

# Third Country Training Programme 2017: Inclusive Development Through Disability-Inclusive Sports (Summary Report)



# TCTP 2017

1 – 10 October 2017, APCD Training Building, Bangkok



# Third Country Training Programme 2017: Inclusive Development Through Disability-Inclusive Sports (Summary Report)

Organized by



**Asia-Pacific Development Center on Disability (APCD)**

In collaboration with



ROYAL THAI GOVERNMENT

**Japan International Cooperation Agency (JICA)**

**Thailand International Cooperation Agency (TICA)**

**of the Ministry of Foreign Affairs of Thailand**

**Ministry of Social Development and Human Security of Thailand (MSDHS)**

1 - 10 October 2017

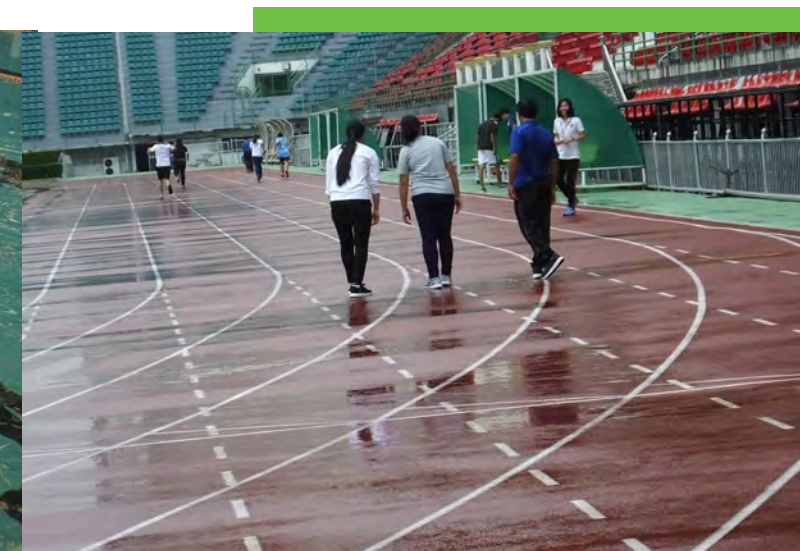
APCD Training Building, Bangkok, Thailand

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# Great Opportunities for **Teamwork** and **Camaraderie**



Twenty-four international training participants successfully completed the training course of 'Third Country Training Programme on Inclusive Development through Disability Inclusive Sports' especially designed to build capacities of potential athletes with autism and their parents/teachers as trainers in TRACK & FIELD, SWIMMING, and DODGEBEE (Flying Disc) towards the participation in any national/international competitions of persons with autism.

The course arrangements were set up by the Asia-Pacific Development Center on Disability (APCD), in collaboration with the Ministry of Foreign Affairs of Thailand through the Thailand International Cooperation Agency (TICA), the Japan International Cooperation Agency (JICA), and the Ministry of Social Development and Human Security of Thailand (MSDHS). The first year of the three-year training package (beginning in 2017 and ending in 2019) was conducted at the APCD Training Center, Bangkok, Thailand from 1 to 10 October 2017.



The overall training objectives were to develop the capacity of persons with autism through experiences and knowledge creation in a participatory approach with professional athletes with/without diverse disabilities from Thailand and Japan as role models and to brainstorm the outline of Disability Inclusive Sports (DIS) for Tomorrow activities within the context of Mekong subregion countries.

The training components that are highlighted in the course were created from the knowledge, skills and attitudes from several workshops on Disability-Inclusive Sports from the perspective of inclusive

development. These were also culled from actual practices in the field visits and real experiences from international autism development focusing on leisure, recreation and sports. All these activities will allow them a more involved social participation and may be used as case studies on sustainability of their vocational life, including but not exclusive to various disability inclusive sports.

The training participants came from five countries in the Greater Mekong subregion (GMS) namely Cambodia, Lao PDR, Myanmar, Vietnam, and Thailand. External resource persons from Thailand were Mr. Wisud Junrung (expert on athletes with diverse disabilities in middle/high level expertise in Track & Field activities); Mr. Wisutipong Pantong (trainer/expert on athletes with diverse disabilities in middle/high level expertise in swimming) from the Sports Authority of Thailand; and Assoc. Prof. Yukinori Sawae. Japanese resource persons were Mr. Junichi Kojima, Ms. Kei Hiraga, Mr. Masanaga Hayashi (trainer/expert on Flying Disc and Dodgebee). APCD's Community Development Department resources persons also professionally lent their expertise to make this training experience one of the most powerful catalysts for training participants to become 'Agents of Change' through Disability-Inclusive Sports activities. One of the most important outcome at TCTP 2017 is the Bangkok Recommendations where participants learned how to brainstorm and reflect, and eventually share their voices about DIS for Tomorrow. APCD is striving to provide the most instrumental training in the inclusive sports' field and will continue to be a pioneer in this important work.



## Key Outcomes



1. Athletes with autism and their parents/trainers and other supporters from the Mekong subregion countries and Japan were able to deliver and exchange knowledge and get new experiences about various autism-friendly disability-inclusive sports' activities.

2. Training participants demonstrated their skills and talents via workshop activities and actual practice during DIS in Track & Field and Swimming. Participants went on to win gold, silver and bronze medals in various sports at the Disability-Inclusive Sports for Tomorrow (DIS) event on 7 to 8 October 2017.



3. The training manuals (for both athletes and trainers) on Dodgebee were produced. Said manuals for players with autism and trainers were developed and distributed to participants of DIS.

4. Dodgebee (Flying Disc) was introduced to more than 1,200 people from ASEAN and Japan at the DIS 2017 event, which was held in commemoration of the 50th and 130th Anniversary of ASEAN and Thailand-Japan Diplomatic Relations, respectively.



5. Following the goals to promote the skills and talents of persons with autism in ASEAN and Japan and help them engage in various sporting events in line with Article 30 of the UN Convention on the Rights of Persons with Disabilities (CRPD), Dodgebee as a new disability-inclusive sports activity will be presented in the 4th ASEAN Autism Congress in Indonesia. The friendly competition and awards will be conducted in accordance with the perspective of the 'Sports for All' theme.

6. Country reports on the autism movement of each country and action plans for implementation at the community level were developed and presented. Said reports are available in the digital/CD format of this report.



7. The Bangkok Recommendations on Inclusive Development through Disability-Inclusive Sports from the Mekong Subregion countries were promoted and shared among participants, resource persons, as well as with the governments of Cambodia, Lao PDR, Myanmar, Thailand, and Vietnam leading to activities at the DIS for Tomorrow event.



8. Networking among athletes with autism, their parents/trainers, other supporters and resource persons from the Mekong Subregion and Japan was strengthened.

# WHAT IS TCTP 2017?



## Third Country Training Programme 2017: Inclusive Development Through Disability-Inclusive Sports

### COURSE TITLE

Inclusive Development through Disability-Inclusive Sports 2017

### GENERAL OBJECTIVE

Empowerment of potential athletes with autism and/or psychosocial disabilities and their parents in ASEAN countries from the perspective of 'Disability-Inclusive Sports for Tomorrow' activities in line with Community-Based Inclusive Development (CBID) towards the 2020 Tokyo Olympics and Paralympic Games

### TRAINING OBJECTIVES

- 1) To build capacities of potential athletes with autism and their parents as trainers in practicing popular sports within the ASEAN Paralympic movement towards participation in any national/ international competitions of persons with autism. This can be done by developing their capacity through experiences and knowledge creation in a participatory approach with professional athletes with diverse disabilities from ASEAN countries and Japan as role models;
- 2) To brainstorm the outline of Disability-Inclusive Sports (DIS) for Tomorrow activities within the context of Mekong Sub-region countries.

### EXPECTED OUTCOMES

- 1) Potential athletes with autism and their parents as trainers in the Mekong Sub-region will improve their capacity for participation in popular sports in the ASEAN Paralympic movement;
- 2) At least two (2) types of DIS for persons with autism from Tokyo Paralympics 2020 will be demonstrated to inspire participants from the Mekong Sub-region countries; and
- 3) Outline of DIS for Tomorrow activities for athletes with autism in Mekong Sub-region countries will be developed.



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# Bangkok Recommendations on Inclusive Development through Disability-Inclusive Sports from the Mekong Sub-region countries

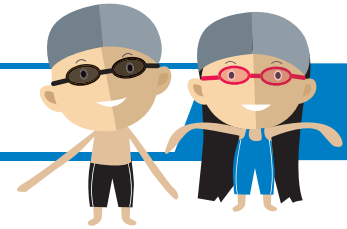
We, the potential athletes with autism, trainers, parents, and supporters from Cambodia, Lao PDR, Myanmar, Thailand and Vietnam, in total 24 persons, under the guidance of our resource persons from Thailand Japan, participated in the Third Country Training Programme on Inclusive Development through Disability-Inclusive Sports by the Asia-Pacific Development Center on Disability (APCD), the Japan International Cooperation Agency (JICA) and the Thailand International Cooperation Agency (TICA), with support from the Ministry of Social Development and Human Security of Thailand, from 1 (Sun) to 10 (Tue), 2017 in Bangkok, Thailand.

Noting that as a result of this training, a platform has been developed to empower and promote the inclusion of persons with autism in sporting competitions in line with the Article 30 of the UN Convention on the Rights of Persons with Disabilities and Inclusive Development through Disability-Inclusive Sports, we hereby push for the following recommendations:

1. With support from the ASEAN Autism Network (AAN) member organizations, the consensus and outcomes of the training including the introduction of Dodgebee (Flying Disc) as a promising sports for persons with autism, should be reflected in the 2018 AAN Congress in Indonesia as a follow-up to the Disability-Inclusive Sports for Tomorrow 2017 which was participated by 10 ASEAN countries and Japan and held alongside the training;
2. Attention should be paid by local, national and regional sports bodies to potential athletes/ persons with autism and their trainer/parents/supporters by giving them opportunities to develop their capacities through inclusive sports trainings and participation in local, national, and regional sports competitions such as the 2018 ASEAN Autism Games in Indonesia, the 2019 ASEAN Para Games in the Philippines, and the 2020 Paralympics in Tokyo.

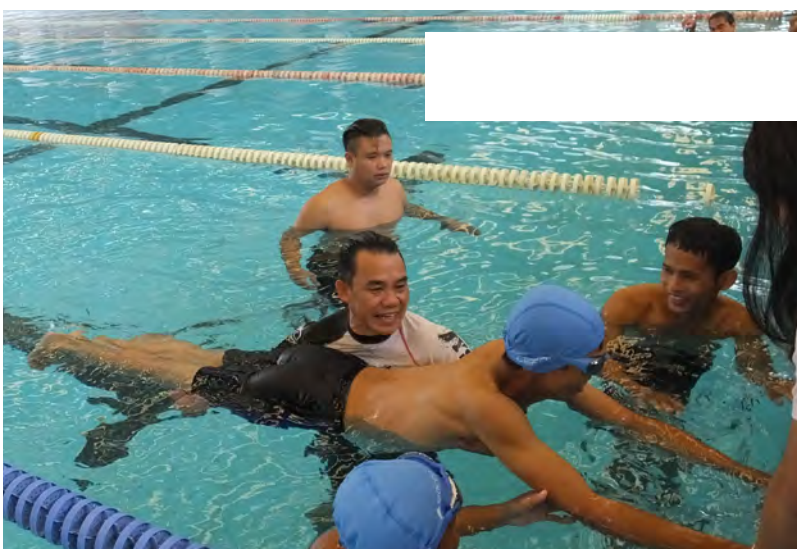
*Presented and unanimously adopted  
at the Third Country Training Programme:  
Inclusive Development through Disability-Inclusive Sports  
9 October 2017*

