

資料1 令和7年度事業活動一覧

実施 時期	事業実績（概要）
4月	<p>【体育教師教育（PETE）・障がい者スポーツ（SPD）共通】</p> <ul style="list-style-type: none"> ● <u>4月10日：第1回日本体育大学プロジェクトチーム定例会議</u> （対面@日本体育大学世田谷キャンパス：岡出教授、藤田、下久保、新川、Mi AN、宍戸） ● <u>4月18日：筑波大学、日本体育大学プロジェクトチーム・ミーティング</u> （オンライン：筑波大学：佐藤教授、永田准教授、日本体育大学：新川、Mi AN、宍戸） ● <u>4月24日：第2回日本体育大学プロジェクトチーム定例会議</u> （オンライン：岡出教授、新川、Mi AN、宍戸）
5月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● <u>5月9日：スポーツ庁・日本体育大学 事業開始前ミーティング</u> （オンライン：スポーツ庁：庄司氏、根井氏、日本体育大学：岡出教授、新川、Mi AN、宍戸） ● <u>5月15日：第3回日本体育大学プロジェクトチーム定例会議</u> （オンライン：岡出教授、新川、Mi AN、宍戸） ● <u>5月22日：ASEAN Persons with Disabilities in Sports Conference 2025 事前打合せ</u> （オンライン：マレーシア（主催国）Ms. Siti Mariam Ahmad Tobias、Ms. Siti Amirah Amiruddin（青年スポーツ省）、Ms. Suhana Hashim（国立青年スポーツ局）、Ms. Solehah Misron（教育省）、ブルネイ：Mr. Haji Md. Azrin Bin Haji Siaji（教育省）、カンボジア：Ms. Hou Sitthisophealai（教育青年スポーツ省）、日本：永田准教授（筑波大学）、戸村講師（福山大学）、岡出教授、Mi AN、宍戸（日本体育大学） ● <u>5月23日：ASEAN 事務局、スポーツ庁、日本体育大学3者キックオフミーティング</u> （オンライン：ASEAN 事務局：Mr. Kamal Mamat、Mr. Joel Atienza、Ms. Nasya Nabila Nursabrina、Mr. Anga、スポーツ庁：庄司氏、根井氏、日本体育大学：岡出教授、新川、Mi AN、宍戸） ● <u>5月29日：第4回日本体育大学プロジェクトチーム定例会議</u> （オンライン：岡出教授、新川、Mi AN、宍戸）
6月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● <u>6月10日：事業 SNS 情報発信に係る会議</u> （オンライン：岡出教授、新川、Mi AN、宍戸） ● <u>6月12日：第5回日本体育大学プロジェクトチーム定例会議</u> （オンライン：岡出教授、新川、Mi AN、宍戸） ● <u>6月20～21日：ASEAN Persons with Disabilities in Sports Conference 2025</u> （対面@マレーシア国プトラジャヤ市：11か国より約250名が参加、事業からは、永田准教授（筑波大学）、戸村講師（福山大学）、岡出教授、Mi AN（日本体育大学）が参加、永田准教授はキーノートスピーチ、岡出教授はパネスディスカッションで登壇） ● <u>6月25日：第6回日本体育大学プロジェクトチーム定例会議</u> （オンライン：岡出教授、新川、Mi AN、宍戸）
7月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● <u>7月10日：第7回日本体育大学プロジェクトチーム定例会議</u> （オンライン：岡出教授、新川、Mi AN、宍戸） ● <u>7月10日：インドネシア事前コーディネーション・ミーティング</u>

	<p>(オンライン：インドネシア： Ms. Hilda Ilmawati (教育省およびインドネシア教育大学)、 Ms. Irul Trishima Atias (青年スポーツ省)、日本体育大学：岡出教授、新川、Mi AN、宍戸)</p> <ul style="list-style-type: none"> ● 7月14日：対面式ワークショップ開催候補会場の視察@都市センターホテル (岡出教授、新川、Mi AN、宍戸) ● 7月15日～16日：インドネシア教育大学における国際セミナー (佐藤教授：筑波大学) 7/15 の登壇テーマ“Enhancing Learning Quality for the Revitalization of Physical Education in Indonesia.” 7/16 の登壇テーマ“The Future of Physical Education, Sports, Health, and Recreation: Challenges and Opportunities in Adapted Physical Education.” ● 7月25日：第8回日本体育大学プロジェクトチーム定例会議 ● (オンライン：岡出教授、藤田、Mi AN、宍戸)
8月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 8月1日：事業案内状およびコンセプト・ノートの発出 (ASEAN10 各国向け) ● 8月1日：事業案内状およびコンセプト・ノートの発出 (新規参加の東ティモール向け) ● 8月7日：第9回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、新川、Mi AN、宍戸) ● 8月25日：カンボジア事業選任代表者 (カウンターパート) とのキックオフミーティング (オンライン：Ms. Hou Sitthisophealai、Ms. Phon Bophatheavy (教育青年スポーツ省)、 Mr. Yi Sopheaktra (カンボジア・パラリンピック委員会)、岡出教授、新川、MI AN、宍戸) ● 8月25日：マレーシア事業選任代表者 (カウンターパート) とのキックオフミーティング (オンライン：Ms. Solehah Mison (教育省)、 Ms. Siti Mariam Ahmad Tobias (青年スポーツ省)、 岡出教授、新川、Mi AN、宍戸) ● 8月26日：ミャンマー事業選任代表者 (カウンターパート) とのキックオフミーティング (オンライン：Mr. Ko Ko Htay (教育省)、 Prof. Than Than Htay (ミャンマー・パラリンピック・スポーツ連盟)、岡出教授、Mi AN、宍戸) ● 8月28日：第10回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、新川、Mi AN、宍戸)
9月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 9月8日：インドネシア・スマラン大学、青年スポーツ省との体育イベントに関する意見交換 (オンライン：Prof. Dr. Tandiyo Rahayu (Semarang 大学)、インドネシア国青年スポーツ省職員 10 名程度、岡出教授、Mi AN、宍戸) <p>【障がい者スポーツ (SPD)】</p> <ul style="list-style-type: none"> ● 9月9日：第1回障がい者スポーツ (SPD) 有識者会議 (オンライン・ワークショップ準備) (オンライン：岡出教授、新川、Mi AN、宍戸 (日本体育大学)、佐藤教授、永田准教授 (筑波大学)) <p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 9月10日：ラオス事業選任代表者 (カウンターパート) とのキックオフミーティング (オンライン：Mr. Visith Seng Amphanh (教育スポーツ省)、 Ms. Latsame Vithaya (教育スポーツ省)、岡出教授、Mi AN、宍戸) ● 9月11日：第11回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、新川、Mi AN、宍戸) ● 9月12日：第8回 ASEAN スポーツ高級実務者会議に向けた事前打合せ (オンライン：(スポーツ庁) 根井氏、(日本体育大学) 岡出教授、新川、Mi AN、宍戸)

	<ul style="list-style-type: none"> ● 9月17日：インドネシア事業選任代表者（カウンターパート）とのキックオフミーティング （オンライン：Ms. Hilda Ilwamati（教育省およびインドネシア教育大学）、岡出教授、Mi AN、宍戸） ● 9月17日：ASEAN Workplan2021-2025 更新の為のグループ・インタビュー調査への協力 （オンライン：ASEAN 事務局備上のコンサルタント、スポーツ庁、ASEAN 事務局、日ASEAN スポーツ協力事業実施組織、日本体育大学（岡出教授、宍戸）） ● 9月24日：フィリピン事業選任代表者（カウンターパート）とのキックオフミーティング （オンライン：Mr. Bravanti Francia（教育省）、Mi AN、宍戸）
10月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 10月9日：第12回日本体育大学プロジェクトチーム定例会議 （対面@日本体育大学世田谷キャンパス：岡出教授、藤田、新川、Mi AN、宍戸） ● 10月12日：東ティモール事業選任代表者（カウンターパート）とのキックオフミーティング （オンライン：Ms. Josefina Zeca Pinto, Mr. Nelson Silva（青年スポーツ芸術文化省）、宍戸） ● <u>10月15日：第8回日ASEAN スポーツ高級実務者会議（SOMS+Japan）での事業進捗・成果の発信</u> （対面@ベトナム国ハノイ市：ASEAN11 各国のスポーツ高級実務者、スポーツ庁、ASEAN 事務局、日ASEAN スポーツ協力事業実施組織が参加、日本体育大学：岡出教授、宍戸が参加） ● 10月23日：第13回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、藤田、新川、Mi AN、宍戸） <p>【SPD】</p> <ul style="list-style-type: none"> ● 10月23日：インドネシア教育大学主催国際セミナー（永田准教授：筑波大学）講演 <p>【体育教師教育（PETE）】</p> <ul style="list-style-type: none"> ● 10月24日：第1回体育教師教育（PETE）有識者会議 （オンライン：岡出教授、寺岡准教授、鈴木准教授、藤田、Mi AN、宍戸（日本体育大学）、山口助教（筑波大学）、下窪助教（順天堂大学）、奥村助教（東洋大学））
11月	<p>【SPD】</p> <ul style="list-style-type: none"> ● <u>11月4日：R7 年度障がい者スポーツ（SPD）部門オンライン・ワークショップ</u> （オンライン：ASEAN10 各国から計 27 名が参加、スポーツ庁根井氏、ASEAN 事務局 Joel Atienza 氏が視察、佐藤教授、永田准教授（筑波大学）、戸村講師（福山大学）、岡出教授、Mi AN、宍戸（日本体育大学）が実施運営） （テーマ・目的）ASEAN 事業（障がい者スポーツ）部門ラオスでの実地調査結果・考察共有を通じた ASEAN 各国の障がい者スポーツ振興アクションプラン案の立案支援 （概要）各登壇者が実地調査で得た知見を共有し、各テーマに関連したグループ・ディスカッションを通じ、ASEAN における障がい者スポーツ周辺の共通課題を整理し、それらを基に、26 年 1 月開催予定の対面式ワークショップでの各国文脈に応じた障がい者スポーツ振興のためのアクションプラン案策定に繋げる。 （講義） ● 佐藤先生：ラオスにおける発達障がい児の学業成績と社会性に対する親の期待 ● 戸村先生：ラオスにおける発達障がい児への体育指導における小学校教員の問題解決経験 ● 永田先生：コミュニティ参加を促進する仕掛けとしてのスポーツ参加：ラオスにおける横断的調査 <p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 11月6日：第14回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、藤田、新川、Mi AN、宍戸） ● 11月20日：第15回日本体育大学プロジェクトチーム定例会議

	<p>(オンライン：岡出教授、藤田、新川、Mi AN、宍戸)</p> <ul style="list-style-type: none"> ● 11月20日：タイ事業選任代表者（カウンターパート）とのキックオフミーティング (オンライン：Mr. Chalitpol Suebmai, Ms. Paveena Sirisuthikul, Ms. Suragkana Suriyakha (観光スポーツ省)、岡出教授、新川、MI AN、宍戸) ● 11月24日：フィリピン事業選任代表者（カウンターパート）とのキックオフミーティング (オンライン：Ms. Mita Parocha, Ms. Erlinda Leva (教育省)、Mi AN、宍戸) ● 11月26日：カンボジア来日ビザ申請書類送付 (Ms. Keo Monorom, Mr. Beung Kim Tor)
12月	<p>【PETE】</p> <ul style="list-style-type: none"> ● 12月2日：R7年度体育教師教育（PETE）部門オンライン・ワークショップ (オンライン：ASEAN10 各国から計 23 名が参加、ASEAN 事務局 Joel Atienza 氏、Nasya Nabila Nursabrina 氏が視察、岡出教授、寺岡准教授、新川、Mi AN、宍戸（日本体育大学）、山口助教（筑波大学）が実施運営) (テーマ・目的) ASEAN における体育教師教育（PETE）スタンダード（ガイドライン）原案策定に向けた各国案をベースにしたグループ・ディスカッションおよびアイデアの共有、方向性の確認等 (概要) 米国のスタンダードの考え方の基礎となっている SHAPE AMERICA2017 の各スタンダードを基に、R6 年度以来、各国文脈、特に体育教師（現職教員および養成段階）に求められる能力、知識、スキル、価値観に関する議論を通じ、共通点、相違点、注目すべき点等を整理してきた。今般のオンライン・ワークショップでは、岡出教授より世界の体育教師教育の捉え方の変化、新たな方向性、ASEAN 各国でも考慮すべき視点が共有され、それらを踏まえたグループ単位での議論を行った。昨年度とは異なり、より細部に至る議論が行われた他、ASEAN 各国の多様性を踏まえつつ、共通のゴールを目指し、スタンダード（ガイドライン）案を考案することの方向性が確認された。26年1月開催予定の対面式ワークショップ（東京）でより深化した議論、意見交換のベースとする。 <p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 12月4日：第16回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、藤田、新川、Mi AN、宍戸) ● 12月8日：ASEAN 事務局来日ビザ申請書類送付 (Joel Atienza 氏) ● 12月10日：ミャンマー来日ビザ申請書類送付 (Mr. Ko Ko Htay, Prof. Than Than Htay) ● 12月10日：ベトナム来日ビザ申請書類送付 (Ms. Ho Thanh My) ● 12月15日：フィリピン来日ビザ申請書類送付 (Ms. Mita Parocha, Ms. Erlinda Leva) ● 12月16日：東ティモール来日ビザ申請書類送付 (Ms. Josefina Zeca Pinto, Mr. Januario Gomes) ● 12月17日：ラオス来日ビザ申請書類送付 (Mr. Visith Seng Amphanh) ● 12月18日：第17回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、藤田、新川、Mi AN、宍戸) <p>【SPD】</p> <ul style="list-style-type: none"> ● 12月14日～17日：インドネシア教育大学主催国際セミナー（佐藤教授：筑波大学）講演会を実施
1月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 1月8日：第18回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、新川、Mi AN、宍戸) ● 1月16日：事業カウンターパート対象オンライン・インタビュー調査（インドネシア）

(オンライン：岡出教授、Ms. Hilda Ilmawati、Mi AN、宍戸)

【SPD】

- 1月14日：第2回障がい者スポーツ（SPD）有識者会議（対面式ワークショップおよびインタビュー調査事前準備）（オンライン：岡出教授、Mi AN（日本体育大学）佐藤教授、永田准教授（筑波大学）、遠藤講師（追手門学院大学）、戸村講師（福山大学））

【PETE】

- 1月16日：第2回体育教師教育（PETE）有識者会議（対面式ワークショップ事前準備）（オンライン：岡出教授、寺岡准教授、藤田、Mi AN、宍戸（日本体育大学）、山口助教（筑波大学）、下窪助教（順天堂大学）、奥村助教（東洋大学））

【PETE・SPD 共通】

- 1月20日：対面式ワークショップ事前準備
(対面@日本体育大学世田谷キャンパス：藤田、新川、Mi AN、宍戸)
- 1月22日：第19回日本体育大学プロジェクトチーム定例会議
(オンライン：岡出教授、藤田、新川、Mi AN、宍戸)
- 1月27日～31日（26日、2月1日は移動日）：対面ワークショップの開催（東京）
参加者：計45名：ASEAN11 各国事業選任代表者（カウンターパート）20名、ブルネイ、カンボジア、タイよりオブザーバー7名、ASEAN 事務局より2名、日本人有識者10名：岡出教授、寺岡准教授、鈴木准教授（日本体育大学）、山口助教（筑波大学）、下窪助教（順天堂大学）、奥村助教（東洋大学）、佐藤教授、永田准教授（筑波大学）、遠藤講師（追手門学院大学）、戸村講師（福山大学）、日本側運営スタッフ3名、日本体育大学生インターン3名
(主催) 日本体育大学
(実施協力) スポーツ庁、ASEAN 事務局、ASEAN11 各国スポーツ高級実務者会議（SOMS）、(開催場所) 都市センターホテル（東京都千代田区）
- 1月26日 ASEAN 各国カウンターパートおよび ASEAN 事務局代表者が来日
- 1月27日ハイパフォーマンス・センター視察
スポーツ庁表敬訪問および日本のスポーツ政策に関する講義、質疑応答、日本体育大学世田谷キャンパス視察
- 1月28日開会セレモニー、障がい者スポーツ部門に係るワークショップ、有識者の講義、ASEAN 各国の文脈に応じた障がい者スポーツ振興アクションプラン案の立案等
- 1月29日体育教師教育部門に係るワークショップ、岡出教授の講義（新しい知見の共有）、ASEAN 各国の文脈に応じた体育教師教育（養成段階および現職教員）に求められる資質、知識、経験、価値観等を定めるスタンダード（ガイドライン）案の考案を目的としたグループ・ディスカッション、全体セッション、体育教師教育スタンダード（ガイドライン）各国案の改訂結果共有等
- 1月30日体育教師教育スタンダード（ガイドライン）各国案の改訂結果共有（2）、閉会セレモニー
筑波大学附属大塚特別支援学校における体育授業視察、現職教員との意見交換等
- 1月31日筑波大学附属小・中・高校の体育授業研究への参加
- 2月1日 ASEAN 各国カウンターパートおよび ASEAN 事務局代表者が離日

※岡出教授、Mi AN 特別研究員（日本体育大学）、佐藤教授、永田准教授（筑波大学）、遠藤講師（追手門学院大学）および戸村講師（福山大学）は、対面式ワークショップと並行して、ASEAN 各国事業前任代表者（カウンターパート）より指名した4名（カンボジア、マレーシア、ミャンマー、

1月

	タイ) に対する事業のインタビュー調査を実施した。
2月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 2月12日：第20回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、藤田、Mi AN、宍戸) <p>随時</p> <ul style="list-style-type: none"> ・各種精算業務 ・事業完了報告書、成果報告書および事業報告書（日本体育大学 HP 掲載用）作成および提出
3月	<p>【PETE・SPD 共通】</p> <ul style="list-style-type: none"> ● 3月12日：事業カウンターパート対象オンライン・インタビュー調査（ブルネイ・ダルサラーム） (オンライン：岡出教授、寺岡准教授、Mr. Md. Haji Azrin bin Haji Siaji、Mi AN) ● 3月19日：第21回日本体育大学プロジェクトチーム定例会議（R7年度の総括） (オンライン：岡出教授、藤田、下久保、新川、Mi AN、宍戸) <p>随時</p> <ul style="list-style-type: none"> ・各種精算業務 ・事業完了報告書、成果報告書および事業報告書（日本体育大学 HP 掲載用）作成および提出 ・事業報告書の日本体育大学 HP への掲載等

ASEAN-JAPAN ACTIONS ON SPORTS

Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

AGENDA ITEM 5.2



The Eighth ASEAN Plus Japan Senior Officials Meeting on Sports (8th SOMS+Japan)
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TOPICS

1. BACKGROUND

2. FY2024 PROJECT REPORT

3. FY2025 IMPLEMENTATION PLAN

4. REQUESTED ACTIONS & KEY MESSAGE



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1. BACKGROUND

Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disabilities (SPD)



Global Promotion of Inclusive Quality Physical Education (QPE)

Kazan Action Plan (2017); UNESCO Sport flagship "Fit For Life" (2023), etc.



What is Quality Physical Education (QPE)?

Foundation for lifelong engagement and future employment, helping students acquire psychomotor skills, cognitive understanding, and social and emotional skills. (Source: UNESCO, 2015)

QPE Tackles Three Global Crises:

1) Physical Activity Decline, 2) Mental Health Problem, 3) Inequality



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Source: UNESCO Driving Sustainable Development in and through Sports "The Fit For Life Global Alliance"
https://unesco.org.uk/site/assets/files/3068/driving_sustainable_development_in_and_through_sport.pdf

2. FY2024 PROJECT REPORT

KEY UPDATES (FY2024)

2-1.	2024 ACHIEVEMENTS AND PROJECT PROGRESS
2-2.~4.	UPDATES ON PETE COMPONENT
2-5.	UPDATES ON SPD COMPONENT
2-6.	PUBLISHED ACADEMIC PAPERS UNDER THE ASEAN-JAPAN
2-7.~9.	EMERGING PROFESSIONAL LEARNING COMMUNITY (PLC) AND COMMUNITY OF PRACTICE (CoP) AS THE OUTCOME OF PAST PROJECT ACTIVITIES



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2-1. FY2024 PROJECT REPORT

Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disabilities (SPD)

(INPUT) PROJECT ACTIVITIES

(OUTPUT) PROJECT ACHIEVEMENTS

	PETE	SPD
FY 2024	<ul style="list-style-type: none"> 4th Online Workshop 2nd In-Person Workshop (Viet Nam) ACPES Participation Monitoring & Follow-up Invitation to Japan (Brunei Darussalam PETE) 	<ul style="list-style-type: none"> Research Survey (Lao PDR)* (4)

	PETE	SPD
	<ul style="list-style-type: none"> PETE Guideline Draft (In process) Academic Paper Action Plan Implementation Reports Brunei Darussalam PETE Counterpart's Japan Invitation Report 	<ul style="list-style-type: none"> SPD Action Plan Drafts (In process) Research Results* (4) Academic Papers

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2-2. PETE ACTION PLAN CONTENTS' CLASSIFICATION

Country											*Cum. No.
Pre-Service Program Enhancement	●	●	●	●	●	●	●				7
In-Service Program Improvement	●	●	●	●	●	●	●	●	●	●	10
PETE Program Reform Priority		●	●		●	●		●		▲	5 (1)
Concept of "Inclusion" Reflected	●	●	●	●	●		●	●	●		8
Research Data Collection	●	●	●	●	●		●	●	●		8
Teaching Resource Provision	●	●	●	●	●	●	●	●	●	●	10
Collaboration with Stakeholders	●	●	●		●	●	▲		●	▲	6 (2)
Inclusive PE, Sports Introduction	●				●			●	●		4
Monitoring and Assessment	●	●	●		▲			▲	▲		3 (3)
Others				*a ●	*b ●	*c ●		*d ●	*e ●		

*a: Increase the number of PE classes, update the knowledge of SPD, promote policymaking for SPD, etc.
*b: Quality development of students with SEN as athletes
*c: The training manual for PE teachers has been updated.
*d: Change of mindset of PE teachers, Enhanced support to students with SEN in PE & extracurricular activities, etc.
*e: Raising awareness of the importance of PE and PETE

*Cumulative number: The number in parentheses in this column corresponds to the number of countries with ▲ (In Process)

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2-3. PETE ACTION PLAN IMPLEMENTATION PROGRESS

Progress Stages	Country											*Cum .No.	● 2022 ● 2023 ● 2024 ▲ In Process
Identifying Problems and Issues		●	●	●	●	●	●	●	●	●	●	10	
Brought to the Administration		●	●	●	●	●	●	●	●	●	●	10	
In Process of Preparation		●	●	●	▲	●	●	▲	●	●	●	8 (2)	
Training Program Development		●	●	●	▲	*a	*a	*a	*a	●	*a	9 (1)	
Training Commenced		●	●	●	●	●	●	●	●	●	●	8	
Stakeholder Participation		●	●	●	●	●	●	▲	▲	●	●	7 (2)	
Effective Verification (Impact, KPI indicators, etc..)		●	●	●	●	▲	●	▲	▲	●	●	3 (3)	
Sub-PLC, CoP Formation		●	●	●	●	▲	●	●	●	●	●	3 (1)	

*a:(Malaysia, Myanmar, Philippines, Singapore and Viet Nam) Training Program developed independently from the Project
 *Cumulative number: The number in parentheses in this column corresponds to the number of countries with ▲ (In Process)



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2-4. PETE GUIDELINE DRAFTS (STILL IN PROCESS)

※The proposals below shown were written in a summarised form by synthesising the descriptions of each country and integrating common elements.

Guideline for PETE	PE candidates (Pre- and In-Service Teachers) will...
Item 1-Content and Foundational Knowledge	Deeply understand pedagogy, curriculum development, motor learning theory, sports activities, & physical literacy and inclusivity, for pre-K-12 PE program.
Item 2-Skillfulness and Health Related Fitness	Be physically literate, able to demonstrate fundamental motor skills, deepen understanding of principles of games & the contributing factors of PE
Item 3-Planning and Implementation	Design & implement the detailed lesson plan in accordance with teaching resources and PE curriculum, and undergo the modules related to theory & practices in PE to address the diverse needs of all students
Item 4-Instructional Delivery and Management	Have pedagogical, communication skills, knowledge in applying instructional models, skills in delivering instructions in PE and strategies for teaching PE to engage students in a meaningful learning experience
Item 5-Assessment of Student Learning	Modify the curriculum based on differentiated student abilities, select and implement formative assessments to monitor students' learning progress, analyse it & guide their decision-making.
Item 6-Professional Responsibility	Possess the code of conduct, ethic, know their professional, pedagogical social roles and responsibilities, exercise the duty of care as directed by the professional when assessing the impact of PE, & seek chances for CPD



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Proposed Actions for the Future:

- 1) Engage in discussions about the draft PETE Guideline in each country, involving the **Ministry of Education** or the relevant government agency responsible for physical education teacher education.
- 2) Review the draft guideline, considering the unique circumstances of each country, in order to refine it into an official reference document.

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2-5. SPD ACTION PLAN CONTENTS' CLASSIFICATION (STILL IN PROCESS)

Key Contents (Policies)	Country											2024
Encourage to Join Sport Event		●			●		●					
Curriculum Development for Adapted PE/Sports in School		●	●	●		●		●				Several AMS
Promote Stakeholder Involvement		●				●				●	●	Several AMS
CPD for PE Teachers		●	●	●				●	●	●		Several AMS
Sports Program Enhancement						●						
Talent Recruitment & Assistance			●	●		●	●		●	●	●	Several AMS
Assessment Tool Provision								●				
Promote Collaboration among AMS									●			
Ownership to Community Sports									●			
SPD Related Policy Enhancement (including funding & budgeting)				●	●					●		
Raise Awareness in Society		●	●	●	●		●				●	
Infrastructure Development			●		●		●			●	●	
Data Collection & Analysis							●					

*Some AMS have not developed their SPD Action Plan drafts yet. The information above comes from pre-survey results collected before the in-person workshop, February 2025.

