分問卷數據。他們亦參與訪談，就學生在體育活動中的表現和經歷發表意見和看法。樣本中包括兩名女教師和四名男教師。有兩名教師的學生(共十名)參與了第二輪健球和帆船活動，因此團隊並收集了他們的追蹤數據。

2.3 數據收集

通過訪談和問卷調查，團隊在每一個運動活動前和後收集數據。由於帆船和健球活動進行了兩次，我們亦收集了有參與第一輪第二輪的參賽者的數據，以進行追蹤分析。下文表4概述了在各自時間點從不同調查對象收集的數據類型。

表 4 數據收集概要

定性數據(焦點小組訪談)				
	特殊需要青年	義工	教師	家長
目標	特殊需要青年	義工與特殊需要青年	特殊需要青年	特殊需要青年
項目前	✓	✓	-	-
項目後	✓	✓	✓	✓
定量數據(問卷調查)				
	特殊需要青年	義工	教師	家長
目標	特殊需要青年	義工	特殊需要青年	-
項目前	✓	✓	✓	-
項目後	✓	✓	✓	-

為了深入了解「運動零界限」項目，研究團隊通過參與體驗日、培訓會和運動會進行了實地觀察。團隊對這些活動進行了非結構性觀察，以了解體育活動的執行和有關各方的參與情況。此外，研究團隊與四名親切工作人員和一名伙伴機構代表進行了非正式對話，以了解項目的理念和安排。這些訊息為詮釋定性調查結果提供了背景。

2.3.1 焦點小組/個別訪談

研究團隊與參與四項「運動零界限」活動的青年及義工進行焦點小組訪談，深入探討他們的學習體驗。教師和家長的訪談是以焦點小組或個別訪談形式進行的。大部分訪談是由研究團隊在活動場地或學校進行的。由於新冠肺炎疫情影響，共有三次訪談在線上進行。各訪談持續了10到50分鐘。所有訪談均在調查對象同意的情況下錄音的。訪談訊息見表5。訪談問題樣本載於附件。

表 5 訪談訊息

已訪談次數							已訪談總數
活動	帆船		健球		欖球	龍舟	
	第一輪	第二輪	第一輪	第二輪	-	-	
有特殊需要的青年	2	2	7	2	4	4	21
義工	3	2	11	2	4	4	26
教師 (僅限於活動後)	1#	1#	3#	1#	-	-	6
家長 (僅限於活動後)	1	2	2	-	3	2	10

注：* 除標有#的個別訪談外，所有訪談均以焦點小組形式進行。

2.3.2 問卷

研究團隊設計了三套問卷。在每個共融活動前和後向義工、特殊需要青年及其教師收集數據。

(i) 特殊需要青年問卷

為有特殊需要青年設計的中文問卷共有九條有關社會共融的問題。測量的維度包括(a)團隊合作和相互理解(四條)；(b)互動(兩條)；和(c)探索(三條)。這些問題部份改編自正向青少年發展量表(PYDI)(Arnold et al., 2012)，其餘研究團隊為了此研究的目的而設計。問題包括：「我會在小組活動中和別人一起協作」(團隊合作和相互理解)；「我善於表達自己的觀點和感受」(互動)；和「我願意嘗試新事物」(探索)。這些項目由參與者用五分利克特評分表進行評分，從1=「一點也跟我不像」到5=「非常像我」。各維度的得分是通過各個項目的平均得分來計算的。以第一輪青年樣本的預測試數據作分析，問卷的克隆巴赫系數為0.84(團隊合作0.43；互動0.73；探索0.78)。問卷還包括人口特徵和以往經歷的問題，如休閒活動的時間和參加運動隊的經歷。

(ii) 義工問卷

為義工設計的英語問卷共17條有關社會共融的問題。問卷有六個維度，包括(a)多元性(三項)；(b)尊重(兩項)；(c)團隊合作(四項)；(d)共融(四項)；(e)情感體恤(兩項)；和(f)貢獻(兩項)。多元性、尊重、共融和情感體恤的問題由團隊設計。關於團隊合作子量表的全部五個項目都改編自青年團隊合作量表(Lower et al., 2015)，而貢獻子量表的項目來自正向青少年發展量表(PYDI)(Arnold et al., 2012)。示例項目包括：「我尊重個別差異」(多元性)；「不管我的立場如何，我都重視別人的意見」(尊重)；「我重視團隊成員的貢獻」(團隊合作)；「我能夠與多種不同類型和個性的人一起工作」(共融)；「如果有人需要我，我可以幫忙」(情感體恤)和「希望讓世界變得對每個人都而作出貢獻」(貢獻)。這些問題由義工用五分利克特評分表進行評分(從1=「一點也跟他我不像」以及5=「非常像我」)。每個維度的得分是項目的平均評分計算。較高的分數表明在該領域有較強的能力。從義工的第一輪預測試數據作分析，問卷的克隆巴赫系數為0.84(多元性0.75；尊重0.40；團隊合作 0.73；共融0.32；情感體恤0.70；貢獻0.77)。問卷還包括人口特徵和義工服務體驗的問題。

(iii) 教師問卷

教師以30項英語社會情感能力問卷(教師版)(Coelho et al., 2015)對參與的學生進行了評估。社會情感能力問卷有六個維度，包括(a)自我意識；(b)自制力；(c)關係；(d)社交焦慮；(e)決策；和(f)社交孤立。每個維度有五條問題。示例項目包括：「當某人有问题時，他/她會擔心」(自我意識)；「他/她知道在一群隊友中甚麼時候說話」(自制力)；「他/她在團體活動中合作」(關係)；「當他/她不知道如何做某事時，他/她感到害怕」(社交焦慮)；「他/她匆忙做出決定」(決策)和「他/她獨自待着，不和任何人說話」(社交孤立)。教師用五分利克特評分表進行評分(從1=「一點也跟他/她不像」以及5=「非常像他/她」)。每個維度的得分是項目的平均評分計算。較高的分數表明在該領域有較強的能力。從教師樣本的第一輪數據所得，問卷的克隆巴赫系數為 0.61。

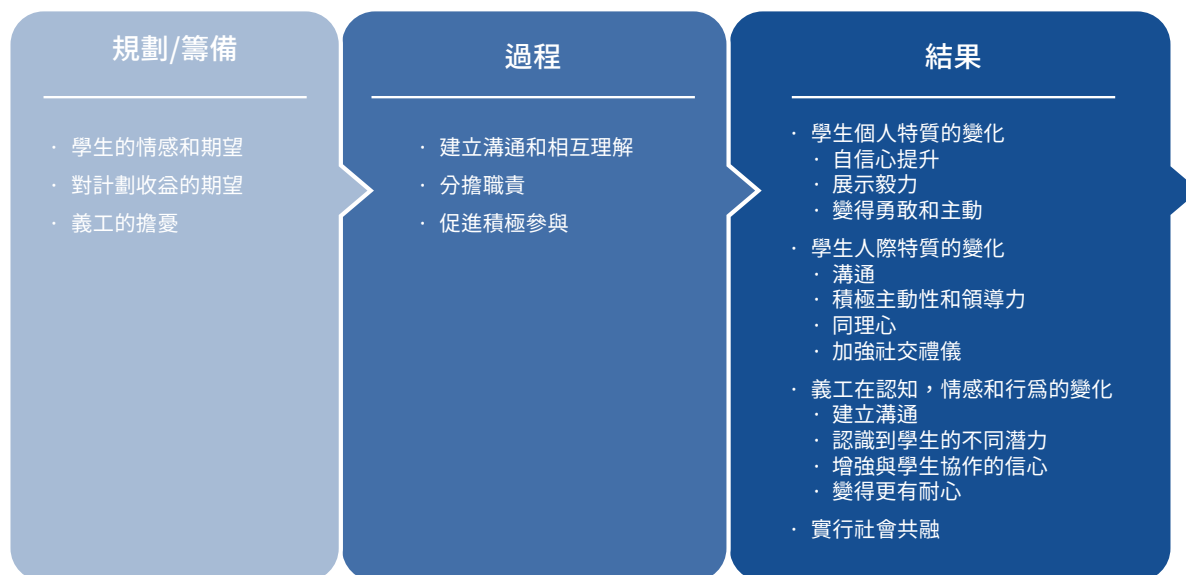
第3章 主要研究結果

本章闡述這項研究的主要結果，這些結果來自對有特殊需要的青少年、義工參與者、家長和教師進行的焦點小組和個人訪談。這些訪談是由一位精通中英文的研究團隊成員轉錄和翻譯的。研究團隊按照紮根理論方法的編碼程序閱讀和處理記錄 (Corbin & Strauss, 2008; Thornberg & Charmaz, 2012)。首先，由一名研究成員使用定性分析軟件NVIVO12對帆船受訪者的訪問進行開放式編碼。該團隊成員從而開發了一份初始代碼列表，並由其他兩名團隊成員進行了審查。在一連串的團隊會議中，成員們就代碼列表進行討論並達成共識。從帆船活動訪談中產生的代碼作為其他「運動零界限」項目活動訪談編碼的原型。隨着開放式編碼與其他訪談的進行，團隊添加了新代碼，亦改正了現有代碼。從「運動零界限」項目的所有數據中，團隊共產生了63個代碼。在軸心式編碼過程中，研究團隊根據提出的主題將代碼歸為十二個類別。編碼類別之間的關係以圖表顯示。在選擇式編碼的最後階段，團隊成員選擇了代表不同主題的關鍵編碼類別，並將其分為三個階段，以演示參與者在「運動零界限」項目中的經歷。這些主題構成了此研究的主要結果，並在接下來的章節闡述。研究結果將揭示「運動零界限」項目的實施如何對社會共融產生影響。

從此研究中發展出來的主題把參與「運動零界限」項目的經歷描繪成一個系統。系統包括三個階段：規劃/籌備、進程和結果。該系統涉及影響其運作和結果的環境和個人因素。這三個階段定名借鑑了3P教學模型，該模型以預示-過程-產品去展示教學活動 (Biggs, 1987; Biggs, 1993)。根據該模型，學習預示是指在學習發生之前就存在的因素，如學生的過往知識、能力和學習方法。過程包括教學環境、內容、方法、氣氛和步驟。這些因素的相互作用影響着學生對特定學習任務的處理手法，而這種手法又決定着學生的學習結果（產品）。由於結果與過程和預示有關，它反過來會改變學生的學習方法並影響環境。圖1介紹了「運動零界限」項目三個階段的主題。

從數據分析中得出的主題描繪了「運動零界限」項目預示階段的規劃和籌備。這一階段的主題為期望和顧慮。主題包括學生、教師和家長對該項目的期望以及義工在參與項目之前的期望和顧慮。這些主題進一步描述了參與這一過程的各種要素，包括參與運動活動的經歷。參與項目的結果除了是學生的個人和人際社交技巧的變化外，義工對特殊需要人士看法和理解亦有所改變。這些主題有助於理解社會共融的障礙，以及如何通過群體間接觸和合作克服這些障礙，以實現體育活動中的共同目標。所有因素都是這些活動中社會共融進程的一個組成部分。

圖 1 「運動零界限」項目三個階段的主題



3.1 規劃/籌備

規劃/籌備階段包括參與該項目之前的因素。包括學生的情感和期望，以及家長、教師和義工的期望。這還包括義工在參與該項目之前提出的顧慮關切。這些期望主要圍繞參與項目的成果和收益、學生在項目中的預期行為和表現，以及學生和義工之間的互動。研究結果還顯示學生渴望參與活動和學習新事物。