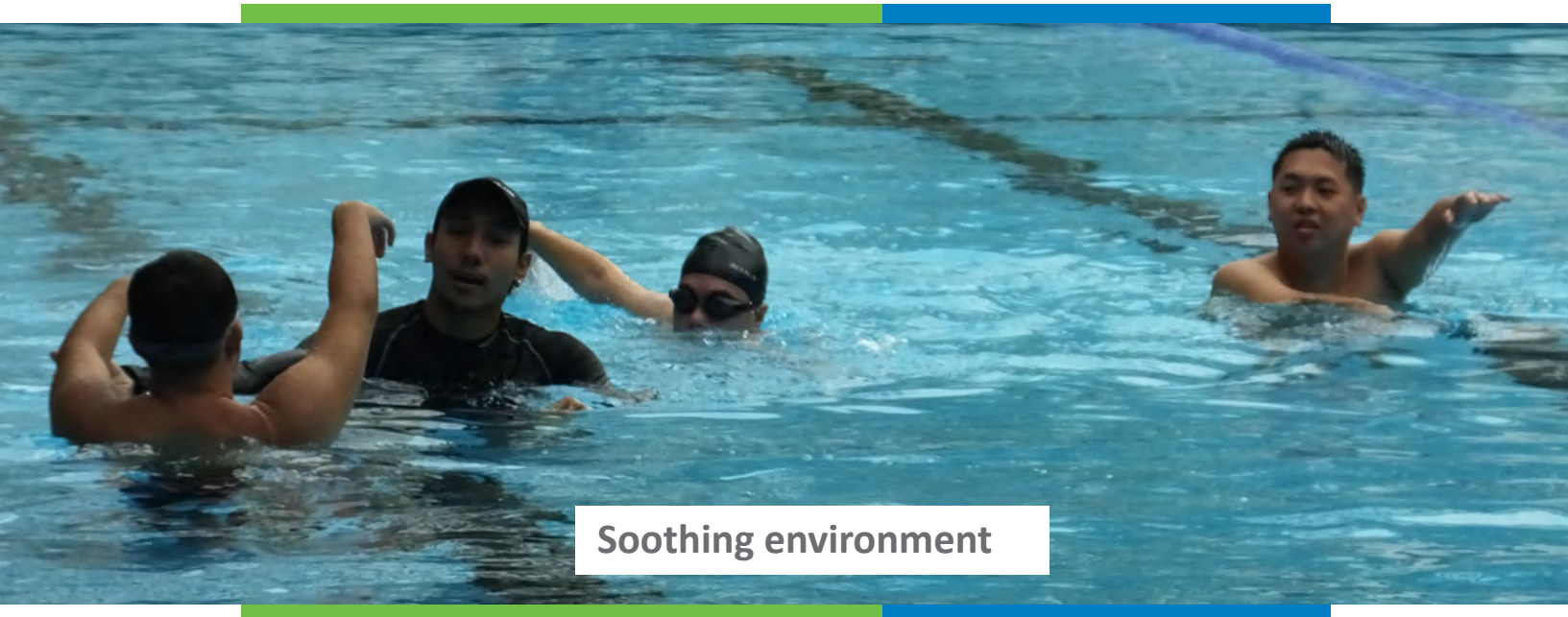
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## SWIMMING

**Physical activities** are an important part in the development of children with autism. Besides promoting a healthy lifestyle, these activities also help decrease obesity, which results in ailments, among children with autism. According to autism experts, exposure to social interaction through team sports, when implemented properly, is an effective intervention program. TCTP 2017 is meant to increase the quality of life of children with autism in an inclusive manner, and help them improve in all levels - physically, mentally, psychologically, emotionally, and socially.





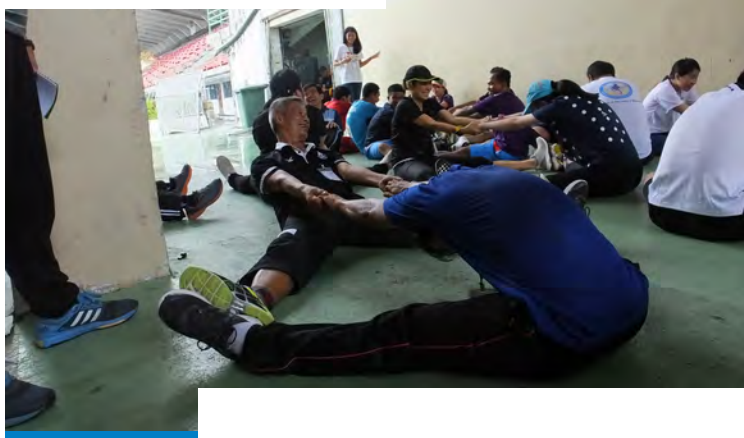
Soothing environment



# TRACK & FIELD

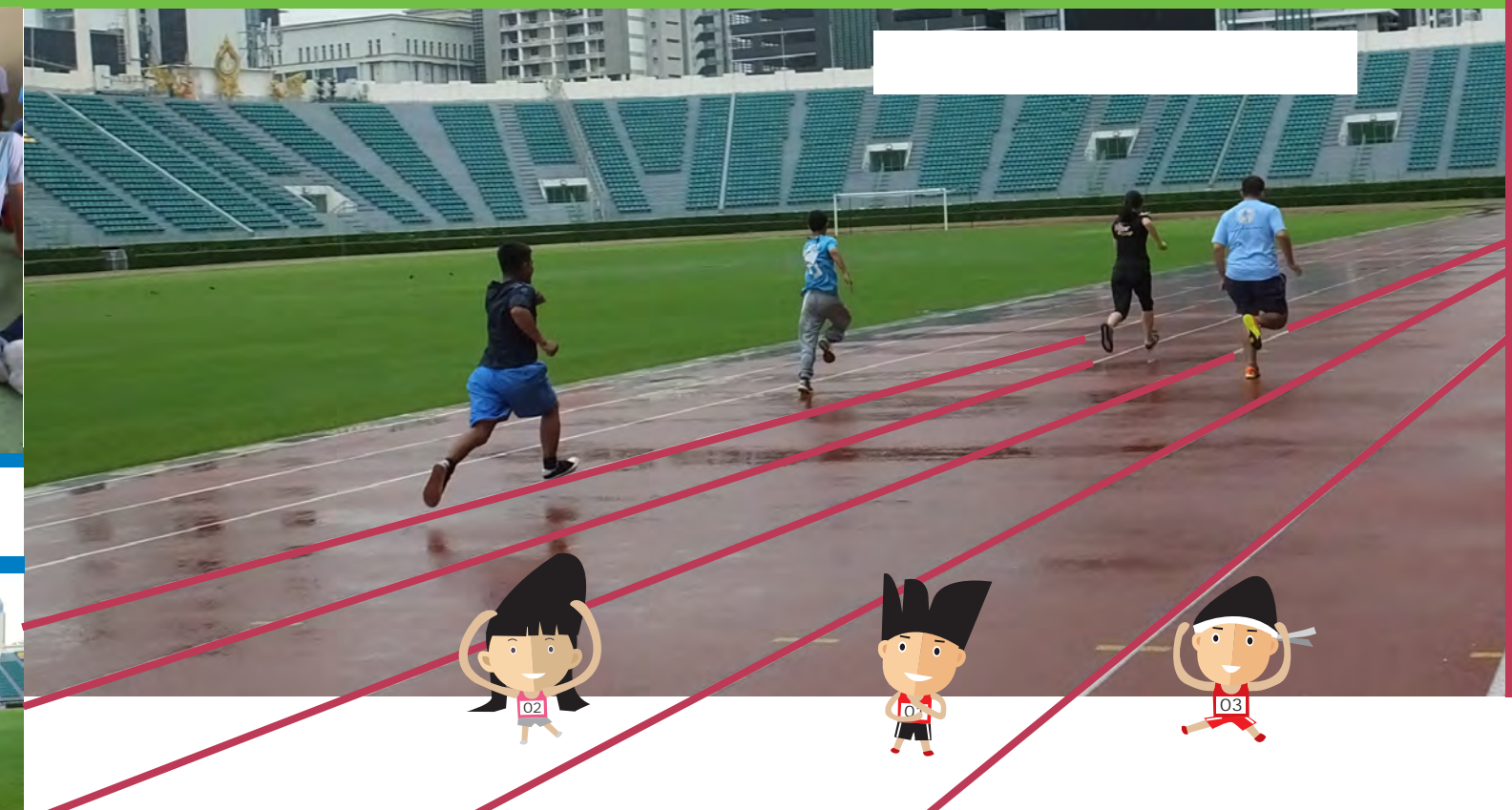


## Exercises





Develops motor coordination and balance



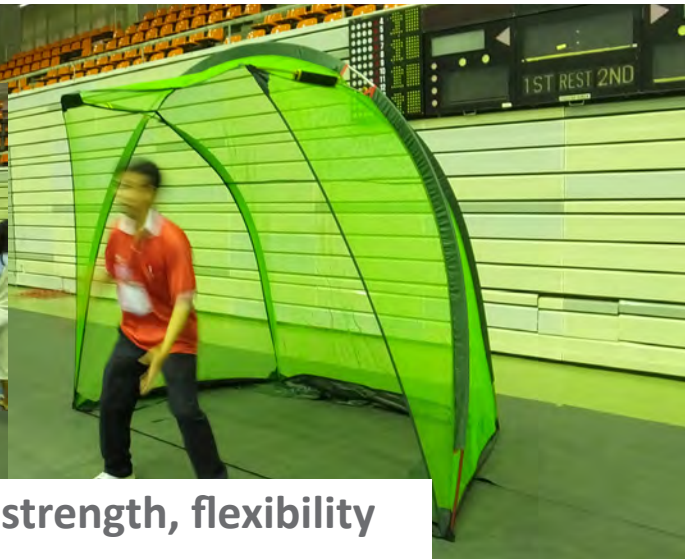
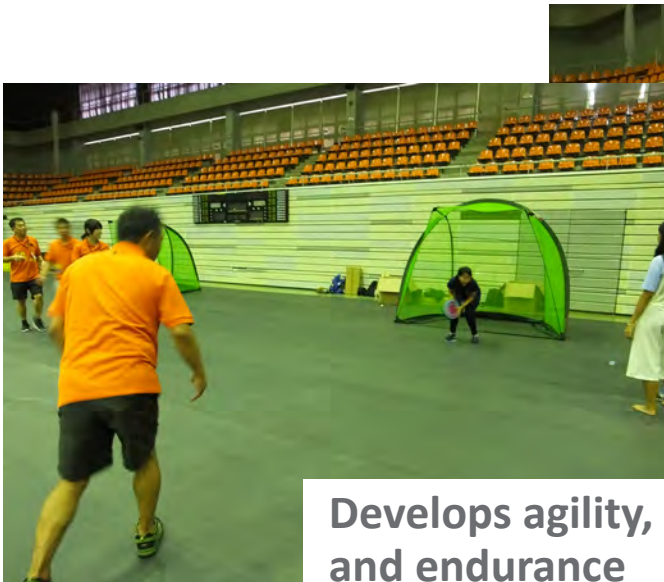
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# DODGEBEE (Flying Disc)