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2-6. PUBLISHED ACADEMIC PAPERS UNDER THE ASEAN-JAPAN

	TITLE	JOURNAL	AUTHORS	QR code
PETE	Building a Professional Community for Inclusive Quality PETE System Under the ASEAN-Japan Cooperation	Asian Journal Of University Education	Yoshinori Okade (2025)	
SPD	(Un)sustainability of the Elite Parasport Development System in a Least Developed Country: an Investigation of Cambodian Para-Athletic Career Pathways	Managing Sport And Leisure	Shinichi Nagata, Daniel Bloyce, Takahiro Sato, Haruka Yoneyama, Naoki Nishiyama, Pepijin Boomgaard & Yoshinori Okade (2025)	
SPD	Physical Education Teachers' Experiences in Teaching Lower Secondary Students in Lao People's Democratic Republic	Curriculum Studies In Health And Physical Education	Takahiro Sato, Shinichi Nagata, Cathy McKay, Chanhthone Khamkong, Latsame Vithaya, Yoshinori Okade (2025)	
SPD	It's about inspiring the greater community to continue supporting this sector: Elite sport success as a main policy objective for disability sport promotion in ASEAN member states.	International Journal Of Sport Policy And Politics	Shinichi Nagata, Daniel Bloyce, Takahiro Sato, Yoshinori Okade (2023)	
SPD	No parasport development without social change: An investigation of parasport development constraints in Lao People's Democratic Republic	Journal Of Sport For Development	Shinichi Nagata, Takahiro Sato, Daniel Bloyce, Yuki Nakamura, Latsame Vithaya, Hanae Endo, Mayumi Saito, Yoshinori Okade (2025)	



2-7. THE DEFINITION OF PLC

- A **Professional Learning Community (PLC)** is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.

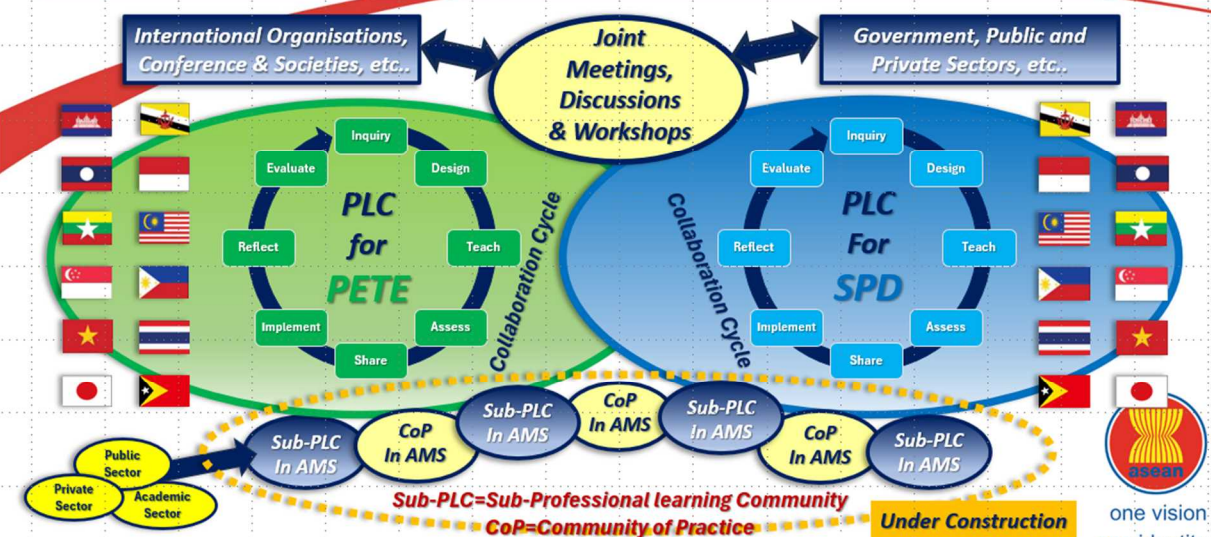
(Source: The Glossary of Education Reform, Great Schools Partnership, 2014)



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2-8. PROFESSIONAL LEARNING COMMUNITIES (PLC) UNDER THE ASEAN+JAPAN



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2-9. SUB-PLC & CoP UNDER CONSTRUCTION

ACTIVITIES DERIVED FROM THE PROJECT ASEAN-JAPAN

CoP=Community of Practice
A community of practice (CoP) is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals. (Source: HP of Community of Practice Canada)



Prof. Okade was invited to offer a lecture on PETE for the pre-service PE candidates at the Indonesian Univ. of Education

Prof. Sato's lecture for the researcher



Indonesian representative sharing an ongoing project with CoP at the Ministry of Youth & Sports



Prof. Nagata's keynote speech at the ASEAN PWDs in Sports Conference 2025



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3. FY2025 IMPLEMENTATION PLAN

GOALS, PLAN & EVENTS (2025)

3-1.	Reaching the 2025 Project Goals: Developing ASEAN PETE Guideline, Completing the SPD Action Plan, And Designing A Sustainable PLC Roadmap
3-2.~3.	Events And Actions Scheduled Over Time (FY2025) Highlight: In-Person Workshop in Tokyo, Japan
3-4.	Main Event In the First Half Of FY 2025 & Setting the Overall Direction: Aligning With the 2025 Joint Statement From the ASEAN Persons With Disabilities In Sports Conference (Held In Putrajaya, Malaysia)



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3-1. PROJECT GOALS (FY2025)



◆ Physical Education Teacher Education (PETE)

- I. Formulate the ASEAN Guideline for PETE tailored to each AMS Context
- II. Conduct Monitoring Action Plan Implementation to Enhance PETE



◆ Sport for People with Disabilities (SPD)

- I. Develop/Revise Action Plans to Promote SPD and Adapted PE
- II. Analyze Promoting and Inhibiting Factors to Implement the Action Plans

◆ Common for (PETE & SPD)

- I. Design the Roadmap to Sustainable Professional Learning Communities
- II. Disseminate Project Progress and Outcomes using Social Networking Services



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3-2. PROJECT IMPLEMENTATION TIMELINE -GANTT CHART- (FY2025)

Planned Activities	Month	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
ASEC+JSA+NSSU Kick-Off Meeting			●										
ASEAN PWDs in Sports Conference (Putrajaya, Malaysia)				●									
Issuance of the Invitation for Project						●							
Bilateral Online Meeting with AMS							→	→					
Guest Speech in CoP in Indonesia							●						
8th SOMS+Japan Open Session								●					
Preparation for AMS for Online WS						→	→	→	→				
SPD Online WS (Date to be decided)									←	←			
PETE Online WS (Date to be decided)									←	←			
Preparation for In-Person WS		→	→	→	→	→	→	→	→	→			
In Person WS (Tokyo, Japan)											●		
Follow-up for PETE & SPD Components						→	→	→	→	→	→	→	→
Project Dissemination using SNS				→	→	→	→	→	→	→	→	→	→

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3-3. 3rd IN-PERSON WORKSHOP (PETE&SPD)



■(VENUE) TOSHI CENTER HOTEL TOKYO
(HP) https://www.rihga.com/toshicenter_tokyo

■(HOSTING COUNTRY) JAPAN

■(PERIOD FOR THE IN-PERSON WORKSHOP)
• JANUARY 27, 2026 (TUE)- JANUARY 31, 2026 (SAT)



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3-4. THE IMPACTFUL EVENT ORGANISED BY MALAYSIA -A BASIC CONCEPT FOR IMPLEMENTATION FOR FY2025-



In line with the **Joint Statement of the ASEAN Persons with Disabilities in Sports Conference 2025 (Putrajaya, Malaysia)**, we will set the overall directions and create a structure that allows us to follow up on each country's efforts through Japan-ASEAN initiatives.
Inclusive Sports for All: BREAKING BARRIERS, BUILDING BRIDGES IN ASEAN
Regional commitment to **"LEAVING NO ONE BEHIND"**



Projects' Affinity with the Articles in the Joint Statment	Target Area
1. Urge a supportive and inclusive sports environment in ASEAN	SPD
2. Strongly encourage schools to promote inclusivity	PETE
3. Accelerate the Development of Inclusive Facilities	SPD
4. Promote Sports for Development and Peace -Integrating sport-based approaches in national development plans and educational systems	PETE/SPD
5. Preserve and Amplify Paralympic and Disability Sports Legacies -Celebrate the achievement of ASEAN Para Games and other international disability sports through education	PETE/SPD



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TWO KEY ACTIONS REQUESTED & KEY MESSAGE

4-1.	Continued Assignment Of Core Members (AMS Representatives) & Promote Stakeholders' Involvement (Form Sub-PLC & CoP)
4-2.	Follow Our Facebook, Share It With Other Stakeholders In Your Country, And Connect With Other AMS.
Key Message	Encourage Every AMS To Enhance Commitment

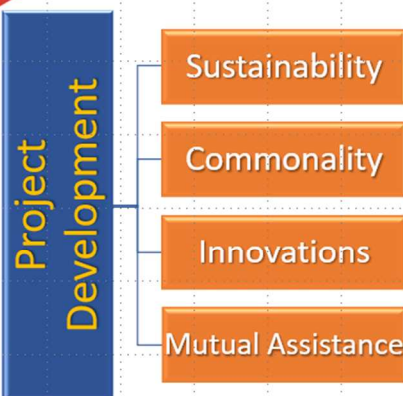


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4-1. REQUESTED ACTIONS (1)

Continued Assignment of Core Members (AMS Representatives) & Promote Stakeholders' Involvement (Form Sub-PLC & CoP)



- Project History (FY2021~)
- Implementation Above the Past Outputs
- Create Outcomes and Impact
- Reach the Grassroots Level in Each AMS
- Legacies for the Post ASEAN-Japan Sports Cooperation

NSSU requests that each AMS provide support to ensure continuity, consistency, and further development of the project

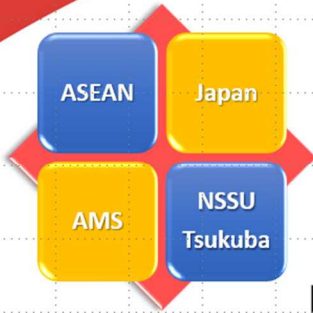


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4-2. REQUESTED ACTIONS (2)

Assistance for Dissemination of the Project Outcomes using SNS



Facebook Account of the Project

- Showcasing Good Practices and Connecting ASEAN to the Global Community
- NSSU Launched Facebook Account (2025~)



- Inclusive Quality PE / PETE / Adapted PE
- Para-sports / Sport for People with Disabilities
- Sport for All / CPD / School Games
- Innovative Action / Policy Advocacy, etc.

NSSU requests that each AMS follow our posts, connect it with your organisation's page, provide information, and create a sustainable network in the ASEAN-Japan community.



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4-2. REQUESTED ACTIONS (2)

Our Facebook Page

Project Logo Created in 2025



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KEY MESSAGE FROM THE IMPLEMENTING AGENCY

Professional Learning Communities (PLC) for ASEAN-Japan



■ ASEAN-Japan Sports Cooperation

● Directions of Our PLCs

- Recruiting New Members to Join the PLCs
- Establishing A Sustainable Conference Body
- Promoting Further Collaboration for PETE & SPD based on ASEAN-Japan Sports Cooperation Outcomes
- Potential Co-Host and Collaborative Management of PLC



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WE WILL BE HONoured TO HEAR YOUR FEEDBACK AND INSIGHTS!



THANK YOU SO MUCH FOR YOUR ENCOURAGEMENT!



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資料3 永田准教授（筑波大学）投稿論文（1）

(URL) <https://www.tandfonline.com/doi/full/10.1080/23750472.2025.2513947>

The screenshot shows the article page on the Taylor & Francis Online platform. The article title is "(Un)sustainability of the elite parasport development system in a Least Developed Country: an investigation of Cambodian para-Athletic career pathways" by Shinichi Nagata et al. The page includes a sidebar with navigation options like "Full Article", "Figures & data", and "References". The main content area contains an abstract with sections for Purpose, Methodology, Findings and practical implications, Research contribution, and Value. A "KEYWORDS:" section lists "Parasport development", "Cambodia", "athletic career pathway", and "sustainable policy". On the right, there is a "Related research" section with three article recommendations. The top navigation bar includes "Taylor & Francis Online", "Journals", "Search", and "Publish".

ABSTRACT

Purpose
Establishing athletic career pathways is important for the sustainable development of elite parasport, but there is a paucity of literature on parasport athletic career pathways in economically disadvantaged, Least Developed Countries. The current study investigated how para-athletes, coaches, and administrators in Cambodia experience their athletic careers.

Methodology
Individual, semi-structured interviews were conducted with four para-athletics coaches, six para-athletics athletes, and two parasport administrators in Cambodia. The transcripts were analyzed with thematic analysis.

Findings and practical implications
Key themes indicated that the lack of parasport equipment limits new athlete recruitment, the lack of a positive career outlook after athletic retirement is a cause of distress among athletes, and specialized parasport coaches are lacking. These problems suggest a lack of sustainability. The Cambodian government could invest in a clearer retirement preparation system for para-athletes. In this respect, retired para-athletes could continue contributing to parasport development in the country as elite and grassroots-level coaches.

Research contribution
This is the first study examining the experience of para-athletes, coaches, and administrators in a Least Developed Country. Our findings identified recruitment, retirement preparation, and coach training as major areas for development.

Value
The findings would assist evidence-based policy making for more sustainable development of elite parasport.

KEYWORDS:
Parasport development, Cambodia, athletic career pathway, sustainable policy

Related research

- It's about inspiring the greater community to continue supporting this sector: Elite sport success as a main policy objective for disability sport promotion in ...
- National Paralympic sport policies influencing a country's Paralympic success
- Physical education teachers' experiences in teaching lower secondary students in Lao People's Democratic Republic

Introduction

Developing parasport for people with disabilities is an integral activity for the United Nations' Sustainable Development Goals (SDGs¹; the United Nations, [n.d.a](#)) as it is often claimed to contribute to health and well-being, quality education, and reduced inequalities. Parasport development often focuses on investment in elite sport, which leads to media and research attention, resulting in an expanding knowledge base of parasport development (Dowling et al., [2018](#); Patatas et al., [2020](#)). The tendency to aim for elite parasport success is common not only in the Global North but also in the Global South such as Southeast Asian countries (Nagata et al., [2023](#)), where resources are scarce.

For sustainable success in parasport development, developing a strong foundation for athletic career pathways is important, demonstrating how individuals enter their athletic career, develop their talent, and exit to the next career (Green, [2005](#); Green & Oakley, [2001](#)). It is known that para-athlete career pathways are influenced by the nature of the disability, sport classification system, and wider sociocultural contexts such as societal views on disability and sport (Dehghansai et al., [2021](#); Patatas et al., [2020](#)). With that in mind, Patatas et al. ([2020, 2021](#)) developed a para-athletic career pathway model. Due to different sociocultural contexts, for example, socio-economic factors, wider gender relations, and, more specifically, in our case, largely negative attitudes toward people with disabilities, athletes' career pathways vary across nations (De Bosscher et al., [2015](#)). However, more research is needed to clarify how para-athletes navigate their athletic career pathways.

The status of athletic career pathways in more disadvantaged countries has been missing from the literature. Such investigations are warranted because parasport requires more resources to develop compared to able-bodied sport (Lui & Lui, [2022](#)). In particular, we argue, Least Developed Countries² suffer not only from financial constraints, which might limit their abilities to support athletes, but also from other constraining sociocultural contexts, such as the stigma of disability and ableism. Stigma is defined as socially constructed labels about specific attributes of people who are seen as devalued (Major & O'Brien, [2005](#)). Ableism is defined as beliefs and practices, using the standards of non-disabled as the norm, that produce prejudice, discrimination, and social oppression toward people with disabilities (Bogart & Dunn, [2019](#); Campbell, [2008](#)). Stigma and ableism are related, as stigma can lead to the belief that people with disabilities are incapable, which further lead to direct discrimination, such as exclusion from education and the job market, as well as negative treatment, such as ignoring or not respecting the stigmatized individuals (Bogart & Dunn, [2019](#); Major & O'Brien, [2005](#)). The stigma of disability and ableism have continued to spread widely among Least Developed Countries such as Cambodia (Palmer et al., [2019](#); Ramstrand et al., [2021](#); Takasaki, [2020](#)), possibly affecting para-athletic career pathways.

The broader sociocultural context is likely to affect entrance to a para-athletic career. People with disabilities in Least Developed Countries, where ableist philosophy is even more apparent, tend to be stigmatized and subsequently excluded and often their families do not encourage them to seek career opportunities (Ramstrand et al., [2021](#)). Furthermore, parasport is not well known among the public, especially in rural areas in Southeast Asian countries where Cambodia is located (Nagata et al., [2023](#)). Disability stigma might also affect retirement from a para-athletic career. While sport is considered a vehicle for people with disabilities to overcome stigma by developing athletic identity (Saxton, [2018](#)), ableism and the stigma of disability is severe in Cambodian society, and discrimination in the labor market has been reported (Palmer et al., [2019](#); Ramstrand et al., [2021](#); Takasaki, [2020](#)). Thus, it is not clear if retired para-athletes can climb the social ladder in an environment where disability stigma is so significant.

The literature focusing on the challenges in the athlete career pathways among para-athletes is limited (Patatas et al., 2020). However, the research that has been conducted focused on Brazil, a more economically advanced country than a Least Developed Country (World Bank, 2022). The current study identifies challenges that exist in athletic career pathways in a "Least Developed Country", Cambodia, by examining the experiences of para-athletes, coaches, and administrators. Findings from this investigation provide evidence of the parasport development needs in Cambodia, which can be used by the Cambodian government to develop evidence-based policy-making and possibly facilitate foreign aid. The research question of the current study was: "What are the experiences and attitudes of parasport athletes, coaches, and administrators in Cambodia as the athletes navigate their athletic career pathways?"

Background

Theoretical framework: athlete career pathways

In sport management literature, interest in athletes' developmental trajectories emerged from the development of sport systems, which refers to sport development models that demonstrate the setup of sport programs with different orientations (Green, 2005; Green & Oakley, 2001). Sport systems are often shown in diagrams such as the Pyramid Model of Sport Development (Green, 2005) and the Sport Development Pyramid (Eady, 1993). While establishing a sport system is important to ensure sport participation in wider performance levels, it is insufficient in producing a constant supply of high-performing athletes (Dehghansai et al., 2021; Ogden & Edwards, 2016). As such, athlete career development trajectories have gained closer attention. Athletic career pathways demonstrate a sequential path from entry to athletic career through talent development and transition out of sport (De Bosscher et al., 2013; Green, 2005). Research to date has mainly focused on able-bodied athletes and developed various models, such as the Athlete Recruitment, Retention, and Transition Model (Green, 2005), the Attraction, Retention/Transition, and Nurturing model (Sotiriadou et al., 2008), and the Holistic Athletic Career Model (Wylleman, 2019). Researchers have found that these models cannot be easily applied to para-athletes as some acquire a disability and begin playing sport later in the stage and some compete with very few rivals due to sport classification systems (Dehghansai et al., 2021; Patatas et al., 2021).

A recent development is the new, para-athletic athletes' career pathway model, which was developed by focusing on the circumstances of para-athletes (Dehghansai, Lamez et al., 2020; Patatas et al., 2020). The model includes five phases: (1) attraction, (2) retention, (3) competition, talent identification and development, (4) elite, and (5) retirement (Patatas et al., 2020). In the attraction phase, a recruitment effort is made, and potential athletes are introduced to parasport. In the retention phase, there are increasing opportunities to play parasport. In the competition and talent identification phase, competition events are held, and national coaches identify suitably talented athletes. The elite phase sees athletes gain support to aim for national and international achievements. Finally, in the retirement phase, with support, athletes transition to post-athletic careers. The para-athletic career pathway model is unique because it is the only athletic career development model that takes parasport-specific circumstances into consideration. No other model fits the distinctive parasport conditions that are created based on parasport classifications. Therefore, the para-athletic career pathway model is most appropriate for the present study. A key aim of this paper is to use this model as the theoretical framework to identify parasport development needs in Cambodia as we respond to the call for "future researchers to consider how" their "findings may be translated into ... [a different] context" (Patatas et al., 2020, p. 949).

Parasport development within Least Developed Countries

Parasport promotion, including in Least Developed Countries, has become increasingly popular as a policy objective because it is argued that it facilitates social inclusion of people with disabilities (Hammond & Jeanes 2018; McBean et al. 2022; Nagata et al., 2023). To develop parasport, it is of paramount importance to establish an elite sport development system. However, the knowledge base in parasport development in Least Developed Countries is severely lacking (Dehghansai et al., 2021; Patatas et al., 2020). De Bosscher et al. (2015) have identified several policy dimensions they argue contribute to the establishment of an elite sport development system, which included financial support, talent identification and talent development, post-career support, and coaching development. However, these dimensions were generated based on able-bodied sport in the Global North, while only limited knowledge is accumulated concerning parasport in the Global South.

Least Developed Countries may encounter many challenges to developing parasport because it requires considerable resources (Dehghansai, Lamez et al., 2020; Lui & Lui, 2022). Parasport equipment, such as sport wheelchairs and prosthetics, cost thousands of dollars, which is nearly the average yearly income of the individuals who would require them in Least Developed Countries (United Nations, n.d. b). In addition, talent identification can be a challenge because parasport is not well-known, particularly in rural areas in Least Developed Countries (Nagata et al., 2023) and because people with disabilities have fewer opportunities to participate in social activities, including sport, due to disability stigma (Ngo et al. 2012). Disability awareness in Least Developed Countries is still limited, which, combined with ableism and stigma of disability, is likely to result in very limited career opportunities among people with disabilities (Takasaki, 2020) and it is not clear how post-career transition may develop. Furthermore, very little, if anything, is known regarding coaching provision within Least Developed Countries. As such, this paper provides a valuable contribution to the research field as we examine these specific challenges through an empirical study. Before we go into detail about the methods employed in this study, it is important to provide a brief overview of the context of parasport in Cambodia.

Parasport context in Cambodia

Cambodia is listed as one of the Least Developed Countries in the world, with GDP per capita of \$1,724 (The United Nations, 2023) and one of the most economically disadvantaged nations among the countries in the Association of Southeast Asian Nations (ASEAN). For many people in Cambodia, physical and mental disabilities are considered as karma, or the consequences of a bad deed in a previous life, which comes from an influence of Buddhist teachings (Kalyanpur, 2014). While there is a law protecting the employment rights of people with disabilities, they are disproportionately unemployed, possibly due to disability stigma (Palmer & Williams, 2023; Takasaki, 2020).

Despite these issues regarding disability stigma in Cambodia, numerous organizations and individuals have played a key role in attempting to support people with disabilities, particularly from the 1990s onwards (Sodany & Monica, 2009). The National Center of Disabled Persons (NCDP) was established in 1995 and has played a key role in developing parasport by creating opportunities for people with disabilities to play sports (Santepheap, 2011). After that, the development of parasport received even more attention with the establishment of a national event, the Angkor Wat International Half Marathon (AWHM). The NCDP was also involved in establishing the National Paralympic Committee of Cambodia in 1997 (International Paralympic Committee, 2018). The following year, in 1998, the Japanese non-governmental organization (NGO), the Hearts of Gold, was established to support the AWHM (Hearts of Gold, 2020). The AWHM originally began as a charity marathon event for landmine victims, and it has steadily expanded to be an event where people with disabilities can participate. Hearts of Gold has held training sessions for people with disabilities with invited Japanese parasport experts, which helped them to participate in the AWHM (Hearts of Gold, 2020). Thanks to this support, the number of participants with disabilities who have taken part in the AWHM has increased from only a few to currently around 70 runners (Hearts of Gold, 2024). Some of those who participated in the AWHM started to compete in international parasport competitions (Hearts of Gold, 2024). As such, significant Japanese involvement can be found in the history of Cambodian parasport development.

In 2000, the Cambodian Men's Volleyball team participated in the Paralympics in Sydney, becoming the first Paralympians to represent Cambodia. Since then, Cambodia has competed in every Paralympic Games. Cambodia has consistently been required to use the Universality Wild Card to participate, which is a quota granted to a Paralympic Committee of a country that failed to obtain a Paralympic Games qualification quota. This quota allocation method was established to ensure maximum participation in accordance with the basic principles of the Paralympic Games. At Tokyo 2020, Mr. Van Von made history as the first Cambodian athlete to achieve the entry standard record in a wheelchair track race.

In sum, while Cambodia struggles with its economic standing, key individuals and organizations have been eager to develop their parasport program. The current study, therefore, explores what challenges Cambodian para-athletes, coaches, and administrators experience in their engagement in parasport and examines it through the lens of the athletic career pathway model.

Methods

Research design

A qualitative research design was chosen to address the research question most appropriately. We used a qualitative case study methodology (Morse & McEvoy, 2014), which aims to understand a target topic with in-depth investigation within a specific boundary: Cambodian para-athletics. A qualitative case study allowed us to explore the areas of the problem and identify the participants' interpretation of their circumstances, triangulated with narratives from different stakeholders, including athletes, parasport coaches, and administrators. As such, taking multiple perspectives into a single story aligns with a constructivist approach, which assumes there is no objective reality; instead, the reality is socially constructed. Regarding the constructivist research process, the researcher is involved in the social construction of knowledge because the reality is observed and written by the researcher, who cannot be free from bias (Braun & Clarke, 2021). Reflexivity of the researcher's background is important, and our reflexivity is shown in the following Researcher Description. We used thematic analysis (Braun & Clarke, 2021) to analyze the data as it complements the constructivist approach. The findings are reported based on the Journal Article Reporting Standards for Qualitative Research (Levitt et al., 2018), which outlines major components that should be reported in a qualitative research paper. The research protocol of the current study was approved by the Nippon Sport Science University Institutional Review Board, and all the participants provided informed consent.

Researcher description

The research team consisted of two Japanese and one British researcher and two Japanese NGO workers in Cambodia. The lead Japanese researcher has a Bachelor's degree in disability studies and Master's and Ph.D. degree in therapeutic recreation, and has experience in disability sport and international development through sport. The first author had personal experience of living with an athlete with a disability. Also, he has professional experience traveling with wheelchair sports teams. The above experiences helped him listen to the interview participants with empathy. Also, his background contributes to his view of disability and sport as human rights issues. He conducted all interviews, led thematic analysis, and developed the first draft of the manuscript. The other Japanese and British researchers contributed to developing the interview guide, being a second interviewer, analyzing the data, and revising the paper. The NGO workers in Cambodia recruited the participants, provided relevant existing literature, and reviewed and revised the paper. Also, the NGO workers helped the first author better understand the local disability context by arranging online and in-person meetings with them and Cambodian athletes with disabilities. As Japanese organizations played a significant role in Cambodian parasport development, the inclusion of the Japanese NGO workers enabled us to gain inputs relevant to the local context.