3.1.1 學生的情感和期望

學生們對參與項目表達了快樂和期待。在一個焦點小組訪談中，四名參與帆船活動的學生被問及參與活動的情況。

訪問者：大家準備好玩帆船嗎？你們準備好出海了嗎？
所有學生：準備好。
訪問者：你們感覺如何？
所有學生：開心。

部分學生對體育活動表現出緊張情緒，尤其是對參與者構成安全風險的帆船活動。

訪問者：除了開心以外有沒有其他的感覺？有沒有興奮？有沒有緊張？
學生SB：水很冷。
訪問者：有什麼令你覺得緊張？
學生SB：掉進水裏，(水)很鹹。

這些學生們在訪談中透露了對參與項目的期望。他們想要享受運動，學習新事物。一些人還表達想贏得比賽的願望。學生DB及DC(龍舟)解釋他們想要參與項目的原因：「我要玩」和「龍舟…我要划」。當被要求說出他們想從今次活動中學到的三件事時，學生SB(帆船)說：「…穿上救生衣，改變距離…方向並且揚帆」。

學生RA和RG(欖球)在訪談中表示，他們想學習這項運動，甚至想在比賽中獲勝，

訪問者：為什麼你在這裏？
學生RA：(來玩)欖球。
學生RG：玩欖球及贏出比賽。

學生KC、KA和KF(健球)更具體地表達了他們希望在活動中學習的內容，

訪問者：你想從健球活動學識什麼？
學生KC：我想成為一個防守(員)……我希望可以接球得更好。
學生KA, KF：我想……(做動作跪下接球)。
學生KF：我不想健球落地，(我想)接球。

3.1.2 對項目收益的期望

家長、教師和義工對「運動零界限」項目抱有較現實的期望。由於參與項目的時間有限，他們大多認為學生可能無法學習到太多的運動技巧。鑑於運動涉及複雜的身體和技術技能，教師對學生能了解多少抱有較低期望。這種期望在教師SA(帆船)的講述中得到了說明：

我對學生的期望就是他們能完成比賽。這已經很好。這跟他們的表現如何無關。由於我對帆船亦有一些了解，我很明白(帆船)是很難的(運動)。所以我的初期目標是(他們)能夠完成比賽。

家長、教師和義工認為這是一個難得的機會和學生一起去參與活動和共度時光的機會。對成年受訪者來說，他們更希望學生們能享受這次學習經歷、探索更多和學習個人和人際社交技巧。

樂趣。在活動開始之前，義工和教師都非常重視學生們參與活動是否投入和享受當中樂趣。他們認為學生們能否學習到運動技巧是次要的。義工SA(帆船)表示希望學生參與者在活動中玩得開心，

我只是想大家開心和享受(當中過程)。對孩子們的能力我並未十分清楚。無論他們能學到什麼，或者他們表現如何，我都希望同學們能夠享受一起共處。

義工DH(龍舟)亦有同樣的期望，

我對項目並沒有什麼期望。這應該是一個輕鬆而又能給予同學同義工互相了解的活動。

義工KH(健球)現實地對學生們能否學習技能的期望較低，

我不認為這個項目會對孩童有很大的正面影響，畢竟只有兩三次(訓練)。然而，(參與)這(項目)應該會令他們快樂。

教師KC(健球)補充道，

我跟他說快樂最重要。我想給他們一些新和有趣的經歷。這跟勝負無關。

探索。一些義工和教師期望學生們能通過項目獲得新體驗，比如嘗試一項他們在日常生活中難以接觸到的體育活動。他們預期這種正面的經驗將鼓勵有特殊需要的青年參與更多不同活動。教師SA(帆船)分享道，

我自己有一個簡單的期望。我希望學生能夠更了解這項運動(帆船)。這可能是他們人生唯一可以接觸到這麼困難的運動。(我想他們)願意學習新事物。這(帆船)對我學生來說是新的。他們或許會更願意嘗試(不同的東西)。

義工們也表達了自己對學習一項新運動的興趣，尤其是健球義工。他們認為這項運動是新穎的並對這項運動和與有特殊需要的青年合作充滿好奇。義工KD、KI和KC(健球)的以下敘述表達了他們參與該項目的動機，

我從來沒有聽過健球。這對我而言很新穎。我亦留意到我需要跟特殊需要學生合作。我從來沒有參與跟特殊需要孩子的活動，所以想嘗試一下。

幫助青少年對我來說是新的經歷。我們能一齊合作(親切)是滿開心的。這是一項非常動態又健康的活動。這就是為什麼我想參與。

我覺得將運動和義工服務拼在一起很吸引。一石二鳥。

義工KE(健球)比較了他以前參與較靜態的義工服務形式的經歷和「運動零界限」項目。他甚感興趣參與將主流和特殊需要的人聚集在一起的體育活動。

我之前參與過拍照的活動。那個比較靜態。很少有機會有活動是關於運動的。這(項目)聽落去很有趣，我亦喜歡運動。我亦覺得(這項目)可以幫助公司同事建立團隊精神。

學習新的個人和人際社交技巧。家長和義工期望透過這些項目，學生們可以擴展他們的社交圈，以便他們更了解主流人士。義工DH(龍舟)強調，

我想他們接觸不同人，認識新朋友。我想他們用這項目作為平台去與主流人士交流，學習溝通技巧。

家長期望他們的孩子通過觀察其他參與者來學習團隊合作、社交禮儀和遵守規則。

(龍舟活動着重於)合作。跟撐(龍舟)快不快沒有關係。我想他聆聽教練的指示。這活動是關於大家一起撐龍舟。我希望我孩子有這一種大家一起在做同一件事的經歷。(家長DA - 龍舟)

我想我孩子學習守規矩……在不同的場合。他可以觀察其他人，並從他們身上學習。我孩子並不聽話。(家長DC - 龍舟)

家長和義工也期望學生們學會看待事物和培養毅力，如以下兩名義工的敘述所示。

我希望他們能夠學習用別人的角度思考。世上除了他們以外還有其他人。我希望他們可以聆聽，觀察及了解更多。(家長KD - 健球)

我希望孩子能從活動中學習到堅毅。無論撐龍舟有多困難都不能夠輕易放棄。(家長DA - 龍舟)

義工、教師和家長的期望為參與促進社會共融項目奠定了良好的基礎。這為有特殊需要的青年提供一個可以鼓勵他們參與探索和學習新技能的平台。

3.1.3 義工的顧慮

「運動零界限」項目的活動需要參與者的體能、協調能力及團隊合作。參與的義工非常願意和期待與學生們一起組隊。他們同時對學生的能力以及與學生在體育活動中的互動感到關切顧慮。

學生的能力和技能。雖然不少義工報告說，他們有與特殊需要青年互動的經驗，但有些人仍缺乏對這群組的了解。他們在訪談中透露對特殊需要青年的預設看法，認為特殊需要青年的能力有限。這種看法是社會共融潛在的障礙。鑑於他們與特殊需要人群互動的經驗有限，一些義工對和特殊需要青年一起運動表示顧慮。然而，他們樂於接受這挑戰。

缺乏經驗的義工擔心學生們的溝通技巧。他們認為溝通技巧在團隊運動中至關重要。義工SD(帆船)分享了這些擔憂：

我在想，他們真是在回答你的問題嗎？我需要和一名學生合作帆船活動。我在想，自己又不太懂操作帆船，又不知道他的狀態。如果我們有什麼需要，大風的情況，或者不知道如何起帆……他們(學生們)有自己的見解，我必須要想想他們(的見解) 對不對。如果他們的判斷是錯的，又很堅持自己的判斷，我怎樣能在海中與他們溝通？

一些義工擔心參與的學生無法清楚明白他們的指示。義工DC(龍舟)暗示，

我想學習如何與他們相處。無論我如何嘗試，若然他們也不太聽我說話，真的有點兒失望。

義工們亦對學生參與項目的動機表示關切。義工KE(健球)分享了他曾與特殊需求青年合作的經驗，

(我跟差不多背景的學生)在以前見過。我認為很難得到他們的注意。例如我之前參與一個項目，包括主流及特殊學校的學生。你可以看得到，主流學生在項目上有更多的參與。很難(在項目中)引導特殊學校學生參與。

除了學生的個人能力外，義工也關注學生們會否在掌握體育技巧方面感到困難。義工DA(龍舟)擔心這些年輕人無法掌握運動所需技能，可能對他們會造成心理困擾，

我真的有想過。我真的不太清楚，龍舟有多困難。他們未必能學識(撐船)技巧。我怕他們會覺得受挫。

義工的能力和反應。一些義工擔心自是否有能力掌握所需的運動技能，因此無法協助參與運動的

學生，義工DF（龍舟）表示：「我擔心的是我不能掌握這些運動技能。如果我不會划船，我怎樣能幫助學生？」

一些義工對特殊需要青年的能力缺乏了解，他們擔心自己的反應和行為會否令學生反感。兩名義工也有類似的顧慮，認為如果學生不理解他們，自己會失去耐性。

如果他不明白我，我怕我會對他們感到不耐煩。我希望有足夠的耐性去了解他們。（義工DF – 龍舟）

有時你或許以為他們會明白，但他們未必能完全明白你在說什麼。如果他們未能完成我的要求，難道我就要抑制自己的情緒，用另一方法去表達？對我而言這是一個EQ（情商）測試。（義工SA – 帆船）

義工們顧慮自己的行為或會傷害學生的情感。他們亦擔心學生們有難以預料的反應。義工KC（健球）評論說：「我擔心我們的行為和表達方式會讓他們感到不開心。這是我們不知道會否發生的。」義工KB（健球）也有類似的擔憂，

我不知道如何與他們溝通，或他們會如何回應。我很害怕他們會封閉自己，不願與我們溝通。我不知道他們會否攻擊他人或者抱有惡意。

有義工擔心，或許學生們對合作上不理解而令他們對主流社群的產生負面看法。正如義工KF（健球）所說，

我希望我對特殊需要青年的不理解不會使他們對主流社群留下壞印象。我不知道如何與他們溝通，或者這樣會構成誤會。

除了擔憂，義工們亦渴望更了解特殊需要青年。義工KR（健球）認為互相理解是建立社會共融的基礎，

我認為先需要明白他們。在幫助他們之前要了解到他們的需要。由於我們對他們的認識十分有限，我認為我們應該先去了解他們多一點。

上述關於規劃/籌備階段的調查結果顯示了參與者對參與「運動零界限」項目的正面期望和動機。除了期望學生們可以享受學習體驗和作更多的探索外，還期望青少年能發展個人和人際社交技巧，使他們能夠融入社會。此舉有助於增強社會共融。除了這些期望外，與特殊需求青年接觸有限的義工對學生的能力表示關注。他們還擔心自己的行為和反應可能會冒犯這些年輕人。這些言論顯示出部份義工對特殊需要人群的認識不足和過度保護的態度。

3.2 過程

研究結果展示了「運動零界限」項目中過程階段的學習經驗的三個特質，這些特質有效地消除社會共融障礙。第一，這項目為學生和義工之間提供了接觸和交流的機會，令參與者可以相互溝通和理解。第二，團隊體育活動需要參與者共同分擔職責，平等參與，以實現共同目標。開展團隊合作和一起追求共同目標衍生了相互依賴，促進了團隊成員之間的關係發展。第三，以上提及的因素鼓勵成員之間的合作，並使學生更積極參與活動，從而排出社會共融的障礙。

3.2.1 建立溝通和相互理解

「運動零界限」項目為義工和學生提供了定期接觸的機會，內容包括破冰和協作活動。這些接觸加強了他們的相互了解和關係建立，正如義工DC（龍舟）和義工KD（健球）在以下引用中所示，

我們對大家有更深入的了解。大家能每個星期相見，感覺很好。這令我們更了解對方。

我們透過一起撐船更了解對方。

有趣的是這項目是一系列的訓練。學生們需要時間去warm-up (暖身)，但很多以前參與的活動都只有一次。這是第一次(我們參與一系列的活動)。我們在第二跟第三次的訓練中建立了團隊精神及更認識對方。我們有更多的機會去認識自己的拍檔。這對於只有(舉行)一次的活動是很困難的。