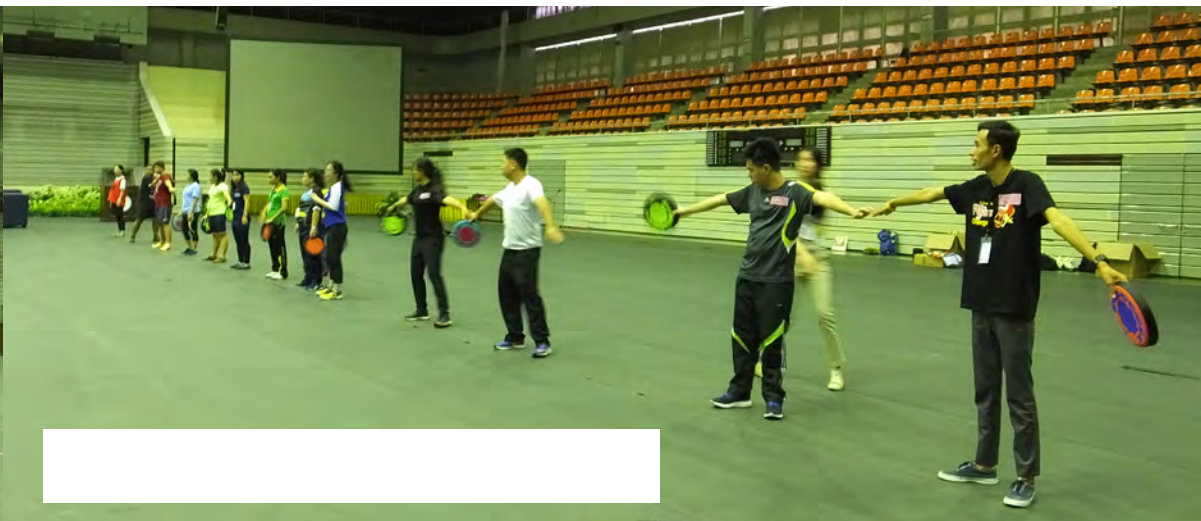


Increases levels of happiness





**Develops agility, strength, flexibility and endurance**






## Participants List

Country	Name	Organization
<b>Cambodia</b> 	Mr. Som Buntong	Cambodia Intellectual Disabilities and Autism Network (CIDAN)
	Mr. Mou Salik	
	Mr. Chheun Veasna	
	Ms. Pov Chhean	
	Mr. Poeung Vuthy	Special Olympic Cambodia (SO Cambodia)
	Mr. Khleang Chanthou	
<b>LaoPDR</b> 	Ms. Somvang Inthalath	Teacher, Vientiane Autism Center
	Ms. Vilayvanh Kommasith	
<b>Myanmar</b> 	Mr. Sai Van Kham	Myanmar Autism Association (MAA)
	Ms. Shwe Ye Win Latt	
	Mr. Nay Myo Naing	P4P Project Consultant, United States Institute of Peace (USIP)
	Mrs. May Han Eii	Myanmar Autism Association (MAA)
<b>Vietnam</b> 	Mr. Do Hung Viet	Vietnam Autism Network (VAN)
	Ms. Huynh Thi Kim Tuyen	
	Mr. Tran Van Hoa	
	Ms. Vu Thi Thuy Dung	





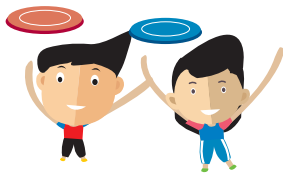


## Participants List





Country	Name	Organization
<b>Thailand</b> 	Mr. Angkoon Jongsathapornsook Committee	Association of Parents of Thai Persons with Autism
	Ms. Pimolsiri Srisanguansakul	
	Mrs. Wasana Srisanguansakul	
	Mr. Likit Saengthep	
	Mr. Nattanon Piyassaphant	Center for Empowerment and Development of Autism Nonthaburi Province
	Ms. Apinya Manathae	Social Development Officer, Center for Empowerment and Development of Autism Nonthaburi Province

## Personal Assistants (PA)

Country	Name	Organization
<b>Cambodia</b> 	Ms. Chan Kimthean	Toy Library Officer, Hands of Hope Community
<b>Myanmar</b> 	Ms. May Thu Thu Oo	Myanmar Autism Association (MAA)



## Interpreters

Country	Name	Position/ Organization
Cambodia 	Ms. Sreylis Pin	English – Khmer Interpreter
Myanmar 	Ms. Nan Amy Tan	English – Burmese Interpreter
Vietnam 	Mr. Tran Van Ninh	English – Vietnamese Interpreter
Thailand 	Ms. Supisra Arayaphong	English – Laotian Interpreter
	Mrs. Supiga Musikabhumma	English – Thai Interpreter

## External Resource Persons

Country	Name	Position/ Organization
Thailand 	Mr. Wisud Junrung	Trainer/ Expert on athletes with diverse disabilities in the middle/ high level Track & Field Expertise
	Mr. Wisutipong Pantong	Trainer/ Expert on athletes with diverse disabilities in the middle/ high level Swimming Competition
Japan 	Assoc. Prof. Yukinori Sawae	Professor, Faculty of Health and Sport Sciences, University of Tsukuba
	Mr. Junichi Kojima	Manager, HERO Inc.
	Ms. Kei Hiraga	Graduate Student, University of Tsukuba
	Mr. Masanaga Hayashi	Second Chief Director, Dodgebee Association

## Let's Hear It from the Participants

What participants liked most about TCTP 2017



Changes to be made to enhance/improve TCTP 2017



Other comments



## Sharing Our Views

Sabaidee! My name is Somwang Intharath from Vientiane, Lao PDR. I am a teacher of children with autism in Vientiane. The benefit that I got from TCTP is sports knowledge. When we started practicing the sports activities, I learned the importance of warm-up exercises for children and building up the activities. All these make them stronger and help their social interactions. I will encourage them to play more sports back home and ask the parents to fully support their children in playing sports.

**Ms. Somwang Intharath, Lao PDR**



“ My name is Sai Van Kham and I’m 18 years old. I like swimming a lot and I always take part in swimming competitions. I also am very interested in football. At the TCTP training, my favorite sports activities are swimming, football and Dodgebee game. I am very happy to be part of TCTP and to compete in the sports events. It’s exciting getting a medal. When I go back home, I will continue to practice swimming and football. ”

**Mr. Sai Van Kham, Myanmar**

The TCTP and DIS are very suitable for my son (with autism). He looks very confident throughout the training. He is getting more fond of continuing his exercises in swimming and football and he really likes Dodgebee so much so we are trying to share this game in Myanmar and I’m sure he will be part of that too.

Sports is important for children with autism. Technically, their brains get more oxygen because of the exercise. My son’s school reports to me that after his football and swimming training, he is more active in classroom activities and participates more in class discussions. He has also developed his organizing and planning skills.

I would like to encourage other parents in supporting their children in sports events and games they are interested in. It helps them have better health. Not only do they get more familiar with the sports, they will also get more familiar with their environment. Who knows what else they can learn through sports activities? Keep observing your children and you will be amazed at what they become and how they will develop.

**Mr. Nay Myo Naing, Myanmar Autism Association, Myanmar**



“

I teach children with autism in Vietnam. Having joined this program enabled me to gain lots of knowledge and experience in sports activities, especially those for disabilities and children with autism, including Dodgebee, a brand new sport for Vietnam. I hope that after this program, I will be able to use the knowledge and skills I've learned here to teach children with autism back home. Thank you to APCD, TICA and JICA for organizing this very special program.



Sports is very important for children with autism as it helps improve their physical and mental health. With sports, children with autism are able to focus more in the long term. Students with autism who play sports will have more chance and opportunities to integrate into society than those who just stay at home.

”

**Ms. Vu Thi Thuy Dung, Vietnam**

Sawasdee Krub! My name is Angkul Jongsathapornsook. I'm 27 years old. I am from ASEAN Autism Network (Thailand). I feel very happy to join the TCTP event. I learned new things, gained new friends, new experiences. I like Dodgebee, the flying disc sport. Sports is very important for health as this improves the mind and concentration. My mind becomes stronger and I feel alive all the time. I would like everybody to find the time to play sports because it can make you healthy and give you a smart personality.

**Mr. Angkul Jongsathapornsook,  
ASEAN Autism Network, Thailand**



Sawasdee Kha! My name is Pimolsiri Srisanguansakul. I am 16 years old from Bangkok, I play badminton and Dodgebee in TCTP and DIS. At the DIS, I also joined the musical chair and so many games. I won a gold medal.

When I play sports, I feel really happy especially when it's time to receive an award. It always makes me smile. I will practice more and more after TCTP 2017.

**Ms. Pimolsiri Srisanguansakul, Thailand**



My name is Som Buntong. I will continue to play different sports after the TCTP workshop and practice. I especially like the Dodgebee flying disc game and I'd like to teach my friends in Cambodia how to play this fun game.

**Mr. Sam Buntong, Cambodia**

# TCTP 2017 Participants at 'Disability-Inclusive Sport for Tomorrow 2017'





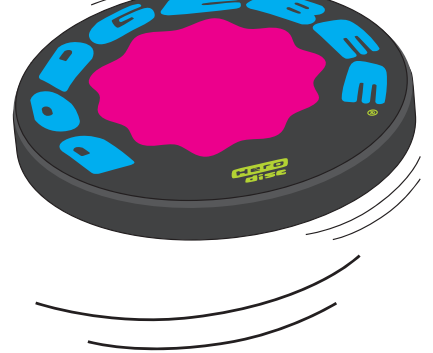
# Appendices

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- 
- Dodgebee Guidebook and Instructor's Manual
  - Country Reports (Available in digital/CD formats)
  - Action Plans (Available in digital/CD formats)
  - Training Schedule & Session Objectives
  - Summary of the Friendly Evaluation Result from Participants

# Dodgebee Guidebook



## Let's Play Dodgebee!

### Dodgebee

- What is Dodgebee?
- Dodgebee can fly.
- Dodgebee is a disc.
- Dodgebee is soft!
- Dodgebee is tough!

**Autism Society Japan**  
Autism Society Japan is a national organization that is working for promoting welfare and promoting social participation for the autistic spectrum people and contributing to a wide range of societies and will celebrate its 50th anniversary in 2018.

**APCD**  
The Asia-Pacific Development Center on Disability (APCD) is a regional center for disability and development established in Bangkok, Thailand as a legacy of the Asia and Pacific Decade of Disabled Persons, 1993 – 2002, by the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP).

**Department of Adapted Physical Activities and Education University of Tsukuba**  
University of Tsukuba is a national university located in Japan. Specializing in the sports science fields. It is a university well known in the world. It has the only one laboratory which is focused mainly on disabled sports in Japan.

**D&JA**  
Dodgebee of Japan Association has two goals: One is to expand the number of people who enjoy sports, and second is to create the opportunity to enjoy sports even if you are male, female, younger, older, with or without disability.

**Hero, Inc.**  
Hero, Inc. is the only manufacturer in Japan specializing in sports discs. It manufacture and sell Dodgebee and other recreation, leisure, and dog discs. We sell discs for golf competitions for INNOVA in the United States.

- Try throwing it straight.
- Throw with a spin and it will go straight and far.
- Hold Dodgebee the correct way to throw with a spin.
- Stand the right way to throw it far.
- Throw with a strong wrist and it will go far.

**drive** → **turn roll** → **centrifugal force** → **Fly!**

### Throw

- Let's throw Dodgebee.
- Let's throw Dodgebee indoors.
- Let's throw Dodgebee outdoors.
- Throw it as far as you can.
- It's fun to throw on your own.
- It's even more fun to throw with a friend.

• There are lots of games to play if everyone throw together.


• Everyone is friends when they're throwing together






### Catch

- Try catching Dodgebee.
- It won't hurt if Dodgebee hits the body.
- Try catching Dodgebee with both hands.
- Try catching Dodgebee between two hands.
- Try catching Dodgebee when it bounces.
- Try catching Dodgebee with one hand.

# Dodgebee Instructor's Manual

## Dodgebee Instructor's Manual



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**DEJA**

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**HERO, Inc**

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### Why Dodgebee?

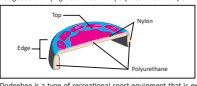
- Any number of people can play together, using just one Dodgebee.
- Perfect for everyone, not just athletes.
- Dodgebee aims to help more people love sports.
- Dodgebee can be used by everyone, whatever their age, gender, background, region, nationality, or disability.
- Dodgebee makes everyone smile! DODGEBEE "Smile for All"

### 1. What is a Dodgebee?

Dodgebee is an ultra soft disc that has been designed to be light and safe. It can even be used safely indoors! What if it hits you really hard? Do not worry, you will be absolutely fine! It will not hurt. Play with it as much as you like. You will feel really refreshed at the end. This is a new type of disc that can be enjoyed by both children and adults! Use it to play a variety of games, such as dodgeball, target hitting, penalty shootouts, disc golf or ultimate. It can be played safely with a number of adults as well, so it is great for school and children's events.

**Dodgebee at a Glance:**


- Dodgebee is a flying disc made with polyurethane and nylon.



- Dodgebee is a type of recreational sport equipment that is extremely safe. Any number of people can play, using just one Dodgebee.

3

- Dodgebee is a cloth disc that was invented in Japan. Its idea originates from the American Frisbee.



**Dodgebee features:**

- Made with soft urethane material, so it does not hurt much even if it were to hit you in the face of body.
- Compared to other games or recreational sports, Dodgebee has a lower risk of causing an injury or accident. Everyone can play with it safely.
- Made with sturdy nylon material, so it is very strong. It does not break easily, even when bent or trampled on.
- It can be used near water: it is stuffed with urethane material, so it floats and is water-resistant.