Participants

The current study included a total of twelve individuals who were stakeholders of Cambodian para-athletics. Participants comprised six para track and field athletes, four para track and field coaches, and two parasport administrators. Participants were verbally asked about their age, gender, and impairments³, and this self-reported demographic data, along with other relevant information, is summarized in Table 1.

Table 1. Summary of interview participant characteristics.

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The participant athletes were split evenly between males and females. All the coaches were males, with one male and one female administrator. In terms of impairment, three athletes had an impairment in the upper body due to polio or an amputation, two athletes had an impairment in the lower limbs due to polio or amputations, and one athlete had a visual impairment. One coach had an impairment in his lower limb due to an injury, which was acquired after his athletic career and had no prior experience competing as a para-athlete. The other three coaches and both administrators did not have an impairment. In terms of athletes' experiences, all the athletes had experience competing in international competitions, including the Paralympic Games and/or the ASEAN Para Games.

Data collection

We chose para-athletics (track and field) because more track and field athletes have represented Cambodia in the Paralympics than in other sports since 2004. The recruitment was conducted by one of the researchers, who worked for a Japanese NGO in Cambodia. To approach athletes and coaches, the researcher identified a national para-athletic team that trained in Phnom Penh, the capital city of Cambodia, and selected participants over the age of 18. In addition, athlete participants needed to train for a parasport event for physical or visual impairment and have experience in international competitions. Participant coaches needed to coach a parasport event for physical or visual impairment and have experience coaching athletes who participated in international competitions. Administrators were selected from the National Paralympic Committee of Cambodia and the Japanese NGO in Cambodia and were involved in the administration of a parasport event or an organization and had experience assisting athletes who have participated in international competitions.

Semi-structured interviews were conducted via Zoom. The interviews were recorded and transcribed. The lead and the third authors interviewed all athletes and coaches, and these interviews were conducted in English. To smooth the communication between participants and interviewers, an interpreter was hired at the Cambodian interview site to translate between English and Cambodian. The interpreter was a Cambodian Project Assistant who engaged in parasport development and was fluent in both Khmer and English. One of the administrator interviews was conducted in English without an interpreter because the administrator had a high level of proficiency in the English language. The other administrator interview was conducted in Japanese, as it was the most comfortable language for the interviewers and the interviewee.

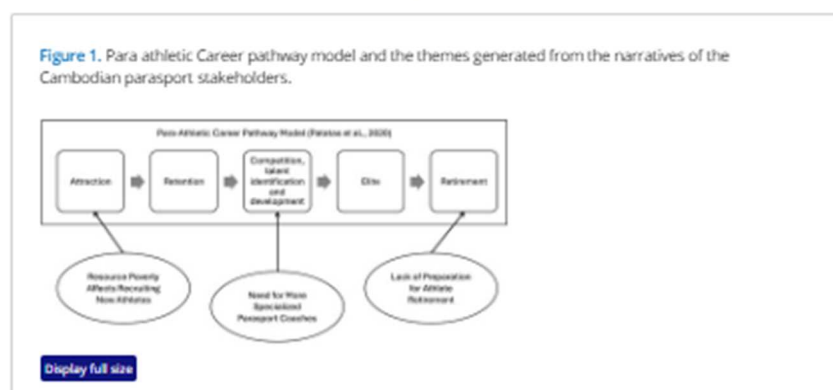
Guided by the athletic career pathway model (Patatas et al., 2020), interview questions for para-athletes included how they encountered parasport, support from the government for their athletic career, and their opinions about retirement from their athletic career. For coaches, we asked about their conception of being a "good coach", their experience of coaching development, and their opinions about coaching policy. For administrators, we included questions concerning the status of parasport development in Cambodia and their challenges in developing a supportive environment for para-athletes. The average length of the interviews was approximately 55 minutes, ranging from 48 and 70 minutes.

Data analysis

All the recorded data were transcribed verbatim. Then, we conducted member checking (Merriam, 1998) by requesting that the interview interpreter review all the transcripts. Thematic analysis (Braun & Clarke, 2021) was chosen to analyze the data because this method complements a constructivist approach. The first, second, and third authors read the transcripts and coded independently and developed the initial themes. Following this, they discussed the outstanding themes. Based on the chosen codes and themes, the lead author coded the entire transcript again and refined the themes. The refined themes were further reviewed by the second author. Finally, the fourth and fifth authors reviewed the validity of the themes.

Results and discussion

Three themes were developed: (1) resource poverty affects recruiting new athletes; (2) lack of preparation for athlete retirement; and (3) the need for more specialized parasport coaches. We will discuss each in turn now using our chosen theoretical framework, the athletic career pathway model (Patatas et al., 2020). The diagram of the model and the results are shown in Figure 1.



Resource poverty affects recruiting new athletes

This theme represents the challenging status of the athlete development system in Cambodia. Resource poverty appears to be related to all phases of the athletic pathway model (Patatas et al., 2020), but particularly the recruitment phase, with evidence of the reliance of rural provinces for recruitment, the lack of equipment, and inadequate allowances for professional para-athletes. First, the Cambodian para-athletic team relied on people from rural areas for new athletic talents, yet the lack of budget was considered a barrier. Administrator #1 said "if we have much budget or sponsor, we go into the province, [where] there is more disabled people and youths, so we go there and promote parasport." Coaches agreed that provinces are important recruiting areas:

I want to increase athletes ... However, recruiting in Phnom Penh is not enough, so I want to go to every province, like having an event to gather people with disability and other NGO who work with people with disability to promote parasport and increase their interest. (Coach #4)

Another coach suggested what they considered would be a potential cost-effective recruitment scheme using international aid experts deployed in Cambodian provinces:

Right now, there is really lower amount of Para athletes, so I hope we can recruit new athletes using the Cambodia-Japanese cooperation. Because I noticed that many Japanese expert volunteers come to support in Cambodia. And many of them stay in different provinces and we hope that we can make the network together, and with their support, we can nominate many people from provinces who are interested in sport ... so that we be able to have more Para athlete. (Coach #1)

The challenge of recruiting new athletes was amplified due to the lack of parasport equipment. In this respect, there was a perceived lack of specialized parasport equipment available to the athletes. Administrator #1 said, "We cannot buy all the [parasport] equipment by ourselves. In Cambodia, we don't have it. ... We never used a new, for example, racing wheelchair. We get secondhand from Japan, or from Korea, they support, yeah." It was felt that such a lack of equipment greatly hindered parasport sustainability. For example, one coach described how the lack of athletic prosthetic legs undermined the recruitment of new athletes:

The biggest challenge is the group of artificial legs, because the artificial leg for daily use is different from the ones for training. So, even though we go and recruit them [potential parasport athletes], we don't have any equipment, any [suitable training] artificial leg for them. (Coach #1)

A lack of resources was observed even in the athletes' training environment. Interviewed athletes were considered top para-athletes within Cambodia and were given a stipend to train and compete. However, the allowance was not enough as "it is difficult to cover for all our expenses." (Athlete #5). At the time of the interview, athletes were trained in a newly built stadium located outside of Phnom Penh, and athletes claimed that the greater transportation expenses affected their ability to get adequate nutrition. Athlete #3 said, "We spend so much on travel expenses. ... spend too much on transportation, we cannot buy good quality food for nutrition that we really need for training." The tight athlete allowance is particularly problematic because many athletes originally came from rural areas, and they needed accommodation in Phnom Penh:

Many athletes come from the province to train in Phnom Penh, and they need a place to stay, they need allowances for their food. ... If they come, they don't have the place to stay ... they are still young, so they still have to study at school. (Athlete #2)

As such, the current lack of parasport resources makes Cambodian parasport unsustainable. There are significant challenges in recruiting new athletes, and even after joining the team, the resources to be a top-level athlete are insufficient.

For the sustainable development of parasport, it is necessary to establish athlete career pathways, which include the entry and subsequent retention of parasport athletes (Patatas et al., 2020). Our data suggest Cambodians particularly struggle in the first phase of the model, recruiting new athletes, due to the lack of financial resources to do outreach work, conduct appropriate marketing and prepare parasport equipment. The financial constraints also affect the maintenance of appropriate living standards as an elite athlete. While suboptimal athletic performance due to inaccessibility of highly individualized, high-performance parasport equipment is well known (Burkett, 2010), our study highlighted that resource poverty can also affect other athlete career development phases. Forgoing an athletic career due to the inaccessibility of sport equipment can be a unique issue among Least Developed Countries, as, in contrast, many Global North countries may suffer from the lack of motivation as a constraint to attract parasport athletes (Ives et al., 2021). Our findings suggest that resource poverty impacts athletic career phases as a whole and further disadvantages the development of parasport in Least Developed Countries.

While resource poverty stands out in this theme, the causes and associated problems may be more complex than money. The challenge in recruitment from rural areas, for example, involves not only the lack of funding for outreach work but also the stigma of disability, ableism, and parasport popularity in rural areas. It is important because people with disabilities would not be given a chance to be educated and excel unless the communities take a more positive view of disability rights (Marks, 1997), which is less apparent in rural Cambodia (Takasaki, 2020).

Another potentially relevant issue our data revealed related to resource poverty is insufficient athlete allowances. This may pose another challenge, as our research participants mentioned they might not be able to afford to travel for training and competitions, and they might not be able to perform to their full capacity due to what they perceived was poorer athlete nutrition. In the past, Global North countries had less financial support for para-athletes, and some athletes had to retire early because they could not make a living as elite athletes (Bundon et al., 2018). It might be argued that having such a negative career outlook may negatively impact potential individuals considering a para-athletic career. Considering the above discussion, resource poverty consequently affects the attraction and retention phases of para-athletes (Patatas et al., 2020). However, the situation of Cambodian athletes may be unique as they are considered professional athletes who gain allowances from the government instead of from other jobs in the community.

Lack of preparation for athlete retirement

This theme is related to the last phase of the athletic career pathway model – retirement (Patatas et al., 2020). Our findings revealed a lack of baseline education among the current para-athletes and, partly related to that, a lack of retirement preparation, which does not benefit either athletes' post-retirement life or Cambodian parasport development. Bundon et al. (2018) reported that professional para-athletes typically fear retirement as they often cannot secure a post-retirement career. The issue of transitioning out of sports is also a problem we find in Cambodia. Participants reported that the current Cambodian athletes do not have much background education. Administrator #2 provided an observation: "many people with disabilities do not attend school. And because they cannot read or write, they are often not accepted. It is very difficult to find places where they can work." Athletes also shared the challenges in retirement transition because of the lack of education. Athlete #2 said, "We cannot even write Khmer language, English, or other language, it is difficult to look for a job. Even after our retirement, we cannot find any job. So, we cannot find anything to earn a salary to support ourselves." Perhaps due to the lack of education, athletes' retirement plans do not provide a very bright outlook. Athlete #5 said: "I would play [parasport] until maybe this year's event and after that I would retire and go to my hometown. And usually in our hometown, we always do farm and grow animals at home." Similarly, Athlete #4 reported that she plans to go back to her hometown:

After I get retired, I plan to go back to my hometown. Of course, if going back to my hometown, I have to stay with my siblings and grow some vegetables or some animals like chickens or cows to earn for daily living. (Athlete #4)

There is no retirement transition training in place in Cambodian parasport. Athlete #5 said:

In terms of current [retirement transition] support, there is not any organization or from government ... to promote any vocational training skill. So, for me, I just would go to live with my family and look after the house and do business, that's all.

Nevertheless, athletes hoped to gain training that would help their retirement transition. Vocational education might be something that may help their transition:

Right now, there is no system that helps us after our retirement, but I am hoping, in the future, there were a training. Like, vocational skill training or something that can support us. It would be a good opportunity because many of us don't have any knowledge so we can start learning some skills that we can do to earn money after we get retired. (Athlete #4)

The results suggest that para-athletes would return to their rural homes without any hope of contributing to Cambodian parasport development or of getting better jobs.

In sum, Cambodian para-athletes were generally undereducated, rural individuals and perhaps due to the lack of retirement preparation training or opportunities during their athletic career, their retirement prospects were to go back and rejoin their family business. In other words, they would typically return to their hometown with few career prospects. Particularly in rural Cambodia, multiple challenges exist for inclusive education, such as an inadequate number of trained teachers for inclusive education, limited adaptive equipment available in the area, ableism among teachers and students that can result in discrimination and bullying, and families being reluctant to send their disabled children to school (Ravet & Mtika, 2024). Sport can, in theory, be a vehicle to climb the social ladder (Spaaij, 2013) by reducing the societal and internalized stigma of disability (Petrola, 2017). These are directly related to a part of the athletic career pathway, which Patatas et al. (2022) argue is important for a successful athlete development system. Elsewhere, Patatas et al. (2020) have argued that governments can play a significant role in helping to develop this area. However, currently, in Cambodia, it does not function as such. The challenge in retirement preparation is similarly experienced by professional athletes in the Global North (Bundon et al., 2018). Full-time professional athletes typically sacrifice the time required to gain education or alternative work experience, which may hinder their subsequent career development (Bundon et al., 2018). However, our research demonstrates that the status of people with disabilities in Cambodia can be even more disadvantageous due to their typically low education attainment and the widespread social stigma of being "disabled" (Takasaki, 2020). The stigmatization of people with disabilities in Cambodia could be said to be related to ableism. According to our participants, such attitudes prevailed in Cambodian schools and workplaces. This contributed to a more systematic exclusion of people with disabilities. Furthermore, disablism, which refers to the social imposition of restrictions on the aspirations of people with disabilities (Thomas, 2012), is likely to compound their post-athletic career choices further. Furthermore, if the para-athlete career continues without a positive outlook after retirement, attracting new para-athletes may become more challenging. Solving this problem requires broader societal changes, which might include tackling the issues of disability stigma, ableism, and disablism, so that people with disabilities can be more readily employed, and such change can bring other relevant benefits regarding SDGs – such as reduced inequalities.

The current circumstances are undesirable for the individual athletes and also for Cambodian parasport development because there is no pathway for retired para-athletes to contribute to future parasport development. Retired para-athletes serve as motivational speakers, event facilitators, or disability-rights activists, and their contributions to disability awareness and parasport development has been found to be important in the Global North (Braye, 2016). Para-athletes are often seen, rightly or wrongly, as people who can change perceptions about disability in society (Petrola, 2017). Therefore, parasport development may be accelerated if the Cambodian government were able and prepared to invest more in exploring new ways for retiring para-athletes to engage in parasport development in the country. For example, retired para-athletes could work promoting grassroots sport in Cambodia. They can use their lived experience of becoming an athlete and be seen as relevant peer mentors (Coalter, 2013). In this respect, their contribution might be especially significant in rural areas. Effective use of talents from retiring athletes is a foundational issue that is closely linked with the next theme – coaching development.

Need for More Specialized Parasport Coaches

This theme is related to coaches, who play a very important role in the talent development phase in athletic career pathways (Patatas et al., 2020). The current roster of top-level para-athletic (track and field) coaches in Cambodia includes former Olympic track and field coaches. Perhaps because of that, coaches typically do not have much knowledge about disability *per se*. Athlete #5 said:

I want to increase the number of coaches, and not only increasing but also the qualifications that the coaches who have full knowledge related to athletics, especially in each disability. Like, artificial legs or wheelchairs, and more professional [knowledge] about each disability, so they can improve the athletes' abilities.

Athlete #6 felt that the need for specialized coaches was apparent when he met coaches in other ASEAN nations:

I really want to have specialist coaches. As I joined competitions, I not only meet athletes but meet coaches. We noticed that in Thailand, Indonesia and other countries, there are coaches who have full knowledge about training and technical [for parasport] that can improve or develop the athletic ability and capacity. (Athlete #6)

Coaches also felt that they needed more training. Coach #4 emphasized that *"the training, of course, is not enough."* Coach #1 acknowledged that he needs more training:

To be a good coach, I think that we have to learn and research more by ourselves to understand those sports. Especially for me, I trained with only Olympic athletes and then I started training with Paralympic athletes. So, for me, many times that I have been discussing with [name of key individual supporting parasport] together to find the training method that can fit for Para-athletes, and I started to learn about the classification system of the disability like T11, T12, T20 or T44, 46, 47, 52, 53 like that.

One possibility that was commonly discussed was the perceived need for specialist coaches to train former athletes to become coaches themselves. This could also be a useful way to address the issue discussed above, namely, the lack of preparation for transition into retirement. For example, as Coach #3 stated:

My vision, I will look for athletes who trained for a long time ... these athletes can become trainers because they have long time experience related to para-sport or athletics and they can use their learned techniques to train other athletes and become coaches.

Athletes tended to share such a vision that becoming a coach of para-athletes is a potential option for a post-athletic career, as athlete #2 said *"I could retire or could become a coach"*. However, some expressed interest in becoming a coach but were still somewhat constrained by the notion of returning home:

So, for me, about retirement, in the future, I can become a coach assistant or coach to train other athletes so that I can continue working in this sector of Parasport. But when the retirement, I plan to go back to my hometown to stay with my mother and my family. (Athlete #3)

The lack of available training and a clear pathway to becoming a qualified coach may have impacted participant intentions. Administrator #2 said: *"I think it is good to train retired athletes as coaches, and there are many athletes who want to become a coach. However, they have no coaching knowledge, nor teaching method to convey what they have learned."* Linked to the previous theme, the lack of retirement preparation, appropriate training to become a qualified coach may help retired athletes transition into a coaching career, which would, in turn, help reduce the issue of the lack of specialist parasport coaches.

The identified need for parasport specialist coaches is considered urgent because coaches and athletes indicated that it was important. This resonates with the findings from Patatas et al. (2020), who emphasized the importance of coaches in para-athlete career pathways. Our participants, who were originally trained as coaches of able-bodied Olympic athletes, particularly identified the need for more knowledge about the parasport classification system, which is an obvious difference from able-bodied sport (Patatas et al., 2018). However, our athlete participants felt their coaches should also improve their technical and training knowledge. The need for coaches with disability-specific knowledge and parasport knowledge is, in fact, discussed commonly in Global North research (Duarte et al., 2018; Patatas et al., 2020). However, even within the Global North, parasport coaching development and education programs have been quite limited, and it has been reported that parasport coaches develop their knowledge through experience and informal communication with other coaches (Dehghansai, Headrick et al., 2020). However, the results from our study indicate that all stakeholders consider it important to use experienced parasport coaches to establish coaching development and education.

A potential step toward solving this lack of specialist coaches may be to train former athletes to become coaches. Considering that wheelchair racing techniques and biomechanics are still in development (Morriën et al., 2017), and there are not many coaches available even in the Global North (Dehghansai, Headrick et al., 2020; Duarte et al., 2018), those who have lived experiences of training and competing – the former athletes – might be the best fit to be specialist coaches in Cambodia. Such a move might be beneficial not only for Cambodian parasport but also for Cambodian society, as it may reduce the stigma of disability and disablism by demonstrating the appointment of a person with a disability to a socially respected role such as a Paralympic coach. Furthermore, this aligns well with increased diversity among coaches (Bentzen et al., 2020).

Providing coach training to former para-athletes would be reasonable not only for Cambodian parasport development but also beneficial for retiring para-athletes. As we found, many athletes have no other option but to return to their hometowns with little to no career advancement upon retirement. However, training to become a para-athlete coach could advance their post-athletic career by establishing themselves as provincial parasport coaches near their hometown instead of, or even alongside, engaging in their family business. As fewer career opportunities are available in rural areas due to stronger stigma of disability and disablism (Takasaki, 2020), establishing parasport coaches in provinces could be an attractive benefit for some retiring athletes. This could significantly benefit Cambodian parasport development because this might help reach out to people with disabilities in these provinces, allowing new, more efficient athlete recruitment whilst also not relying on sending such potential athletes to Phnom Penh with the additional issues that brings, as discussed above. This could be particularly effective as potential athletes would see a former elite para-athlete coach as a peer mentor (Coalter, 2013) – not only for an athletic career but also for a post-athletic life.

Implications

This study has many implications for the management and development of para-sport in Least Developed Countries. We found that the recruitment of new athletes from rural provinces is a challenge, as potential individuals often withdraw because of the cost involved in becoming a para-athlete. One way to approach this might be the provision of more support, such as housing, but the Cambodian government should consider an approach that has a vision for the longer term, such as establishing parasport centers in major cities in the provinces. Having such a center could reduce the burden of prospective athletes and increase the exposure of parasport in wider society. The Cambodian government may follow a system established by the Lao People's Democratic Republic, named the Department of Sport for All, which established provincial offices to promote sport for all, including those with disabilities. We recommend that retired para-athletes be employed there, allowing them to continue contributing to Cambodian parasport development. This, in turn, would help address the issue of a lack of career options for retiring para-athletes. Thus, another important implication of the current study relates to retirement preparation for athletes. Perhaps the Cambodian government may need to consider providing some basic vocational training for athletes and encourage having work experience during their athletic careers. Employment experience would also benefit athletes as it provides a second income to support their living, which was another identified struggle among athletes in this study. However, this will clearly be no easy task, as it would require wider societal changes toward greater inclusion, as the stigma of disability has been a significant barrier to employment in Cambodian society (Palmer & Williams, 2023; Takasaki, 2020). This would need to be the focus of two important ministerial departments: the Cambodian Ministry of Education, Youth, and Sport and the Ministry of Social Affairs. A more joined-up approach to reducing stigma and disablism in Cambodian society is required for more meaningful change to be possible.

In response to the need for specialist coaches, coaching development courses and education are needed. While systematic and organized training has been increasing, coaching development has been delivered through personal, informal settings (Dehghansai, Headrick et al., 2020). Therefore, the Cambodian government may seek support in several different ways. One is to advance the current relationship with the Japanese government, who continue to provide aid through the dispatching of development specialists. Elite coaching development projects in collaboration with the Japan Sport Agency and the Japanese Para Sports Association might be sought. Another approach might be to seek funding in partnership with sport for development organizations. That way, the Cambodian government may be able to access funding from the Global North more effectively.

In addition to the above, the findings of the current study make a broader contribution to the body of knowledge in sport management. Namely, there is a possibility that some of the knowledge in parasport management from the Global North may be useful in the Global South, but it is unlikely to succeed without consideration of the local social contexts. There is a need for further studies to clarify the trajectory of sport management development in the Global South.

Limitations

While our findings provide many insights into parasport development issues within Least Developed Countries, some limitations must be acknowledged. First, the participants were limited to para-athletics. The results may not be generalizable to other parasports. Second, because we had an interpreter in most of the interviews conducted, there might be some nuances lost in translation. Although we did several safeguarding activities, such as selecting an interpreter who knows parasport, sharing the English-version interview questions with the interpreter prior to the interview, and reviewing the transcript by the interpreter, it is not clear if there were some issues that might have been lost in translation that might not come up in the results. Third, there might be other stakeholders, such as physical education teachers, as well as key individuals working at rehabilitation centers and universities that might have provided us information for a more complete picture of Cambodian parasport.

Conclusion

For sustainable parasport development, it is important to have a solid foundation for athletes to navigate through their athletic career pathway. However, the status of para-athletes' career pathways in disadvantaged countries has rarely been reported. The current study responded to this gap in the literature by investigating the status of parasport development in Cambodia, which is one of the Least Developed Countries, through the theoretical framework of the athletic career pathway model (Patatas et al., 2020). We demonstrated that financial constraints affect many aspects of the athletic career pathway, including attraction and retention. However, a major problem was also seen in retirement, as there was no systematic effort to help the transition out of sport or, indeed, further employment within sport. In addition, the shortage of coaches who are equipped with parasport knowledge was the obvious issue at this point. The problems identified in this paper in terms of provision for elite parasport in Cambodia are all related to the sustainability of parasport development, and perhaps the Cambodian government can approach this issue by investing in better retirement preparation systems for para-athletes. Such efforts should seek to ensure retired para-athletes can continue contributing to parasport development in the country as both elite and grassroots-level coaches, which may also help contribute to addressing some SDGs such as health and well-being, quality education, and reduced inequalities.

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Notes

1 SDGs refer to the collective goals among the United Nations member states in 2015 (the United Nations, [n.d. a](#)). The overall aims of the SDGs are prosperity and peace while preserving natural resources. To achieve these aims, 17 major goals such as no poverty, zero hunger, and good health and well-being have been set.

2 Least Developed Countries is defined by the United Nations ([n.d. b](#)) as the most economically disadvantaged countries in the world. Cambodia, the focus of this study, is included in the list of Least Developed Countries created by the United Nations.

3 We used the term "impairment" because this term is more appropriate than disability. According to Goodley ([2016](#)), impairment is biopsychological abnormality of an individual, which can cause functional difficulties. Disability, on the other hand, is a socially constructed oppression and marginalization imposed by society. As the purpose here is to describe the participants in a non-judgmental, objective way, we decided to use "impairment" over "disability".

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


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No parasport development without social change: An investigation of parasport development constraints in Lao People's Democratic Republic

- Volume 13, Issue 2

Authors

Shinichi Nagata¹, Takahiro Sato¹, Daniel Bloyce², Yuki Nakamura³, Latsame Vithaya⁴, Hanae Endo⁵, Mayumi Saito¹, Yoshinori Okade⁶

¹ Institute of Health and Sport Sciences, University of Tsukuba

² Department of Sport and Exercise Sciences, University of Chester

³ Asian Development with the Disabled Persons, Lao People's Democratic Republic

⁴ Department of Sport for All, Ministry of Education and Sport

⁵ Faculty of Health and Sport, Doshisha University

⁶ Faculty of Sport Culture, Nippon Sport Science University

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ABSTRACT

Countries in the Global South are marginalized in the international parasport space. While international aid has contributed to the development of parasport in the Global South, the aid was often given without clear evidence of local needs. The purpose of this study was to identify the needs related to parasport development in the Lao People's Democratic Republic based on the lived experience of parasport stakeholders. As such, this paper is highly original and provides a detailed examination of a significant yet underexplored area. A total of 14 parasport stakeholders participated in the study. Semi-structured interviews were conducted with seven para-athletes, six parasport coaches, and one administrator. Transcribed interview data were analyzed with Thematic Analysis. The findings demonstrated the tangible need for parasport equipment and standardized facilities. Although less tangible, the need for a parasport coach training system was evident for parasport development. Perhaps more latent but equally important was the need for inclusive employment, as para-athletes require an income to continue training and competing. The findings indicate that parasport development cannot be achieved by sports policy alone. There is a need for greater focus on developing a more inclusive society, which suggests the need for inter-ministerial collaborations to develop parasport.