由於有特殊需要的青年缺乏口語表達能力，義工採用非口語方式與學生溝通。義工DE (龍舟) 分享了自己的策略，

經過幾次(的訓練)，我想到用不同的方法(去跟他溝通)，例如表情和動作，拍拍他的膊頭，望望他，他就會明白我在與他溝通。我們就是這樣溝通的。

義工DH (龍舟) 也用非口語方式與學生溝通以表達關顧。他發現自己和合作學生的融洽關係使這個年輕人有正面的改變，

有些孩子非常害怕沙和水，或許是因為他們不熟悉(海灘)。我的拍檔就是其中一員。當我們第一次到達海灘，他感到非常害怕。我捉着他的手去行過沙灘。現在他可以在沙灘跑跳，亦可以自己跳上龍舟。平時他不大情願坐上龍舟。他現在可以跳進水裏。對我而言這十分難得。

通過體育活動中有項目的接觸，學生們也主動與義工分享自己的感受，促進了他們關係的建立和相互理解。義工RC (欖球) 分享道，

他們嘗試與我們溝通，他們在學習如何與他人溝通。在每一次的訓練中，親切員工和教練給他們一些任務 – 他們(學生們)每一次都必須問我們一些問題，例如你昨天做了什麼？你需要上班嗎？他們願意問問題亦會和我們分享他們的興趣。

3.2.2 分擔職責

團隊體育活動講求相互協作。義工們必須與他們的學生伙伴分配和分擔職責。義工表示學生學會承擔責任是很重要的。義工SA和SD (帆船) 透露了他們在帆船活動中的經歷，

我告訴他，在我控制槓桿的時候，他要告訴我有沒有其他船在附近。他需告訴我，我才可以去計劃如何(駕駛)。我會給他不同的任務。

我會給予很多空間讓他嘗試，去控制槓桿。我會在返岸期間，讓他控制帆船。只要是安全，我都會讓他控制。他需要學習如何衡量風險。

學生亦明白在體育活動中的協作及承擔職責。學生SB (帆船) 在接受訪談時說了如下的話，

- | | |
|------|----------------------|
| 訪問者 | ：誰是你的拍檔？ |
| 學生SB | ：B哥哥 |
| 訪問者 | ：你跟他做了什麼？可以跟我們分享一下嗎？ |
| 學生SB | ：槓桿…… B哥哥 |
| 訪問者 | ：你們有分工合作嗎？ |
| 學生SB | ：有 |
| 訪問者 | ：如何分工？ |
| 學生SB | ：B哥哥拉帆繩，我控制槓桿。 |

義工在體育活動過程中意識到他們和學生共同承擔責任並做出了平等的貢獻。義工SA (帆船) 講述了她和伙伴如何為活動相互貢獻，

我的角色並不是他的老師。學生們不用聽我的指示。所以我覺得我們旨在一個平等的關

係中合作。他有時需要照顧我。我會讓他幫我拿水壺，或者拿救生衣。

教師SA(帆船)有與其學生一起參與帆船活動的經歷。他強調了他和學生之間的相互依賴，

我們會在下水之前分配工作。或者今天我會控制槓桿，孩子會控制帆繩。我們在建立一個協作的關係，因為我們是一齊控制帆船的。

同樣，義工KS(健球)描述了項目參與者如何擔任不同角色並為團隊做出貢獻，

團隊合作的意義不只是大家在球場上有好的表現。那些為我們歡呼的學生，教練，工作人員。他們全部都努力貢獻讓項目能夠完成。

這種平等貢獻進一步體義工願意給學生更多機會去拓展他們的學習。義工SA(帆船)描述了她在活動過程中與伙伴分擔職責的經歷，

我喜歡讓他們嘗試，這就會讓人知道他們輔有的才能。從第二節訓練開始，我告訴他你是船長。如果你想休息或者喝水，(你)必須要慢慢來並告訴我。那我就可以代他暫時控制槓桿。我們有很清楚的分工，並一起作為拍檔合作。

3.2.3 促進積極參與

學生與義工之間共同責任，以及義工所傳達的關顧使學生積極參與活動。學生甚至主動向團隊成員提供幫助。義工SB(帆船)分享了他所觀察到的，

最難忘的經歷，是他在我忙於處理其他事情中幫忙。我大部份時間都讓他控制槓桿。當我在拉帆繩時，他會控制槓桿，以免帆船跟其他船相撞。我們會一齊合作，確定我們是在比賽路線上。

義工SC(帆船，第2輪)詳細描述了她的學生伙伴是如何在活動中展示自控能力，並展示了伙伴對帆船航行的廣泛理解，

他會自己控制槓桿，有時還會控制帆繩。他可以自己控制船隻。他有時會堅持要將槓桿拉向一邊，但如果你有耐性地跟他交談，他會明白並作出調較。

義工RD(欖球)發現其團隊中學生非常積極參與活動，

學生會比我們跑得更加快，去撕下其他人的圍帶。他帶球亦得很好。所有人在團隊的表現都很好。

義工SC(帆船)將青少年積極參與這項運動歸因於他們對這項運動有了更深入的了解，

他們非常願意提問題，亦很願意幫忙。例如在我要求幫忙之下，他們非常願意替我拉着帆繩。也許他們已經很習慣在帆船上，他們不會拒絕我的要求。他們變得更願意聽從指令。

義工也對學生們能迅速學習體育知識和技巧感到驚訝。義工RC(欖球)說道，

他們學習得很快。有時主流學生也未必記得上次訓練學過什麼。他們卻記得很清楚。他們會記得一些術語或者學習的經歷。

學生在活動中的表現也得到了義工和家長的讚揚。家長KA(健球)對學生們的學習表示讚賞，

他們表現很好。他們先前有練習，所以能追着和接住健球。他們一起合作去接球，以防失球。

部份學生慢慢地掌握技能，並自信地帶領團隊參與競賽，他們甚至向隊友們獻策。義工KF(健球)表示，

我對他們在比賽中展示的自信感到很驚喜。就像今日，他們帶領我們去比賽。這讓我覺

得我們真是一個運動團隊。

簡而言之，在項目的過程階段，參與者建立了聯繫。義工和學生通過合作達到了體育活動中的共同目標。透過合作，他們相互交流，令義工們更理解學生的能力和潛力，亦願意賦予學生職責。這使學生們更積極參與活動。雙方之間的接觸及其合作消除了參與活動之前提出的關注和顧慮。學生與義工分擔職責並積極參與團隊活動體現了社會共融。

3.3 結果

「運動零界限」項目為學生提供機會與自己社交圈以外的人一起參與活動。義工也以平等伙伴身份與學生合作，使他們更了解學生的能力。項目為社會共融奠定了良好的基礎。研究結果呈現了學生和義工在「運動零界限」項目中所獲得著。學生在個人、人際和社會特質上表現出正面變化。義工亦改變了他們對有特殊需要青年的看法，這改變促使他們繼續與之互動。這些正面的變化都是社會共融的引證。

3.3.1 學生個人特質的變化

研究結果顯示，參與學生的情感技能和認知能力因與義工的合作和分擔職責而有所提升。學生們對與義工們合作感到滿意和快樂亦表達了感激之情。在整個項目中，每個學生都以舉手表明他們願意再次參加「運動零界限」項目。他們亦用「有趣」和「快樂」等字詞來描述他們參與體育活動的感受。學生還描述了從活動中學到的東西。以下摘錄自與參加帆船活動的學生在項目結束後進行的焦點小組訪談，

- 訪問者：你喜歡帆船的什麼？什麼事最有趣的部份？有趣嗎？
- 學生SM：很有趣。
- 訪問者：那你的看法呢SB？當我問誰會再參加帆船活動，我看你很快就舉高手了。你為什麼這麼喜歡帆船？
- 學生SB：轉左，Port (左身船邊)。
- 訪問者：你願意學習新東西嗎？
- 學生SB：是
- 訪問者：你願意再與H哥哥一齊撐帆船嗎？你會唔會捨不得他？
- 學生SB：會

除了表示項目有趣和快樂之外，學生們還表現出了一系列個人特質的變化，如個人性格和品質。參與活動的青年更有信心、毅力、勇氣和主動學習的動機。

自信心提升。對有特殊需要青年來說，參與一項新的體育活動和接觸陌生人是一個大挑戰。通過「運動零界限」項目，參與的學生對掌握新技能表現出更大的信心。在項目後焦點小組訪談中所顯示，帆船參與者有尤其顯著信心提升。學生SB被問及他是否有因參與帆船活動而取得的進步。他說，「拿着操縱杆。來拉緊繩子。」當被問及能否同時處理兩項任務時，他回答說：「我能做到」。在回答問題「你有信心自己控制帆船嗎？」時，學生SB回答「有」。

在帆船比賽結束後，學生SG自信地展示了他的學習成果，-把船錨定在碼頭上的繩結。在他的演示之後，研究員問道：「如果你能給自己豎起大拇指，最多10隻，你會為此豎起多少隻大拇指？」學生SG舉起他的兩食指來表示十一。

不僅學生的回答顯示他們在參與體育活動上有提升信心，家長、教師和義工同時表示學生在一般生活領域的信心亦有所增加。義工KG (健球) 和教師KC (健球) 均強調，青少年的信心是建立在他們對運動的掌握以及對健球比賽所得的成就和滿足感上，

我認為項目能增強學生的自信心。他們感到很滿足。他們或許認為這項運動很具挑戰性，而他們依然可以完成比賽。

他們的自信心稍有提升。例如學生KK，他(身形)比較細小。他在昨天的健球比賽中展現出自信。

學生信心的增加有助於提高溝通技巧。家長SC(帆船)表示，

我覺得學生SC更願意和我分享，這就是他的進步。雖然活動只有幾節，但是我看到他更有自信。他變得更願意(與其他人)談話。

家長們也承認，隨着孩子更願意探索和嘗試日常生活中的事情，孩子的信心亦有所增強。教師KC(健球)認為學生KS的信心提升，從而他的家長更敞開心扉，鼓勵兒子獨立自理。

這孩子的自信心因為參與項目後好了很多。他的家長一直以來比較保護他，他們不會讓孩子自己往返學校。現在他乘搭校巴返學校。他的父母亦會在週末有活動的時候讓他自己返校。他是自己乘坐巴士回來的。這都是因為他參與了這項目。

同樣，家長KB2(健球)分享了他的兒子如何表現出自信和渴望獨立，

你可以看到他在場上很有自信。他會告訴我們不用跟着他，他可以照顧自己。如果他認為自己可以做好的話，我們亦不會跟隨他。

展示毅力。學生對體育活動投入的努力和堅持不懈顯示了他們的毅力。這種毅力得到了義工們的高度讚賞。義工RA(欖球)說，學生隊友最顯著的特質是毅力，

(學生們的)毅力。在我們訓練的期間天氣一直很熱。我問拍檔(學生RC)他是否覺得疲倦，但他總答不會。他告訴我很熱，但他在小息之後帶領我們返場。

義工DE(龍舟)將自己與他的學生伙伴進行了比較，並認為他們非常專注投入活動，並可能比他更加有毅力。這意味著他接受學生是團隊中平等的成員，是社會共融中不可或缺的，

學生們都有毅力。例如我在第二次的訓練期間看到他們在划艇機練習。他們可能比我表現得更加好。他們非常專注，亦會盡其所能。我們只需為他們定立目標，他們可以做到的。

義工的鼓勵是學生毅力的來源之一，義工的DF(龍舟)的分享就說明了這一點，

我告訴我的拍檔，你可以的。你比我更加強壯，你比我更加努力。不要放棄，你可以做到的。他會反問我，為什麼你這樣說，我從來沒有放棄。我從此明白到他已經改變。他不用再鞭策他們。只需要透過一日的訓練就可以看到他們的潛能。

變得勇敢和主動。青少年在項目中積極主動的經歷加強了他們探索新事物的勇氣。加上團隊成員和義工的支持和接納，學生受到鼓舞嘗試走出自己的舒適圈。

在項目結束後的一次訪談中，研究員問學生DB(龍舟)：「我記得你說過你剛開始起航時很緊張。現在呢？」學生DB回答道他會向教練尋求幫助。研究團隊認為學生主動尋求幫助標示著他們跨越個人和社會障礙參與社會的重要一步。