### 2. Let's throw a Dodgebee!

**Why does it fly?**

**Driving Force + Rotation = Dynamic Lift → Flying Power!**

When a driving force + rotation is applied to the Dodgebee, the air around the disc moves up, due to the centrifugal force. This creates an air current going down towards the ground, along the angle of the disc, making the disc fly up. This is what is known as a dynamic lift. The dynamic lift preserves the driving force, perfecting flying power.

**The key to throwing the Dodgebee well is to be strong!**




4

- The key to throwing the Dodgebee well is to be sharp and strong! Just throw it as hard as you can! Throw it so hard as you can! It will not fly well unless you make it rotate. So when doing a back swing, make sure to twist your wrist in, before flicking the Dodgebee out.
- To start with, you probably will not know in which direction the Dodgebee will go. But do not worry, over time you will be able to control it better!

### Basic Throw: Let's learn how to do a back-hand throw

**How to hold the Dodgebee:**  
Hold all of it firmly. Place the palm of your hand against the side of the Dodgebee, and hold all of it firmly, before throwing it, make sure that you are in the ready position by checking that your wrist is twisted fully in.



**How to throw it:**  
The key is to throw it as hard as you can. The Dodgebee is light, so it will not fly far unless it is thrown at top speed. So the key is just to throw it as hard as you can. This is the key to throwing the Dodgebee well.

**The Dodgebee will remain stable if you can throw it parallel to the ground.**  
Dodgebee is a flat disc, so it is much easier to aim and control if it is thrown parallel to the ground. This will keep it stable when flying through the air. Throw it hard, as flat as possible, and the Dodgebee will look great as it flies through the air.

5


**There is also a technique for throwing it at an angle**

On the other hand, if you throw it purposely at an angle, you can make it curve round (this cannot be done with a normal ball). Once you have mastered throwing the Dodgebee parallel to the ground, try changing your throwing angle. The more you play with it, the faster you will improve.

**Do not hold back, and throw it as hard as you can.**  
Even when throwing it across a short distance, do not hold back, and simply throw it as hard as you can. Even if you are hit by the Dodgebee, it will not hurt, so do not worry. But do take care not to annoy people around you!

**Step-up Challenge: Do a side arm throw**

**How to throw it:**  
Forward hand throw (the opposite of the back-hand throw) Pull your wrist backward, and hold the ready position on the outside of your body (this is the opposite of the back-hand throw), and then flick your wrist to throw it. Start the movement from your elbow, and release the disc parallel to the ground. This will allow you to throw the Dodgebee well.



### 3. Let's catch a Dodgebee!


Learn some Dodgebee catching techniques so you can enjoy the game even more!

**Holding Catch**  
This is a great catch to use with the Dodgebee, as it is ultra soft. Catch it as if you wanted to hug it against you. It is the easiest way to catch the Dodgebee. Catch it with both arms and hold it against your chest.

6


**Thumbs-down Catch**

If the Dodgebee comes flying higher than your chest, you can do a direct thumbs-down catch, keeping it away from the body. Face your thumb down.




**Thumbs-up Catch**

If the Dodgebee comes flying lower than your stomach, you can do a direct thumbs-up catch, keeping it away from the body. Face your thumb up.

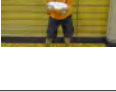


**Other Catching Styles**

**Sandwich Catch:** Try catching the Dodgebee by sandwiching it between both hands.



**Holding Catch:** Completely catch it!



7


### 4. Let's play a Dodgebee Game!

**Up and Clap Game**  
In this game, you flick your wrist to throw the Dodgebee up as high as you can. While the Dodgebee is flying up, count how many times you can clap. This is also great for practicing the wrist's flicking motion.

**Shoot Game**  
Set up a simple goal, choose a goal keeper, and do a Dodgebee penalty shootout. This game helps to develop speed and good control. It also develops the keeper's catching skills. You can also change the game slightly so that the keeper has to avoid being hit by the Dodgebee. This develops the keeper's dodging skills.

**Catch and Throw Game**  
Two players face each other and throw the Dodgebee between them as accurately and as fast as they can. Start by setting a short distance between you, and then increase the distance a little bit at a time. This helps to develop good catching skills and smoother throws.

**Advance Catch and Throw Game**  
Challenge yourself by throwing the ball between the two of you, and count how many times you can do this without dropping it.



Enjoy the cooperation with your friend; you don't have to get to Level 5!

Target
Level 1: 10 times
Level 2: 25 times
Level 3: 50 times
Level 4: 100 times
Level 5: 500 times

8

**Dodge Distance**  
This is a very simple game. The aim is to throw the Dodgebee as far as possible. Within a set width, you throw the Dodgebee a set number of times. Then you measure your longest distance. You can also set a target, and the person who throws it closest to the target wins.

**Advanced Games**

**Hit Inside the Circle Game**  
A game where the people outside of the circle try to hit the people inside of the circle.

- Create two teams.
- The people outside of the circle are the dodgers or catchers.
- The people inside of the circle are the dodges or catchers.
- If you are hit, you go to sit outside of the circle.
- The number of people hit is the outside team's score.
- Each game lasts between 3 to 5 minutes.
- Swap the teams over and aim to score higher points.

\*The shape does not have to be a circle. It can also be a square or a triangle.

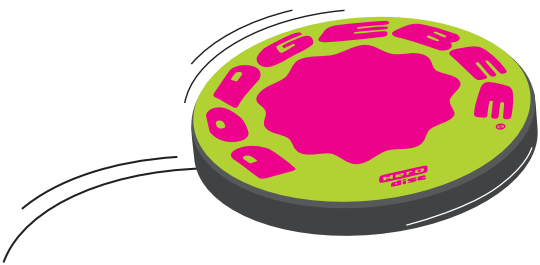
### 4. Let's play a DISC-DODG Game!

Disc Dodge is a unique sport with national competitions held country-wide. Recently, people from East Asia have also taken part in these national competitions.

**What is Disc Dodge?**



9



# Country Reports

## • Cambodia •



### General Population and Population of PwDs

- Total Surface: 181,035 Km<sup>2</sup>
- Total Population : 14,676,591 million (NIS MoP Survey 2013)
- Life expectancy: 62.98 years (2011)
- Total Disabled: 689,779 (4.7%) Not Clear 100%
- Not yet Autism Statistic

- Cambodia has paid attention of mainstreaming for PwDs into community development, this included person with autism and intellectual are promoted
- The services are provided through NGOs by working closely with government Ministries

- ### Policies and plans
- Government ratified UNCRPD on 20<sup>th</sup> December 2012 and come into forced 19<sup>th</sup> Jan 2013
  - Law on the Protection and Promotion of the Rights of Persons with Disabilities enacted on 3<sup>rd</sup> Jul 2009
  - Governmental sub-decree N° 108 ankr.bk dated August 30, 2010 on the quota system of employment of PWDs
  - Governmental Sub-decree N° 137 for Incentive policy for PwDs 27 June 2011.
  - Governmental sub-decree N° 177 ankr.bk dated July 25, 2017 on the National Institute of Special Education

### Policies and plans

- Incheon Strategy 2013-2022 (Make the Right Real) which launched on 29<sup>th</sup> May 2013
- Cambodia is the first country among Asia and Pacific Region launched implementing the Incheon Strategy



- Inter-ministries Prakas on level and classification of disability
- National Disability Strategy Plan (NDSP) launched on 7<sup>th</sup> July 2014



### Cambodian Intellectual and Disability and Autism Network



#### A. Brief History

- Cambodian Intellectual Disability and Autism Network (hereafter referred to as CIDAN) is an Alliance which bring together of representative of NGOs & Parents of person with AID acting to support and advocate for person with Autism and Intellectual Disability (AID) to exercise their legal rights and responsibilities

Cambodian Intellectual Disability and Autism Network (hereafter referred to as CIDAN) is an **Alliance** which bring together of representative of NGOs & Parents of person with AID acting to support and advocate for person with **Autism and Intellectual Disability (AID)** to exercise their legal rights and responsibilities



What is our **VISION** ?

Persons with AID and their families will be respectful from their society and live with dignity and quality of life.



Promote and protect the right of individual and group with AID, Empower families, community and engage with government to be more responsive

បន្តការងារក្នុងការលើកកម្ពស់សិទ្ធិរបស់មនុស្សដែលមានការរំខានចិត្តសញ្ញា និងមនុស្សដែលមានការរំខានសញ្ញា  
Cambodian Intellectual Disability and Autism



...: Promote and develop parents of persons with AID networking to understand the implementation national strategic plan on the needs of persons with AID and their families.

បណ្តាញជំនិតទេពយសនីមក្លា និងមុនីស្ស័មកម្ពុជា Cambodian Intellectual Disability and Autism



...: Building capacity of parents of persons with AID and to access national and international training and workshop

បណ្តាញជំនិតទេពយសនីមក្លា និងមុនីស្ស័មកម្ពុជា Cambodian Intellectual Disability and Autism

What did we do for autism development

- Special School for children with autism provided by government



បណ្តាញជំនិតទេពយសនីមក្លា និងមុនីស្ស័មកម្ពុជា Cambodian Intellectual Disability and Autism

Special Class Management for children



Drum Performance as nationally and Internationally through APCD JICA and TICA



Drum Performance in Autism Awareness day in Cambodia



**Prepared the Sport for First Lady Champion for children with Autism**



**2 times a year, Parent Training about IEP and early intervention**



**US ambassador in PP and his spouse/ people from Seattle US visited our school in August**



**ASEAN women, Singapore Embassy, Thai embassy and Pakistan embassy**



**Greeting with the First Lady as CRC President**



**Raising the concerns and seek the supports to high level**



## Challenges We met

1. New and Fragile and need more time
2. Lack of Technical/Financial Supports
3. CIDAN members not well understandable about the direction of CIDAN
4. Parent are fully depends on NGOs supports
5. Autism Development Training Supports
6. Not clear data of PWDs.



- Build up the local and international network
- CIDAN mobilize its members to regular meet and take action
- Conduct workshop on parents movement
- Working with Government



- Cambodian Government
- APCD and international Networks
- Donors Agencies
- Relevant Stakeholders
- Parents Commitment

## Conclusion

Children with AID and families were happy with this initiative of establishing CIDAN which we have a common voices and to enable to strengthen the work of persons of AID.

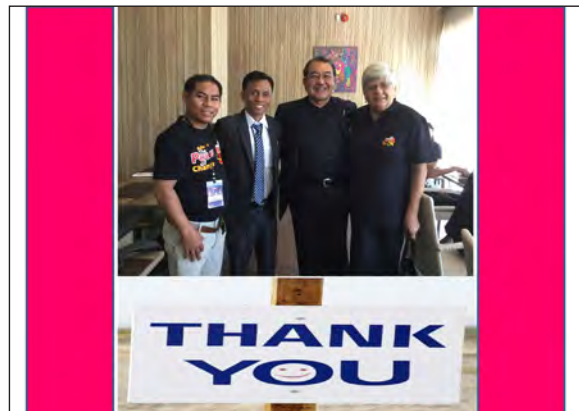


សង្គមក្រុមគ្រួសារអ្នកមានការរំលោភបំពាន និងមនុស្សមានមន្តស្រពិល

Cambodian Intellectual Disability and Autism



- Ministry of Education. Ministry of Social Affair,
- Disability Action Council
- Asia-Pacific Development Center on Disability
- JICA/TICA
- JIAF
- Parents and children
- Other NGOs





## The Third Country Training Program (TCTP)

INCLUSIVE DEVELOPMENT THROUGH DISABILITY-  
INCLUSIVE SPORT  
THAILAND  
October 01-10, 2017

Special Olympics



## History

Special Olympics Cambodia is Nonprofit  
Organization was officially accorded the  
Founding Committee status in August 2005

Special Olympics



## Special Olympics Cambodia Organization Chart



Special Olympics



## Special Olympics Sub Committee



Special Olympics



## Mission



The mission of Special Olympics is provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

©1 Special Olympics

## Vision



Special Olympics changes lives through the power of sport by encouraging and empowering people with intellectual disabilities.

©1 Special Olympics



## Challenges

Families in rural Cambodia are poor and illiterate and transportation is a big issue for their Athlete(s) to attend training and competitions due to cost and time factor.