NO PARASPORT DEVELOPMENT WITHOUT SOCIAL CHANGE: AN INVESTIGATION OF PARASPORT DEVELOPMENT CONSTRAINTS IN LAO PEOPLE'S DEMOCRATIC REPUBLIC

Parasport has been utilized as a catalyst for the disability rights movement as it is believed to have a positive impact on the image of people with disabilities among the general population, especially in the Global South (Akambadi et al., 2023; Haslet et al., 2023; Nagata et al., 2023). In particular, the impact increases when athletes representing their nation achieve higher performance levels (Bruce, 2014; Brooke & Khoo, 2021; Nagata et al., 2023). As the Paralympic Movement spreads across the world, countries in the Global South, such as those in Southeast Asia, have become eager to develop parasport within their borders (Brook & Khoo, 2021; Nagata et al., 2023). However, development disparity among the Global South is apparent, as only seven (approximately 23%) developing countries were ranked within the top 30 based on earned medals in the 2024 Paralympic Games (Paris 2024 Paralympics, 2024a). In the 2024 Paris Paralympic Games, China, South Korea, and Japan made up nearly 45% of participants from 48 countries in the Asia region, and 24 of the 48 National Paralympic Committees sent five or fewer athletes (calculated from information from Paris 2024 Paralympics [2024b]). Clearly, there are "a small number of behemoths overwhelming a large number of also-rans" (Darcy, 2018, p. 221). This may be due to a lack of resources as developing high-performance parasport requires significant investment for sport equipment (e.g., prosthetics, sport wheelchairs, etc.), accessible facilities, and transportation (Dehghansai et al., 2020; Novak, 2017; Ojwang et al., 2025). To focus on developing greater equity in global parasport development, and possibly with wider social inclusion of people with disabilities, how a country with limited resources can establish more sustainable parasport development must be investigated.

As parasport development requires significant financial resources, Global North nations often play roles as investors (Khoo, 2016; Novak, 2017; Schulenkorf et al., 2016). The concern in this context, however, is the unsustainable practices of such international aid (Novak, 2017). Researchers argue that the Global North's one-time financial assistance is too common and criticize it as a "helicopter approach" (Schulenkorf et al., 2016), which does not have a significant, sustainable effect on a parasport development outcome (Townsend et al., 2020). While previous research has highlighted what not to do, there is a lack of knowledge about what needs to be done for parasport development in a resource-limited Global South country. In particular, there is a lack of literature concerning the perceptions of Global South parasport stakeholders regarding their developmental needs, despite researchers acknowledging that the low-income context requires a better understanding (Haslett et al., 2023; Swartz, 2022). Filling this knowledge gap can help identify what investment is needed for the local parasport development and possibly reduce the helicopter approach. Thus, the purpose of this study was to identify the parasport stakeholders' – namely, para-athletes, coaches, and administrators – perceptions of needs regarding parasport development. The current study focuses on Lao People's Democratic Republic (PDR), which is a part of the Association of Southeast Asian Nations (ASEAN) and is classified as a United Nations' Least Developed Country (United Nations, 2024). As Lao PDR is also engaging in more serious parasport development (Endo & Mano, 2020; Nagata et al., 2023), we considered Lao PDR as an appropriate research target for this study.

LITERATURE REVIEW

Parasport Development

Along with increasing attention from policymakers, research on parasport development aimed at achieving international success at the Paralympics is growing rapidly (Dehghansai et al., 2020; Dehghansai et al., 2023; Pankowiak et al., 2023; Patatas et al., 2020). Researchers agree that national level parasport policy is critical for success on international stages (Pankowiak et al., 2023; Patatas et al., 2020). For example, similar to the sporting systems established for non-disabled counterparts, building developmental pathways for para-athletes can facilitate high-performance parasport development (Patatas et al., 2020). This may include increasing societal exposure to parasport so that people with disabilities are more attracted to participate, establishing federations to provide opportunities to compete at local and regional levels, supporting elite para-athletes to travel and compete, and offering resources for retiring athletes to transition their careers (Patatas et al., 2020). However, researchers suggested low-income Global South countries need greater levels of support for key resources such as sport wheelchairs and practice venues/facilities that meet the Paralympic standards, to make sure parasport athletes can continue playing and prepare for official competitions (Brittain, 2019; Novak, 2017; Ojwang et al., 2025; Richardson et al., 2017). However, the issue of parasport resources in the Global South is understudied and requires more empirical evidence, which can be constructed through an investigation of the bottom-up needs related to parasport development.

Another factor that has been identified as key for parasport development is coaching development (De Bosscher et al., 2015; Patatas et al., 2018). Parasport coaching requires parasport-specific knowledge about the types and levels of disability, as well as how these affect athletic performance, Paralympic sport classification, and parasport equipment (Duarte et al., 2018; Pankowiak et al., 2023). Therefore, providing training for coaches to better support athletes with disabilities is necessary. To that end, some coaches may be directed to utilize existing parasport coaching courses provided by the International Paralympic Committee, the Coaching Association of Canada, and Sport Coach UK (Bentzen et al., 2020; Dehghansai et al., 2020; Pankowiak et al., 2023). However, at this point, these are among the few formal training opportunities available to parasport coaches in the most advanced countries of the Global North, and many cannot access such training due to limited availability and high cost (Bentzen et al., 2020). Thus, researchers suggest that policymakers should facilitate the development of parasport coaching through greater interaction among existing parasport coaches (Duarte et al., 2018; Pankowiak et al., 2023). At this point, research in parasport coaching circumstances in the Global South countries has been quite limited. As most coaching research has been conducted in the Global North, and parasport coach training resources are more accessible in wealthier nations (Bentzen et al., 2020), there is a lack of understanding of the low-income context.

Global North Investment in Global South Parasport

The Global North's parasport investments in the Global South often take the form of sport for development, which is defined as "the use of sport to exert a positive influence on public health, ... [and] the social inclusion of the disadvantaged" (Lyras & Welty Peachy, 2011, p. 311). Sport for development efforts in Global South countries appears to be problematic as Zipp and Nauright (2018) stated:

Historically, international SDP [sport for development and peace] has been a Global North to Global South movement with athletes, NGOs and sport organisations from Europe and North America developing sport-based interventions in impoverished countries and communities (most often in sub-Saharan Africa). These relationships reflect deeply troubling colonial histories and may reinforce long-standing dependencies whilst overlooking important socio-cultural norms, such as gender roles. (p. 35)

In addition, the investment amount from sport for development organizations can be inconsistent because the international sport for development effort is heavily influenced by domestic politics and securing continued funding is challenging (Bauer & Moustakas, 2024).

While studies on sport for development have been increasing, an integrated review found that research on parasport in the Global South is quite limited (Schulenkorf et al., 2016). Devine and colleagues (2017) reported on a sport for development program aimed at promoting parasport development conducted by the Australian Sports Commission. Their program aimed to increase regular participation in parasport and improve health-related behaviors of, and attitudes toward, people with disabilities. Devine et al. (2017) found that the program contributed to improved self-worth, well-being, and inclusion as key outcomes. Novak (2017), however, found that international parasport development aids, particularly those focused on elite parasport, resulted in dependence on these aids, which makes this unsustainable. Parasport development in African nations has been facilitated by foreign aid from organizations such as UK Sport, the United States Agency for International Development, and the International Paralympic Committee, as well as various national governments that have included parasport as part of their government agendas (Novak, 2017). However, the more the aim is for better performance in elite parasport, the more costly parasport equipment (e.g., prosthetics, sport wheelchairs, facilities) becomes. This, combined with a lack of access to specific parasport coaching knowledge domestically, leads to an increased dependence on international parasport aid and technical assistance (Mojtahedi & Katsui, 2018; Novak, 2017), which is unsustainable. It is unclear whether these aids are given based on the opinions of athletes, coaches, and administrators, who engage in parasport daily.

The Status of Para-Athletes in Lao PDR

Parasport research focusing on Lao PDR is lacking, which no doubt relates to a severe deficiency in opportunities to play sport among people with disabilities. According to Phanthalangsy (2023), people with disability in Lao PDR have been heavily stigmatized and are largely excluded from every domain of life, including sport. Until recently, the Organizations of Persons with Disabilities (OPDs) have played a crucial role in promoting sporting activities among people with disabilities in Lao PDR (Sánchez Rodríguez et al., 2021). Another key player for parasport development in Lao PDR was an international NGO, Asian Development with the Disabled Persons (ADDP), which has provided financial support to athletes, training for parasport coaches, and also consultations with the Ministry of Education and Sport, which administer parasport in Lao PDR (Endo & Mano, 2020).

Historically, in Lao PDR, as elsewhere, sport has been regarded as an embodiment of masculinity and the demonstration of national progress (Creak, 2015). While government investment in sport has been quite limited, parasport can be a more accessible path to international recognition compared to the Olympics and other international sports competitions (Nagata et al., 2023). Consequently, the government appears to regard parasport as a welcome opportunity for promotion (Freeman, 2012). Recently, the Ministry of Education and Sports of Lao PDR established the Department of Sport for All (DOSA), which focuses on providing opportunities for all Lao citizens, including people with disabilities, to have equitable access to sport (Ministry of Education and Sport of Lao People's Democratic Republic, 2020).

Summary and Research Question

As highlighted above, there is a disparity in parasport development, with the Global South being marginalized (e.g., Darcy, 2018). The inadequacy of parasport equipment, standardized facilities, and possibly coach training has been suggested in the literature (Novak, 2017; Ojwang et al., 2025; Richardson et al., 2017), but this lacks empirical evidence. Global North organizations often provide international aid for parasport development in Global South countries; however, some practices, such as the one-time donation of parasport equipment, have limited effect on actual, sustainable parasport development in the country (Novak, 2017; Schulenkorf et al., 2016). The problem resides in the lack of understanding of parasport developmental needs, such as equipment, facilities, coaching, and possibly other factors, constructed by parasport stakeholders who have lived experience of the local parasport context. Such culturally informed knowledge in the context of the Global South is deemed critical for effective parasport development (Swartz, 2022). The current study focuses on Lao PDR – one of the Least Developed Countries categorized by the UN (2024) – with the following research question: What do para-athletes, coaches, and administrators perceive as necessary for parasport development in Lao PDR and why?

METHOD

Research Design

The current study employed a qualitative research design, as it is suitable for an exploratory goal of generating new knowledge about a topic that has been understudied (Ravitch & Carl, 2021), such as parasport development in the Global South. The qualitative research design enabled us to engage with the lived experiences of Lao parasport stakeholders, including daily struggles and challenges faced as coaches, para-athletes, or administrators, through direct interactions with research participants. Additionally, this research design can facilitate an understanding of the local context, which, as argued, is necessary to advance knowledge (Swartz, 2022). We adopt a constructionist epistemology, which goes along well with Thematic Analysis (Braun & Clarke, 2021). This approach recognizes researchers having an active role in interpreting the narratives and generating coherent themes (Braun & Clarke, 2021). For this study, we highlight the latent needs of parasport development from its interpretive, inductive approach. The research protocol was approved by the Nippon Sport Science University Institutional Review Board.

Participants

In this study, we conducted interviews with individuals from three stakeholder groups: athletes, coaches, and administrators. For the recruitment of interview participants, we consulted with the DOSA, the Ministry of Physical Education and Sport of Lao PDR. We asked them to nominate participants for the study from various groups, including active para-athletes who were currently competing, coaches involved in both daily practices and competitions, and administrators overseeing parasport from a governmental perspective. An invitation to participate was subsequently sent to all nominated individuals, and communication was mediated through the DOSA. As a result, a total of 14 individuals were invited and all agreed to be interviewed: seven para-athletes from a range of sports (boccia, goalball, powerlifting, swimming, track & field, wheelchair basketball, and blind football); six coaches (from boccia, goalball, powerlifting, swimming, wheelchair basketball, and blind football); and one Vientiane Capital governmental officer who administered parasport. There were three female para-athletes and four male para-athletes. All the coaches and the administrator were males. Other relevant details of our participants are summarized in Table 1.

Table 1 – Demographic information of participants

ID	Role	Sport	Age	Gender
A1	Para-athlete	Boccia	20s	Female
A2	Para-athlete	Wheelchair Basketball	30s	Female
A3	Para-athlete	Powerlifting	30s	Female
A4	Para-athlete	Track and Field	20s	Male
A5	Para-athlete	Swimming	30s	Male
A6	Para-athlete	Blind Football	30s	Male
A7	Para-athlete	Goalball	20s	Male
C1	Coach	Wheelchair Basketball	50s	Male
C2	Coach	Goalball	40s	Male
C3	Coach	Swimming	40s	Male
C4	Coach	Powerlifting	60s	Male
C5	Coach	Blind Football	30s	Male
C6	Coach	Boccia	40s	Male
G1	Administrator	Vientiane Capital	30s	Male

Participants were asked to come to a research venue, specifically a conference room at the DOSA office, where individual interviews were conducted. At the venue, these participants were also invited to the information session where we exchanged information about parasport development, which allowed us to build rapport with the interviewees. Participants provided informed consent to participate in this study to share their thoughts, perspectives, and experiences related to parasport.

Interviews

An interview guide was developed using existing literature on parasport development (e.g., Brittain, 2019; Dehgansai et al., 2020; Patatas et al., 2020; Richardson et al., 2017). The interview questions included experience of being a para-athlete or a coach of parasport in Lao PDR, how they felt they were treated in parasport and wider society, their opinion about financial support and retirement, and their opinions about policy changes needed. Using the developed semi-structured interview guide, the first and second authors conducted individual in-person interviews in August 2023. As the interviewers were not able to speak Lao, we conversed with interviewees through a professional translator who translated between Lao and English. The translator was a Lao national who grew up in Lao PDR and received higher education in the United States. The interviews lasted an average of 62 minutes, with a range of 42 to 79 minutes. The interviews were audio-recorded and transcribed verbatim.

Researcher Description

For this study, the first author and second author conducted all the interviews. Both were Japanese researchers with experience in parasport and international development through sport. Both researchers had an excellent command of English as they had completed academic degrees in the United States. The first author led thematic analysis and developed the first draft of the manuscript. The second author and the third author, who is British and an expert in sport policy, contributed to developing the interview guide, analyzing the data, and revising the paper. The fourth author was a Japanese NGO worker with extensive experience engaging in parasport development in Lao PDR. She reviewed the analysis, provided relevant literature, and revised the paper. The fifth author was a Lao native and parasport administrator in Lao PDR and reviewed and contributed to the paper. The inclusion of the local individuals enabled us to discuss the research findings relevant to the local context.

Data analysis

We used thematic analysis (Braun & Clarke, 2021) to analyze the interview transcripts. The basic strategy of this analytical process is to generate meaningful themes based on interpretations of the narratives. The first, second, and third authors read the transcripts multiple times to become familiar with the narratives and met to discuss what stood out. Based on the discussion, the first author developed a list of codes and coded the interview transcripts. Along with coding, a new code was created as needed. After the coding was completed, the first author generated candidate themes and presented them to the second and third authors. With their feedback, the first author revised the themes. Once the themes were established, the fourth author, an NGO worker in Lao PDR, reviewed the themes and quotes, providing further feedback. Finally, the first author reviewed the themes and transcripts to confirm that the themes represent the narratives.

RESULTS AND DISCUSSION

The purpose of this study was to identify perceived needs for parasport development in Lao PDR by exploring the experiences and opinions of parasport stakeholders – athletes, coaches, and administrators. We generated three interrelated themes from thematic analysis: (a) the need for parasport equipment and infrastructure: the consequence of resource poverty, (b) the need for coaching knowledge: the lack of sport-specific parasport coach training, and (c) the need for income: labor equity for sustainable parasport development. These themes uncovered key issues in parasport development in the Global South, which responds to the call for such investigation by Swartz (2022). We will now discuss each theme in turn.

The Need for Parasport Equipment and Infrastructure: The Consequence of Resource Poverty

Lao parasport stakeholders consider the lack of parasport equipment, such as sport prosthetics and wheelchairs, and parasport facilities to be major constraints for parasport development in Lao PDR. A blind football athlete (A6) said that “we do not have a proper pitch ... and also the equipment, like the blindfolds, the balls, the knee protectors, and other protectors that will be needed, but the most important one will be the border, the wall.” Participant C5, who was a blind football coach, explained that a proper parasport facility set-up is lacking, and it causes risks for injuries when athletes practice blind football:

I need support to build a rebound panel [a board that runs around the pitch to help provide a reference point for the athletes], because we need to ensure safety to prevent any injuries. We also need support in terms of the balls themselves, the protective gears, the blindfolds... My concern is that elite athletes are facing risks while playing blind football, because I know that there are some athletes with disabilities who are afraid of getting injured when they play in the game.

Another participant (C2), who was a goalball coach, similarly said that they "don't have standard court for goalball in Lao PDR... The surface is not designed for goalball." Even worse, because they had no way but to use a public sport facility for goalball practice, they need to share the gym with able-bodied local citizens, which is not desirable:

When our team practices, we have to share the court and practice together with other people without disabilities. One challenge is that the surface and structure of the court is not designed to play goalball. ... When people without disabilities and para-athletes share the same court, our players are visually impaired, but people without disabilities are not quiet and silent, they talk and speak, so para-athletes were distracted to focus and lost concentration during the practice. Regarding rules of goalball, all players must be silent and quiet, so that para-athletes can focus on sounds from ball. (C2)

Clearly, the facility set-up was a significant constraint that undermined the quality of goalball practice. Similar claims were made by a parasport swimming coach (C3): "I want to share is that we are searching for more equipment, facilities, and support, even swimming pool, that is up to a standard." In addition to equipment and facilities, human resources can be a major constraint. Participant A4, who was a sprinter with a visual impairment explained:

I do not have any companions for para-athletes with visual impairment. Therefore, there are unexpected incidents happening. For example, some people walked casually and blocked me during practice. When I increase my speed when I run, sometimes I have an accident and injuries. In the past, I mentioned that I had a Japanese volunteer who supported me or assisted me during practices. In Laos, when we have no competition, we do not have any coaches or support team at all... Regular days, I needed to practice by myself.

Participants reported that they could not practice appropriately due to the inadequate physical environment, and the problem of shared use of the facilities that were available.

To develop parasport, sport equipment and facilities specific to parasport are required (Patatas et al., 2020), which comes at a significant cost. As Lao PDR is categorized as one of the most economically disadvantaged countries (the United Nations, 2024), our findings of the parasport equipment and facilities needs are rather obvious. In fact, the need for equipment and facilities has been a consistent problem for parasport development in ASEAN countries (Wilson & Khoo, 2013) and other Global South nations (e.g., Novak, 2017). The poor success of resource-poor countries at the Paralympics compared to resource-rich countries is well known (e.g., Brittain, 2019; Darcy, 2018). We argue that such resource poverty leads to lower performance in parasport, in part because their facilities are not ideal, and the risk of injury may be higher. Athletes may not be able to practice with maximum effort as they do not want to get injured. Additionally, the practice setting differs significantly from real-world competition, and the learning may not be effectively transferred.

Regarding how this problem of resource poverty should be addressed, Nagata et al. (2023) demonstrated that achieving good results in regional and international games can increase the motivation of private funders. However, this is something of a double bind for Lao PDR as they are far less likely to be successful due to the resource poverty in the first place. Another possible avenue is international aid. Foreign aid can help fund expensive parasport equipment and build modern facilities, which have been common ways to develop parasport in the Global South (Novak, 2017). While such an approach – often criticized as a “helicopter approach” (Schulenkorf et al., 2016) – can temporarily fulfill certain needs, this is not a sustainable way to achieve development objectives (Bauer & Moustakas, 2024). Furthermore, expensive parasport equipment and facilities cannot be purchased by the locals and there is no way but to become dependent on aid for future development (Haslett et al., 2023; Novak, 2017). Undoubtedly, the equipment and facility needs are tangible and urgent, but greater dependency may be generated if international aid is the only way for Lao PDR to fuel parasport development. As others have claimed, pursuing parasport high-performance reproduces Global South countries’ reliance on the Global North (Darcy, 2018; Novak, 2017; Swartz, 2022). It may be time to question parasport development that is oriented toward materialistic pursuits. The next theme suggests possibilities for more meaningful parasport developmental needs.

The Need for Coaching Knowledge: The Lack of Sport-Specific Parasport Coach Training

The second theme concerns a less tangible constraint, the coaches’ knowledge. Coaches say that they did not receive any official training to be a coach. C6, who was a Boccia coach, said:

I only had the basic training on Boccia... I haven't had any professional training or a coaching certificate. I do want to get one, but I don't think we have the budget to support coaches to get this type of training.

Similarly, wheelchair basketball coach, C1, stated:

I am not formally trained to be a coach. I became a coach because of my past history in being an athlete myself. I did some training but not a lot. I would not consider it as advance training and I do not have any coaching certificate.

As C5, who was a blind football coach, mentioned: "I really want to know which division or sectors or which international organization to endorse this certificate or the course because we don't have here in Laos for sure." As it appears coach training is not available in Lao PDR, they need to seek coach training in other ways. One avenue is receiving training in other countries. Some of the neighboring countries are more advanced in sport coaching and many coaches are trained in Thailand, for example. As C1 said: "in Thailand, they always have the wheelchair basketball clinics. Each session will run for two days, then you would do a practice and the discussion there." Furthermore, as a powerlifting coach, C4, said, "I found, in Thailand, they are going to do this test for a certificate, and I have proposed to the NPC [National Paralympic Committee] to send two of our coaches to get training and to get the certificate to be licensed coaches."

Developing coaches' qualifications and knowledge might be where international aid can be applied more effectively. Some coaches had received coach training from parasport experts deployed by a governmental organization, Japan International Cooperation Agency (JICA), or a non-governmental organization, Asian Development with the Disabled Persons (ADDP), from Japan. Goalball coach, C2, said:

We received support from ADDP, Japan, back in the day, who sent goalball experts to teach us, focusing on two skills: teaching skill and coaching skill for the Lao coaches and also to teach the athletes as well in 2008... then later, in the year 2018, I had a training from JICA who sent the Japanese experts to train us on being a coach properly.

Blind football coach, C5, also mentioned, "ADDP conducted a workshop in promoting skills for a para-athlete. It was the pathway for me to become a coach, and then I have led so many para-athletes to join and participate in a lot of competitions in international events."

In Lao PDR, several government officers serve as coaches for parasport. A2, a wheelchair basketball athlete, pointed out "the current practice in NPC here is that when the staff, the coaches, the administrators, they join the national team to go into events, these people are sometimes not capable people in that sport." The Vientiane Capital administrator, G1, expressed his concerns about the knowledge and skills of the current coaches and advocated for further training:

I know that government officers serve as coaches in the national team and travel with para-athletes to international competitions. We are not capable coaches in that sport. We don't think we are highly qualified coaches. I think all coaches should receive training and learn how to work with para-athletes and how to deal with any liability cases. I think that coaches should be specialized and respected by para-athletes.

The current study provides evidence that coach training is a pressing need for parasport development in Lao PDR. Our findings are unique because reports on parasport coaching are mostly from North America, Europe, or Australia, and rarely from Global South nations (Bentzen et al., 2020). The need to produce more parasport coaches has been discussed in Global North parasport policy research (De Bosscher et al., 2015) and a recent study more clearly claimed that the system of training for coaches should be established for parasport development (Pankowiak et al., 2023). Our findings for a Global South nation align with the importance of providing advanced and specialized training opportunities for parasport coaches. Although a lack of such training opportunities and qualifications is not uncommon, even in the Global North. An official coach training system has been established only in a few areas (Taylor et al., 2015; Bentzen et al., 2020), such as Canada's National Coaching Certificate Programs, the emerging Para-Disability Coach Education and Learning Project of the European Union, and some sport-specific programs by the International Paralympic Committee (IPC) in para-athletics and National Wheelchair Basketball Association (NWBA) coaching courses. It is not clear, however, to what extent the above training can help with high-performance coaching. On the other hand, developing coach training systems can increase knowledge about disability, sport classification, and parasport equipment (Duarte et al., 2018; Pankowiak et al., 2023), which might not only facilitate effective training but also help establish safer sporting environments for para-athletes (Rutland et al., 2022).

Although the coach training deficiency was identified, addressing this issue would require significant groundwork. In fact, systematic coach training for parasport coaches in the Global North is also in its infancy because coach development heavily relies on informal training such as mentoring and learning through personal experiences and non-formal training such as at conferences and seminars (Bentzen et al., 2020; Duarte et al., 2018; Townsend et al., 2022). While attending the existing coach training sessions might fulfill the need to some degree, it may not be realistic due to language barriers. Thus, a first step for Lao parasport development could be to develop coaching manuals for specific parasports and to conduct workshops to disseminate them (Cregan et al., 2007). The development of coaching manuals may require collaboration between Lao coaches and international experts, which could be an area where foreign aid can contribute funding more sustainably. Furthermore, assistance for Lao parasport coaches to engage in active networking with other parasport coaches in other countries could improve the standard of coaching in Lao PDR (Dehghansai et al., 2020). For this exchange of coaching knowledge to occur, language learning support may be needed because the Lao people typically do not have high English language proficiency, a necessity in networking (Achren & Kittiphanh, 2020). While it is a more ethical approach than simply providing materials to the locals, building the system for coach education must still be largely reliant on capital from Global North nations for its initial development. Thus, like the materialistic pursuits, it involves risk, leading to dependency. If not parasport materials or coaching education, what are some other possible ways to facilitate the development of parasport? We discuss the need for wider societal development issues next.