學生SF(帆船，第2輪)的家長分享了他孩子的學習經歷如何鼓勵他嘗試新事物。在家長的角度，孩子有嘗試新事物意向是一個極大的正面轉變。

我們有時會去游泳。他從來不喜歡跳水。我會問，你上次不是嘗試過帆船嗎？為何今次不嘗試跳水？然後他就跳下去。他也很喜歡畫米奇老鼠。你不能夠讓他畫其他東西。現在他會嘗試畫一些新東西。或許這只是一個很小的轉變，但對我而言這是一個很大的改變。

家長亦表示，他們的子女在參加共融運動項目後會主動想加深對這項運動的認識。家長SF(帆船，第2輪)回憶起兒子在尋找關於帆船航行的訊息，

他看到外面的帆船，而感到很興奮。他在帆船活動中一直都非常積極主動。他要求在平板電腦看帆船航行的片段。這樣非常好，因為他嘗試自己學習新事物。

3.3.2 學生人際特質的變化

參與「運動零界限」項目擴大了青年的社交圈，使他們有機會與主流社群合作。這些都有助於提高學生的人際交往特質。這些變化是項目結果的重要部分。

家長和教師認為有特殊需要學生的社交圈狹小，主要是家人、老師和同學。令他們感到歡欣鼓舞的是，學生的社交圈因參與項目而擴大。教師KA(健球)指出，青年擴大社交圈的能力對他們的未來和個人發展特別重要，因為這使他們能夠在畢業後建立社會支持，

他們在學校有朋友和老師，告知他們如何處事做人。當他們走到外面的世界時，他們需要朋友一起吃飯或者逛街。朋友不僅會陪在你身邊，他們會支持你去探索未來。我們孩子的社交圈子非常細，尤其在畢業後。很多訊息都是來自他們的父母。如果他們的交際圈能夠放大或者能與主流人士成朋友就好了。他們可以探索更多。

「運動零界限」項目為有特殊需要的青年提供了與主流社群互動的機會。學生們協作能力和願意溝通的意向促進了這種互動。家長RG(欖球)在分享中描述了她的孩子如何在與其他參加者合作而成長。

在第一節訓練中我的孩子亂跑亂跳，沒有聽從指令。他沒有能力與他人合作，例如他不會傳球給隊友。經過四節的訓練後，他告訴我他很喜歡欖球。他願意聽從教練和義工的建議。他漸漸對活動感到滿足。

同樣，家長RF(欖球)評論道：「(我兒子)願意和別人一起玩。他願意聽他拍檔的話。這些也是進步。」學生願意與主流人們互動的意願擴展到項目之外。家長SC(帆船)回憶說，「我認為(我兒子)變得更加積極主動——至少當他遇到陌生人時，他不會那麼害怕。」

「運動零界限」項目為學生提供了與不在其社交圈內的人互動的機會，而這是促進社會共融的一個重要因素。人際交往能力的發展是「運動零界限」項目的一個重要成果。這些素質將有助特殊學校的學生與社會聯繫並融入主流人群。義工、教師和家長詳細討論了青少年在完成項目後，如何在人際交往能力，即溝通能力、領導能力、主動性、同理心和社交禮儀有顯著的改善。

溝通。在訪談中經常提及學生在參與項目前後的溝通能力。溝通障礙被受訪者認為是社會共融的一個主要難關。它會阻礙不同人群相互理解。研究結果所顯示，在項目前義工對青少年和他們自己的相互交流能力表示關切。家長們也分享了孩子在與他人交流和分享感受和想法方面的困難。

在經歷了一系列的體育訓練和活動後，參與的學生變得更善於交際。學生RG(欖球)在項目後的訪談中指出，他在項目中的收穫包括溝通，

訪問者：有什麼可以跟我分享的嗎？有沒有什麼難忘的經歷？

學生RG：我覺得很開心。學會溝通。表達自己。主動，鼓勵我的隊友。

學生在交流能力的進步得到了教師的認可。在訪談中，教師提供了學生們溝通能力進步的例子，並作出解釋，

我覺得孩子有很大的進步。例如學生SF，他現在變得健談。學生SB可以說出一整句句。我不確定這跟項目有沒有關係。或者這樣說，我是從帆船比賽中看到他們這些轉變

的。(教師SA – 帆船)

學生更善於與其他人溝通。他們必須與其他人溝通。不論他們豈不喜歡，他們必須聆聽，有眼神交流。這些全都是溝通方式。這些就是他們的交流。來這裏接球。來這邊防守。這全都是溝通。(教師KV – 健球)

除了口頭交流外，參與項目的學生變得更願意通過手勢和眼神交流與他人進行非言語交流。教師SA(帆船，第2輪)指出學生SF(帆船)如何以非語言方式尋求他人的幫助，

學生SF未能夠拉開背包拉鍊，他帶着背包過來找我，表示需要幫忙。或者他不能夠穿上救生衣，他會來找我。他或許不能用口語溝通來尋求幫忙。可我是他上年的班主任，他從來沒有這樣做過(主動尋求協助)。

義工KC(健球)解釋了她對其有特殊需要隊友的觀察，該隊友總是不說話，

經過數次的訓練後，特別是今天比賽日，他在我們跟他說話是看着我們。我們或者要重複幾次，因為這會讓他明白我們在說什麼。他們轉變了，我的拍檔會看着我。

學生因日益增長的交流，開始在體育活動中與義工建立融洽的關係。義工SC(帆船)高興地表示，她觀察到自己的學生伙伴經過一段時間變得更願意分享了，

我的拍檔跟我分享得越來越多。他只會說短句或給予短答覆。他沒有很多話，亦不會問很多問題。他會回答你的問題。在第一節，他不願意回答我的問題。我也不清楚他是不是害怕，又或者我們不夠親近，但他現在說的話越來越多。

義工KD(健球，第2輪)講述了學生隊友如何主動與她交流，

我們有更深入的交流和溝通。我們會談上年不會說的東西。他會介紹他在班上的同學(也是健球參與者)給我們。例如他的名字等等。他亦會介紹新參與者給我們認識。

家長們注意到，孩子們的溝通能力也有所改善，他們對家人的表達能力亦有所提高。家長KA(健球)高興地回憶起與女兒關於健球活動的談話，

我女兒回家告訴我，媽媽，健球是個很大的球呢，我還以為它很小。我回應道，下次媽媽跟你一起去訓練看看健球。

同樣地家長SD(帆船)說，兒子熱切地與她分享了他在該項目中與義工的合作。

我兒子回家告訴我們，這個姐姐，那個姐姐(帆船義工)，他感到很開心。

家長RH(欖球)也指出，她的孩子現在清楚地表達了他的偏好，這是他過去從未有過的，

以往我孩子會對很多事情說不，或者他會給予我不清楚的答案。比方說我問他喜不喜歡活動，他回答我有時喜歡，但又不太喜歡。但如果你再追問，他無法弄清楚他喜歡什麼不喜歡什麼。這次他能清楚告訴我他喜歡在欖球場上，不喜歡介紹環節及結尾環節。他可以清晰告訴我這些。

學生不僅分享了他們的經歷，而且更加流利地表達了自己的感受。家長RE(欖球)說，「現在(我兒子)如果開心或不開心，會和我們分享。(他)越來越善於表達了。」同樣地家長RD(欖球)分享道，她的兒子現在願意用非語言方式表達對家人的愛，

我孩子現在變得願意表達自己和意見。他姐姐現在是大學生，非常忙碌，每周亦只會回家幾次。有時他有幾天沒見到姐姐，會上前擁抱姐姐。姐姐為此感到很興奮。

積極主動性和領導力。義工和家長在訪談中表示，學生參與者表現積極主動，即具有積極採取行動的能力，而不是僅在變化發生時才做出反應。家長RD(欖球)強調，孩子們會主動做令他們快樂的事情，

如果他們喜歡做這樣事情，他們很願意去做更加多。例如他很主動自己去欖球場。

學生的積極主動不僅在項目中展示，也在日常生活中體現到。家長RE (欖球) 分享道，

他會自己執拾好需要用的東西。他會帶太陽帽、水，和所有在訓練需要用的東西。他經常為此感到高興，亦很想再去打欖球。

正如義工KB(健球)所觀察，一些學生甚至在體育活動中表現出領導力。在團隊運動比賽中，學生表現出良好的領導力，為球隊提供策略和建議，

(我的學生隊友)對我而言就像一個領袖。不僅是我們之間的關係，他對其他同伴或者同學也是如此。他會告訴我們應該在哪裏站立及接球。

同理心。同理心是感受和理解他人的感受和處境的能力。然而，從他人的角度看待問題的能力可能是特殊需要青年一大挑戰。義工和教師分別報告了學生參與者的同理心發展。義工KF (健球) 分享了他所觀察到的。

我們會比其他人花更多的時間去了解對方。他有點害羞。他需要時間去暖身。他現在變得更好了，亦會主動問我累不累。

教師SA (帆船，第2輪) 報告了他的學生伙伴如何在帆船活動的社會互動中表現出同理心。

我的夥伴在意其他人的感受。她媽媽說如果他看到其他人感到憤怒，他會問媽媽那個人是不是不快樂。另一次她媽媽在家弄傷了腳趾，他會問媽媽是不是很痛，這是他從來沒有做過的。她媽媽說這也許是因為他需要和義工拍檔不斷交流。這或許是為何他會關注到其他人的情感。

加強社交禮儀。家長在訪談中反覆提到社交禮儀，即以社會公認的方式行事和遵守社會規則的能力。家長希望他們的孩子在「運動零界限」項目中學會如何以社會認可的方式與他人合作。家長DE (龍舟) 表達了她的期望，

我希望項目能使我孩子的社交技能有進步。這令他更清楚知道自己是誰。我希望他能遵守外邊的規則，我希望他可以觀察其他人的行為而向他們學習。他並不是很聽話。

在訪談中發現，學生參與者在體育活動中從觀察他伙伴中學會了社交禮儀，這以他們願意遵守賽場內外的規則為印證。家長RC (欖球) 分享道，

我的孩子學懂了遵守規矩。例如他清楚知道自己不能走入某一個區域(運動規則)。他看到其他人這樣做，所以便會跟隨規則。在家中也一樣，有時他需要跟隨我們。我認為這些能力是在欖球活動中學到的。

3.3.3 義工在認知、情感和行為的變化

本節展示了義工在參與「運動零界限」項目前後在認知、情感和行為的變化。在參與「運動零界限」項目前，義工們表達了他們對與學生合作的擔憂。由於有些義工的了解或和相處的經驗有限，他們擔心與特殊需要青少年溝通會有問題。在經歷了一系列的培訓和與學生們一起協作後，義工們對特殊需要社群有了更全面的認識。他們學會了與學生交流，並了解到特殊需要人士的各種能力和潛力。義工們在與學生一起協作時也表現出了更大的信心和更多的耐心。隨着對特殊需要青少年的認識和了解，義工們開初的擔憂慢慢消除。他們對特殊需要人士的看法的有所改變。這促進了他們與學生在項目中的協作和交流。這過程實踐社會共融，亦是此項目主要目標。

建立溝通。通過在「運動零界限」項目中與有特殊需要青少年協作，義工們了解到學生的溝通能力。他們先前對溝通問題的擔憂已經消散。義工KA (健球) 描述了她對年輕人溝通技能的看法是如何改變的，

我認為(學生們)比我想像的更容易溝通。(你僅需)重複幾次，保持耐心，一切都會好起來的。

義工們學習了幾種與參與的學生交流的策略。包括調整語速，使用更高的音量和非語言交流：

每個人都有自己的溝通方法。他們只是不用我們的溝通方式。我們不能指望他們會用一樣的方法吧。我們需要調節溝通的節奏。(義工KF – 健球)