To address this, Special Olympics Cambodia initiated a Home Training Program by recruiting 250 new family members of people with intellectual disabilities from 4 Provinces and train them in a one hour module which included fitness and basic football skills.



Through the Home Training program, athletes get regular exercise between practice, which improve their performance and fitness and overcome transportation challenges.

- 1) Upper body: Wall Press, sit up and push up
- 2) Flexibility: Inner thigh, front upper leg & hamstring stretch
- 3) Cardio: Jumping Jacks, side hop, march & swing, burpees
- 4) Lower body: side laying leg raises, straight leg raises, hip extension, squat



## HTP schedule

Time	Description	Remarks
7:45 to 8:00	- Arrival of Families and Athletes	
	- Athletes attend training in adjacent venue	
8:00 to 9:15	- Families attend basic HTP training session	
	- Warm-up/Stretching activities.	Field
	- Football(Soccer) Skill Development Activities.	
9:15 to 9:30	- Families hands on with training athletes.	
	- Cool down	Field

11 / Special Olympics



## HTP - Fitness Activities



12 / Special Olympics



## HTP – Fitness Activities



11 / Special Olympics



## HTP - Fitness Activities



12 / Special Olympics

## Football Skills Training



13 / Special Olympics

## HTP – Fitness Activities



14 / Special Olympics

## HTP – Fitness Activities



15 / Special Olympics

## Families benefitted too...



- Family members interacting and learning from each other about what works and what does not
- Family committee becomes more active and purposeful
- Family networking brings in more families and more Athletes
- Family members learn new skills and are fitter. And, the family unit gets stronger

16 / Special Olympics

## HTP – Fitness Activities




17 / Special Olympics

## Healthy Athlete Training The Trainer



18 / Special Olympics

# • Laos •



**Country Report for Third Country Training Program (TCTP)  
On Inclusive Development through Disability-Inclusive Sports  
1 (Sun) – 10 (Mon) October 2017**

Association for Autism

## Lao People's Democratic Republic



- 236.800 km<sup>2</sup>
- 6.8 million inhabitants
- 68 ethnic groups
- Vientiane Capital
- Human Development Index **0.586 (138 out of 188)**
- Buddhist
- Lao Kingdom since 1353
- People's Democratic Republic since 2.12.1975

### Who we are



Ms Vilayvanh Kommasith (Khu Laa)	Ms Somvang Inthalath (Khu Vang)
Academic Director at VAC	Teacher at VAC

### Association for Autism




- Parents self-help group since 2005
- Registered as Non-profit Association organisation of parents of children with ASD,
- Established 24.09.2011 (registered 15.03.2012),
- Nation-wide working
- Champasak provincial chapter since 2017

**VISIONN:**  
*Persons with autism can live a fulfilling life in an understanding environment.*


**MISSIONN:**  
*Represent the interests of persons with autism by promoting their rights and improving their access to appropriate support services.*

### Objectives of AfA



- Supporting, promoting und educating persons with ASD including their guardians,
- Promoting, supporting and disseminating knowledge about autism,
- Research and educate professionals in the field of autism,
- Promote the exchange of experiences and enhancing cooperation among members and relevant parties in an appropriate manner,
- Mobilize domestic and international financial sources for the support of persons with autism.

### Autism Centers operated by AfA



- Vientiane Autism Center**  
Est. 2009  
40 kids, 20 teachers  
16 kids in inclusive schools
- Pakse Autism Center**  
Est. 2017  
9 kids, 5 teachers  
3 kids in inclusive schools

## Disability in Lao PDR



27.01.1995	PM decree on Establishment of a National Commission on Disability (2009 Coordination Office)
2003 (Constitution)	Article 28. (New) The State and society attend to implementing policies on social security, especially towards national heroes, soldiers, retired civil servants, disabled people, [and the] families of those who have sacrificed their lives for the revolution and who have contributed extensively to the nation.
2006 (Labour Law)	Article 26. Acceptance of Handicapped or Disabled Persons to Work
15.01.2008	Laos signs UN-CRPD
06.03.2009	Decree 061 /PM restructuring of the Commission on Disability
25.9.2009	Laos ratifies UN-CRPD
07.12.2010	PM Decree National Strategy and Action Plan on Inclusive Education 2011-2015*
6.9.2013	Decree 232/PM on the Organization of National Committee for Disabled People and the Elderly
18.03.2014	Decree on Persons with Disabilities
2017	Development of National Policy and Action Plan on Disability

## ASD and related problems





- › In Fact acknowledged as one type of disability
- › No child psychiatrists or psychologist with focus on ASD – no proper diagnosis
- › No training of teachers in special education
- › No speech and occupational therapists
  
- › Two specialized centers for children with ASD (operated by AfA, financed by parents and donors)
- › Inclusion of children with ASD in mainstream schools initiated and supported by AfA
- › Training and Psycho-Social Support to parents by AfA

## • Myanmar •



### Introduction


- Ms May Han Ei @ Candy
- Ms Shwe Yee Win Latt @ Lydia



Two small portrait photos of women are shown side-by-side.

### Introduction


- Ms May Thu Thu Oo



A small portrait photo of a woman is shown.

### Introduction

- Mr Nay Myo Naing
- Sai Van Kham @ Sai Lon



A group photo of people at a swimming pool, with a man in a yellow shirt on the right.

### Myanmar Autism Association

- Founded in June 2011
- To help the next generation
- Stands for advocacy to the general public and the institutions and the state
- Source of a collective voice of all persons related to Autism
- Serves as a think tank



The logo features a globe with the text 'Myanmar Autism Association' around it.

### MAA – Today

- The World Autism Awareness Day
- Seminars & Talks
- IEC materials, Newsletter
- Day care center
- School advocacy program

## MAA - Achievements

- ⦿ Law for the rights of persons with disability (2015)
- ⦿ Some corporate and local governments recognize autism as an alarming problem
- ⦿ First autism game (2016)

## MAA - Challenges

- ❖ Voluntary based organization
- ❖ Still very low awareness on Autism
- ❖ Lack of certified trainers as well as teachers
- ❖ No secure funding
- ❖ Some private schools accommodate children with Autism but only in Yangon & Mandalay
- ❖ No job opportunity for the people with Autism
- ❖ No education policy for students with Autism in normal school
- ❖ Government has no welfare plan for the special needs

## MAA – Tomorrow

- ⦿ Nation-wide prevalence survey
- ⦿ Autism Youth Center
- ⦿ Special Olympic Committee
- ⦿ Association of Persons with ID
- ⦿ Chapters in other big cities

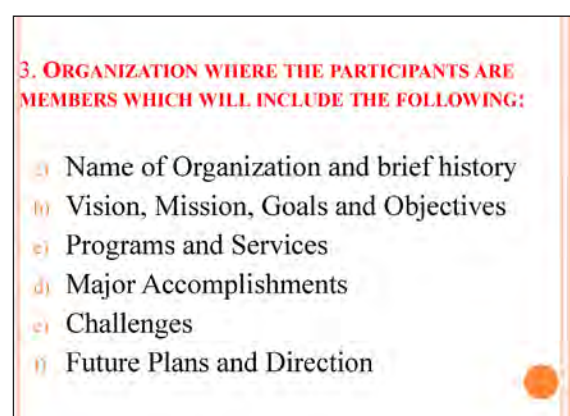
## Myanmar

- ⦿ Population: 51 million
- ⦿ PWD: 2.3 million (4.6%)
- ⦿ No specific data for ASD (ID:1.7%)
- ⦿ Gain independent from British in 1948
- ⦿ Military rule since 1962
- ⦿ Currently under democratic transition



THANK YOU

• Vietnam •





#### A) NAME OF ORGANIZATION AND BRIEF HISTORY

Name of Organization:

## TUOI NGOC SPECIAL SCHOOL

#### HISTORY OF ORGANIZATION

- Foundation date: *July 10<sup>th</sup>, 2008*
- License No: *62/GP-BC, Issued on February 9<sup>th</sup>, 2007*
- Address: *625/2 XVNT Street, Ward 26, Binh Thanh District, Ho Chi Minh City, Vietnam*

#### HISTORY OF ORGANIZATION

##### **Idens and Founder**

- *Ms. Phạm Thị Kim Tâm is the founder and the manager of Tuổi Ngọc special education school.*
- *At the beginning, Ms Tâm and other autistic parents were first founded this school as a "Home", with healthy environment for their children to play and study for a brighter future; and for autistic parents to share their experiences.*

#### HISTORY OF ORGANIZATION

- *As time passed, with her sympathy, Ms Tâm thought that she had to do something better, bigger for her child and those with autistic. Therefore, she has bravely developed and invested in every single activity, to make Tuổi Ngọc as you can see today.*

MS. PHAM THI KIM TAM



#### B) VISION, MISSION, GOALS AND OBJECTIVES

##### **Vision**

- To become a special education school with fulfilled and modern equipment, infrastructures. To train our staffs become professional teachers with specialist knowledge, experience, devotion and love for autistic children.

**B) VISION, MISSION, GOALS AND OBJECTIVES**

**Mission**

- To train high qualified teachers with advanced special education knowledge and professional ethics.
- To ensure the comprehensiveness in education: The development of children includes physical, psychological, cognitive, behavioral, social and linguistic aspects. To update lesson content, lesson plans, and intervention objectives.

**B) VISION, MISSION, GOALS AND OBJECTIVES**

**Mission**

- To combine school education with family education: Due to particular difficulties, children with developmental disorders need close coordination between families and schools in caring and education.

**B) VISION, MISSION, GOALS AND OBJECTIVES**

**Mission**

- To help autistic children have a life of self-reliance and integrate into the community.
- To orient and find suitable employment for autistic people.

**B) VISION, MISSION, GOALS AND OBJECTIVES**

**Goals and Objectives**

- To improve physical health, gross motor and fine motor.
- To improve the behavioral, language and cognitive problems of autistic children

**B) VISION, MISSION, GOALS AND OBJECTIVES**

**Goals and Objectives**

- To orient the autistic children to become independent in the individual activities when they are in the familiar environment and broad social environment. (Listen and understand the question express their needs, self-cleaning, self-service, cooking, shopping, sales, communication, use telephone and computer...).

**B) VISION, MISSION, GOALS AND OBJECTIVES**

**Goals and Objectives**

- To develop social emotion: how to share and cooperate with other.
- To help autistic children integrate with their peers and community.
- To orient and find suitable job for autistic people.

### C) EDUCATIONAL PROGRAMS AND SERVICES

We use the standard educational program "Caring are and educating preschool children" issued by the Department of Preschool Education - Ministry of Education and Training to apply for the normal children. However, the program has been adjusted to be suitable with the cognitive level and the developmental age of disabled children in each developmental field.

### C) EDUCATIONAL PROGRAMS AND SERVICES

- Besides, we also use special educational programs for children with developmental disabilities such as: Small Steps, Catherine Maurice's Early Childhood Intervention Program for Autistic Children, Individualized Assessment and Treatment for Autistic and Developmentally Disabled Children: Psychoeducational Profile-Revised (PEP-R), Speech Language Therapy, The Picture Exchange Communication System (PECS), Applied Behavior Analysis (ABA) and Floortime.

### C) EDUCATIONAL PROGRAMS AND SERVICES

- When choosing an educational program for children with autism, we rely on the developmental assessment result of the child through direct contact and testing (PEP III) in order to find the most appropriate one for the child's ability.

### D) ACHIEVEMENTS

- Successfully interfered many children who are able to integrate into kindergarten and primary school (each year, we have 2-3 children complete the program of special education and move towards integration education)
- Developed vocational programs for older children (saori weaving: pouches, coasters, squeezes, towels). Handmade products: greeting cards, cross stitch, gardening vegetables, yogurt...

### D) ACHIEVEMENTS

- Organized activities for the community to create a friendly playground for children in the Southern region, such as: The Mid-Autumn Festival 2015, Friendly Games 2016-2017.
- Successfully organized activities such as: go to supermarkets, parks, children's playground for some certain time of the year.

### E) CHALLENGES

- Not have enough specialists for each treatment. At the present, we only have specialized teachers and psychological staff.
- Stable funding to organize programs, activities for children with autism periodically.
- Stable funding to provide annual allowances for specialized teachers.