The Need for Income: Labor Equity for Sustainable Parasport Development

The third theme, societal environment as a constraint, demonstrated that social change, particularly in the Lao PDR society, is necessary for continuing parasport development, enabling athletes to maintain their livelihoods. To keep competing as an athlete, they need to pay for related expenses such as travel and nutrition, as athletes mentioned: "for travel, for example, from my house to the training center, I spend all my money..." (A5, para-swimmer); "I mean, the budget of nutrition and stuff. Most of the times, I am self-funded" (A4, track and field athlete). However, there is not a high expectation to earn money from sport among athletes as "para-athletes don't consider sports as a profession" (A7, Goalball athlete) because "we cannot make a sport for living here in Laos" (A4, Track and Field athlete). Moreover, people with disabilities in Lao PDR do not have financial aid: "In Laos, if you are a disabled person, you don't have a welfare compared to other countries. You don't get a monthly allowance" (C3, Swimming coach). Thus, to keep competing as an athlete, they need a job for sustainable income. However, for people with disabilities in Laos, getting a job is not easy. As A7, a goalball athlete, mentioned: "people have pessimistic thoughts, ... they [people with disabilities] won't be able to find jobs." Certainly, athletes expressed a feeling of exclusion from employment: "I mean, I would say in another country, especially abroad or Western, they really include the people with disability. But here, I feel isolated sometimes" (A3, powerlifting athlete). We acknowledge that even in the West (or Global North) there is still not the kind of parity this athlete implies in employment for people with disabilities (Barnes, 2010). Nevertheless, the above quote demonstrates the disconnect the athlete feels from broader society in Lao. But, through sport, athletes appear to be more empowered and willing to work: "when they are engaged in sports, they don't just stay at home, they don't have the stigma anymore, and this could lead them to have future career and jobs" (C1, wheelchair basketball). So, what is needed is "the inclusiveness in the policy, ... for career pathway" (C5, blind football coach). Envisioning such policy change, Boccia coach (C8) said:

I want to have the resources to gather the athletes to help them train. That would be the foundation one. We need to provide accommodation facilities. We need to help them to engage in income generation activity. Some sort of vocation or other profession, like working in a cafe, serving or making coffee.

Athletes consider jobs not only necessary for income, but also for opportunities for personal development. Boccia athlete (A1) said:

I want our association to be able to not only provide the sports but also skill development, and also jobs, so that para-athletes can both play sports and also work, and they can enjoy and be happy. ... I want people to have a better future. I want them to have daily jobs. I want them to be able to develop themselves.

For parasport development, the inclusion of people with disabilities in the workforce is not enough. It is because, even if they are employed, their employer may not be supportive of them continuing to play sport to a competitively high standard. As reported by the powerlifting coach, C4, some employers were not happy when athletes left early for sport practice: "some private sector, they would not allow the time for their workers to go to practice like this, for example, and if they do, they may get fired from the job."

In summary, employment opportunities for parasport athletes are a significant constraint to parasport development. While some researchers have advocated for policies and laws that enable people with disabilities to access sports facilities and programs (Dehghansai et al., 2020), the issue of employment for people with disabilities presents a distinct dimension, and this important issue has been overlooked in parasport development research elsewhere. It is ironic because, according to the IPC (2024), employment should be considered as one of the key agendas toward the goal of an inclusive society. The reason for the oversight may be that most parasport development research has been conducted by researchers from the Global North (e.g., Dehghansai et al., 2020; Patatas et al., 2020; Pankowiak et al., 2023), where some funding may be available for some elite-level para-athletes without them engaging in income-generating activities. On the other hand, as a para swim coach mentioned, people do not receive social security benefits in Lao PDR, and there is no money for the Lao government to support para-athletes full-time. In Lao PDR, equal employment opportunities are necessary for sustainable parasport development because the key stakeholder – para-athletes – cannot continue playing without that.

Enhancing employment of people with disabilities cannot be done with sport alone. In other words, there is no generalizable evidence that involvement in sport increases employability (Coalter et al., 2020). Even mega-events such as the Paralympics have had a quite limited effect on the local employment policies and practice as employment in a completely different domain from sport (Goh, 2020). As demonstrated in a sport for development context, direct intervention on the target development outcomes is necessary to leverage the impact of sport and achieve the intended outcomes (Levermore, 2010; Warner et al., 2020). It is true that, in the Global South nations, researchers report changes in the image of disability within the general population after seeing people with disabilities play sport (Akambadi et al., 2023; De Souza & Brittain, 2022; Nagata et al., 2023). This is significant as the image of them being weak and incompetent is often one of the constraining factors of employment (Khounpaseuth, 2024). Still, many other factors need to be addressed to improve the employment status in Lao PDR, such as increasing accessibility, particularly in areas like accessible toilets and transportation (Swartz, 2022). In the case of Lao PDR, inter-ministerial and inter-sectoral collaborations across the Ministry of Education and Sport, the Ministry of Labour and Social Welfare, and other NGOs would be necessary to move this agenda forward.

Implications

The current study identified the needs for parasport development in terms of infrastructure and equipment, coach education systems, and more inclusive employment systems within the broader society. While all of these are indeed important to consider for more sustainable parasport development, policymakers and international development aid organizations should consider how their interventions are implemented. In addition to contributing materials such as sport wheelchairs and prosthetics, as well as parasport facilities, targeted development is needed to improve the system for parasport coach education. Particularly, creating a training system with local stakeholders can have a more sustainable impact. For example, policy makers and international aid organizations can assist in developing a local coach training system by funding coaching experts from outside Lao PDR to work in the country for an extended period. Such developmental activities would likely have a significant and more sustainable impact on parasport athletes and coaches in Lao PDR. Helping to fund Lao coaches to make extended visits to other countries where parasport coaching is more advanced might accelerate the development process. But, without greater change in contributing to a more inclusive society in Lao more generally, these suggestions would, inevitably, be limited. The Lao PDR government can engage in campaigns to promote inclusive employment throughout the wider society. The Ministry of Labour and Social Welfare can identify individuals with disabilities in local communities, and the Ministry of Education and Sport can provide them with education to enhance their employability. Additionally, Lao policymakers need to raise awareness about inclusive employment and create a system to promote the hiring of people with disabilities. International development organizations could leverage the generally positive image of sport to help make employment more accessible to all people with disabilities.

Limitations

While the findings shed light on a rarely studied parasport development in the Global South, which was done by a diverse team of local and international practitioners and academics, which was a strength of the study, we acknowledge some limitations. We had only one athlete and one coach from each sport. Having a small number of individuals in each sport might have led us to overlook important needs for each sport. Considering the heterogeneity across parasport (Patatas et al., 2020), future research should investigate parasport-specific development needs in the Global South. Additionally, interviews were conducted through a translator, which may have resulted in a loss of meaning during the translation process. Although the individual used was an experienced professional translator, and the translator asked the interviewees if there were any questions about the technical terms, very nuanced expressions may still have been lost.

CONCLUSION

The parasport stakeholders in our study argued that tangible, physical resources such as equipment and facilities are fundamental for parasport development in Lao PDR, but might not be enough on their own for sustainable development. Beyond that, parasport development in Lao PDR requires a system of coaching development. Furthermore, considering sustainability, wider societal changes, and policies that encourage such change, it is necessary to promote inclusion for people with disabilities in employment settings that provide a consistent income for continued parasport development. The findings demonstrated that in Lao PDR, a country in the Global South, there are considerable constraints related to facilities, equipment, and coach education for parasport development. Competing in parasport requires expensive equipment and knowledge from the Global North, which systematically excludes large parts of the Global South. As Brittain (2019) argued, there is a need for the IPC to address the tendency to rely on resource-richness and the pursuit of high-performance parasport. It suggests that it does not aid local parasport development but rather fosters a dependency on aid. We argue that what is lacking – as our study participants claimed – is local disability rights policy improvements (e.g., disability employment policies), but the IPC rarely combines this with their programs. As such, this paper is highly original and provides an initial, detailed examination of a highly significant but little-studied area. While more studies are needed to unpack the needs in parasport development, sport for development organizations should consider the sustainability of parasport development, which may require development alongside non-sport domains.

AUTHOR NOTE

All authors declare that they have no conflicts of interest.

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Research Article

Parents' expectations of Academic and Social Performance Among Their Children with Developmental Delays in Physical Education at Secondary Schools in Lao People's Democratic Republic

Takahiro Sato , Takafumi Tomura , Cathy McKay , Shinichi Nagata , Hanae Endo, Yoshinori Okada & ...show all
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ABSTRACT

The purpose of this study was to explain and characterize parental expectations of inclusive physical education for children with developmental delays (DD) at a secondary school in Lao People's Democratic Republic (PDR). Six parents with children with DD were selected through purposeful sampling, consented to participate in this study, and shared their expectations, perspectives, and experiences related to academic and social performance in physical education at a public secondary school. A constant comparative analysis method was used to analyze the data, resulting in three recurrent themes: (a) *parental dilemmas about multi-grade and inclusive physical education*, (b) *transformation from physical education to community practices* and (c) *socioeconomic issues and concerns about maintaining sustainable services for children with DD*. To advance the quality of physical education and services in a sustainable way, teachers, administrators, and local organizations need to focus and develop long-term goals and objectives in relation to how to support both parents and children with DD in the sport, physical education, and physical activity context in Lao PDR.

KEYWORDS:

Parents secondary schools developmental delay sustainability Lao PDR

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Introduction

It is well known that families of children with developmental delays (DD) face a myriad of challenges in raising their children (Meadan et al., 2010). These challenges are influenced by problems in relation to childrearing, and are aggravated by daily tasks associated with children's disabilities such as navigating limited social communication skills and challenging behaviors in secondary schools (Lee & Meadan, 2021). More specifically, many parents experience a lack of understanding about DD among family members, and are often isolated from social life or forced to distance their children with DD and themselves from family and friends (Tekola et al., 2023). In developing countries in Asia (e.g., Lao PDR and Cambodia), public secondary schools often segregate students with DD from learning groups due to deep-rooted prejudices or stigmatizing beliefs about the causes of DD (Scior et al., 2020). McConkey et al. (2016) suggests that parents and families are the only people who may be able to help, support, and educate about DD to reduce stigmatizing attitudes of teachers and schools related to their children with DD. To enhance inclusivity and reduce stigmatizing attitudes in secondary schools, sport, and physical activity may have a positive connection that impacts the overall health and quality of life of children with DD (Columa et al., 2020). However, there are several barriers in school settings that have been identified that limit physical activity engagement and programs for youth with disabilities, including inadequate or insufficient facilities, limited resources, limited equipment, and lack of qualified staff (Alexander & Leather, 2013). Therefore, parents play an important role as advocates for the participatory rights of children with DD in sport and physical activity in school and beyond (An & Goodwin, 2007; Wilhelmsen et al., 2021).

Columa et al. (2020) share that many studies related to parental perspectives of experiences regarding disability sport, adapted physical education, or inclusive physical education for children with DD have been conducted in developed countries, with limited studies having been conducted in developing countries. According to the Lao Statistics Bureau, children with DD are more likely to have irregular attendance and are more likely to have to repeat grade levels than children without DD (Thoresen et al., 2017). Hossain (2010) states that a common practice in some Asian countries (e.g., Bangladesh, Lao PDR) is for teachers to assess and evaluate student progress based on the results of annual and final examinations, regardless of meeting academic goals and objectives. More specifically, in Lao PDR, many children with DD do not enroll in public school at the official entry age and consequently begin their education with younger classmates (World Bank, 2015), which creates additional complexities for teachers managing multi-age students in classrooms. Parents have concerns that the teachers may not receive proper and regular training (e.g., inclusive teaching practices or behavioral management) in inclusive education in Lao PDR (Starr & Foy, 2012). In addition, specifically related to physical education, many parents have concerns about physical education teachers' competency to minimize gaps between chronological and developmental age-appropriate instruction, and to offer safe physical activities that meet the unique needs of students with and without DD in inclusive classes (Tryfon et al., 2021).

Education in Lao PDR

Historically in Lao PDR, prior to the establishment in 1992 of a special school for students with disabilities (e.g., visual and hearing impairments) in the city of Vientiane, Lao PDR had no education for children with physical disabilities and/or DD (Grimes et al., 2011). Since 1992, the government of Lao PDR has advocated for an inclusive education (IE) project which encourages children with disabilities to have full access to an integrated education in the public schools. Even with the IE project, there is limited special education training in relation to disability-specific accommodations (Nyika & Madaraka, 2021). Therefore, parents of children with disabilities rely on community or non-governmental organization (NGO) initiated based services (e.g., Center of Autism or Asian Development with Disabled Persons [ADDP]) that support alternative education provisions which are identified in the assessment and evaluation of students with DD and knowledge development in relation to IE (Pettersson-Bloom & Holmqvist, 2022). More specifically, ADDP is an independent not-for-profit organization that operates several grass-roots projects in collaboration with persons with disabilities directly in Lao PDR (Asian Development with Disabled Persons, 2025). Currently, ADDP is collaboratively working with school districts and parents implementing various projects to empower people with disabilities in the city of Vientiane, with funding from the Japanese Government.

Theoretical framework and purpose

This study used Parent Development Theory (PDT; Mowder, 2005), which is an applicable theoretical perspective for understanding individuals' parenting perceptions and behaviors. PDT is appropriate for this study, because the theoretical framework allows the researchers to describe and explain how parents play key roles in the development of children with DD, as parents in Lao PDR are the key caregivers who identify the needs of their children and who access professional and educational services (Mowder & Shamah, 2011; Sperling & Mowder, 2006). Therefore, parental practices can contribute to the academic and social outcomes of children with DD in secondary schools in Lao PDR (Mowder & Shamah, 2011). For example, positive and supportive parenting facilitates and influences cognitive development as well as other aspects of development. In contrast, restrictive or negative parenting can result in children showing low responsiveness which causes developmental outcomes including depression or aggression (Dallaire et al., 2006).

According to Mowder et al. (1995), there are six primary characteristics of the parenting role. These six characteristics will be described in detail in the following paragraph, and include (a) *bonding* (caring, demonstrating, affection, loving); (b) *discipline* (providing, discussing, and following through with rules); (c) *education* (educating, guiding, teaching); (d) *general welfare and protection* (providing for and protecting); (e) *responsivity* (interacting with and responding to); and (f) *sensitivity* (understanding and matching responses to children's needs).

The first characteristic is "bonding," known as the affection, love, and care that children with DD get from their parents and that parents feel for their children. Sperling (2003) explained that the ultimate goal of bonding is to help parents provide a loving, secure environment that is enriching for children with disabilities. The second characteristic, "discipline," is associated with methods that are adopted by the parents to teach their children with disabilities to act according to a certain set of consistent rules and benchmarks set by the parents themselves (Mowder, 2005). For example, authoritarian parents stress obedience and expect children with disabilities to conform to their expectations, whereas permissive parents value children's freedom and choose to be nonintrusive (Baumrind, 1973). The third characteristic, "education," is the transmission of self-conscious emotions transmitted from parents to children with disabilities, involving guidance, direct instruction, and role modeling (Mowder & Shamah, 2011). Research indicates that a child's achievement in school is greatly influenced by the parents' role in children's education (Sato et al., 2023; Sato, Kataoka, et al., 2025). The fourth characteristic, "general welfare and protection" involve parents assuring that their children with disabilities are protected from harm and that their general needs are met (Bornstein & Lamb, 1999). Parents may struggle with how much to protect their children and how much to help their children as they become accustomed to the realities of school life (Bornstein & Lamb, 1999). The fifth characteristic, "responsivity," is defined as the extent to which parents respond to their children with disabilities in different perspectives, which involve listening, interacting with, assisting, and encouraging children with disabilities (Mowder, 2005). According to Landry et al. (2001), competent parenting and parental responsiveness is compromised when parents experience emotional distress. Gondoli and Silverberg (1997) explain that emotional discomfort and responsiveness are influenced by parental perceptions of their parental competency. This means that the less distress parents experience, the more likely they are to develop self-confidence and feel competent as effective parents. Finally, the sixth characteristic is "sensitivity," which refers to the ability of parents to discern what their children are communicating and then matching their parental responses to their children's needs (Mowder et al., 1993). In other words, sensitivity includes a sense of accuracy with which parents understand and respond to their children (Mowder, 2005). More specifically, Lamb et al. (1999) explain that sensitivity includes respecting, understanding, comforting, and responding to a child's specific needs. This means that parents need to learn to find relevant ways to respond with sensitivity. Sperling and Mowder (2006) explain that parents must understand that parenting differs across the spectrum of development of children with disabilities, where parenting children with disabilities is case by case compared to parenting children without disabilities, because in this theoretical framework, the developmental stages of a child with a disability vary depending on family structure, socioeconomic conditions, school environment, culture, and local community.

The purpose of this study was to explain and characterize parental expectations of inclusive physical education for children with DD at a secondary school in Lao PDR. The research questions were as follows: a) What were parents' expectations of academic and social performance in secondary physical education classes among their children with DD in Lao PDR?, and b) How did raising children with DD contribute to parental development and influence parental thoughts, perceptions, and opinions regarding physical education and sport in Lao PDR?

Method

Research design

This study used a qualitative method with semi-structured interviews (Seidman, 1998). Moustakas (1994) explains that phenomenon based qualitative research characterizes the basis of experiences, offering a descriptive and engaged mode of inquiry where elemental themes and similarities can be understood. Qualitative research allows researchers to investigate and explore a selected set of data, and to identify themes that can be linked to a theory; in this study, linked to PDT (Mowder, 2005). The intent of using interviews was to elicit parents' perceptions and explore meaning (Seidman, 1998) regarding students with DD in physical education at secondary schools in Lao PDR.

Participants and research site

This study was financially supported by the Japan Sport Agency with whom the research team conducted an international collaborative project between Japan and the Association of Southeast Asian Nations (ASEAN), aiming to investigate the current status of physical education in Lao PDR. The research team was also assigned to develop an educational plan to support parents of children with disabilities in Lao PDR to enhance the quality of services.

There were six parents (five fathers and one mother) who were selected through purposeful sampling, and who consented to participate in this study, sharing their thoughts, perspectives, and expectations related to the academic and social performance of their children with DD. It is of note that mainly fathers participated in this study. Lao society has historically held traditional views where the father is often seen as the head of the household, the primary provider, and responsible for the educational guidance and discipline for children, especially sons (JICA, 2006). Mothers are traditionally associated more with nurturing and household chores. In this context, researchers may focus on the father-child dynamic when studying issues related to education, discipline, and the transmission of values, however this was not the main focus of the study. Parents in Lao PDR have equal rights in family matters, including education, and are responsible for their children's schooling (Association of Southeast Asian Nations [ASEAN], 2007). This study focused on the voices of both mothers and fathers regarding children with disabilities.

The Ministry of Physical Education and Sport in Lao PDR targeted one secondary school (Poi [pseudonym] secondary school), which is considered an inclusive school that teaches students with DD and multiple disabilities in the city of Vientiane in Lao PDR. It is unknown whether Vientiane city schools have more students with disabilities because there is a general lack of consistent, national-level data collection on the number of students with disabilities enrolled in the Lao education system (World Vision, 2021). Therefore, the Ministry of Physical Education and Sport in Lao PDR assigned the research team to study students with DD at Poi school, because Poi school is considered a model school and developmental disability center in the city of Vientiane, that collaboratively monitors academic and social skills of students with DD. Currently at this school, there are a total of 804 secondary school students, including 416 students in lower secondary school and 388 students in upper secondary school, with a total of 29 students with disabilities who attend IE classes. More specifically, there are 22 students with DD, one student with a hearing impairment, one student with a visual impairment, one student with an upper limb difference, one student with upper and lower limb differences, and two students with multiple disabilities at the school.

Pseudonyms of the six participants (Mr. Yang, Mr. Noy, Ms. Manivong, Mr. Sayavong, Mr. Nguyen, and Mr. Keo), including their demographic background and information about their children, are indicated in Table 1. The selection of the participants involved contacting the Ministry of Physical Education and Sport in Lao PDR and soliciting nominations for parents who matched the following selection criteria: (a) parents who have children with DD and who received a referral from the Center of Autism in the city of Vientiane, and (b) parents who have children with DD attending Poi secondary school during the interview data collection period.

Table 1. Participants' demographic information (parents – Poi secondary school).

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To initiate the purposeful sampling process, the research team first asked the Ministry of Education and Sport in Lao PDR and Poi secondary school to recruit prospective research participants (parents) via e-mail with an attached letter of recruitment and individual interview questionnaire. Then, prospective research participants were asked to assist researchers in identifying other potential participants (Creswell, 2013). Parents who met the selection criteria were identified and invited to participate in this study. The research team obtained approval to conduct this study from the institutional review board at the last researcher's university and secured signed consent forms.

Data collection

Participant interviews

This study used face-to-face, real-time interviews as a medium for the parents to reflect on and speak about challenges, experiences, and concerns about academic and social outcomes of their children with DD, and reflections on the physical education and sport experiences of their children with DD in inclusive education classes at a secondary school in Lao PDR. A 15-question interview guide was developed for the study based on Tomura et al. (2024), Sato, Kataoka, et al. (2025), and Sato, Nagata, et al. (2025). These studies utilized steps outlined by Mowder (2005) to develop theory driven questions, including a) mapping the theoretical concept to the interview questions, b) drafting and developing the interview questions, c) structuring for the interview protocol, and d) obtaining the translator's feedback on the interview questions. The translator checked a critical step for ensuring conceptual equivalence, cultural sensitivity, and clarity of the interview questions and terminology in relation to sport and physical activity. The interviews lasted between 60 and 90 min and were open-ended, assuming a conversational tone. Examples of interview questions include (a) What are your thoughts and opinions about inclusive physical education classes at Poi secondary school? (b) As the parent, what do you expect when physical education teachers plan, prepare, and deliver inclusive education for your child with DD? What are the current issues and concerns you are aware of? (c) What are the critical incidents or interactions during your communication on sport and physical education with your child that have caused changes to your thoughts and opinions?

Data translation process

In order to communicate effectively with participants in this study, the research team utilized Lao and English language translators during the semi-structured interview process. The semi-structured interviews were audiotaped for accuracy. Both the Japanese researchers and the Lao translator had graduate educational backgrounds from universities in the United States. The translator conducted a successful translation which demonstrated not only linguistic skills but also cultural understanding, as language is inseparable from the cultural context in Lao PDR. Language nuances, idioms, and other expressions specific to a culture could be lost or missed in translation, leading to misunderstandings and misinterpretations (Yağiz & Izadpanah, 2013). The lead researcher and translator exchanged their interpretations verbally in English, to check for understanding, when the participants answered the questions in order to avoid misunderstandings and misinterpretations.

Data analysis

This study used a constant comparative method (Boeije, 2010) to analyze the interview transcripts. The basic strategy of this analytical process is to constantly compare pieces of data. More specifically, each potentially meaningful piece of data within the transcripts from the first and second set of individual interviews was coded independently by the first and second authors, and the differences were discussed until an agreement was reached. In addition, two peer debriefers reviewed the codes to minimize researcher bias and identify similarities and differences (Patton, 2002). Finally, the researchers examined the final codes to categorize them into the six components of the parental development structure (Mowder et al., 1995) including a) bonding (caring, demonstrating, affection, loving); b) discipline (providing, discussing, and following through with rules); c) education (educating, guiding, teaching); d) general welfare and protection (providing for and protecting); e) responsiveness (interacting with and responding to); and f) sensitivity (understanding and matching responses to needs of children with DD) using individual and group coding. Once confirmation of the transcripts from all participants was received, the researchers grouped the codes into thematic categories, which were refined into recurring themes (Boeije, 2010).

Results

The purpose of this study was to explain and characterize parental expectations of inclusive physical education for children with DD at a secondary school in Lao PDR. Three interrelated themes emerged from the data analysis. These recurrent themes were (a) *parental dilemmas about multi-grade and inclusive physical education*, (b) *transformation from physical education to community practices* and (c) *socioeconomic issues and concerns about maintaining sustainable services for children with DD*. These themes capture the meaning that the participants ascribed to their opinions and expectations regarding the education of their children with DD in a secondary school in Lao PDR.

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Theme I: parental dilemmas about multi-grade and inclusive physical education

The first theme captured thoughts and feelings from the participants in this study expressing dilemmas about multi-grade lessons in inclusive physical education for their children with disabilities. More specifically, participants hoped that their children with disabilities would be able to learn physical education lessons using chronological age – appropriate practices that would possibly lead to their children with DD participating in community physical activity and sport. However, they shared concerns that their children with DD may physically hurt other children while they participate in sport and physical activity during physical education class, because of differences in physical size. For example, Mr. Nguyen explained:

I think that my son (Ye) with autism spectrum disorder and developmental delays had socializing issues and problems. He does not like to be in crowded spaces in physical education and does not have the ability to demonstrate motor skills. He showed behavioral problems that positioned him to an isolated spot and isolate from others. That is an issue. There are some classmates who bullied Ye in physical education classes, because he is older than other classmates. The classmates teased him a lot. I hope that all classmates and teachers develop a positive atmosphere that allows my son to feel welcomed and comfortable in the learning environment. I am not sure that my son would be able to join in a group of friends with his age, but it does not mean that current physical education helps him. I really want him to participate in physical activities and sport in the community in the future.

(Mr. Nguyen, interviews)

Mr. Nguyen believed that he needs to adjust his thinking about what it means to be a parent, accommodating his perceptions to his son's (Ye) needs, even when he is in a mixed age group (Sperling, 2003), because he needs to negotiate between direct parenting and indirect parenting. Direct parenting means that parents directly interacted with their children in the performance of parental role. In contrast, indirect parenting occurs that parent role and activities are performed, but by someone else (e.g., teachers or classmates). Therefore, Mr. Nguyen said that his son (Ye) is bullied or teased by classmates, possibly because other classmates and teachers treated him differently because he is older and has DD. He would like to see the teachers and classmates create a more positive atmosphere that allows him and other students to have socialization opportunities. Other participants, Mr. Noy and Ms. Manivong (parents of a son, Luke, who has autism), explained that their son Luke did not want to socialize with other classmates and liked to be alone all the time. Mr. Noy (father of Luke) said

I think it is important that Luke could actively participate in physical education class and sport and then improve his social skills that lead to future vocational skills. Currently, Luke is taking physical education classes with 7th grade students, even though he is 14 years old. I encouraged him to join in extracurricular activity (soccer), because he could make friends on the team. I have dilemmas that in order to one day become independent and make money, he needs to have his friends his age in physical education classes. I select physical education, because physical education is one of the academic subjects that helps him to develop social skills, so that they could grow together, but he has developmental delays, so it may not be relevant for his education.