只要多接觸，你就可以學懂如何與特殊需要學生溝通。他們或許覺得表達自己很困難，所以我們必須要以耐性相待。例如你要知道不能夠只說一次，你可能要重複兩次三次四次，他們才能夠了解你的要求。我們必須要有耐性。(義工SC – 帆船)

我會用稍大的聲調，亦會重複幾次去使他們專注。我們會告訴他們在球場的位置。他們只需要我們提醒。(義工KC – 健球)

部份學生表達能力較差，有時他們會用手勢跟我們溝通。(義工DG – 龍舟)

認識到學生的不同潛力。體育活動中的緊密協作讓義工認識到學生的潛力。一些義工原先對有特殊需要社群持有先入為主的觀念，在活動中他們對學生的自制力和獨立能力感到驚訝。義工SD(帆船)分享了她的觀察，

因為我從來沒有跟他們相處過，我以為我需要照顧他們。他們其實可以照顧自己。他們有足夠的自控能力。

同樣地義工SA(帆船)改變了她對有特殊需要青少年的看法，

我一開始以為特殊學習需要的同學是需要被照顧的。又或者我們需要帶領整個帆船活動。也許他們比較放鬆，而我們需要控制帆船。經過活動後，我知道這些想法是錯的。我喜歡讓我的拍檔嘗試，然後我就會知道他們的能力。他們其實可以自己控制船隻，只要你給予清晰的指示，例如向左向右。我願意讓他多做多試。

義工DF(龍舟)強調學生的潛力和義工的支持對幫助學生實現目標的重要性，

這些學生充滿潛能。他們或許在學習速度上不及我們，但他們非常有毅力。我們不應該低估他們的潛能。他們需要時間，便會變得更好。他們可以做很多事情，只要我們願意為他們設定目標，他們便會有動力達到。他們並不是像社會大眾所描繪這樣的差勁。我們不用避開他們，我們只需要跟他們在一起。他們可能會比我們做得更好，我希望他們能發揮自己的潛能。

義工們意識到不能將參與學生歸入單一類別，因為他們有不同的能力和技能。義工KA(健球)很好地闡述了這一認識，

我們經常有一個錯覺，以為他們只有一類。我們將所有特殊需要人士放進同一個類別。如果你花時間與他們交流，例如有六個學生，你會知道他們非常不同。他們有不同的個性。有一些比較擅長運動。有一些比較怕羞。這令我更加了解特殊學習需要的青年。他們各有特性，不能歸納為單一類別。例如，不是所有的特殊學生也不聽話的。

義工DH(龍舟)表達了類似觀點，

拍檔們有非常不同的能力。有些孩子能夠撐龍舟，有些不行。有些可以很快就學好技巧。或許你需要多示範幾次給予這些不能快速學習的學生。

增強與學生協作的信心。「運動零界限」項目在一段長時間內為義工和學生提供了接觸機會。這一安排促進了相互理解。在整個項目中積累的經驗大大改善了溝通，並增強了義工與學生協作的信心。

義工信心的增強表現在他們願意將任務委派給帆船活動中的學生伙伴。在義工SB的分享中強調了委派任務帶來的回報，只要對學生伙伴關係有信心，學生就可以成功地完成他們的任務，

我的拍檔今年能夠獨自控制整艘帆船航行一段短距離，毋須我協助。我自己也進步了，我願意給予他更多控制的空間，讓他顯示他所學到的技能。這跟上一年不一樣，因為當時我沒有熟悉技能亦沒有信心(讓他自己控制)。

變得更有耐心。當義工分享他們參與項目的經歷時，耐心是反覆出現的主題。義工們反映，在體育項目中與學生協作時，耐心是一個關鍵因素。他們指出，在與有特殊需要的人一起工作時，耐心對他們很重要，對普羅大眾也很重要。義工KF(健球)強調道，

我認為我們需要多些耐性去跟他們溝通。例如當我們介紹自己或者給予指令的時候，要仔細地或者花更多的時間作解釋。我會從中知道自己是否給予清晰的指示。

根據義工積累的經驗，他們強調了與學生協作時耐心的重要性。義工KE(健球)特別指出耐心是必須的，因為在與有特殊需要青少年交流時，不可避免地要重複短語和指令，「你需要更多的耐心，你必須與他們重複主題的重點。」

其他義工認為耐心是他們加深了解學生行為和思想的重要因素，正如義工KC(健球)所指出的那樣，

我以為他們不能表達自己。然而，他們是以自己的方法與我們溝通。例如今天我拍檔坐在我身旁。我問他問題他卻沒有回覆。我以為他不想跟我交流。但之後他不斷重複我跟他所說的話。或許這就是他用自己的方法去記着我們的名字或者我們在說什麼。我們需要耐性去了解他們的溝通方式。

耐心也促進了義工和參與學生之間的雙向交流。義工DH(龍舟)補充道，

我想很多人以為特殊學習需要的小朋友很難溝通。我們只需要和他們多交流，就能更加了解他們。他們常常自說自話。他們喜歡分享日常生活和喜歡的東西。我們只需要多問，他們便願意分享更多。他們其實很正常。他們會主動與你談話。

義工們報告說在活動期間的經歷培養了他們的人際交往能力，因為在與有特殊需要青少年協作後，他們變得更有耐心。義工SC(帆船)詳細介紹了她如何通過與有特殊需要青少年協作來讓她更有耐心，

我變得更加有耐性。我從來是一個沒有耐性的人。這經歷讓我變成一個有耐性的人。我的朋友都清楚知道我不喜歡重複我所說過的話。我覺得他們沒有注意我所說的而覺得很厭煩。當我跟項目拍檔一起時，我希望我們有更好的協作，從而一起把任務做得更加好。以帆船為例，我很想我的拍檔清楚知道自己在做什麼。故此我會向他清楚解釋。我會重複告訴他什麼是槓桿，他就會記住。我必須重複很多次，他才記住了。(就是因這樣而)我變得更更有耐性和愛心。

在訪談中，義工表示關切社會大眾對特殊需要青少年的溝通障礙。他們說，公眾傾向於將其歸因於青少年無法表達自己。義工KF(健球)強調，這一障礙其實可能是由公眾缺乏耐心造成的，而耐心可以彌合這一差距，

我們要有耐心，他們便會明白如何自己做決定，如何照顧自己甚至其他人。我們有時需要忘記我們的差別。我認為只要有耐性……或許這跟他們無關，而是我們的問題。或者我們沒有足夠的耐性去解釋或者去發掘他們的長處。我們必須要改變我們的思維模式，跟他們多交流，發掘及幫助他們發展潛能。

3.3.4 實行社會共融

在最後一節中，我們將描述義工在參與「運動零界限」項目前後對社會共融的看法。他們的觀點與家長和教師的看法互相呼應。

義工普遍承認社會共融的重要性，並讚賞親切舉辦「運動零界限」項目提供機會去實踐社會共融。在參與項目進行前，一些義工對社會共融的障礙表示關注。他們指出，有特殊需要的青少年缺乏發展和展

示潛能的機會。義工KF(健球)解釋道，

我們很多時會以成績去取決一個學生的能力。其實應該有其他的途徑，例如音樂運動及美術，讓學生多嘗試或者發揮到他們的才能。

義工及家長認為，主流人士先入為主的觀念會阻礙有特殊學習障礙青少年發展。義工KG(健球)希望能清除這些障礙，

我希望社會有更少的偏見，或者減少對有特殊需要的人的錯誤假設，例如說他們就是這樣的，或者他們不能學習這些。特殊需要學生的成長可能就是因為這些意識形態而受影響。這些既定觀念是必須消除。

義工們提出了各種消除社會共融障礙的建議。這些建議包括公民教育及參與平等共融的活動等。義工KF(健球)認為，需要教育主流人士接納及包容等議題，

除了讓特殊需要的學生學習例如溝通技巧，我認為教育大眾是非常重要的。例如接受及共融的概念。假若大眾不接受他們，儘管他們已經進步許多，亦不能稱得上是共融。當大眾透過教育學識接納和共融，那就可以較容易達致共融目標。

義工KE(健球)補充了一點，將能力不同的人聚集在一起有助提高彼此認識和了解，

我認為政府可以在社區做更加多小型教育工作。這或許是可以令大眾更加清楚特殊需要及社會共融最有效的方法。如果其他人不知道有這個項目，他們就不會參與亦會喪失了了解社會共融的機會。不同的人士需要參與像「運動零界限」這樣的項目，並不像教會舉辦的活動只限教會成員參與。若政府在社區做更加多小型教育工作，這能幫助其他人去認識特殊需要青少年。

義工KA(健球)重申需要發展和促進有特殊需要青少年參與的綜合活動，

在香港我很少看見這類活動的宣傳。或許我們要多帶他們出來，亦須思考如何使他們能參與社區活動。

義工RA、RB和RH(欖球)談及他們在欖球活動中的角色，並提出平等對待有特殊需要青少年的重要性，

我認為我們只需要對待他們如主流人士一樣。他們知道你以特別方法對待他們。

其實如果他們在組內進行活動，他們並沒有什麼不一樣。他們覺得自己很正常。他們很正常。我們只需要平等對待他們。

在球隊內跟他們一起玩或者工作，而不是我們在帶領他們。就像我們一起玩欖球一樣。

義工在參與「運動零界限」項目後明確表示社會有確切的必要去推動社會共融。義工重申社會共融的重要性，同時提到他們在項目中的經驗。義工RI(欖球)和SF(帆船)強調他們參與的重要性，以及有必要與其他主流人士分享他們與特殊需要人士共處的正面經驗，以改變主流人士對有特殊需要青少年的既定態度，

項目能讓義工與特殊需要人士一起合作。這樣使義工更了解有特殊需要的青年。或許義工們可以與其他人分享與特殊需要人士合作的經歷，這也許能夠改變社會大眾對他們的既定印象。

項目帶來的經歷對雙方來說都很重要。孩子們知道他們其實可以信賴其他人，不僅是他們的老師或者家人。義工或者可以跟其他朋友分享這開心的經歷。例如你可以告訴同事特殊需要學生是如何的。

一些義工以描述項目的具體內容，揭示了達致社會共融的重要決定因素。義工SF(帆船)解釋了共融的含義，而義工DE(龍舟)強調了偏見是推動社會共融的障礙，

「零界限」意思就是沒有界限。起初我以為我的學生夥伴不會聽從指令。坦白說，開初我

很害怕和他坐在帆船上在海中央。後來他不斷嘗試，而我也願意讓他嘗試更多的新東西，超越界限的東西。

如果在龍舟上有任何人犯錯，龍舟便不會向前行。這或許就是反映了社會共融。當其他人標籤你，社會便不能順利前行。

義工DF(龍舟)感激親切予他機會與學生相處。這經歷令他對特殊需要群體有了新的認識。他批評主流媒體經常以刻板印象描繪這一社群並給他們貼上標籤，

我願意多與他們一起。他們完全不像電視節目內所描繪的。社會喜歡標籤他們，並對他們有負面印象。或許這就是為什麼他們喜歡躲藏。這跟社群壓力有關。我很喜歡跟他們一起共處。我會嘗試繼續接觸這個社群並與他們交流。

家長和教師同樣讚賞項目為學生提供與主流人士互動的機會。家長DE(龍舟)解釋了為何她認為參與「運動零界限」項目體現了社會共融，

我覺得社會共融十分重要。我們經常聽到共融，到底共融如何實踐?我在項目中看到了共融。社會應該要給予平台讓這些孩子與不同的人交流。項目中的主流人士很照顧，亦很了解孩子和家長。這就是項目最好的地方。