#### **F) FUTURE PLANS AND DIRECTION**

- Developing programs, methods of education, which are suitable for individuals, scientific and always update new knowledge
- Building a contingent of experts, teachers with expertise, enthusiastic and devoted.
- Maintaining good cooperation between family and school

#### **F) FUTURE PLANS AND DIRECTION**

- Building a friendly and positive learning environment
- Building facilities, equipment: abundant, appropriate, safe and modern.
- Building a showroom and selling products made by autistic children

#### **GENERAL INFORMATION ABOUT VIETNAM**

##### **a) Introduction of the country**

- Location
- Population
- Map
- Human Development Index,
- Culture
- Ethnicity,
- Natural resources

VietNam is located in the continent of Asia and its current population of Viet Nam is 95,766,205 in 2017. With the tropical monsoon country, Viet Nam develops strongly in Agriculture. Vietnam's Human Development Index (HDI) rose 1 percent to 0.683, placing it 115<sup>th</sup> out of 188 countries, up two places against last year.

○ This improvement is driven by GDP and a high health index while growth in the education index is slower. The IHDI (inequality measure) is also comparatively good, with the gap being 17.8 on HDI; one of the best performances in the region.

○ The report finds that although average human development improved significantly across all regions from 1900 to 2015, one in three people worldwide continue to live in low levels of human development, as measured by the Human Development Index.

○ Vietnamese culture is rich and varied in many aspects such as the good tradition customs, the meaningful local festivals,... for a long time.

VIETNAM MAP

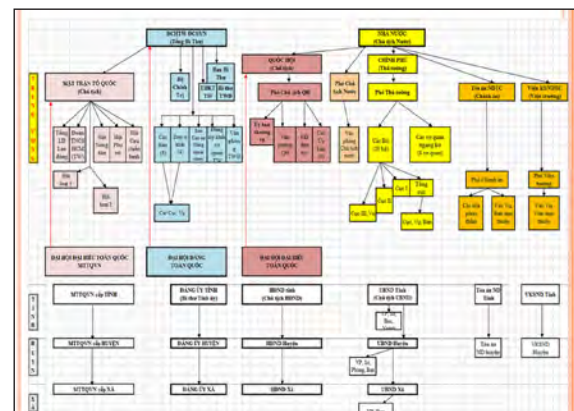


NATIONAL FLOWER: LOTUS FLOWER



GENERAL INFORMATION ABOUT VIETNAM

b) Government administration system



### GENERAL INFORMATION ABOUT VIETNAM

#### c) Social and economic situation

Vietnam's development record over the past 30 years is remarkable, transformed Vietnam from one of the world's poorest nations to a lower middle-income country.

- Continued modernization of the agriculture sector is also key, as agriculture will remain an important driver for growth and poverty reduction in Vietnam for years to come.

- The Government of Vietnam continues to show commitment to reforms.** Vietnam's 2011 – 2020 Socio-Economic Development Strategy (SEDS) – a 10 year strategy – highlights the need for structural reforms, environmental sustainability, social equity and emerging issues of macroeconomic stability. It defines three "breakthrough areas": (i) promoting skills development, particularly for modern industry and innovation; (ii) improving market institutions, and (iii) further infrastructure development. The Socio-Economic Development Plan (SEDP) for 2016-2020, approved in April 2016, acknowledges the slow progress on certain policy priorities and emphasizes the need to accelerate reforms.

### GENERAL INFORMATION ABOUT COUNTRY VIETNAM

#### d) Major Laws on Disability and particularly on persons with Autism

- The Vietnamese government pays great attention to people with disabilities and creates favorable conditions for them, such as the promulgation of Decree 28/2012 of the Disability Law.
- People with disabilities are given priority public places such as bus, doctor, etc.

- There are many vocational training centers for people with disabilities.
- For children and people with severe disabilities, government and non-governmental organizations also open many centers for the care and training of people with disabilities.

### PROVISIONS OF MOET AND MOLISA FOR CHILDREN WITH DISABILITIES

- Labour Law (1994). Chapter III regulates jobs of people with disabilities in organizations and companies. Article 123 points out that in every organization, people with disabilities must occupy 2% to 3% of the human resource.
- Vocational Training Law (2006) regulates conditions of training entities for people with disabilities and financial support for these training organizations and their attendants.

PROVISIONS OF MOET AND MOLISA FOR CHILDREN WITH DISABILITIES

- Standardization and Criterion system for people with disability access (2002) regulates national standardization in terms of traffic, schools, public places, ect
- National Board of Coordinators for disability (2001).

PROVISIONS OF MOET AND MOLISA FOR CHILDREN WITH DISABILITIES

- Joint circular regulating policies for people with disabilities among MoET, MoLISA and Ministry of Finance  
[\[http://www.moj.gov.vn/vbpq/Lists/Vn%20bn%20hp%20lut/View\\_Detail.aspx?ItemID=29730\]](http://www.moj.gov.vn/vbpq/Lists/Vn%20bn%20hp%20lut/View_Detail.aspx?ItemID=29730)
- Decision No. 23/2006/QĐ-BGDĐT by MoET on Issuing regulations about inclusive education for people with disabilities

GENERAL INFORMATION ABOUT VIETNAM

- e) Status of the implementation of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Incheon Strategy to Make the Rights Real for Persons with Disabilities related to persons with Autism and their community

To gather documents on policies and regulations of MoET HCMC for children with disabilities

- Implementation plan for *Decision No. 1019/QĐ-TTg of the Minister: Project on assisting people with disabilities period 2012 – 2020*
- Implementation plan for *Decision No. 1937/QĐ-BGDĐT: Enhance access chance and the quality of inclusive education through information technology for children with disability*
- *Action plan to education management for people with disability 2008-2020. (Board of managers of education for children with disabilities, MoET HCMC. Jan 2009)*

- Vietnamese autistic children have been subsidized by the state from 200-800 VND / month, depending on their level of disability. [Article 17-20 - DECREE Detailing and guiding the implementation of some articles of the Law on People with disabilities]  
[\[http://portal-app:2017/pages/vbpq.aspx\]](http://portal-app:2017/pages/vbpq.aspx)  
[http://vbpl.vn/Pages/portal.aspx\]](http://vbpl.vn/Pages/portal.aspx)

### Necessary related information useful for the training:

Current status and operational challenges of capacity-building of persons with Autism and their parents in your country.

- There is a less awareness about autism in community, therefore the persons with autism get many difficulties in their lives.

- Communities have less suitable way of supporting autistic children and their parents to help them improve their kids. For example, the autistic children are teased when they come their classes. If they go to the park or the playground in the supermarket, they can be shouted or because of their inappropriate behaviours.

### NECESSARY RELATED INFORMATION USEFUL FOR THE TRAINING:

- Recreation, leisure, sports or games that are friendly for persons with Autism

- Listening musics, playing puzzles, drawing or painting pictures, playing musical instruments, swimming, track and field,...

### References

#### Document source:

[http://www.moj.gov.vn/vbpq/Lists/Vn%20bn%20php%20ut/View\\_Detail.aspx?ItemID=29730](http://www.moj.gov.vn/vbpq/Lists/Vn%20bn%20php%20ut/View_Detail.aspx?ItemID=29730)

<http://portalapp:2017/pages/vbpq.aspx>

<http://vbpl.vn/Pages/portal.aspx>

[https://vi.wikipedia.org/wiki/Nh%C3%A0\\_n%C6%B0%E1%BB%9Bc\\_Vi%E1%BB%87t\\_Nam](https://vi.wikipedia.org/wiki/Nh%C3%A0_n%C6%B0%E1%BB%9Bc_Vi%E1%BB%87t_Nam)

#### Image source:

<http://ven.vn/ao-dai-festival-2017-to-open-in-march-25782.html>

<http://dehoctotvan.com/van-mau-9/em-hay-gioi-thieu-doi-net-vc-loai-hoa-sen-1849-4>

Album of Tuoi Ngoc Special School

## PARTICIPANTS' PROFILE

### 1) Mr. DO HUNG VIET

(Potential athletes with autism)

- Date of birth: 04/01/2003
- Nationality: Vietnamese
- Education Institution: Tuổi Ngọc Special School





## PARTICIPANTS' PROFILE

### 2) Ms. HUYNH THI KIM TUYEN

(Trainer of athletes with autism)

- Date of birth: 28/12/1991
- Nationality: Vietnamese
- Work address: Tuổi Ngọc Special School, from 2013-2017
- Education Record:
  - Education Institution: Social Science and Humanity University
  - Special fields of study: Psychology

## PARTICIPANTS' PROFILE

### 3) Mr. TRAN VAN HOA

(Trainer of athletes with autism)

- Date of birth: 13/10/1973
- Nationality: Vietnamese
- Work address: Tuổi Ngọc Special School, from 2009-2017
- Education Record:
  - Education Institution: Open University
  - Special fields of study: Martial arts

## PARTICIPANTS' PROFILE

### 4) Ms. VU THI THUY DUNG

(Trainer of athletes with autism)

- Date of birth: 13/10/1973
- Nationality: Vietnamese
- Work address: Tuổi Ngọc Special School, from 2009-2017
- Education Record: 26/07/1986
  - Education Institution: Social Science and Humanity University
  - Special fields of study: Educational psychology

## Picture of TUOI NGOC Special school



MY PICTURE AND OUR COLLEAGUES



Some pictures of  
school activities

## ATTENDANCE TIME





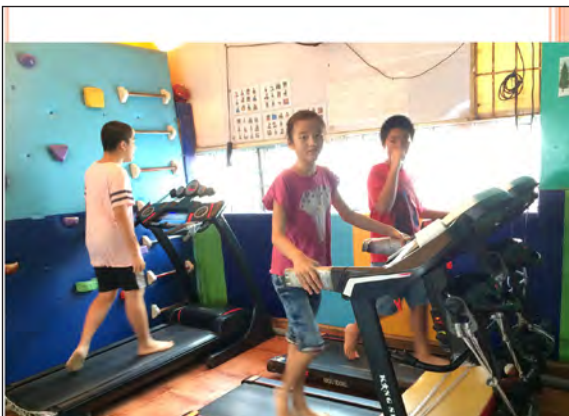
Personal study hours



## Fitness activities



- Running on the treadmill
- Swinging on the balls
- Playing with the balls, group activities.



## ACTIVITIES AT SWIMMING POOL





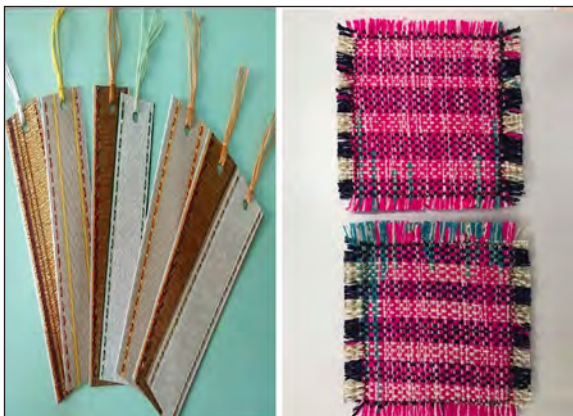
## LUNAR NEW YEAR OF VIETNAM



## World Autism Awareness Day April 2, 2017



## Handmade products of Children with Autism





## Some vocational training activities

SUTURE COASTERS



MAKE BRACELET



MAKE YOGURT





# Action Plan

## • Cambodia •



### Cambodian Intellectual Disability and Autism Network (CIDAN)

**Strengthen groups for persons with  
Autism and ID through Disability  
Inclusion Sports.**

#### 1. Background/Issues/Challenges

1. Parents( 87%) are fully depends on NGOs supports and they less understand on ID's abilities as well as they still limited to let their Children participate into the society works ( daily choice, Autism sports or national events) .
2. Some parents do not accept their Children potentials and hiding their children with impairments into the publicity.
3. Parent, Children with Disabilities and Stakeholders are less happy times together.
4. The existed ID and Autism sport Groups in the community still limited to strengthen their abilities. And also, they have less opportunity to practice their potentials through playing the sports with the involved stakeholders and national events.
5. The community less understand on potentials of ID and autism on what they can do and contribute in the society works.
6. The collaborations still limited to expand the ID and Autism sports into the involved stakeholders.