(Mr. Noy, interviews)

According to Ministry of Planning and Investment Lao Statistics Bureau (2020), one key challenge in the education system of Lao PDR is that students with disabilities often face significant difficulties with academic performance and exams, which contributes to high rates of grade repetition including in physical education. Mr. Noy explained that it was important to connect motor skills and social skills to future vocational skill practices. He believed that although his son Luke has DD, he hopes that physical education teachers could minimize the gap between chronological and developmental age activities in physical education classes. Another participant, Mr. Keo said:

I need to work and my family had to use Poi secondary school as daycare center. I know my son with Autism (Noji) is 17 years old, but I feel bad that he takes physical education classes with 7th grade students, but we do not want him to graduate from Poi school, because we cannot afford him to stay home and hire someone who could watch him. If he graduates, Noji will lose opportunities to participate in physical activity and sport in the city of Vientiane, because we need to make money you know. I know that it is not good for Noji, and I feel bad that I cannot prepare a better life for him, but I think physical education and sport are good activities for him, so I hope that Poi school can keep him as many years as possible.

(Mr. Keo, interviews)

Mr. Keo explained that he could not think about his son Noji as the priority, as his priority was to earn an income and support his family. Therefore, he was unable to pay attention to his son's academic progress and he hopes that Poi school may be able to keep him as long as possible.

Theme II: transformation from physical education to community practices

The second theme of this study demonstrates that the participants would like to see their children with DD gain motor and social skills in physical education classes that transform into independent skills to utilize in community participation. All participants mentioned that when their children with DD improve their coping competence through developing academic and social skills, they are more likely to receive opportunities (invited by their friends or classmates) to participate in community sport activities. Therefore, all participants agreed that they would encourage their children with DD to find quality and purpose of life through participation in lifelong physical activity and sport in the community. One participant explained that he failed to guide his child with DD to explore community opportunities, because he used an authoritarian approach that his child with DD was expected to follow without further questioning. For example, Mr. Yang said

I asked my son (Roi) to play some sports and activities with my friends in community sport, but it was difficult to do, because he gets angry easily. Sometimes, it seems that I am pushing him too much and telling him what to do and how to do it, but he does not follow. I was worried, so I visited Center of Autism (Non-Profit Organization) for further guidance. They have parental training on how to communicate with Roi and observed me and how I communicate with him. It seems that I am learning how to improve my coping competency. Therefore, my authoritarian way is not working. One thing ... this is bad, but I am comparing Roi with other children with DD. I am envious, because my son Roi cannot perform like them.

(Mr. Yang, interviews)

He explained that he used an authoritarian approach in order to discipline his son (Roi) attempting to set limits, establish rules, and have a strong parental response to his child's behaviors (Bell & Richard, 2000). Mr. Yang went on to explain that although he learned how to cope with his son's willingness and motivation, he still has his own goals and objectives of how his son should achieve even it does not meet his son's needs. Another participant, Mr. Sayavong explained:

I arranged for daughter to participate in Taekwondo outside of school. Poi secondary school does not cover Taekwondo in physical education classes. However, my daughter (Sachi)'s friends asked and encouraged her to join in Taekwondo classes in the community in Vientiane. It seems that Sachi and her friends are talking about Taekwondo during physical education classes. I think that physical education class is a place to socialize and interact with her friends and at the same time, physical education should be a way to make a good transition from academic experiences to life skill learning experiences which make Sachi more independent in the community.

(Mr. Yang, interviews)

Ms. Manivong also explained that she felt that her son (Luke) needs to explore new physical activities that allow him become independent. She had concerns that it seemed that her son Luke received similar or same lessons in physical education classes, because he took the repeated physical education classes (7th grade), so she felt that it was difficult for him to learn new physical activity content to help him improve his motor and social skills. Ms. Manivong shared

I am worried that my son Luke is more isolated in physical education classes and the school environment. I want him to become independent. This means that he needs to learn independent skills in physical education, but it is difficult to do. Currently, non-profit organization (Asian Development with Disabled Persons-ADDP) is helping my son Luke learn how to work with colleagues at a bakery shop and communicate with Para athletes. When he bakes, he needs muscle strength for kneading breads, so it is important that he learns and has transitional experiences between physical education and vocational skills at ADDP.

(Ms. Manivong, interviews)

Ms. Manivong explained that it was important that physical education teachers and secondary schools integrate vocational skills into physical education lessons, so that her son's knowledge and skills become transferable to the community setting.

Theme III: socioeconomic issues and concerns maintaining sustainable services for children with DD

This third theme indicated that when parents seek support, including counseling from the Center of Autism and/or participating in extracurricular activities, they have concerns that they may have socioeconomic challenges and may not be able to afford monthly tuition and fees, now or in the future. The participants mentioned that once parenting begins, the role presents an around-the-clock, year after year, life-time commitment (Mowder, 1993). They also shared that they rely on guidance from nonprofit organizations (NPOs) and NGOs to help support them in managing the unpredictable and unexpected behaviors of their children with DD. The participants shared that they cannot diagnose their children's symptom and behaviors, and depend on doctors at the Center of Autism to evaluate their child's symptoms behaviors, which costs money. Mr. Nguyen shared his concerns in the interview:

I am not sure that I would be able to afford support services if my freelance job is not working well. Many parents with children with DD have fears that based on economic situation and affordability, we may position our children at risk. Therefore, we need to have alternative options and find our resources in order to prevent ourselves from emergency situation. If we do not have money, it is more likely that we have limited choices for our children's education. I believe that there are many children with DD who are self-contained at home which means that they may not be able to attend school, are physically inactive, and have family who cannot afford to cover diagnosis fees of their children's symptoms or seek extra support from NPOs or NGOs including the Center of Autism. The Center of Autism is only place that gives referrals and appropriate guidance for my son's education. You are interviewing about physical education, but we need to solve the overall challenges in order to secure a safe learning environment in physical education for my son Ye. I am afraid, if Center of Autism faces challenges of shortage of staff and doctors, I will not have access to support. I hope the Ministry of Education understands the issues and find strategies to solve the issues.

(Mr. Nguyen, interviews)

Mr. Nguyen explained that all parents need to be prepared with alternative options for educational spending, using their own resources when emergency situations occur related to affording support services. Parents expressed concerns related to aging and needing to modify support services and education services for their children with DD because of financial constraints. For example, Mr. Keo shared

I cannot afford to pay monthly tuition and fees to the Center of Autism for my son (Noji). Now, I cannot do anything for him. My wife and I are struggling to keep up financial stability as long as we survive, so we do not have time to play sport or physical activity with Noji and check his academic progress of motor and social skills as well. I feel bad for him ... mmm. I always think that if Noji is not allowed to stay at Poi secondary school, my family is in trouble, because one of us (my wife or me) needs to take care of Noji on a daily basis. We will struggle to manage financially.

(Mr. Keo, interviews)

Mr. Keo explained that many families raising children with DD are more vulnerable to poverty due to DD-associated costs and lost earning opportunities from having to care for their child Noji. He felt that socioeconomic issues create the context in which parental development occurs, profoundly shaping the resources, stressors, and cultural norms that influence parenting practices and his son's well-being (Bradley & Corwyn, 2002). Another participant, Mr. Sayavong said that it is important that parents encouraged their children with DD to access sustainable services, saying

I feel that one way we have a sustainable service is that the ADDP organizes disability sport events as well as a café business for people with disabilities. I think my daughter Sachi enjoys learning how to work and earn money. Poi secondary schools and ADDP are working closely, and I think that is beneficial. I hope that physical education teachers teach simultaneously how to improve motor skills and how to develop mathematic skills for children with DD. In order to sustain the highly qualified services, physical education teachers may need to combine multiple academic subjects that may be helpful and useful in real life settings.
(Mr. Sayavong, interviews)

Mr. Sayavong emphasized interdisciplinary and authentic learning which involves drawing upon knowledge and perspectives from different academic subjects to address a common problem and explore a topic in a more comprehensive and real-life manner.

Discussion

The purpose of this study was to explain and characterize parental expectations of inclusive physical education for children with DD at a secondary school in Lao PDR. Parents shared openly about how their children with DD attended school and physical education classes, with most attending multi-grade physical education classes, which refer to physical education classes containing at least two different grade levels (Cornish, 2006). In the Lao PDR context, the terminology "multi-grade" refers to the manner in which children with DD are grouped based on meeting the goals and objectives of the curriculum and syllabus standards, instead of grouped by age-level (Hargreaves et al., 2001). This study found that schools and teachers do not have the expertise or resources for parental involvement models to support parents effectively in a multi-grade setting within this educational context (Mowder, 2005). Therefore, the parents expressed concern for the future of their children, because they received repeated physical education classes with younger students, so their children with DD may experience significant gaps between chronological and developmental age-appropriate learning in physical education. The parents had concerns that their children with DD may not be able to advance their learning in physical education, especially related to repeating the same classes year after year. The parents expected the physical education teachers and Poi secondary school to focus on how to enhance the quality of physical education content, including content that supported their children with DD to make successful life transitions to community-based work practices and in sport and physical activity (Singleton, 2015). When this didn't happen, parents found it was important to collaborate with NPOs and/or NGOs that offer sustainable services for children with DD.

The parents had concerns about the academic progress of their children with DD, as well as social issues including their child's friendships with classmates in multi-grade physical education classes, because their children with DD often lose their grade identity and class identity (Cornish, 2006). According to Tryfon et al. (2021), many parents of children with DD in developing countries express challenges regarding pedagogical barriers and insufficient teacher training in teaching children with DD in multi-grade classes, and an absence of inclusive teaching practices in physical education. More specifically, the parents in this study understood that it is difficult for physical education teachers to modify their instructional strategies and approach to meet the unique needs of all students (developmentally and chronologically age appropriate) including children with DD. Mowder et al. (2003) explains that one possible strategy to meet the goals and objectives of all children is the modification of instructional strategies where schools and teachers collaborate and work with parents, assigning parents tasks related to assessing and evaluating motor and social skills through activities offered at home. Parents play key roles in meeting children's needs since children with DD are less capable of identifying their own needs. Therefore, it is important that parents try to maximize their educational options and lesson choices that provide children with options regarding what they learn, how they learn it, and how they demonstrate their understanding. They need to explore new activities and develop social skills that will provide a secure base in physical education classes and transition to community settings (Mowder, 2005).

The parents believed that motor competence acquired through physical education would help their children with DD develop life skills including socialization, independence, balance, stamina, and mobility (Lane et al., 2020). They expected that gaining appropriate motor and social skills would open up various opportunities for children with DD including sports teams, recreation, and fitness (Beach et al., 2021). One parent had an idealized vision of raising a child with DD and tended to use authoritarian ways to push the child to participate in community sport and physical activities (Mowder & Shamah, 2011). However, this parent realized that when children with DD are educated in socially inclusive physical education settings with peers and teachers, the degree of participation in PE may influence their children's opportunities to integrate in community sport and physical activities outside of class setting (Wilhelmsen et al., 2021). This study found that the parents had limited opportunities to get involved in their children's experiences in physical education and to communicate with physical education teachers. Wilhelmsen and Sørensen (2019) explained that many parents of children with DD want to have more opportunities to talk to physical education teachers, because parents are dependent upon the physical education teachers to receive information about their child's enjoyment and development in physical education classes in order to make important decisions on behalf of their children with DD. In PDT, in order to enhance the quality of a positive and supportive parenting environment, parents and physical education teachers should have responsive communication, trust each other, and be frank with each other. Therefore, they may be able to identify their problems in realistic forms and contribute to efficient cooperation (Steh & Kalin, 2011). Through exchanging communication, parents may increase higher levels of satisfaction and well-being, which in turn positively impacts children's academic and social development (Mowder, 2005).

The parents in this study also believed that it was important to have collective community actions with NPOs and NGOs which play a crucial role in bridging the gap between foundational motor skills and vocational readiness for their children with DD (Capio et al., 2024). Parents sought general welfare and protection for their children with disabilities through NPOs and NGOs by leveraging the support, resources, and advocacy these organizations provide (Mowder, 2005). NPOs and NGOs become crucial partners in a parent's developmental journey by offering concrete support and social connections to prevent negative outcomes of children with disabilities. NPOs and NGOs also offer programs and resources that enhance motor skills, leading to improved cognitive and social abilities, which in turn facilitate the development of vocational skills needed for various careers (Li & Qi, 2023). Community collective action (NPOs, NGOs, and schools) can provide a supportive environment that enhances social relationships and a sense of security for people with disabilities including DD (Melucci, 1996). Generally, many parents of children with DD do not have sufficient information and resources, which limit their ability to seek effective care as well as difficulties in finding NPOs or NGOs for helping their children with DD gain life and survival skills in vocational settings (Wurf, 2022). The parents in this study had anxiety and emotional stress that their children with DD may be isolated in the physical education environment. Fang et al. (2024) suggest that NPOs, NGOs, and schools need to advocate effective stress management and additional resources for parents, that involve either reducing the demands (e.g., seeking external help) or increasing the parent's coping resources and self-perception of competence (e.g., through education or support). With this in mind, NPOs, NGOs, and schools may be able to support and allow children with DD to experience a sense of belonging through the construction of a community identity (Randell & Cumella, 2009).

The parents in this study had concerns that their children with DD may be unable to receive reliable, consistent, and sustainable services in the transition that their children will make from secondary students to adulthood, because of a sense of being different, the experiences of stigma, and difficulty in communication and understanding social nuances (Jansen van Vuuren & Aldersey, 2020). In Lao PDR, while many NPOs and NGOs offer services that maximize the limited resources available, they cluster equity groups (e.g., children with mild disabilities or socioeconomic status) together (Thoresen et al., 2017). This means that the parents need to use their own money to access extra resources which design programs based on their children's growth, development, health outcomes, life skills and many other aspects from the NGOs and/or NPOs (e.g., Center of Autism). Through collaborating with NPOs and NGOs, it seems that both parents and children with DD have substantial benefits from receiving services (Li & Qi, 2023). However, in contrast, a few parents (e.g., Mr. Keo) had socioeconomic challenges and fewer financial resources to expand their child's support services and had difficulty spending time with their children with DD (Roubinov & Boyce, 2017). Therefore, the parents used the physical education classes as day care services.

This study found that parents (who have financial resources) also express their significant concerns about their child's financial future and long-term care needs. They were worried that they could afford to cover the costs of accessibility to extra resources for their children with DD when they get older. They had anxiety that there are financial and emotional adjustments they need to make in the future (Ganany-Dagan, 2025). According to Li and Qi (2023), NPOs and NGOs in developing countries (e.g., Lao PDR) are giving service provisions rather than focusing on advocacy or the implementation of disability rights. Therefore, many parents need to cover the high cost of services for their children with DD. As the result, many parents with children with DD tend to become economically disadvantaged and suffer from lower income after retirement, because there is high necessary expenditure for paying extra services for their children with DD (Parish & Cloud, 2006). Conger and Donnellan (2007) explain that greater income and educational status may confer higher social capital that indirectly influences childrearing strategies through the educational and occupational opportunities to which the parent's guide their children with DD. In PDT, especially in the context of child protection, parents understand their parental role and financial responsibilities for their children with DD over time. NPOs, NGOs, schools, and parents need to collaborate together and share their experiences in relation to the child's development, and the broader social environment, so that the parents better understand how to protect their children with DD, recognize potential risks, and provide appropriate support in the community (Mowder, 2005).

Study limitations

This study has three major limitations. First, the parents were selected from only Poi secondary school and the sample size was small. Having more than one geographical region and a larger sample size (with increased gender diversity) would help this study to more efficiently use a cross-case analysis. Additional participants would strengthen the study, and expand the breadth of understanding of experiences related to parental involvement in physical education at lower secondary schools in Lao PDR. Second, although this study used the semi-structured individual interviews as a forum for generating parents' development at lower secondary schools in Lao PDR, interviewing with each participant tends to collect participants' socially acceptable answers which may not be the best way to uncover the authentic voices of the participants (Smithson, 2000). Therefore, future research should add focus group interviews to possibly improve the depth and breadth of the data.

Lastly, there was methodological inconsistency related to the lack of triangulation, as the researchers had a hard time collecting multiple data sources in this study, because the research team was required to follow an interview schedule and data sources approved by the Ministry of Physical Education and Sport in Lao PDR. Additionally, the researchers needed to rely on a translator in managing this methodological challenge and minimizing the risk for interpretive errors in relation to translation in verbal and written forms during and after the individual interviews.

Recommendations and conclusions

The following recommendations are intended to enhance parental involvement regarding education for their children with DD at secondary schools in Lao PDR. First, although parents of children with DD are likely to know more about their children's everyday life in Poi secondary school (Ytterhus et al., 2008), they may not be able to understand the assessment and evaluation process in physical education classes. Therefore, in order to minimize the learning gap based on chronological and developmental age appropriate physical education lessons for children with DD, the parents and physical education teachers need to collaborate and identify critical elements by reviewing the evidence of assessment and evaluation and discuss details regarding how their children with DD gain knowledge and skills in relation to independent and future vocational skills (Swart et al., 2004).

Second, Singleton (2015) recommends that parents of children with DD focus on environmental behaviors and awareness in natural landscaping (e.g., recreational activities or camping). This approach may help parents and their children with DD explore various challenges of the natural environment and authentic learning activities, so that they become more self-reliant, responsible, and reflective (Sheard & Golby, 2006). Then, the parents would be able to share their child's growth and development process in recreational activities as part of a more holistic picture of growth in learning in physical activity and physical education.

Lastly, the parent's socioeconomic position is a complex notion that is important for their child's growth, development, health outcomes, schooling, and future participation in sport and physical activity (Aguho & Jalos, 2023). In order to minimize the parent's socioeconomic concerns, policymakers, practitioners, and government officials should collaborate with ASEAN, a Japan cooperation-based organization (e.g., ADPP), when developing support systems for children with DD, focusing on long-term planning, community integration, and ensuring flexibility for diverse financial needs (Ganany-Dagan, 2025). This collaboration helps support parents and their children with DD to be welcomed in inclusive and supportive communities that improve quality of life in Lao PDR.

In conclusion, this study explored parental expectations of inclusive physical education for children with DD at a secondary school in Lao PDR. Findings suggest that the parents, physical education teachers, Poi secondary school, and NPOs and NGOs collaboratively discuss and plan how to enhance the transformational quality of physical education content for children with DD and make successful life transitions to community practices in the work place, and in sport and physical activity (Singleton, 2015). To advance the quality of physical education and services in a sustainable way, teachers, administrators, and local organizations need to focus and developing long-term goals and objectives in relation to how to support parents and children with DD together in sport and physical activity contexts. Due to the paucity of research in this area, it is essential to further explore these issues in Lao PDR.

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資料6 ASEAN 各国事業カウンターパート インタビューガイド等

Determinants of Government Officials' Contributions to Physical Education Teacher Education in ASEAN Countries: A Case Study

A. Issues and Context Prior to Joining the Project

- Based on your understanding, how does your country recruit, select, and appoint PETE responsible members?/What qualifications are required, and what kinds of screening processes are used in this selection?
- At the time of recruitment why do you think you met or exceeded the requirements to be chosen for the project?
- Was the project considered important by your superiors?
- What significant PETE-related issues or challenges did your country face prior to joining the project?
- What kind of PETE related issues and challenges did you personally consider most important to resolve immediately, and why? How about long-term issues?
- How do you think your prior experience influenced how you approached solutions to these issues?
- How would you describe your role and responsibilities with regard to human resources, professional networks, and institutional responsibilities within and beyond the Ministry?

B. Experiences After Joining the Project

- How would you describe your learning and professional experiences (including positive and negative experiences) since joining the project? /Could you explain the key activities in this project you were involved in?
- How have these experiences contributed to your professional growth, learning focus, or have influenced your future involvement in PETE-related work?
- In meetings/workshops (in person or online) how do you develop professional networks with other counterparts in other ASEAN member countries?
- Through the project, how did you develop your professional networks with colleagues in your country? If you have built professional networks in your country, how did you do it?
- How much time did you dedicate to the project during its development and implementation on average over a year?
- Given your schedule, was the project a personal priority for you?

C. Action Plan–Related Experiences

- Which parts of the action plan have you done independently and which parts have you done collaboratively (with your colleagues) ?
- How did you reflect on your own contributions during the action plan drafting process? What criteria did you use to evaluate the quality or effectiveness of the plan?
- Based on your experience, what do you believe is the most important component regarding an effective action plan? What does it look like?
- What are challenges you found during the authorization and implementation of your action plan?
- How do you develop solutions in order to overcome the challenges that appeared during the authorization and implementation of your action plan?
- Why did you decide to take on these challenges?
- Have you engaged with different stakeholders? If yes, how did you engage with them to ensure that the action plans were realistic, feasible, and appropriate for your national or institutional context?
- What strategies did you use to negotiate and balance differing stakeholder expectations or institutional constraints?

D. Contributions to PETE Development

- How do you perceive your contributions to PETE development since joining the project?
- How has your involvement influenced PETE-related curriculum development, teacher education practices, or stakeholder collaboration in your country?
- Looking back, what personal and professional meaning does participation in this ASEAN project hold for you?
- Based on your experience, what advice would you give to future participants to help them engage more productively and find the project more meaningful?

Participant Information Sheet

Title of Research:

Determinants of Government Officials' Contributions to Physical Education Teacher Education in ASEAN Countries: A Case Study

Introduction:

You are invited to participate in this research. Please read this document carefully and consider whether you wish to participate. Participation is voluntary. You may decline or withdraw at any time before publication without disadvantage.

Research Team:

- **Principal Investigator:** Prof. Yoshinori Okada, Faculty of Sports Culture, Nippon Sport Science University (okada@nittai.ac.jp)
- **Researcher/Explainer:** AN MI, Research Fellow, Comprehensive Sport Science Research Center, Nippon Sport Science University (m-an@nittai.ac.jp)

1. Background

This research is part of the Japan Sports Agency project “**Building the Foundation for International Expansion of Sports**”, supporting initiatives agreed upon at the Japan-ASEAN Sports Ministers' Meeting. It focuses on:

- Development of physical education teachers in ASEAN countries
- Promotion of sports for persons with disabilities

Each ASEAN country has officials overseeing these areas. This study focuses on ministry officials responsible for physical education teacher education development.

2. Purpose

The study aims to identify which **ministry officials demonstrate outstanding abilities, generate new ideas, overcome challenges, and achieve concrete project outcomes.**

The focus is on officials who, despite busy schedules and institutional constraints, actively engage in projects and independently pursue initiatives. By analyzing their backgrounds, experiences, and growth processes, the study seeks to reveal **common**

factors among highly effective officials.

3. Expected Benefits

- Insights into public officials' capabilities and effective project implementation.
- Guidance for capacity-building, training programs, and personnel planning until 2030.
- Contribution to long-term government cooperation projects, physical education teacher development, and sports for persons with disabilities.
- Identification of best practices for policy, education, and international cooperation.

4. Research Duration & Data Storage

- **Research period:** Until March 31, 2026
- **Data retention:** Until March 31, 2027

5. Research Locations

- Tokyo City Center Hotel or online
- Analysis: Prof. Yoshinori Okada's Lab, Nippon Sport Science University
- Data storage: Assoc. Prof. Eishin Terakawa's Lab, Nippon Sport Science University

6. Participants

- Ministry officials in ASEAN countries responsible for physical education teacher education development
- Appointed between 2021–2025, serving multiple years, with notable contributions
- Planned interviewees: 5–7

7. Research Methods

- **Procedure:**
 1. Participants contacted in advance; research overview and interview guide

sent online.

2. Verbal consent via email, then formal consent signed at workshop (Tokyo, Jan 26–31, 2026) or online.
3. Semi-structured interviews (~120 min), recorded with prior consent.
4. Identifiable information anonymized.

- **Analysis:** Thematic analysis of qualitative data (transcripts).

8. Ethical Considerations

- **Personal Information:** No personal identifiers will be used; data coded and anonymized. Stored securely with restricted access; destroyed at end of storage period.
- **Informed Consent:** Participation is voluntary; withdrawal allowed any time before publication without disadvantage. Consent obtained via signed form.
- **Emergency Response:** If unwell during interview, session will stop, and medical care recommended.

9. Funding & Conflicts of Interest

- No specific funding or conflicts of interest.

10. Publication

- Results will be published in journals and conferences without disclosing personally identifiable information.

11. Contact Information

For questions, concerns, or complaints:

- **Mi An** (Research Fellow) Email: m-an@nittai.ac.jp
- **Prof. Yoshinori Okada** (Principal Investigator)
Phone: +81-3-5706-0946 | Email: okada@nittai.ac.jp

Informed Consent

Nippon Sport Science University

I, [Name: _____], have received an explanation regarding the research and experiment titled "Determinants of Government Officials' Contributions to Physical Education Teacher Education in ASEAN Countries: A Case Study" from the researcher on [Date: _____] at [Location: _____]. I have fully understood the research plan's objectives, significance, methods, personal information protection measures, and safety considerations. Therefore, I agree to participate in the study and provide any requested information or data concerning myself or the subjects.

Items Explained and Understood (Please check the boxes.)

1. Research Plan Overview
 - Purpose and Significance of the Research
 - Information, Data, etc. to be Provided
2. Personal Information Protection
 - Necessity of Collecting Personal Information in Relation to Research Purpose and Plan
 - Anonymization of Collected Data
 - Data Storage and Management
3. Invasiveness and Safety Management
 - Expected burden, discomfort, and corresponding measures
4. Informed Consent
 - Participation in the research is voluntary, and refusal to participate will not result in any disadvantageous treatment.
 - Even after agreeing to participate in the research plan, consent may be withdrawn in writing at any time, and withdrawal of consent will not result in any disadvantageous treatment.
 - Upon request from the individual, the relevant data will be disclosed.

Date: _____

Subject's Name (Signature): _____

Contact Information: _____

Consent Withdrawal Form

Nippon Sport Science University

Dr. Yoshinori Okada

I received an explanation regarding the research project titled "Determinants of Government Officials' Contributions to Physical Education Teacher Education in ASEAN Countries: A Case Study" agreed to participate in the research, and signed the consent form. However, I hereby withdraw that consent.

I request that my personal information, information as a research subject, data, etc., not be used and be deleted.

Date: _____
Subject's Name (Signature): _____
Contact Information: _____



SPORTS ACTION RESEARCH

2023-2025
v1.0, v2.0, v3.0

ACKNOWLEDGEMENT

On behalf of Brunei Sports School, we wish to convey our deepest appreciation to all coaches who have diligently undertaken and completed their respective action research projects from 2023 to 2025. The successful compilation of this booklet is a direct reflection of your unwavering commitment, professionalism, and dedication towards advancing the field of sports and athlete development.