教師SA(帆船，第二輪)要求為有特殊需要青少年提供更多互動學習機會，使他們的潛能得以發揮，

社會對特殊需要學生有很多預設。我認為能參與項目(對他們來說)就是一個機會。比起主流社群，他們有很多東西都不能夠嘗試。所以給予他們機會是很重要的。他們可以(透過這些機會)學習成長。或者他們真的可以，誰知呢?就像帆船活動一樣，我們不認為他們可以做到的。「這太麻煩了。」「這對他們來說是不可能的。」「這很危險。」這些關乎我們如何創造機會給他們。

義工分享了他們從共融項目中汲取到關於社會共融的經驗。他們強調有需要更深入了解有特殊需要的青少年，並以更積極主動的態度與他們交流，如以下由義工RD(欖球)義工KG(健球)分享的內容所示，

我從親切的簡介會中學習到共融的概念。我以為我們需要對待這些學生如平凡人一樣。經過五節訓練後，我的概念轉變了。我們應該更努力與他們交流及溝通，令他們更了解周圍發生的事情。這就是我對共融的理解。共融並不單單是交流談天，讓他們加入談話當中。

我們需要時間去了解有特殊需要的青年。這個社會……我們不應該期望他們去做些甚麼…我們應該要做更多，問更多，與他們參與更多的活動。其實我們跟他們沒有太大的差別 --又或者其實有差別也是可以的。只要你知道他們的需要，你就可以跟他們交流。…這需要時間和心態。

義工DF(龍舟)分享了他與有特殊需要青少年的活動經驗，並強調建立理解和改變先入為主觀念是十分重要的，因為這是建設社會共融的基石，

在起初幾次的訓練特別困難。(我的學生伙伴)坐在角落，不做任何事，只是抱怨天氣很熱。我因為不明白他而感到失望。我可能缺乏耐性而說了一些不好的話。我反思，並問自己這是不是一個好的溝通方式。或許我需要捨棄自己的既定印象，嘗試了解他們。這就是共融。

家長RD亦提出主流社會需要更深入了解有特殊需要的青少年，

或許一些比較年輕的人，例如中學生，會比較害怕特殊學習障礙青年。因為他們並不了解這個族群。所以教育是非常重要的，特別是主流中學生，這會令他們更加了解特殊需要。

受訪者親身體會了「運動零界限」項目對社會共融的貢獻，他們提出社會及大眾需要繼續為主流和特殊需

要人士提供接觸的機會，

共融是非常重要的。這個活動非常有意思，但共融並不是僅限於一小撮人而是要普及社會？這項目十分有意思，但只有少數人受惠。社會共融…… 是非常具挑戰性的。(義工KB – 健球)

當我們談及社會共融，我們是在互相學習，互相理解。你需要花時間去理解我的需要。這是非常重要的。(家長SC – 帆船，第二輪)

我們應該有更多的機會讓主流青少年跟特殊需要學生在不同環境中有更多的交流。例如他們可以一起去露營，一起吃飯。這些經歷或許會使他們對特殊需要人士印象有改變。主流青年或許會知道特殊需要學生並不是他們想像那樣的。特殊需要學生並不令人害怕，跟他們溝通也不會太困難。主流兒童或許會更欣賞他們。(教師SA - 帆船)

總結來說，本章描述了研究的主要結果，探索「運動零界限」項目如何為參與學生和義工提供平台去建立關係及進行交流。研究顯示，參與雙方互動協作，以實現體育活動的共同目標。在項目開始之前，與有特殊需要人士共處經驗有限的義工，表示了他們對自己與學生合作的能力的關切和擔憂。這些擔憂反映了在社會對特殊需要人口的先入為主的觀念仍普遍存在，而這觀念對主流人士與特殊需要人士的溝通構成障礙。在共融體育活動項目裏多層面的過程中，揭示了義工和同學們的關係建立，溝通和相互理解、責任分擔以及這些元素如何促進學生的積極參與。項目結束後，學生在個人和社交人際能力上的提昇使他們能夠更有效地與主流人士溝通合作。義工對有特殊需要青少年有更深入的了解，消除了參與項目的擔憂。他們亦更有信心和耐心與有特殊需要的人士交流。根據他們在「運動零界限」項目中的正面合作經驗，義工對項目於社會共融的貢獻給予了肯定。參與這項目使他們認識到消除對有特殊需要青少年的成見、了解他們的需要並與他們進行更多交流的重要性。在家長和教師的支持下，義工進一步倡導提供更多共融的項目，以消除達致社會共融的障礙。

第4章 定量數據分析與結果

研究團隊採用SPSS對問卷調查數據進行處理、篩選和分析。團隊採用了描述性和推論性分析的方法，並以成對樣本t檢驗和重複測量多變量方差分析(MANOVA)來比較參與者在項目前後的目標變量。在分析參與兩輪比賽的帆船選手和健球選手時，團隊利用重複測量方差分析(Repeated Measures ANOVA)以了解參與者在兩年間目標變量之變化。

以下三個表格總結了特殊需要青少年和義工分別在目標變量變量之間的相互關係(皮爾遜相關系數)。在表6中，青少年的團隊合作/相互理解、互動和探索這三個目標變量均呈顯著正相關。

表 6 特殊需要青少年目標變量的相關性 (n=42)

目標變量	1	2
1. 團隊合作和相互理解		
2. 探索	0.71**	
3. 互動	0.61**	0.73**

注: ** $p < 0.01$ (雙尾)

表7總結了教師評定的學生目標變量之間的相互關係(皮爾遜相關系數)，這些目標變量包括自我意識、自制力、人際關係、社交焦慮、決策和社交孤立。在這些變量中，僅發現了兩個顯著的相關性，即自制力與自我意識顯著相關，焦慮與社會孤立顯著相關。

表 7 教師評定的學生目標變量的相關性 (n=20)

目標變量	1	2	3	4	5
1. 自我意識					
2. 自制力	0.60**				
3. 關係	0.42	0.18			
4. 焦慮	0.16	0.13	0.13		
5. 決策	0.18	0.17	-0.15	0.25	
6. 社會孤立	0.03	0.16	-0.37	0.61**	0.42

注: ** $p < 0.01$ (雙尾)

表8總結了義工的目標變量結果之間的相互關係，這些變量包括多元性、尊重、團隊合作、共融、情感敏感性和貢獻。除了情感敏感性與尊重之間無相關性外，其他變量之間的相關性一般在中等到很強之間。

表 8 義工目標變量的二元相關性 (n=53)

目標變量	1	2	3	4	5
1. 多元性					
2. 尊重	0.52**				
3. 團隊合作	0.53**	0.47**			
4. 共融	0.26	0.37**	0.35**		
5. 情緒敏感性	0.32*	0.31	0.42**	0.38**	
6. 貢獻	0.38**	0.29*	0.47**	0.42**	0.65**

注: * $p < 0.05$ (雙尾) ; ** $p < 0.01$ (雙尾)

4.1 學生目標變量在項目結束後的變化

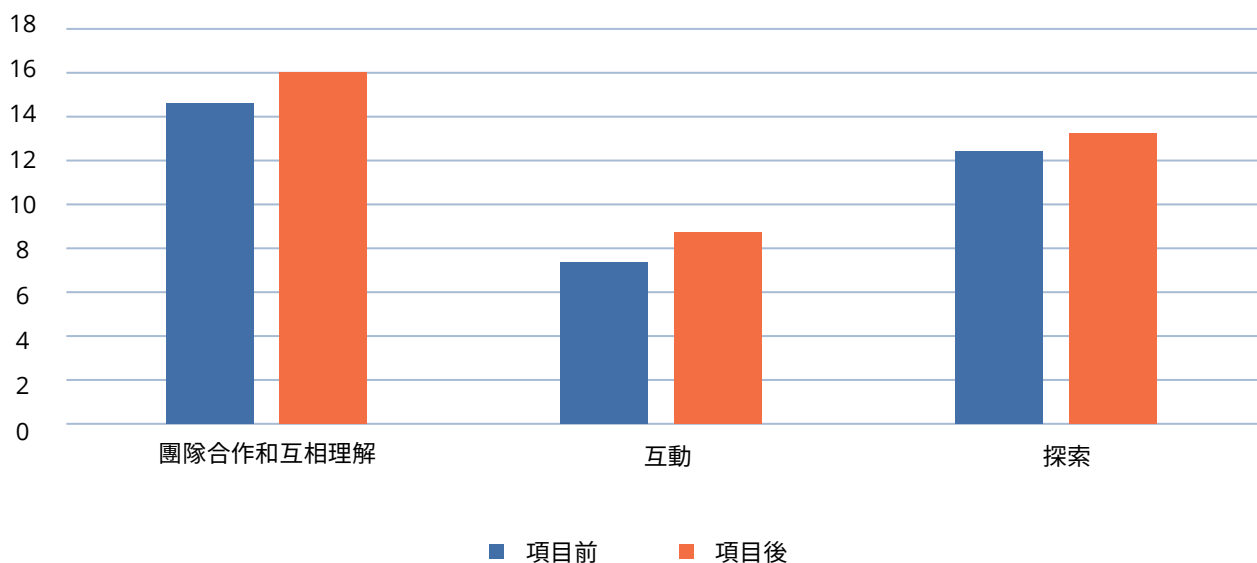
團隊用兩組分析來比較學生在項目前後的目標變量。第一組是學生對團隊合作/相互理解、互動和探索的自我評價結果。由於這三個變量之間呈顯著的相關，皮爾遜的 $r_s = 0.60 \sim 0.73$ ， $p < 0.01$ ，團隊採用重複測量多變量方差分析 (MANOVA) 檢驗參與項目會否令這三個目標變量有顯著的影響。結果顯示主效應， $F(3, 29) = 4.76$ ， $\lambda = 0.67$ ， $p < 0.01$ 。在後續單變量分析結果顯示，在團隊合作/相互理解以及互動這兩個目標結果方面在項目完成後有顯著改善，但在探索方面則沒有改善 (見表9和圖2)。

表 9 學生自評目標結果在項目前後的單因素分析結果 (列表法) (n=32)

目標變量	平均值 (項目前)	平均值 (項目後)	F
團隊合作和互相理解	14.69	15.91	8.91**
互動	7.53	8.69	9.60**
探索	12.47	13.34	3.04

注: $df = 1, 31$; ** $p < 0.01$ (雙尾)

圖 2 自評學生目標變量的變化 (n=32)



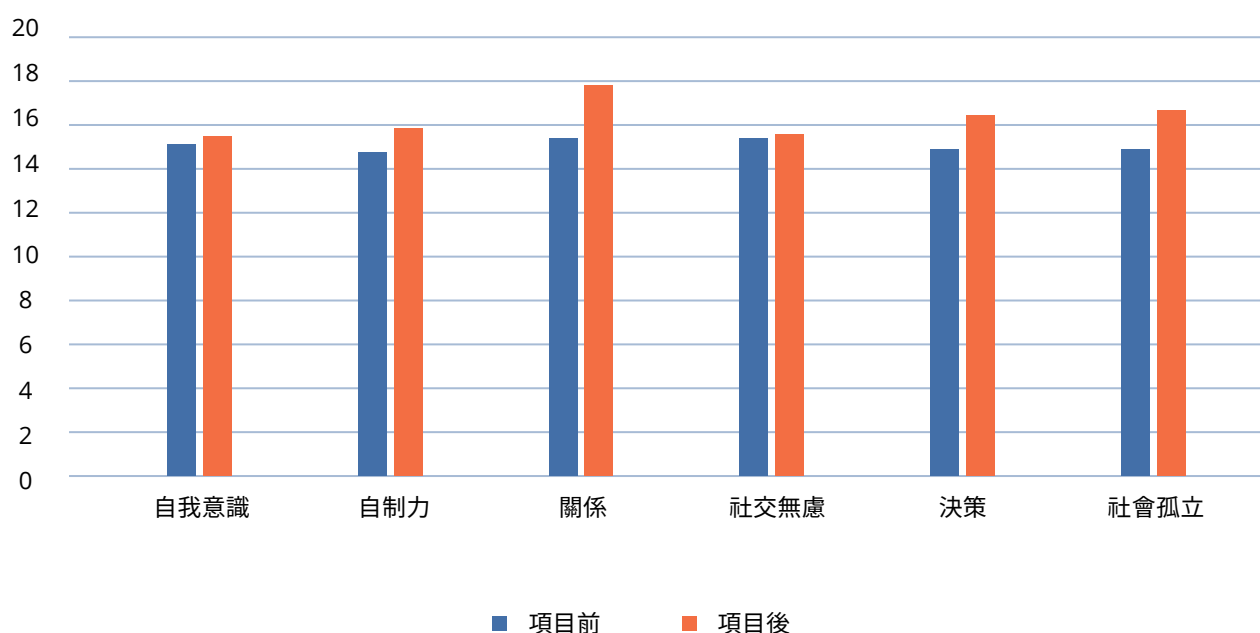
第二組分析涉及六位教師為參與學生評價目標變量的變化。在小樣本(n=20)違反參數檢驗假設的情況下，我們使用了非參數威爾科克森符號秩檢驗 (Wilcoxon signed-rank test)。表10和圖3為分析結果。在教師評定下，學生在自制力、人際關係、決策和社會孤立四組目標變量在項目後有顯著增加，而自我意識和焦慮保持不變。