#### 2. Objectives

- Parents fully take care their children related to their rights as children without disabilities.
- The existed ID and Autism sport Groups in the community have strengthened and expressed their potential abilities into the society.
- We can organize the Disability Inclusion Sports with successfulness and Effectiveness.

#### 3. Expected Results

- Parents fully understand on right of children with disabilities and their potentials.
- The existed ID and Autism Sport groups in the community have the opportunity to practice and express their potentials and skills.
- Parents and the involved stakeholders have a happy time through playing sports.

#### 4. Main Activities

##### 1. Building up the capabilities:

- 1.1 Conduct the awareness raising on ID and Autism Sport to parents.
- 1.2. Provide the training the Children of ID and Autism to parent on what they can do and contribute into society through sport.
- 1.3 Conduct the shared and reflection meeting with parents of ID and Autism.
- 1.4 Conduct the Exposal Visit with the partners from the local up to national levels.

#### 4. Main Activities (Cont)

##### 2. Strengthening the existed ID and Autism Sport Groups:

- 2.1 Create and provide the training on Special Sport's committee at Community levels.
- 2.2 Consistently practice and teach the Existed ID and Autism Sport Group in the community.
- 2.3. Conduct a meeting with Special Sport Committee at community least twice a year.
- 2.4. Conduct the competition of ID and Autism Sport in the community at least twice a year.
- 2.5 Increase to facilitate the ID and Autism Sports to gain the experiences through matching with national and international teams.
- 2.6 Increase the collaborations with the involved partners both the local and national levels.

### **5. Monitoring**

It will be followed by the detail activities. Because after each session will be finished, there will be assessed their knowledge and what they learned.

**For Example:**

1. No of training conducted:
2. No of Participants:
3. What level of participants:

### **Our Declaration**

**We can do it!**

**Thank You So much for attentions!**

## • Laos •

### Holistic sport center for people with autism

Vientiane Autism Center of Lao PDR



### Our Background/ Issues

- Public is lack of knowledge and awareness on autistic symptoms.
- Trainers and staffs are lack of knowledge and skills on sport and special education for people with autism.
- Lack of facilities and instruments on sport.
- Government put their focus on people with physical disabilities rather than people with autism.
- There are financial supports from international organizations and local philanthropist.

### Objectives

1. Increase numbers of people with autism to play the sports.
2. More varieties of the sport, provided for people with autism.
3. Improve and develop skilled-people with autism to reach both national and international level.
4. Trainers and staffs are equipped with knowledge and skills on sport and special education.
5. Increase more awareness and knowledge on autistic symptoms for public and government sector.
6. A sport place that can serve people with autism from city and rural area as well as provide enough instruments for them.

### Activities/To Do

1. Coordinate with local philanthropist on building the holistic sport center for people with autism.
2. Training the trainers and staffs on techniques and knowledge gained from TCTP.
3. Apply and develop course outlines from TCTP for training people with autism in Lao PDR.
4. Hold a sport event that includes people with autism and the society to play sports together.

### Our declaration

We promise to optimize the knowledge and skills gained from TCTP and apply to Lao PDR context for the best benefit of people with autism in our country.

### Expected Outcome

- Trainers and staffs have more knowledge and skills on sports and special education.
- A sport center that can serve people with autism from city and rural area to play various types and levels of the sport.
- More athletes with autism improve their capacity on sport to reach international level.
- Public and government sector have more awareness on autistic symptoms.

### Monitoring

- Create work schedules and keep tracks on the daily record of each person (with autism).
- Summarize training report for each month.
- Follow up with parents and government officers on the level of engagement/participation with the center.

## • Myanmar •

### UFO PROJECT

MYANMAR AUTISM ASSOCIATION



### BACKGROUND

- ❖ 12 special needs schools in Yangon
- ❖ Around 500 children with ASD in the special needs schools
- ❖ No school has in-house sports program

### OBJECTIVES

- 1) Dodgebee becomes one of the sports program in special needs schools
- 2) Dodgebee strengthens cooperation between the special needs schools, MAA and the autism society

### ACTIVITY

- 1.1 Awareness talks on Dodgebee to the schools every two weeks
- 1.2 Dodgebee training for teachers on every two weeks
- 1.3 Develop plan of action with the schools every two weeks
- 1.4 Develop training manual in Myanmar by the end of April 2018
- 1.5 Practical exercise based on individual plan of actions

### ACTIVITY

- 2.1 Organizing two-monthly games for the schools starting from Feb 2018
- 2.2 Formation of a Dodgebee Club at the end of April 2018

### DECLARATION

Smile and fly it. It worths.



## EXPECTED OUTCOMES

- ❖ Special needs schools have regular Dodgebee program
- ❖ Healthy children with ASD
- ❖ Team work (for children as well as teachers)
- ❖ A training manual in Myanmar
- ❖ A Dodgebee Club
- ❖ Regular Dodgebee games

## MONITORING

- ❖ A four-monthly report which reflects meeting minutes, number of participants and photos.
- ❖ Evaluation on the implementation of plan of actions.

## THANK YOU



## • Thailand •

### " Sports for ALL "


☞ Center for Empowerment and Development of Autism  
Nonthaburi Province

☞ Association of Parents of Thai Persons with Autism





### Background/ Issues




1. Lack of knowledge in sports.
2. Autism children have limitation in learning and perception.
3. Lack of resource persons who can provide knowledge in Sports for autism children.
4. Acceptance for autism children in expanded social
5. Lack of opportunity in joining sports event.

### Objectives

1. To provide sports instructor manual for trainers to have a proper skill in sport.
2. To teach sports skill , rules and regulation of each kind of sports to Autism children.
3. To open an opportunity for Autism children to show their potential and develop their capability in sports

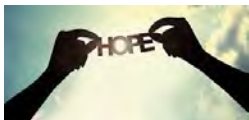
### Activities/To Do




1. Work shop for parents and trainers in sports every month.
2. Prepare sport manual both for trainers and child every year. [ revise everytime after yearly workshop ]
3. Set Friday is a sport day for autism.
4. Set up internal sport event in order to increase capacity of autism children in sport continuously once a year.

### Our declaration

" Tomorrow Hope Today Begin "



### Expected Outcome



Short term

- Family & trainer have knowledge in sport for training autism children.
- Set up sport clubs for autism by experienced sport specialists in each organization which responsible for Autism.
- Set sport event among sport club from various group in Thailand.

#### Medium term

- To develop sport skill and set trainer manual for autism in order to be a manuscript for groups and organization related with autism.
- Sports training for autism to groups and organization related with autism country wide.
- National sports event for autism.
- International training to built international collaboration as well as network in sport for autism.

#### Long term

- Established Autism Sport Association.



#### Monitoring



- Follow up sport activities and skill development of autism in each sport club.
- Set up meeting to exchange knowledge and experience among sport club regularly.
- Set up sport event in order to seeking some high potential athlete to evaluate the successful of each sport club as well as seeing problems and barriers in order to find the solution.
- Arrange some questionnaire to evaluate and revise an instructor manual.

**Thank you**

## National Disability-Inclusive Sports

**Tuoi Ngoc Special School**  
Ho Chi Minh city, Vietnam



## Our Background/ Issues

- Children with autism get difficulties in playing various sports.
- Lack of supporting of their parents in developing sport abilities.
- Teachers lack in knowledge and skills of teaching sport for disability.

## Objectives

1. Raise the knowledge of sport for disability for teachers and parents
2. Integrate children into society through National Disability Inclusive Sports 2018 in Danang city, Vietnam

## Activities/To Do

1. Educate teachers and parents about Sports for Disability through workshops.
  - 📅 December 2017
  - 🏠 Tuoi Ngoc Special School
  - Teachers, parents
  - 🎯 Present about Track and Field, Swimming and Dodgebee
2. Preparation for National DIS 2018
  - 📅 January – March 2018
  - 🎯 Prepare materials, place, accommodation,... (Danang city)
  - 🎯 Self-practice new sports (in every special schools)
3. National Disability Inclusive Sports 2018
  - 📅 April 2, 2018
  - 🏠 Danang city, Vietnam
  - 👥 Everybody who care about disability

## Our declaration



## Expected Outcome

- Disability can play more sports in high level skill
- Raise the importance of parents' behavior in their children's enjoyment in sports
- Organize more sport events for children with disabilities.

## Monitoring/Evaluation

- The number of participant in every event will be recorded by facilitator and reported to all members by email and meeting.
- Take feedback from all participants through evaluation form to evaluate the result of program after National DIS 2018



# TRAINING SCHEDULE

Program on TCTP on Inclusive Development through Disability-Inclusive Sports						
Week 1	8:30 - 9:00	9:00 - 10:30	10:45 - 12:30	13:30 - 15:00	15:15 - 17:00	18:00 - 19:30
Day 1 Sunday (1 <sup>st</sup> October)	Arrival of participants and check in to APCD Training building					
APCD Staff						
Day 2 Monday (2 <sup>nd</sup> October)	Session 1: Opening Ceremony (9:00 - 9:30) Supaanong	Session 2: Ice Breaking Activity (9:30 - 10:30) Ms. Shintani	Session 3 & 4: Course Orientation; Sharing Concerns and expectations Mr. Watcharapol	Session 5: Disability Equality Training (DET) - Beginner Mr. Watcharapol	Session 6: Review of Talents and Issues related to Autism Development Ms. Supaanong	Welcome dinner 2 <sup>nd</sup> Floor Canteen
	Recap of the previous day	Session 7: Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes I (Track & Field) Mr. Wisud	Session 8: Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes II (Track & Field) Mr. Wisud	Session 9: Actual Practices of DIS on Track & Field Mr. Wisud	Session 9: Actual Practices of DIS on Track & Field (Cont.) Mr. Wisud	Free Time
Day 3 Tuesday (3 <sup>rd</sup> October)	Coffee Break (10:30 - 10:45)			Coffee Break (15:00 - 15:15)		
	Session 10: Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes III (Swimming) Mr. Wisutipong	Session 11: Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes IV (Swimming) Mr. Wisutipong	Session 12: Actual Practices of DIS on Swimming Mr. Wisud	Session 12: Actual Practices of DIS on Swimming (Cont.) Mr. Wisud	Session 12: Actual Practices of DIS on Swimming (Cont.) Mr. Wisud	
Day 4 Wednesday (4 <sup>th</sup> October)	Coffee Break (10:30 - 10:45)			Coffee Break (15:00 - 15:15)		
	Session 13: Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes V (Flying Disc, Dodgebee) Japanese experts*	Session 14 (Cont.): Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes VI (Flying Disc, Dodgebee) Japanese experts*	Session 15: Actual Practices of DIS on Flying Disc and Dodgebee Japanese experts*	Session 15: Actual Practices of DIS on Flying Disc and Dodgebee (Cont.) Japanese experts*	Session 16: Field Visit Preparation Ms. Supaanong	
Day 5 Thursday (5 <sup>th</sup> October)	Japanese experts: Mr. Yukinori Sawae, Mr. Junichi Kojima, Ms. Kei Hiraga and Mr. Masahisa Hayashi					






Week 2	8.30 - 9.00	9.00 – 10.30	10.45 - 12.30	13.30 – 15.00	15.15 - 17.00
Day 6 Friday (6 <sup>th</sup> October)	<b>Self-Learning</b>				
Day 7 (Saturday) (7 <sup>th</sup> October)	Session 17 & 18: Field Visit: International Autism Development on Leisure, Recreation and Sports Towards Their Social Participation and Sustainability of Vocational Life (Good Practice I & II)				
Day 8(Sunday) 8 <sup>th</sup> October)	Ms. Supaanong				
Day 9(Monday) (9 <sup>th</sup> October)	Session 19: Field Visit: International Autism Development on Leisure, Recreation and Sports Towards Their Social Participation and Sustainability of Vocational Life (Good Practice III)				
Day 9(Monday) (9 <sup>th</sup> October)	Ms. Supaanong				
Day 9(Monday) (9 <sup>th</sup> October)	Recap of the previous day	Session 20: Guidance of Action Plan	Coffee Break (10.30 – 10.45) All Participants	Session 21: Preparation of action plan/ project-based simulation	Farewell Lunch (12:30 – 13:30) APCD Team
		Mr. Watcharapol		Session 22: Presentation of Action Plan	Coffee Break (15:00 – 15:15) Mr. Jasper
				Session 23: Recommendation to the Focal Point of Governments (CLMVT) towards Disability-Inclusive Sports for Tomorrow	Session 24: Closing Ceremony: Awarding the Certificates
					Session 25: Reflection and Evaluation
Day 10 (Tuesday) (10 <sup>th</sup> October)	Departure of participants				