The studies documented herein provide valuable insights and practical implications that may serve as a reference not only for our coaches, but also for Physical Education teachers, sports practitioners, and researchers across the nation. It is our sincere hope that the findings and recommendations arising from these research initiatives will inspire further exploration, collaboration, and innovation, ultimately contributing towards the sustained growth and excellence of sports within the nation.

For the love of Sport,



HAJI MOHD AZRIN BIN HAJI AJI
DEPUTY PRINCIPAL OF SPORTS
SEKOLAH SUKAN BRUNEI DARUSSALAM



**SPORTS
ACTION RESEARCH**
v1.0 YEAR 2023

THE IMPACT OF NUTRITION ON SPORTS PERFORMANCE OF JUNIOR ATHLETICS ATHLETES

Athletics Action Research 2023



01 Poor Sports Performance in January

Athletes unable to finish their workouts due to health issues such as vomiting, dizziness and fatigue



Hypothesis:

Their sports performance related to what they ate prior training



02 PHASE 1 - February

- Data collection using survey on daily food intake, health issues and Rate of Perceived Exhaustion (RPE)
- Observation of their sports performances



03 PHASE 2 - March

Data analysis & Interview

Intervention:

- Mini Nutritional Talk - advice athletes on healthy diet and proper nutrition
- Liaise with hostel's cooks to rearrange the menu so it can meet the athletes' daily training needs
- Coaches provide protein after training.



04 PHASE 3 - April Review & Conclude

05 RESULT

	Before	After
Food Intake Behavior	<ul style="list-style-type: none"> Unhealthy food Low carbs before training Lack of protein and carbs after training Unsuitable food intake timing / skipping meals 	<ul style="list-style-type: none"> Healthier food choice Enough carbs before training Increase in protein and carbs intake after training Proper food intake timing



Table shows amount of time athletes can perform before the onset of fatigue



Table shows amount of repetition athletes can perform before the onset of fatigue



06

CONCLUSION

Healthy eating & proper nutrition has positive impact on sports performance. Carbohydrates help to fuel athletes for training and protein promote recovery and growth.



"What we eat will affect how we feel and how we perform in sports" - Maughan, 2014



The Effect of Jumping Rope on Speed and Power among Badminton Athletes in Brunei Sports School

Khairunnisa Hj Sibah - (2023) Brunei Sports School, Ministry of Education

Abstract

The purpose of this study is to determine the effect of jumping rope on speed and power among badminton athletes of Brunei Sports School. This research uses jumping rope training for 6 weeks as the intervention. Pre test and post test scores of the participants on speed and power were taken into account. Participants in this study are the Badminton athletes of Brunei Sports School (n= 18 students). The results of this study found that the scores of speed and power has significantly improved. To conclude, jumping rope seems to help increase student's speed and power performance, which then may also help to increase their performance during a game of badminton.

Purpose of the Study

To determine the effect of jumping rope towards speed and power badminton athletes in Brunei Sports School. The outcomes of the study will help coaches or relevant authorities to design a specific trainings for students in order to improves their speed and power.

Participants

18 badminton student athletes from Brunei Sports School ranging age from 11-16 years old

Methodology

- Before the intervention starts, pre-test scores of speeds and power were taken into account. Standard norm used, NAPFA (National Physical Fitness Awards)
- To test the speed, times for 10m x 4 shuttle runs will be taken.
- To test the power, the vertical jump challenger was used where students are to jump as high as possible and touch the apparatus which is marked with numbers and will represent their jump test values.
- Intervention involves 6 weeks of jumping rope training 3-4 times a week. A post test will be conducted to obtain scores of both speed and power.



10m x 4 Shuttle Run



Vertical Jump Challenger

Results

Speed Test



Power Test



Discussion

The post tests show that most students have improved in their test scores. Although they were also performing other physical training exercises during the study period, we believe that the jumping rope training has helped to increase student's speed performance and power. As these are essential fitness components for badminton, we surmise this will have a positive affect on their badminton performance such as when covering the court area and with their jumping smash.

Conclusion

Jumping rope is a simple yet useful tool that can be used to improve speed and power of Brunei Sports School Badminton athletes. This type of training should be included in a structured training programme. Further research should be done to investigate the exact contribution of this type of intervention against a control group in order to mitigate any other factors that may lead to improved performance.

MORE INFO

SCAN ME





JUGGLING NOT JUST FUN ACTIVITY BUT AN IMPORTANT PART OF DEVELOPMENT



01 INTRODUCTION

Juggling is a valuable skill that offers important benefits for football players.



02 OBJECTIVE

The purpose of this study is to gather data on 'players' juggling ability to enhance their football performance.

03 METHODOLOGY

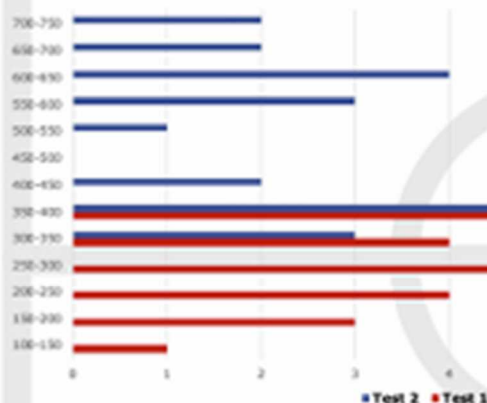
Quantitative Research:

- Basic Juggling
- 20m juggling back & forth
- 24m Zig-Zag Juggling
- 24m Hurdles Juggling



04 RESULTS

Quantitative research methods provide valuable data. The red graph results differ from the blue graph, which shows significant variation.



05 DISCUSSION

After analyzing the samples, it was observed that juggling practice led to improvement in individual players' passing and dribbling abilities.



06 CONCLUSION

The study evaluated the individual efficiency of players in three aspects: ball touch and control, first touch, and confidence and creativity.

The results of this study imply that juggling can be an effective activation exercise before training, thereby improving the fitness and agility of players. The benefits of juggling become evident during the activity, indicating its usefulness as an activation exercise.





Author
 Awg Mohd Aminul Azrabi bin
 Awg Ahmad
 Assistant Coach, Karate
 Sports School
 Brunei Darussalam



DOES NAPPING AFFECT KARATE ATHLETE PERFORMANCE DURING TRAINING?

ABSTRACT

Objective

To determine if napping is good strategy to improve karate performance

Methods

8 Karate athletes were asked to nap in the afternoon. Karate-specific test (KST) and rating of perceived exertion (RPE) are measured.

Results

Nap significantly improved the KST scores and reduces the RPE over a period of 14 weeks.

Conclusion

A nap does have a positive impact on the performance of karate athletes.

INTRODUCTION

- Students are coming back from the school holidays.
- They return to their usual routine as a student-athlete i.e., studying in the morning and training in the afternoon.
- Their performance dropped and got tired so easily.
- Complained not enough sleep the night before.
- Daytime napping improves physical and cognitive performance in athletes. A nap of 30-60 minutes post-lunch is beneficial (Mesas et al, 2022)



HYPOTHESES

1. Nap significantly improves the number of kizami-gyaku tsuki combination in the karate-specific test (KST).
2. Nap significantly reduces the rating of perceived exertion (RPE) after training.

METHODOLOGY

Participants
 8 Karate students of Sports School.

Type of study
 Observational, self-reported measures.


Timeline
 14 weeks, 25 training sessions.
 Monday and Wednesday evening training.



MEASUREMENTS

- Nap duration in minutes 
- Karate-specific test (KST) 
 - Kizami-gyaku tsuki (two punch combination) toward a stationary body bag.
 - The students are given 15 seconds to complete as many kizami-gyaku tsuki as possible.



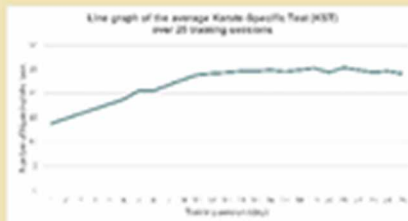
- Rating of perceived exertion (RPE) 
 - To measure the intensity of exercise
 - On a scale of 0 to 10

RPE Scale	
Rating of Perceived Exertion	
1	Very Light Activity You feel like you are just starting out.
2-3	Light Activity You feel like you are starting to get a little out of breath.
4-5	Moderate Activity You feel like you are getting a little more out of breath.
6-7	Vigorous Activity You feel like you are really getting a good workout.
8-9	Very Hard Activity You feel like you are really pushing yourself.
10	Maximum You feel like you are pushing yourself to the limit.

Source: Empower Physiotherapy

RESULTS AND DISCUSSION

Average nap duration
42.08 minutes

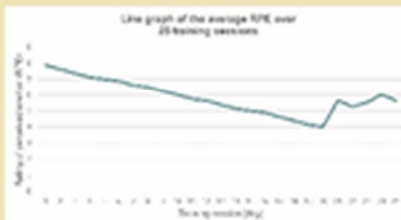


Karate-specific test (KST)

- Napping does seem to improve the number of kizami-gyaku tsuki up to day 14.
- Plateau for the rest of the training sessions - indicating the maximum number of kizami-gyaku tsuki.
- Limited to their physiological and technical capacity.

Rating of perceived exertion (RPE)

- Napping does seem to reduce the rating of perceived exertion (RPE) up to day 20.
- Increased slightly for the rest of the training sessions
 - Due to entering a new cycle (competition phase) - training got more intense.
- However, the RPE still remain lower than the RPE on day 1.



Other consideration?



- **Training effects** - Since the athletes are lower-ability (LA), it could be justified that they have improved in terms of their physical prowess and fitness over time.
- Athletes are in a periodisation cycle. So improvement is expected.

CONCLUSION

Nap helps overcome the cognitive and physical drops in performances especially if athletes experience sleep loss. 

Further research is needed to look at napping and elite athletes performance.



Check out our Instagram

 @karate.ssb

IMPROVING SHOOTING ACCURACY OF SPORTS SCHOOL NETBALL PLAYERS DURING COMPETITION



2023

Dhia Syuhada Binti Abdul Rahman Ambol

ABSTRACT

Shooting accuracy is a crucial skill in netball that can make the difference between winning and losing a match. Inconsistent shooting accuracy during previous competition has led us to determine the intervention drills in order to improve shooting accuracy (above 70 %) of Sports School Netball team shooters during competition. 12 weeks of intervention by doing random shooting position around the shooting circle with variation of preliminary moves, type of passes and defender are added. Based on shooting statistics that were compiled from 3 different netball tournaments, only 1 out of 3 players shows a significant improvement in the Final phase while the other 2 players manage to score more than 70% during Phase 1 only.

METHODOLOGY

Participants:



Shooting statistics is compiled from 3 different netball tournaments.

Inter-CCI Netball Tournament	Sports School Interdivisional Tournament	Bruce's Commonwealth School Netball League
BASELINE	PHASE 1	FINAL PHASE
Date: 16th February 2023 Level: CCI Net Venue: Sports School Stadium	Date: 17th March 2023 Level: CCI Net Venue: Sports School Stadium	Date: 3rd June & 10th June 2023 Level: National Venue: Multipurpose Hall, Brooke

Strategies used:

Frequency - Every Monday & Wednesday (court training)

Duration - 30mins shooting drills with variety of movements before training.



Intervention adapted from: Netball Netball (a netball app)

RESULTS

	BASELINE			PHASE 1			FINAL PHASE		
	Goal	Attempt	Shooting %	Goal	Attempt	Shooting %	Goal	Attempt	Shooting %
KYRA	41	54	70.9%	25	47	53.2%	77	102	75.5%
HAIRUN	4.0	40	44.7%	34	60	77%	10	21	47.6%
HUSNA	5	0	42.5%	5	5	100%	11	16	68.8%

DISCUSSION

At the end of final phase, only 1 player (Kyra) meet the 70% shooting accuracy with 77 goal out of 102 attempt.

Husnina manage to score 11 out of 16 attempts while Khairun score 10 out of 21 attempt with shooting accuracy of 68.8% and 47.6% respectively.

This shows that as a level 5 player, Kyra's fundamental is stronger and able to do more advance skills inside the goal circle compared to the two junior players.

CONCLUSION

Shooting variation, advanced ball handling skills, strong mental skills and a range of effective preliminary moves and leads are the fundamental requirement needed as a shooter (Woodland, 2006).

This does support our hypothesis that the higher the level of training year, the better chance for a shooter player to get more than 70% shooting accuracy. Senior player has more experience in dealing with the pressure and new environment as her fundamental is a lot more stronger.



Scan me



UTILISING PROPRIOCEPTIVE NEUROMUSCULAR FACILITATION FOR IMPROVING FLEXIBILITY IN JUNIOR PENCAK SILAT ATHLETES

Ali Rashid Alipah, & Azizon Marsad
 Brunel Sports School, Ministry of Education, Brunel Darussalam, 02 Sep 2023.



ABSTRACT

This action research presents an investigation of utilising Proprioceptive Neuromuscular Facilitation (PNF) for improving flexibility in Pencak Silat athletes, aiming to shed light on its effectiveness specifically for Junior Pencak Silat athletes undergoing a periodised training program. The PNF stretching method involves an initial passive stretch followed by an isometric contraction of the target muscle group and then another bout of passive stretching. From the study, it was found that the PNF intervention was successful in achieving improved sport specific flexibility for Junior Pencak Silat Athletes and that it can be successfully integrated into a systematic training programme.

OBJECTIVE

To investigate the effectiveness of PNF on sports specific flexibility of Junior Pencak Silat Athletes.

PARTICIPANTS

Sports School Pencak Silat Athletes
 n = 18, (m = 11, f = 7). Avg. age 14.26 yrs.
 Ave. Yrs of Training 1.74 yrs with Min. of 1 yr and Max. of 4yrs.

METHODOLOGY

Three cycles of PNF intervention lasting 23 weeks throughout a periodised training program. Cycle 1 = 7 wks, Cycle 2 = 9 wks, Cycle 3 = 7 wks. Three splits will be assessed, Middle Split (MS), Front Split Left (FSL) and Front Split Right (FSR) where baseline test will be measured pre-intervention and tests at end of each cycle to grade participants according to the Sports Specific Flexibility Rubric consisting of Flexibility Grades from 1 to 4. Participants will also be interviewed in a group semi structured format to gain insights on their experiences in implementing the method. Insights will advise researchers on the intervention for the following cycle.



RESULTS

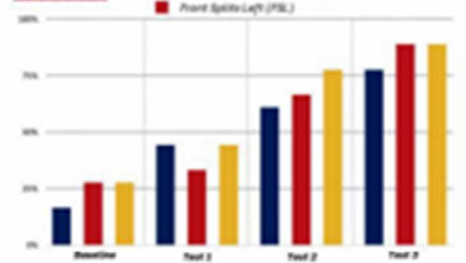


Table 1. Percentage of Participants Achieving Grade 3 and Above



Fig 4 Sample Progress of Athlete from Baseline to Cycle 3

DISCUSSION

- **Effectiveness of PNF:** Post-intervention, results showcased improvements in the athletes' split competencies from 16.7% to 77.8% for MS and 27.8% to 88.9% for both FSL and FSR. Incremental improvements were observed throughout the intervention period even as athletes were going through different phases of their training programs which included competitions. This suggests that PNF can be effectively included throughout all phases of a periodised training program.
- **Internal Sensations vs. Displayed Posture:** From the first cycle interviews, the athletes reported that they were not able to contract the correct muscle group effectively especially on the non-dominant side even though they were displaying the correct postures. This led to further emphasis on conscious muscle activation in further cycles eventually leading to the balancing out of improvements on both left and right sides which initially showed a significant discrepancy in improvement during both cycle 1 and 2.
- **Influence of Demographics:** Age showed a minimal correlation with split improvements, while gender remained largely inconsequential in mediating the effects of PNF stretching by the end of the intervention. Intriguingly, those with lesser training experience registered larger incremental gains from the PNF stretching technique lending the suggestion that this routine could be ideally implemented at the early stages of the athletes training endeavors.

CONCLUSION

This study showed that a PNF stretching routine can result in significant improvements in Sport Specific Flexibility of Sports School Junior Pencak Silat Athletes. It also underscores the nuanced interplay of planning a training program while implementing targeted interventions including the need for proper supervision to ensure correct technique execution and obtaining feedback in order to ensure the effectiveness of the intervention. Also to note, correlating results with athlete demographics provided insights that newer athletes appear to extract more pronounced benefits from PNF stretching, suggesting it as a potent tool, supporting the strategic integration of PNF, especially in the early stages of athletic development of Junior Pencak Silat Athletes.



@SILAT.SSBIN



SPORTSCHOOLSTRENGTH.BN

FITNESS TEST : 7 WEEKS PROGRAMS IMPROVING CHIN UPS AND PUSH UPS

MOHD HADI DINIE BIN HJ ABD RAHMAN
RUZAIHANA HJ ABD HALIM
STRENGTH & CONDITIONING



Scan me!

INTRODUCTION

- Fitness test is a best tool to measure athlete's fitness components.
- Chin-up is a type of strength training exercise that is commonly used to assess or to train upper body strength (Youdas .J.W. et al, 2010)
- Chin up and push up one of the fitness components to measure their muscular strength for upper body. Improving their upper body strength will be beneficial for their performance.

OBJECTIVE

To improve athlete's chin up and push up by giving 7 exercises program which includes chin up, flex arm hang, pull up, lats pull down, push up, incline push up and bench press every training session in from May 2023 until July 2023



METHODOLOGY

MAY :
PRE-FITNESS TEST

7 WEEKS PROGRAMS

- CHIN UP
- FLEXED ARM HANG
- PULL UP
- LATS PULL DOWN
- PUSH UP
- INCLINE PUSH UP
- BENCH PRESS

JULY
POST FITNESS TEST
(SECOND TERM FITNESS TEST)



RATIONALE



According to the sports school's fitness test TERM 1 result showed that two fitness components (chin up and push up) has low or poor result in which they need specific additional training workout.

DISCUSSION & LIMITATION

- Netball athletes tend to get lower scores in their chin ups test due to netball tournament. However, athletics's female athletes have much improvement as they also had other strength workout with their coaches.
- Further research are needed to explore the weakness of athletes in fitness test amongst gender, maturity and effects in their sports performance.
- Does 7 weeks is enough for them to build their upper body strength or does 7 exercises or more can improve their specific muscles once a week? Further research is needed to validate or support this research.

RESULTS/ FINDINGS

MALE ATHLETES HAVE BETTER RESULTS WITH IMPROVEMENT OF 82% ON CHIN-UPS AND 62% ON PUSH UPS.

FEMALE ATHLETES ONLY MANAGE TO IMPROVE 22.72% ON CHIN UPS AND THERE IS AN IMPROVEMENT OF 72.72% ON PUSH-UPS.

OVERALL : 66% IMPROVED BOTH CHIN UPS AND PUSH UPS WERE IMPROVED AFTER 7-WEEKS WITH 66% FOR BOTH TESTS. BOTH TESTS SHOWS IMPROVEMENT IN GRADE A IN THEIR FITNESS TEST.

ANALYSIS

TERM 1

TERM 2

CHIN UP



PUSH UPS



CONCLUSION

THE 7 WEEKS INTERVENTION PROGRAM WAS SUCCESSFUL IN IMPROVING CHIN UPS AND PUSH UPS RESULTS IN COMPARISON WITH THE 1ST FITNESS TEST TERM FOR MOST SPORTS



MENGAWAL SEPAK MULA DARI PIHAK LAWAN SALAH SATU KUNCI DALAM SEPAK TAKRAW UNTUK MENUJU KEMENENGAN



RINGKASAN

Sepakan yang dilakukan pertama kali untuk memulakan permainan dalam pertandingan sepak takraw disebut **Sepak Mula** atau **Servis**. Posisi pemain yang melakukan sepak mula adalah **Tekong**. Pasukan yang dapat mengawal sepak mula dari pihak lawan dapat memberikan peluang yang lebih besar lagi untuk menuju kemenangan.



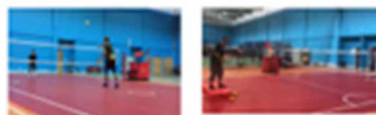
MATALAMAT KAJIAN

Matalamat kajian ini fokus kepada penuntut- penuntut sekolah sukan agar dapat mengawal sepak mula yang dilakukan dari pihak lawan sama ada dengan kelajuan yang cepat atau secara tapisan "Drop Ball" dengan baik terutama apabila mereka bertanding nanti di peringkat yang lebih tinggi lagi seperti di peringkat sekolah-sekolah ASEAN. Dari itu untuk mendapatkan kawalan yang baik penuntut-penuntut diukur refleksi atau tindak balas mereka sejauh mana mereka dapat mengawalinya

METODOLOGI KAJIAN

KAEADAH YANG DIGUNAPAKAI

1. DENGAN CARA BALINGAN
2. MENGGUNAKAN RAKET TENNIS



Penuntut akan diuji mengikut keadah-keadah yang telah dinyatakan sebanyak 20 kali. Dalam 20 kali ujian ini 10 kali dengan kelajuan yang cepat dan 10 kali secara tapisan (drop ball) dengan secara rambang. Penuntut dikira **BERHASIL** atau **BERJAYA** sekiranya mereka dapat mengawal bola yang di baling atau di hempas menggunakan Raket Tennis melantok di kaki mereka diantara 45 darjah hingga 90 darjah dari badan mereka

RAJAH KAWALAN BOLA YANG BERJAYA ATAU BERHASIL



DATA PENUNTUT DENGAN CARA BALINGAN

No.	NAMA PENUNTUT	MELAKUKAN SEPAK MULA DENGAN CARA BALINGAN		MELAKUKAN SEPAK MULA DENGAN CARA MENGGUNAKAN RAKET TENNIS		Jumlah Berjaya	Peratus Berjaya
		Kecepatan	Tapisan	Kecepatan	Tapisan		
1.	ADAM	1/10	30%	1/10	30%	0	0%
2.	ADAM	1/10	30%	1/10	30%	0	0%
3.	ADAM	1/10	30%	1/10	30%	0	0%
4.	ADAM	1/10	30%	1/10	30%	0	0%
5.	ADAM	1/10	30%	1/10	30%	0	0%
6.	ADAM	1/10	30%	1/10	30%	0	0%
7.	ADAM	1/10	30%	1/10	30%	0	0%
8.	ADAM	1/10	30%	1/10	30%	0	0%
9.	ADAM	1/10	30%	1/10	30%	0	0%
10.	ADAM	1/10	30%	1/10	30%	0	0%

DATA PENUNTUT DENGAN CARA MENGGUNAKAN RAKET TENNIS

No.	NAMA PENUNTUT	MELAKUKAN SEPAK MULA DENGAN CARA BALINGAN		MELAKUKAN SEPAK MULA DENGAN CARA MENGGUNAKAN RAKET TENNIS		Jumlah Berjaya	Peratus Berjaya
		Kecepatan	Tapisan	Kecepatan	Tapisan		
1.	ADAM	1/10	30%	1/10	30%	0	0%
2.	ADAM	1/10	30%	1/10	30%	0	0%
3.	ADAM	1/10	30%	1/10	30%	0	0%
4.	ADAM	1/10	30%	1/10	30%	0	0%
5.	ADAM	1/10	30%	1/10	30%	0	0%
6.	ADAM	1/10	30%	1/10	30%	0	0%
7.	ADAM	1/10	30%	1/10	30%	0	0%
8.	ADAM	1/10	30%	1/10	30%	0	0%
9.	ADAM	1/10	30%	1/10	30%	0	0%
10.	ADAM	1/10	30%	1/10	30%	0	0%

KESIMPULAN KAJIAN

Menurut kaji selidik ini penuntut masih lemah dalam mengawal sepak mula sama ada menggunakan lontaran ataupun menggunakan raket Tennis. Dalam kaji selidik ini dapat melihat kekuatan dan kelemahan seseorang penuntut itu yang mana jurulatih dapat berpeluang untuk meningkatkan lagi dengan memperbanyakkan lagi latihan, membuat perlawanan persahabatan, dan mengikuti kejohanan-kejohanan yang diadakan di dalam dan di luar negara. Dengan cara ini penuntut akan dapat terbiasa dan mengetahui bagaimana untuk mengawal sepak mula dari pihak lawan dengan cara yang baik.



**SPORTS
ACTION RESEARCH**
v2.0 YEAR 2024

THE IMPACT OF POWER AND STRENGTH TO SPRINTING PERFORMANCE IN BRUNEI SPORTS SCHOOL ATHLETICS

18 September 2024, Brunei Darussalam Sports School



1 INTRODUCTIONS



According to Young (2006), athletes should engage in 2-3 sessions of strength and power training per week to improve speed. In previous years, our training program included only 1 power and 1 strength session per week. Thus, this research aims to investigate how a strength & power intervention will affect speed of junior athletes in Brunei Sports School.

2 RESEARCH METHODS

Methods: Data Collection and Data Analysis

Intervention: GYM sessions 3x a week

8-13 January

Pre-Test

18-23 March

Post-Test

Sample: 9 Seniors & 7 Juniors Students

TESTS:-

Strength - Weighted Squat & Bench Press

Power - Vertical Jump & Standing Broad Jump

Speed - 40m & 100m



	TESTS	JAN	MARCH	% increase
STRENGTH	SQUAT	89.2 kg	104.8 kg	17.5%
	BENCH PRESS	33.6 kg	37 kg	10.1%
POWER	STANDING BROAD JUMP	1.80 m	1.92 m	6.7%
	VERTICAL JUMP	19.2 inches	19.5 inches	1.6%
SPEED	40M	6.03 sec	5.55 sec	8.0%
	100M	15.39 sec	13.86 sec	9.9%

3 RESULTS

After the intervention, our athletes have shown improvements in strength and power.

In addition, their speed have also have improved.

4 DISCUSSION

3 Main findings from the research:

- 1) There is a **positive relationship** between power and strength with speed.
- 2) Athletes have shown **more pronounced gains in strength** than power as improvements to power training involve complex neuromuscular adaptations contingent upon precision of technique (Behm, 2017).
- 3) **Untrained athletes produce better improvements than trained athletes** due to physiological adaptations as stated in training principle of diminishing returns (Lopez et al, 2020)

5 CONCLUSION

Strength and Power do have **positive impact** on athlete's Speed.