表 10 教師評定的學生目標變量威爾科克森符號秩檢驗 (列表法) (n=20)

目標變量	平均值 (項目前)	平均值 (項目後)	Z
自我意識	15.00	15.40	1.13
自制力	14.65	15.85	2.39**
關係	15.30	17.75	3.85**
社交焦慮	15.15	15.50	0.86
決策	14.70	16.40	2.17*
社會孤立	14.80	16.55	2.56**

注* $p < 0.05$ (雙尾) ; ** $p < 0.01$ (雙尾)

圖 3 教師評定學生目標變量的變化 (n=20)



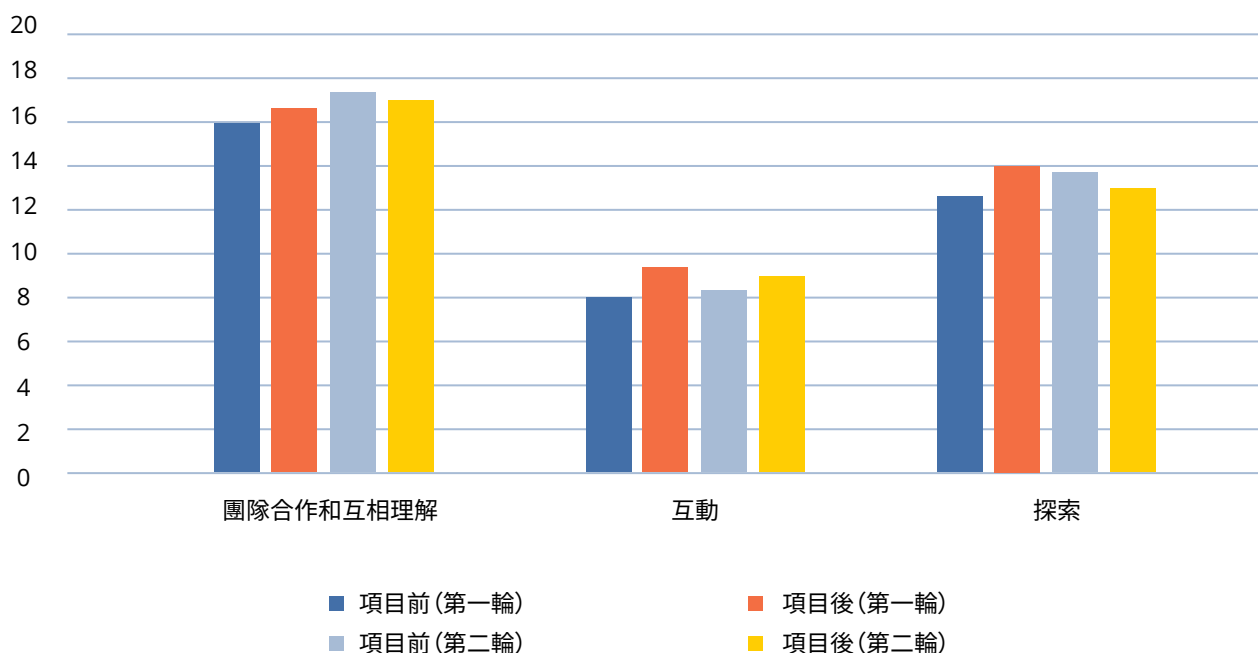
有十位學生參與了兩輪共融運動活動。研究團隊分析了他們在四個時間點上目標變量的變化，即第一輪前後和第二輪前後。由於樣本人數少，我們使用了非參數弗里德曼檢驗 (Friedman Test)。結果顯示，參與兩輪項目的學生在自我意識、自制力、人際關係和決策四個方面均沒有顯著變化(見表11和圖4)。

表 11 四個時間點學生目標變量的弗里德曼檢驗結果 (第一輪及第二輪, 列表法) (n=8; 帆船和健球)

目標變量	平均值 (項目前, 第一輪)	平均值 (項目後, 第一輪)	平均值 (項目前, 第二輪)	平均值 (項目後, 第二輪)	χ^2
團隊合作和互相理解	15.88	16.50	17.25	17.13	3.53
互動	8.13	9.38	8.38	9.00	1.88
探索	12.75	14.00	13.75	13.38	0.71

注: $df = 3$

圖 4 學生在四個時間點的目標變量變化 (n=8; 帆船和健球)



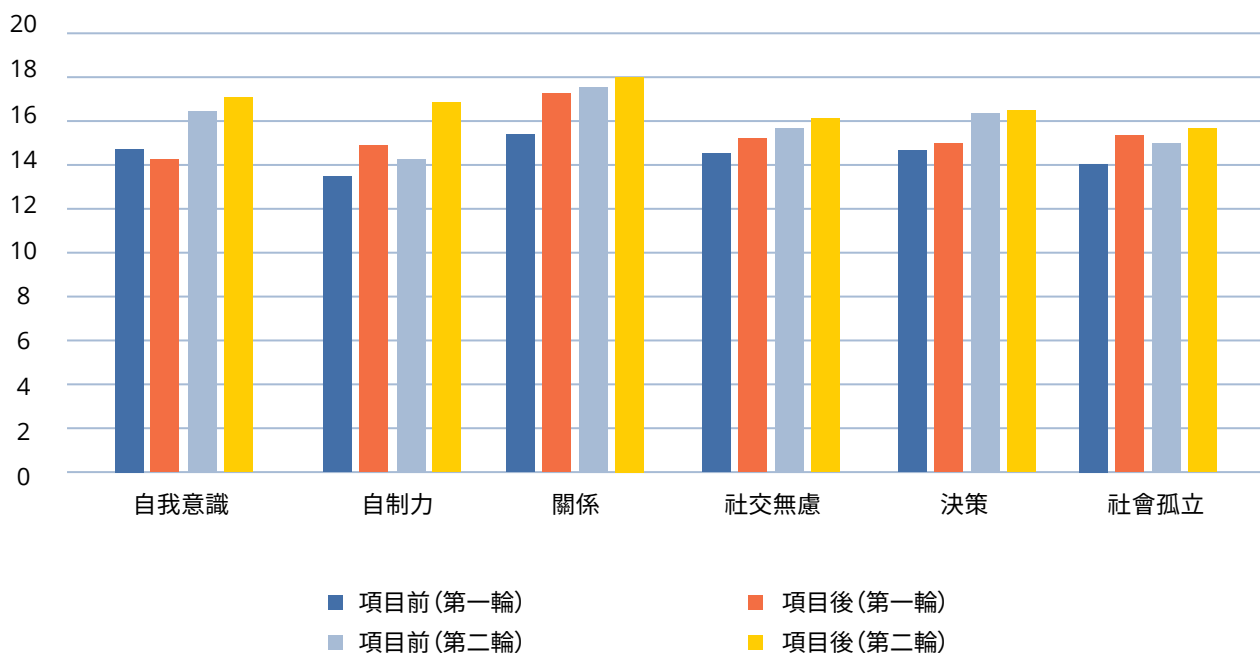
其次，我們亦對六位教師在四個時間點上評價的學生結果變量進行了另一組弗里德曼檢驗。結果顯示，參與兩輪項目的學生在自我意識、自制力、人際關係和決策四個方面均有顯著改善 (見表12和圖5)。

表12 教師在四個時間點評價學生目標變量的弗里德曼檢驗結果 (第一輪及第二輪, 列表法) (n=10; 帆船和健球)

目標變量	平均值 (項目前, (第一輪)	平均值 (項目後, 第一輪)	平均值 (項目前, 第二輪)	平均值 (項目後, 第二輪)	χ^2
自我意識	14.80	14.40	16.20	17.20	17.0**
自制力	13.70	14.90	14.30	16.90	13.38**
關係	15.50	17.40	17.50	18.00	13.15**
社交焦慮 (n=9)	14.67	15.33	15.67	16.11	6.59
決策	14.70	15.10	16.50	16.60	9.92*
社會孤立	14.10	15.40	15.00	15.60	6.52

注: $df = 3$; * $p < 0.05$ (雙尾); ** $p < 0.01$ (雙尾)

圖 5 教師在四個時間點評價學生目標變量變化(n=10；帆船和健球)



4.2 項目後義工目標結果的變化

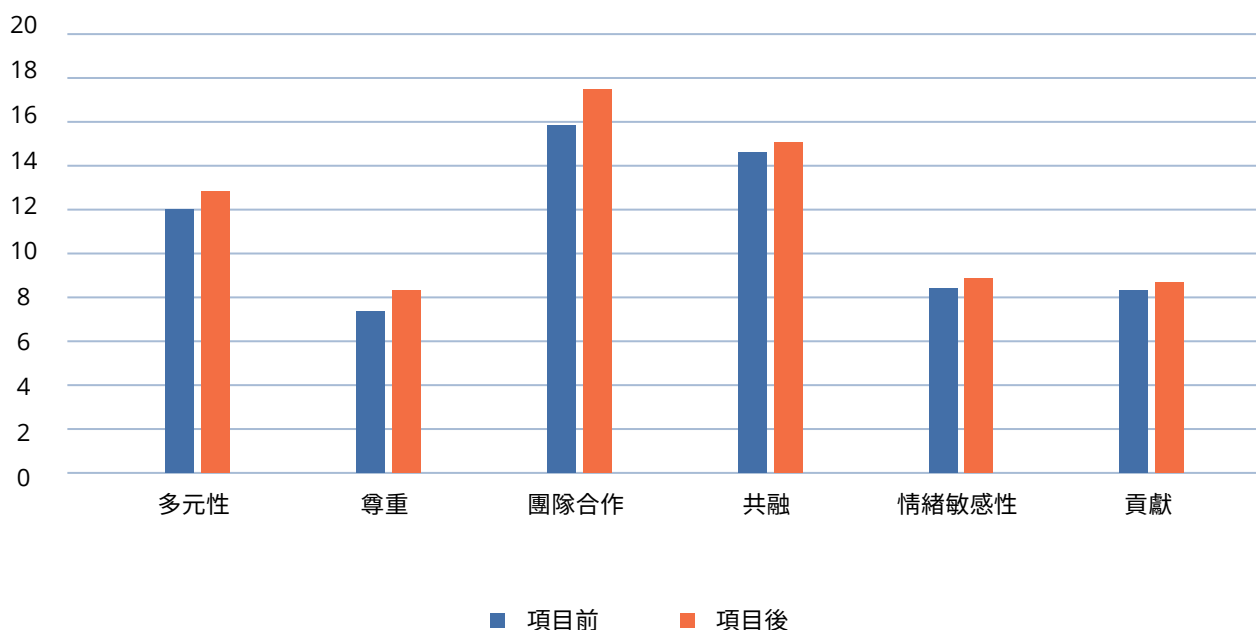
我們對義工的問卷調查數據進行分析，比較義工在六個目標變量上在參與項目前後的變化，即多元性、尊重、團隊合作、共融、情感敏感性和貢獻。由於六個變量之間大多呈顯著的雙變量相關，皮爾遜的 $r_s=0.26\sim0.65$ (見表8)。團隊採用重複測量多變量方差分析(MANOVA)檢驗來檢定參與項目對六個目標變量的影響。結果顯示，六個結果目標變量都在義工完成項目後有顯著改變， $F(6, 31) = 8.75$ ， $\lambda = 0.37$ ， $p < 0.01$ 。我們亦對義工在項目前後的目標變量進行單變量分析。結果顯示六個目標變量都存在顯著的正面轉變(見表13和圖6)。