## Session Objectives






Session(s)	Title	Objectives
1	Opening Ceremony	To welcome honorable guests and learn honored speeches from the Government of Japan and the Government of Thailand as well as the implementing organization
2	Ice Breaking Activity	To let participant know each other and provide basic knowledge creation through CBID.
3 – 4	Course Orientation; Sharing Concerns and expectations	To understand the overview and underlying principles of the TCTP 2017 Training Module. To understand the participants' background, challenges and expectations toward the training
5	Disability Equality Training (DET) - Beginner	To understand different disability models and its evolution in order to embrace diversity.
6	Review of Talents and Issues related to Autism Development	To understand DET as an effective tool to facilitate people to become an agent of change. To analyze common issues related to autism toward social participation development for persons with autism
7	Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes I (Track & Field)	To learn integrated demonstration and understand rules and regulation in International Level of Track & Field towards 2020 Olympic and Paralympic Games.
8	Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes II (Track & Field)	To learn integrated demonstration and understand rules and regulation in International Level of Track & Field towards 2020 Olympic and Paralympic Games.
9	Actual Practices of DIS on Track & Field	To gain actual experience of Track & Field towards a platform of any competition on Games
10	Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes III (Swimming)	To learn integrated demonstration and understand rules and regulation in International Level of Track & Field towards a platform of any competition on Games
11	Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes IV (Swimming)	To learn integrated demonstration and understand rules and regulation in International Level of Track & Field towards a platform of any competition on Games
12	Actual Practices of DIS on Swimming	To gain actual experience of Swimming towards a platform of any competition on Games
13	Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes V (Flying Disc, Dodgebee)	To learn demonstration of new sport from Japan as 130th anniversary of Thailand-Japan Diplomatic Relations towards 2020 Olympic and Paralympic Games.

Session(s)	Title	Objectives
14	Disability-Inclusive Sports (DIS) Practice & Facilitation for Changes VI (Flying Disc, Dodgebee)	To learn demonstration of new sport from Japan as 130 <sup>th</sup> anniversary of Thailand-Japan Diplomatic Relations towards 2020 Olympic and Paralympic Games.
15	Actual Practices of DIS on Flying Disc and Dodgebee	To gain actual experience of new sport from Japan as 130 <sup>th</sup> anniversary of Thailand-Japan Diplomatic Relations towards 2020 Olympic and Paralympic Games.
16	Field Visit Preparation	To prepare necessary for the Field Visits
17 & 18	Field Visit: International Autism Development on Leisure, Recreation and Sports Towards Their Social Participation and Sustainability of Vocational Life (Good Practice I & II)	To showcase the skills and talents of persons with autism to develop and participate in Disability-Inclusive Sports (DIS) for Tomorrow activities towards a platform of 2020 Tokyo Olympic and Paralympic Games in the ASEAN region and Japan.
19	Field Visit: International Autism Development on Leisure, Recreation and Sports Towards Their Social Participation and Sustainability of Vocational Life (Good Practice III)	To showcase the skills and talents of persons with autism to develop and participate in Disability-Inclusive Sports (DIS) for Tomorrow activities towards a platform of any competition on Games in the ASEAN region and Japan.
20	Guidance of Action Plan	To provide a platform for the training participants to exercise and apply their first hands knowledge into a constructive action plan
21	Preparation of action plan/project-based simulation	To provide a platform for the training participants to exercise and apply their first hands knowledge into a constructive action plan
22	Presentation of Action Plan	To allow the training participants present what they created activity of friendly leisure, recreation and sport in their community and they are going to do in accordance with their action plan
23	Recommendation to the Focal Point of Governments (CLMVT) towards Disability-Inclusive Sports for Tomorrow	To provide a platform for brainstorming among the training participants, resource persons from Japan and Thailand for how to promote friendly leisure, recreation and sport To amended the Recommendation on how to promote the friendly leisure, recreation and sport in Southeast Asia countries among the training participant, the resource persons and APCD.
24	Closing Ceremony: Awarding the Certificates	To feedback, discuss for improvement of the training course in the future concern and present the Certificates (APCD, TICA, JICA) to the training participants
25	Reflection and Evaluation	To distribute a friendly evaluation forms of the training and receive their constructive comments for further regional training






# SUMMARY OF THE FRIENDLY EVALUATION RESULT FROM PARTICIPANTS

Session	Items						N/A
1	Contents	81.25%	12.50%	-	-	-	6.25%
	Methods/ Materials	75.00%	12.50%	6.25%	-	-	6.25%
	Facilitator	50.00%	25.00%	6.25%	6.25%	-	12.50%
	Understanding	43.75%	12.50%	31.25%	-	-	12.50%






Additional Comment: N/A

Session	Items						N/A
2	Contents	87.50%	6.25%	-	-	-	6.25%
	Methods/Materials	68.75%	12.50%	6.25%	-	-	12.50%
	Facilitator	68.75%	12.50%	6.25%	-	-	12.50%
	Understanding	68.75%	18.75%	-	-	-	12.50%






Additional Comment: N/A

Session	Items						N/A
3-4	Contents	93.75%	6.25%	-	-	-	-
	Methods/Materials	62.50%	31.25%	-	-	-	6.25%
	Facilitator	62.50%	25.00%	6.25%	-	-	6.25%
	Understanding	56.25%	18.75%	18.75%	-	-	6.25%





Additional Comment: N/A

Session	Items						N/A
5	Contents	87.50%	12.50%	-	-	-	-
	Methods/Materials	81.25%	12.50%	-	-	-	6.25%
	Facilitator	62.50%	25.00%	6.25%	-	-	6.25%
	Understanding	68.75%	25.00%	-	-	-	6.25%






Additional Comment: N/A

Session	Items						N/A
6	Contents	87.50%	-	6.25%	-	-	6.25%
	Methods/Materials	68.75%	12.50%	-	6.25%	-	12.50%
	Facilitator	75.00%	6.25%	6.25%	-	-	12.50%
	Understanding	50.00%	37.50%	-	-	-	12.50%






Additional Comment: N/A

Session	Items						N/A
7-8	Contents	68.75%	18.75%	12.50%	-	-	-
	Methods/Materials	75.00%	6.25%	12.50%	-	-	6.25%
	Facilitator	68.75%	12.50%	12.50%	-	-	6.25%
	Understanding	68.75%	12.50%	12.50%	-	-	6.25%






Additional Comment: N/A

Session	Items						N/A
9	Contents	93.75%	6.25%	-	-	-	-
	Methods/Materials	75.00%	18.75%	-	-	-	6.25%
	Facilitator	68.75%	12.50%	12.50%	-	-	6.25%
	Understanding	81.25%	12.50%	-	-	-	6.25%






Additional Comment: N/A

Session	Items						N/A
9	Contents	93.75%	6.25%	-	-	-	-
	Methods/Materials	75.00%	18.75%	-	-	-	6.25%
	Facilitator	68.75%	12.50%	12.50%	-	-	6.25%
	Understanding	81.25%	12.50%	-	-	-	6.25%






Additional Comment: N/A

Session	Items						N/A
10-11	Contents	87.50%	6.25%	-	-	-	6.25%
	Methods/Materials	68.75%	18.75%	6.25%	-	-	6.25%
	Facilitator	62.50%	18.75%	6.25%	-	-	12.50%
	Understanding	62.50%	12.50%	12.50%	6.25%	-	6.25%






Additional Comment: N/A

Session	Items						N/A
12	Contents	81.25%	12.50%	-	6.25%	-	-
	Methods/Materials	75.00%	6.25%	12.50%	-	-	6.25%
	Facilitator	75.00%	12.50%	6.25%	-	-	6.25%
	Understanding	62.50%	25.00%	6.25%	-	-	6.25%





Additional Comment: N/A

Session	Items						N/A
13-14	Contents	93.75%	6.25%	-	-	-	-
	Methods/Materials	87.50%	6.25%	-	-	-	6.25%
	Facilitator	87.50%	6.25%	-	-	-	6.25%
	Understanding	87.50%	6.25%	-	-	-	6.25%
	Items						N/A
	Contents	93.75%	6.25%	-	-	-	-
	Methods/Materials	87.50%	6.25%	-	-	-	6.25%
	Facilitator	81.25%	12.50%	-	-	-	6.25%
	Understanding	87.50%	6.25%	-	-	-	6.25%






Additional Comment: N/A

Session	Items						N/A
16	Contents	87.50%	6.25%	-	6.25%	-	-
	Methods/Materials	68.75%	12.50%	6.25%	-	6.25%	6.25%
	Facilitator	81.25%	-	6.25%	-	6.25%	6.25%
	Understanding	75.00%	12.50%	-	6.25%	-	6.25%
	Contents Items	68.75%	18.75%	12.50%	-	-	N/A
	Methods/Materials	75.00%	6.25%	12.50%	-	-	6.25%
	Facilitator	68.75%	12.50%	12.50%	-	-	6.25%
	Understanding	68.75%	12.50%	12.50%	-	-	6.25%

Additional Comment: N/A






Session	Items						N/A
19	Contents	81.25%	12.50%	-	6.25%	-	-
	Methods/Materials	75.00%	6.25%	12.50%	-	-	6.25%
	Facilitator	75.00%	12.50%	6.25%	-	-	6.25%
	Understanding	62.50%	25.00%	6.25%	-	-	6.25%

Additional Comment: N/A






Session	Items						N/A
20-22	Contents	93.75%	6.25%	-	-	-	-
	Methods/Materials	75.00%	12.50%	6.25%	-	-	6.25%
	Facilitator	68.75%	18.75%	6.25%	-	-	6.25%
	Understanding	81.25%	6.25%	-	-	6.25%	6.25%

Additional Comment: N/A








Session	Items						N/A
23	Contents	81.25%	12.50%	6.25%	-	-	-
	Methods/Materials	62.50%	25.00%	6.25%	-	-	6.25%
	Facilitator	75.00%	18.75%	-	-	-	6.25%
	Understanding	62.50%	25.00%	-	-	-	12.50%

Additional Comment: N/A

Session	Items						N/A
24	Contents	81.25%	12.50%	-	-	-	6.25%
	Methods/Materials	75.00%	-	6.25%	6.25%	-	12.50%
	Facilitator	68.75%	6.25%	6.25%	6.25%	-	12.50%
	Understanding	68.75%	6.25%	12.50%	-	-	12.50%

Additional Comment: N/A

Session	Items						N/A
25	Contents	93.75%	6.25%	-	-	-	-
	Methods/Materials	87.50%	6.25%	-	-	-	6.25%
	Facilitator	68.75%	18.75%	-	-	6.25%	6.25%
	Understanding	68.75%	18.75%	-	-	6.25%	6.25%

Additional Comment: N/A

## Logistic and Others (10 Training Days)

### 1) Objectives

Items	5	4	3	2	1
How did you find the design of the program appropriate for you to achieve the program objective?	93.75%	6.25%	-	-	-

### 2) Logistic arrangement

Items	5	4	3	2	1
How did you find the logistic arrangement such as airport transfer?	87.50%	-	6.25%	-	-

### 3) Accommodation

Items	5	4	3	2	1
How did you find the accommodation? Was it given enough?	81.25%	18.75%	-	-	-

### 4) Organizer

Items	5	4	3	2	1
How did you find the accommodation? Was it given enough?	87.50%	12.50%	-	-	-

### 5) Overall satisfaction

Items	5	4	3	2	1
Overall, Did you satisfy with TCTP 2017? Was it worth your time and efforts?	81.25%	12.50%	-	-	6.25%

Third Country Training Programme 2017:  
**Inclusive Development Through  
Disability-Inclusive Sports**  
(Summary Report)



**TCTP 2017**

1 – 10 October 2017, APCD Training Building, Bangkok



Accessible for Persons with disAbilities

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