表 13 義工目標變量在項目前後的單變量分析結果(列表法)(n=36)

目標變量	平均值 (項目前)	平均值 (項目後)	F
多元性	11.90	12.90	11.16**
尊重	7.40	8.40	11.71**
團隊合作	15.90	17.60	9.02**
共融	14.60	15.10	5.32*
情緒敏感性	8.34	8.79	7.32*
貢獻	8.14	8.66	12.14**

注df = 1; * $p < 0.05$ (雙尾); ** $p < 0.01$ (雙尾)

圖 6 義工目標變量在項目前後的變化 (n = 36)



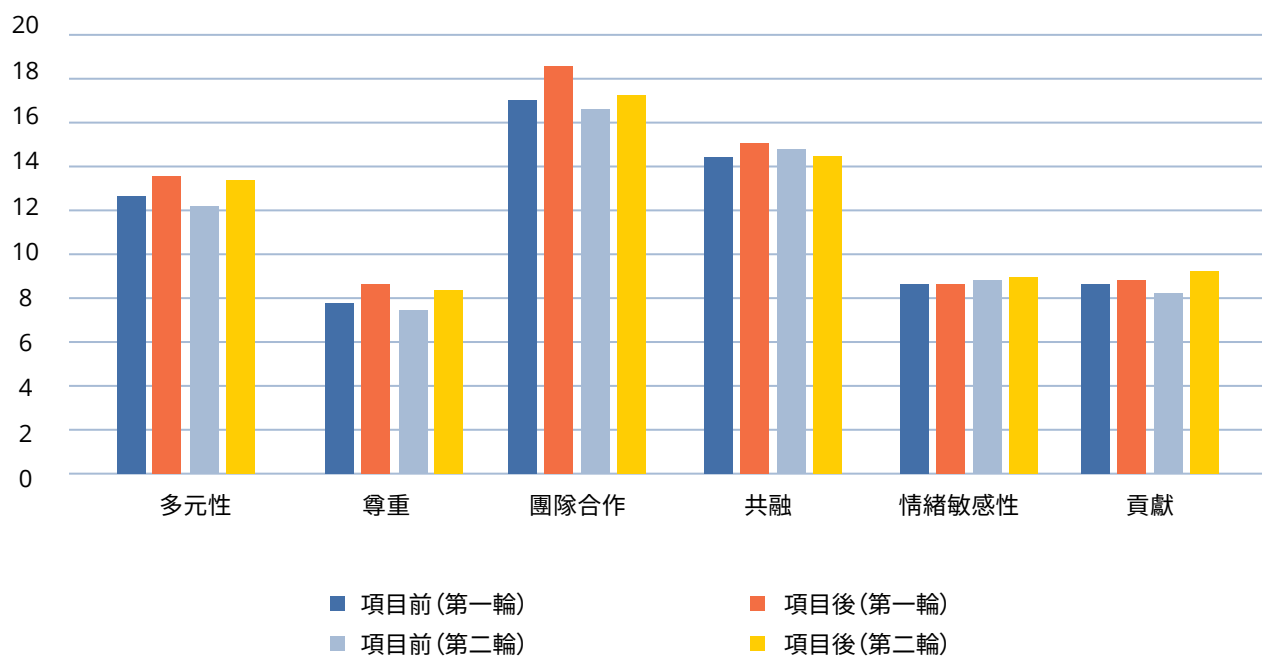
最後，我們向參與了兩輪帆船和健球活動的五名義工收集了四個時間點的六個目標變量數據，即第一輪和第二輪前後。團隊對這六個目標結果測量的表現進行了不同時間點的比較。在樣本量較小的情況下，我們採用了非參數弗里德曼檢驗為分析方法。結果證實，在參與兩輪項目的義工中僅在團隊合作上有顯著差異（見表14和圖7）。

表 14 四個時間點義工目標變量的弗里德曼檢驗結果 (第一輪及第二輪，列表法) (n=5；帆船和健球)

目標變量	平均值 (項目前，(第一輪))	平均值 (項目後，第一輪)	平均值 (項目前，第二輪)	平均值 (項目後，第二輪)	χ^2
多元性	12.60	13.60	12.20	13.40	5.00
尊重	7.80	8.60	7.4	8.40	4.95
團隊合作	17.00	18.60	16.60	17.20	7.92*
共融	14.40	15.00	14.80	14.40	1.46
情緒敏感性	8.60	8.60	8.80	9.00	0.84
貢獻	8.60	8.80	8.20	9.20	4.85

注: df = 3; *p < 0.05 (雙尾)

圖 7 義工在四個時間點的目標變量變化 (n=5；帆船和健球)



第5章 總結與結論

此研究由註冊慈善組織 - 親切委託香港浸會大學進行。該組織目標為每位兒童建立一個共融社會。為了實現這一目標，親切創建並推行了「運動零界限」項目，該項目包括四類共融活動 - 帆船、欖球、龍舟和健球。這些活動讓特殊學校的學生和義工透過運動和遊戲活動的體驗學習，平等參與，以打破陳舊觀念和社會障礙，促進香港社會共融。並增強社會共融。此研究旨在系統地探討「運動零界限」項目對四個共融運動活動參與者的影響。

研究於2019年8月至2021年7月之間進行，其設計採用了混合方法。通過訪談和問卷調查，在每一個體育活動之前和之後對學生、義工、家長和教師收集了問卷數據。在每項活動前後，我們分別與學生、義工、家長及教師進行焦點小組及個別訪談。訪談包括關於對項目的期望、參與項目的體驗及其收穫的問題。

所有訪談都按照紮根理論研究法的編碼程序進行轉錄、翻譯和處理。研究團隊同時設計了三套問卷，並在項目前和後向義工、有特殊需要青年及其教師收集數據。針對學生的問卷有三個測量維度：團隊合作/互相理解、互動和探索。義工的問卷評估了社會共融的六個維度，教師問卷則關於學生的社交情感能力。通過問卷收集的數據使用SPSS統計軟件進行分析，並與訪談結果進行三角互證。團隊還從參與第二輪帆船和健球活動的學生、義工和教師收集了追蹤定性和定量數據。研究數據得到團隊實地觀察和與親切工作人員訪談的輔証，以助團隊深入了解項目的結構和運作。

從此研究中發展出來的主題把參與「運動零界限」項目的經歷描繪成一個系統。此系統包括三個階段：規劃/籌備、進程和結果。主題包括學生、教師和家長對該項目的期望以及義工在參與項目之前的期望和關切。過程階段描述參與項目的體驗，結果階段展示學生個人和人際社交素質的變化，義工對特殊需要人士的看法和理解亦有所改變以及與其協作能力的提高。

義工、教師和家長的描述確認了學生在個人和人際關係素質的進步。「運動零界限」項目為有特殊需要青少年提供了與主流社群協作的機會。在個人素質方面，學生們對掌握新技能更有信心。他們亦通過在不同體育活動中的持續努力表現出了過人的毅力。此外，他們在參與項目後更勇於探索新事物，甚至會主動探索加深對活動認識的途徑。在人際關係素質方面，學生在參加體育活動期間及之後的溝通能力均有所改善。他們能夠在與義工合作闡述自己的需求，並會在家人面前表達自己的感受。學生在參與體育活動時變得積極主動，甚至有部分學生在參與體育活動時展示了領導才能。學生的同理心和社交禮儀能力亦有所提升。問卷的數據顯示了學生因參與項目而在個人和人際素質上有所改變。按教師評定結果顯示，參與一輪及兩輪項目的有特殊學校的學生在自制力、人際關係及決策和社交及情緒能力均有顯著提高。

「運動零界限」項目對社會共融的影響通過義工在認知、情感和行為方面的正向變化得到了體現。在項目開始之前，雖然大多數義工都有與特殊需要青年協作的經驗，但他們對學生的能力和技能未有充分的理解。這令義工們視與特殊需要青年溝通為一項挑戰，亦對此表示關切和擔憂。研究結果表明，義工們原有的擔憂因互相合作及更深入的理解而消失。在與特殊需要青少年一起參與這些項目的過程中，義工更為了解青少年的溝通能力。他們緊密協作，在體育活動中達成一個共同目標。這共同經歷使學生的能力和潛能得到義工們的認可。義工與年輕人的相互認識和理解增加了他們共同協作的信心。義工們在與之互動中變得更有耐性。此外，他們認為耐性和有意願去了解特殊需要人士非常重要，全因這些素質乃廣大公眾實現社會共融的重要橋樑。通過社會共融問卷收集來數據結果進一步證實了該項目促進了社會共融。義工們在社會共融的全部六個維度：包括多元性、尊重、團隊合作、共融、情感敏感性和貢獻

都有所進步，反映主流人先對共融社會的態度更趨正面。

「運動零界限」項目為參與者個人，社交層面，以及社會層面上的正面影響帶來了顯著的正面影響。這些成果都歸功於「運動零界限」項目的結構和構成其過程中各種促進交流的因素。結構的特點為群際接觸 (intergroup contact) 和具共同目標需實現的協作體育活動。「運動零界限」項目通過一系列含社交和趣味元素的團隊體育活動，使參與其中的特殊需要學生和主流人士建立合作關係。在活動中，他們都必須進行團建、聯合訓練和協作運動以實現這項運動的共同目標。這些要素和協作經歷鼓勵參與者平等參與，減少參與各方之間的差異，而促進了社會包容。透過必須的團隊合作，以及溝通和理解，大家的關係和團隊精神都有所加強。這過程使學生能在活動中可以平等並積極參與。在義工的鼓勵和支持下，學生更加投入參與活動，並有機會學習新技能，從而改變他們的個人和人際關係素質。從研究結果所得，參與者的經歷和得著印証了群際接觸理論，並反映了具社交和趣味元素及體驗式學習的有計劃接觸 (planned contact) 的重要性。

總括而言，此研究結果證實了「運動零界限」是一個能促進社會共融的成功項目。因此，我們建議繼續在香港進一步推廣及推行該四項共融運動項目，為不同社群的人創建合作的平台。我們希望這類體育活動，包括具趣味和協作成分的有計劃接觸，並具共同實現的目標，能有助特殊需要青年的發展，並從而打破社會陳舊觀念，消除社會共融的障礙。

參考文獻

請參閱英文版的參考文獻。

附件

訪問問題 (舉例)

義工

- 你在項目開始前對自己有沒有什麼期望?(項目前)
- 你對與不同背景和能力的人以團體的模式合作感受如何?
你覺得項目有多大的程度醒來 繼續願意與不同能力背景的人?(項目後)

有特殊需要的學生

- 你會想在活動中學習到什麼?可以給我三個例子嗎?(項目前)
- 你覺得在項目入面最難忘的合作經歷是什麼?(項目後)
- 你覺得活動如何?你喜歡還是不喜歡?為什麼?(項目後)

老師

- 你看到最難忘的經歷，或者你學生分享給你最難忘的經歷是什麼?(項目後)
- 你看到孩子們的在項目前後的改變嗎?(項目後)

家長

- 你孩子跟你分享了什麼項目內的經歷嗎?最難忘的經歷是什麼?(項目後)