With **adequate sessions of strength and power** per week, athletes can produce **better sprinting performance**

For more details:



Done by:

Rauf bin Tasim

Mohd Yussof bin Yaakub

Nahdhatul Simaa Hj Sabtu





Exploring the Effectiveness of using Footwork Drills on Junior Badminton Athlete Competition Performance

Khairunnisa Hj Sibah - (18/09/2024) Brunei Sports School, Ministry of Education

Abstract

The purpose of this study is to determine the effect of footwork drills on junior badminton athlete performance specifically in attacking and defending. This research uses footwork training drills, comprises of side to side, front and back, 6 corner footwork drills. Pre test and post test scores of the participants on rubrics scores. Participants in this study are the Badminton athletes of Brunei Sports School (n= 7 students). The results of this study shows that the scores of skills being assessed has significantly improved.

To conclude, footwork drills does helped to increase student's performance in attacking and defending in badminton game, which then may also help to increase their performance during real game or match.

Purpose of the Study

To determine the effect of footwork drills on junior badminton athletes performance in Brunei Sports School.

The outcomes of the study will help coaches or relevant authorities to design a specific trainings for students in order to improves their performance.

Participants

7 badminton student athletes from Brunei Sports School ranging age from 12-14 years old.

Methodology

- Before the intervention starts, pre-test of rubric scores were taken into account.
- Friendly games were recorded to count the errors and to observe the performance.
- Footwork drills as an intervention : side to side, front and back, 6 corner footwork
- All of the drills in 3 sets
- Intervention involves 6 weeks of footwork drills
- A post test was recorded to obtain scores of rubrics performance and number of errors during games.



6 corner footwork drills



Side to Side

Discussion

The post test shows that most students have improved in their test scores. Although they were also performing other physical training exercises during the study period, we believe that footwork training has helped to increase student's speed performance especially in giving correct execution. As these are essential components for badminton, we summaries that these exercise have a positive affect on their badminton performance not only ni attacking and defending, but also in other skills.

Conclusion

Foot work exercise is the major skills in badminton and we finally can conclude that it does enhanced the performance of young junior badminton athletes in Sports School. A good and accurate footwork also can help to prevent injuries among the players. This type of training should be included in a structured training programme. Further research should be done to investigate the exact contribution of this type of intervention against a control group in order to mitigate any other factors that may lead to improved performance.

Results

Figure 1. Individual Rubric scores



Fig 1. shows the overall pre and post test results show an improvement of 14.65% from 39.43% to 54.29% ($p < .001$). These results show that there is a statistically significant improvement between pre and post tests

Figure 2: Individual Results - Attack



Fig 2 shows a statistically significant improvements especially in Attack from 40% to 62.86%, an increase of 22.86% ($p < .005$)

Figure 3: Individual Results- Defend



Fig 3 shows a statistically significant improvements in Defense from 31.42% to 65.71%, an increase in 34.29% ($p < .003$)

HOW DOES JUGGLING INTERVENTION EFFECT PASSING ACCURACY OF FOOTBALL PLAYERS IN RONDO GAME

18 SEPTEMBER 2024



INTRODUCTION

This study analyses how juggling affects players' passing accuracy at different ability levels. Coaches often uses juggling to enhance ball control and coordination. However, its direct influence on passing accuracy, especially among players of different skills, is unclear. This study compares how juggling affects passing in novice and experienced players to discover if it improves passing accuracy and how it varies by ability level.

OBJECTIVE

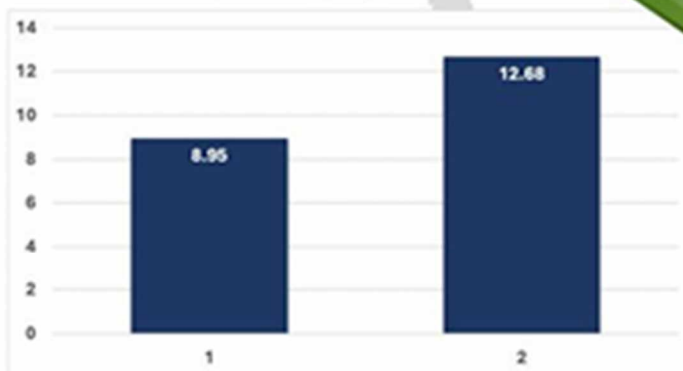
This study aims to improve sports school football players' accuracy in passing accuracy in rondo game. This study will enable us to pinpoint the reasons behind players' inaccuracies in passing the ball. The test will be run for three months, from May through July.

METHODOLOGY

- 22 Players
- Players average age 16 Years Old



RESULTS



DISCUSSION

By conducting the testing, there was a significant 37.09 percent improvement in the players' passing accuracy through the rondo drill practice. The average pass percentage for each player in the pre-treatment exam was 8.95 percent. Following the treatment, there was a 12.27 percent rise in the average number of players, and a 3.32 percent increase in the average pass rate. These findings indicate that juggling enhances ball control, resulting in improved accuracy and effectiveness in passing during rondo drills.

The significant improvement in successful passes indicate that players are more successful with their decision-making and execution throughout the rondo, perhaps as a result of improved touch and control learnt through juggling practice.

CONCLUSION

In order to keep and improve players' rondo passing abilities it is crucial to consistently improve their juggling skills. In addition, introducing more complex and varied rondo exercises will enhance and reinforce these improvements, so preparing the team for increasingly demanding situations.

The existence of this study allows teachers of physical education and coaches at the grassroots and high school levels to share and implement the same technique to improve the accuracy of passing among players. In the sport of football, passing is an essential component.



ssfootballerbn



SCAN ME

PG. SERFUDDIN BIN PG . HJ MD SALLEH
AMINUDDIN BIN JUMAT
HELME BIN PANJANG

EXPLORING THE EFFECT OF SELF-CHECK SHOOTING PRACTICE FOR NON SHOOTERS IN SPORTS SCHOOL NETBALL TEAM

Dhia Syuhada Binti Abdul Rahman Ambol
Sports School, Ministry Of Education Brunei Darussalam



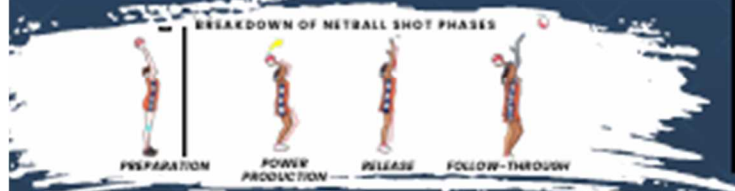
18 Sept 2024

ABSTRACT

The aim of this study was to explore the effect of self-check shooting practice for non-shooters in Sports School netball team. The self-check style teaches the student to assess their own performance. Thus, the style focuses on two dimensions of behavior; individual practice and self-assessment (Daniel Kiikka, 2021). Total of eight netball players in which five of them are non-shooting players and three shooters took part in the study. The main results showed there are significant improvement on shooting average for non-shooters from Week 1 to Week 4.

METHODOLOGY

The participants were asked to perform four intervention shooting drills for four weeks with no coaching. The breakdown of netball shot phases (preparation, power production, release and follow-through) were explained briefly before the intervention began. This is to allow players to discover their own technique and self correct it accordingly as they perform the drills.



4 weeks intervention drills:



Shooting Card:

	ACTIVITIES			
	STATIC SHOOTING	STATIC SHOOTING + DEFENDER	DRIBBLE OUT & IN	DRIBBLE OUT & IN + DEFENDER
IN				
OUT				
TOTAL ATTEMPT				

Players are working in pairs and taking turn to tally on each other shooting card.

SCAN HERE



Based on the result in Figure 1, it is possible for the non-shooters to improve shooting skill without being trained with the standard technique. When shooting a netball, the outcome is whether the ball goes through the hoop or not. If the shot is successful, the task is complete. If it misses, the player needs to analyze the reasons for the miss and make adjustments to improve their performance. This process helps the player enhance their ability to evaluate their own performance and take responsibility for their learning process (Daniel Kiikka, 2021).

RESULT

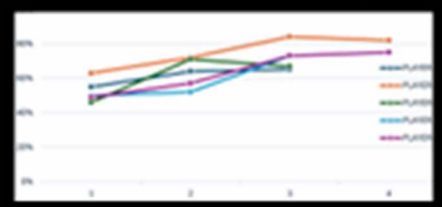


Figure 1: Average shooting % by non-shooters

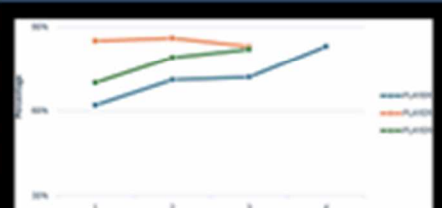


Figure 2: Average shooting % by shooters

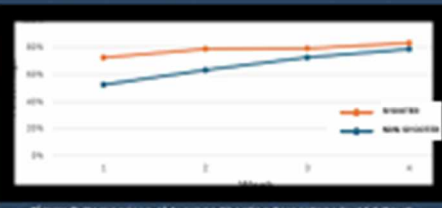


Figure 3: Comparison of Average Shooting Percentage by Mid Court and Shooters Players

DISCUSSION

Average shooting percentage (%) by non-shooters showed significant improvement in their shooting from Week 1 to Week 4.

Starting Point (Week 1):

Non-shooters start with a lower shooting percentage, around 55%.

Shooters have a significantly higher shooting percentage, starting at around 80%.

Trend Over Time (Weeks 2-4):

Non-shooters shooting percentage consistently increased each week, reaching just above 70% by Week 4.

As the intervention drills used are quite basic and did not simulate a actual game situation, it was easier for new player to shoot and score as there were no or less pressure from defender.

CONCLUSION

CORRELATION BETWEEN VO2 MAX AND COMBAT PERFORMANCE IN JUNIOR PENCAK SILAT ATHLETES FROM BRUNEI SPORTS SCHOOL

Ali Rashid Alipoh, & Azizon Marsod
Brunei Sports School, Ministry of Education, Brunei Darussalam, 2024.



ABSTRACT

This study attempts to explore effectiveness of supplementing a **High Intensity Interval Training Protocol (HIIT)** into a Junior Pencak Silat periodisation plan for improving **VO2 Max** in preparation for competitions. It will then examine the relationship between **VO2 Max** and **competition performance** of the athletes in three different events. Two distinct HIIT Protocols were used where one showed a **significant positive effect to VO2 Max** while the other protocol yielded no significant changes in VO2 Max. After analysing **competition performance and VO2 Max** across different age groups and experience levels, **no significant correlation** was found. This suggests that **other factors** play a more **critical role** in determining competition performance of Junior Pencak Silat Athletes.

MEDAL ACHIEVEMENTS

	2023			2024		
	Level 2 - National	Level 4 - Regional	Level 5 - International	Level 2 - National	Level 4 - Regional	Level 5 - International
Gold	10	0	0	8	8	0
Silver	6	4	0	6	1	1
Bronze	6	0	0	0	1	1

Table 1. Medal Achievements of Brunei Sports School Silat Team according to competition levels

METHODOLOGY



RESULTS

VO2 Max (mL/kg/min)	Pre-Test	Phase 1	Phase 2
Average, (n=18)	39.2	42.5	41.5
Paired T Test		p=.0256	p=.943

Table 2. HIIT intervention results from Phase 1 Sprint Interval Training and Phase 2 Full Body Tabata Training

Combat Action Effectiveness	VO2 Max	Experience Level	Both Variables
Multiple Regression Analysis	p=.52	p=.53	R ² = .04 p=.41

Table 3. Correlational Analysis between Action Effectiveness, VO2 Max and Experience Level

DISCUSSION

- Effectiveness of HIIT:** **Sprint Interval Training** Protocols showed statistically **significant improvement (p=.0256)** of 3.3 mL/kg/min from 39.2 to 42.5mL/kg/min whereas **Full Body Tabata** protocols resulted in a reduction from 42.5mL/kg/min to 41.5mL/kg/min, however a paired T-Test determined the reduction was **not significant (p>.05)**. This difference may be accentuated by the **mode of training** where the sprints were related to the **testing modality** (Smith & Jones, 2019; Brown et al., 2020) and that the exercises selected for tabata focussed more on muscular strength and endurance hence limiting the taxation of the aerobic systems for eliciting adaptations (McRae et al., 2012). The benefits incorporating of both **HIIT should be explored further in a longer term basis**.
- Correlation between VO2 Max and Competition Performance:** The study found that there was **no correlation between VO2 Max and Combat Action Effectiveness (p=.53)** even when comparing **Experience Level (p=.41)**. We surmise that **other factors** play a more vital role in **determining Competition Performance** such as movement economy and efficiency (Billat, 2001; Lucia et al., 2008) or psychological factors such as effort perception (Noakes, 2003), motivation and self-efficacy (Rogowska et al., 2022).

CONCLUSION

This study has shown that **HIIT can be successfully supplemented** into the Pencak Silat Periodisation Plan and can **improve the athletes' VO2 Max**. It was also discovered that **VO2 max did not show any correlation with Competition Performance**. The supplementation of HIIT will therefore focus on **maintaining a good level of VO2 Max** while **other factors** and aspects of training **can be given more emphasis** in our Periodisation Plan for preparing our Junior Pencak Silat Athletes for national, regional and international level competitions.



@SILAT.SSBN



ENHANCING FITNESS TEST PERFORMANCE THROUGH PLYOMETRIC TRAINING

MUHD HADI DINE BIN HJ ABD RAHMAN
RUZAHANA BINTI HAJI ABDUL HALIM
STRENGTH & CONDITIONING, BRUNEI SPORTS SCHOOL
18TH SEPTEMBER 2024



INTRODUCTION

-Fitness Test is a best tool to measure athlete's fitness components

-Vertical Jump and Standing Broad Jump is one of the fitness components to measure their muscular power for lower body (de Villarreal et al., 2009).

-Plyometric training (PT) is a very popular form of physical conditioning of healthy individuals that has been extensively studied over the last decades (Simani et al., 2016).

OBJECTIVE

- To assess improvements in athlete's vertical jump and standing broad jump
- Five exercises will be given: Box Jump, Squat Jump, Plate Overhead Single Leg Jump, Single Leg Box Jump and Tuck Jump
- Training session is from May 2024 until July 2024.
- It will be predicted that there will be 70% or more of grade C and above for overall result in Vertical Jump and Standing Broad Jump fitness test results during TERM 2.

PARTICIPANTS

Group 1:
Weightlifting
Karate
Sepak takraw
Badminton
Athletics
3x/week

Group 2:
Silat
Netball
Football
1x/week

Thirty-Seven (37) athletes involved in this study

RATIONALE

- Sports school's fitness test in 2023 result it shows that two fitness components only 53.50% pass on Standing Broad Jump and 74.56% Vertical Jump their results in C and above in which they need specific additional training workout.
- Literature shows that short PT (<8 weeks) has the potential to enhance a wide range of athletic performance (i.e. jumping, sprinting and agility) in children and young adult amateur players (Simani et al., 2016).
- 6 to 7 weeks training appears to be too short to improve physical performance in elite male players (Simani et al., 2016). This literature will be applied in Brunei Sports School on how the effectiveness of this plyometric training can improve their fitness test especially on vertical jump and standing broad jump.

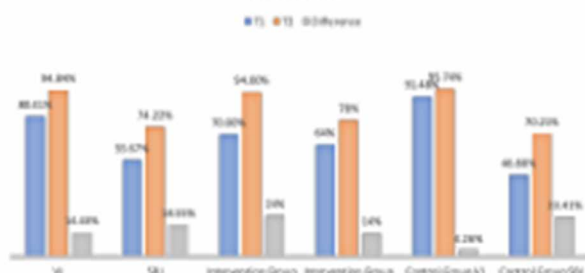
METHODOLOGY



RESULT

	Term 1	Term 2	Difference
SBJ	55.67%	74.22%	18.55%
VJ	80.41%	94.84%	14.43%
Intervention Group SBJ	64%	78%	14%
Intervention Group VJ	70%	94%	24%
Control Group SBJ	46.80%	70.21%	23.41%
Control Group VJ	91.48%	95.74%	4.26%

RESULTS



ANALYSIS

- Overall, plyometric exercises improved the athlete's fitness test in Term 2 where overall group scored Grade C and above with 74.22% in Standing Broad Jump and 94.84% in Vertical Jump.
- Furthermore, intervention group increased more than 10% in Term 1 compared to Term 2 in VJ (24%) and SBJ (14%). As for Control group there is an increase of 23.41% in SBJ however, VJ shows only 4.26% increases.
- Both exercises resulted in improvement on their post test compared to their pre-test. However, Control group show higher improvement on their SBJ with 23.41% compared to Intervention Group only with 14%.

CONCLUSION

- It has been proven that Plyometric Exercise can improved athlete's performance (explosive leg power) and fitness test especially on Standing Broad Jump and Vertical jump.
- Both fitness test shows improvement on SBJ and VJ, surprisingly Control group show higher improvement on their SBJ with 23.41% compared to Intervention Group only with 14%. This need further analysis and investigation.
- This study can be used by the Physical Education teachers in Brunei Darussalam for improving student's fitness test as plyometric exercises can be beneficial if added into their training regime for Inter School Tournament or any Sports event.
- Further analysis is needed as such using SPSS for more statistical methods to measure the strength of the linear relationship between Vertical Jump and Standing Broad Jump



SPORTSSCHOOLSTRENGTH.BN



KAJIAN SEJAUH MANA KEBERKESANAN GANTUNG TALI DALAM MENGAWAL SEPAK SILA BAGI PEMAIN -PEMAIN BARU DALAM LATIHAN SEPAK TAKRAW 2024

KAJIAN RINTIS
SEKOLAH SUKAN NEGARA BORNEO SARAWAK



PENGENALAN

Dalam sukan Sepak Takraw kawalan bola Takraw setiap pemain adalah penting. Antara kawalan-kawalan yang digunakan semasa permainan Sepak Takraw adalah **Sepak Sila, Sepak Cungkil, Sepak Badik, Memaha dan Kepala**. Sepak Sila adalah kawalan yang kerap kali digunakan semasa bermain Sepak Takraw kerana ia mudah dilakukan berbanding dengan kawalan-kawalan yang lain.

KEPENTINGAN KAJIAN

Kajian ini adalah penting kerana sekiranya berjaya maka kaedah menggunakan gantung tali dalam melatih kawalan Sepak Sila dapat diguna pakai oleh guru-guru Latihan jasmani di sekolah-sekolah di negara ini semasa mereka membuat pembelajaran dalam sukan Sepak Takraw.

METODLOGY KAJIAN

Seramal enam orang penuntut baru sekolah sukan terpilih dalam kajian ini, empat dari aliran akademik dan dua orang atlet baru Sepak Takraw Sekolah Sukan. Mereka ini adalah penuntut-penuntut yang baru bermain dalam Sepak Takraw dengan kawalan Sepak Sila mereka dalam tahap yang lemah.

DATA KAJIAN

PENUNTUT YANG MENGGUNAKAN GANTUNG TALI

NAMA	MEI	JUN	JULAI	OGOS
HALIM	2	6	8	10
AZRI	5	8	15	25
DANISH	4	8	12	16

PENUNTUT YANG TIDAK MENGGUNAKAN GANTUNG TALI

NAMA	MEI	JUN	JULAI	OGOS
AIMAN	3	7	7	8
DARWISH	4	5	6	7
SYAZWAN	3	5	7	8

ANALISIS KAJIAN

Dari data yang diperolehi ia menunjukkan penuntut yang menggunakan gantung tali semasa latihan menunjukkan peningkatan yang cepat dalam mengawal bola Takraw berbanding dengan penuntut yang tidak menggunakan gantung tali semasa latihan.

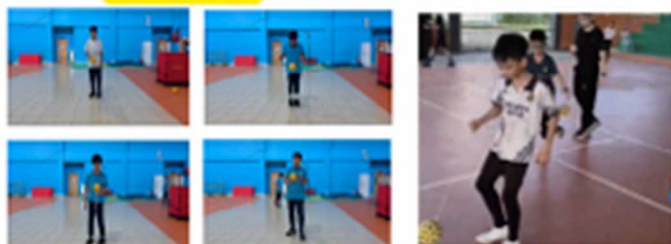
KESIMPULAN

Kesimpulan kajian dalam melatih penuntut dalam mengawal sepak sila dalam acara sepak Takraw memberikan keputusan yang positif di mana dari data yang diambil menunjukkan peningkatan terhadap penuntut yang dikaji. Di sini ada beberapa faktor mengapa gantung tali itu perlu diterapkan dalam melatih pemain-pemain baru terutama kanak-kanak yang baru berjinak dengan sepak Takraw. Antara faktornya ialah pemain itu dapat dikawal pergerakan kaki semasa menimbang bola di mana dia dapat merasakan ketepatan cara mengawal atau menimbang bola itu. Selain dari itu penuntut merasa tidak bosan apa bila mengawal bola takraw kerana dengan bantuan tali yang diklat ke arah bola yang di kawal tadi tidak jauh dari badan mereka yang mana ini akan menjimatkan masa dan tidak melelahkan mereka sekiranya bola itu jauh dari kawalan mereka. Dari itu sebagai usulan gantung tali untuk mengawal sepak bola untuk murid-murid di sekolah rendah bolehlah diguna pakai semasa dalam pelajaran sepak takraw.

REKA BENTUK KAJIAN

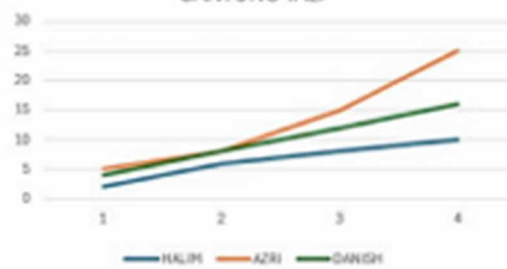
Kajian ini adalah penting kerana sekiranya berjaya maka kaedah menggunakan gantung tali dalam melatih kawalan Sepak Sila dapat diguna pakai oleh guru-guru Latihan jasmani di sekolah-sekolah di negara ini semasa mereka membuat pembelajaran dalam sukan Sepak Takraw.

KAJIAN RINTIS

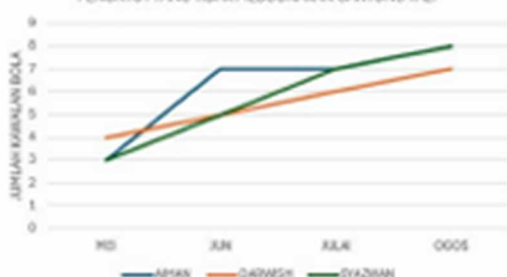


Menggunakan tali vs. Tidak menggunakan tali

PENUNTUT YANG MENGGUNAKAN GANTUNG TALI



PENUNTUT YANG TIDAK MENGGUNAKAN GANTUNG TALI





**SPORTS
ACTION RESEARCH**
v3.0 YEAR 2025

THE EFFECT OF FLEXIBILITY ON RUNNING SPEED IN YOUNG ATHLETES

ACTION RESEARCH 3.0

SEPTEMBER 2025



AUTHORS *Mohammad Yusoff Yaakub*
Nahdhatul Simaa Haji Sabtu
Athletics Coaching Unit,
Sports School Brunei Darussalam

INTRODUCTION

Quite a number of our young athletes are observed to be **lacking in terms of flexibility** which may lead to **deficiency in their running form & technique** Zakal et.al. (2006). Hence, we came up with a study to see whether their **flexibility** also has any impact on their **overall running speed**.

METHODOLOGY

Research Method: Observation & Data Analysis

Research Sample:

Total students: 14; 11 boys & 3 girls aged 12-17.

Intervention group: 6 students; 4 boys, 2 girls.

Controlled group: 8 students; 7 boys, 2 girls.

*Intervention: additional flexibility exercises before static cool down stretch.

*Controlled: usual dynamic warm up and static cool down stretch.

Assessment Method: Flexibility - sit & reach

Speed - 100m sprints

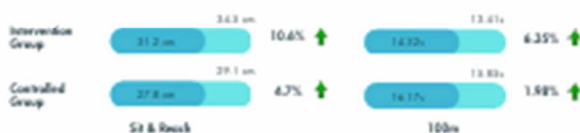
Timeline: Pre-Test (April) & Post-Test (June)

OBJECTIVE

The purpose of this research is to find the correlation between flexibility and running speed in young athletics athletes.

RESULTS

The following results have been observed after 8 weeks of intervention in terms of flexibility and speed.



DISCUSSION

Both of the groups have shown in improvements in term of flexibility and speed. However, the difference in improvement were noted.

- Intervention group improved 10.6% on average in their flexibility in compare to controlled group which only 4.7% increase. Thus, the flexibility exercises included in their routine cool down do help improve their flexibility. (American College of Sports Medicine, 2011)
- The Intervention group also shown better improvement in terms of speed as they became 6.35% faster in compare to controlled group which only shown 1.98% increase in speed. This is due to flexibility allows athletes to have better Range of Motion (ROM) in which allow runners to achieve great form and technique especially in stride length and eventually improving their speed (Friel & Vance, 2013).
- In addition, having better ROM also reduce the risk of injuries as athletes were able to do running technique without having any strain or pain in their joints or muscle (Faigenbaum et al., 2009).

CONCLUSION

- 1] Flexibility has positive influence on runner's speed. Optimal flexibility improve running form and technique which in turns allow runners to run faster.
- 2] Flexibility is important to reduce risk on injuries in athletes by improving Range of Motion.



Abstract

- ✓ The purpose of the study is to determine the impact of real time coach feedback on tactical shot during matches, the ability of the players to make better decision after feedback and to find differences between 2 groups
- ✓ 2 groups: Experimental group to receive feedback during match play, control group to receive feedback only during post game feedback. Participants in experimental group (n=5) and control group (n=5) are from junior Badminton athletes of Brunei Sport School.
- ✓ Mixed method of quantitative and qualitative were used to determined the impact of real time feedback on shot selection.
- ✓ Results & Discussion: Results were significant on shot selection especially on smash and drop as well as on clear and drive.

Purpose of Study

To determine the impact of real time coach feedback on players tactical shot, ability to react, and differences between experimental group and control group.

THE IMPACT OF REAL TIME COACH FEEDBACK ON TACTICAL DECISION MAKING (SHOT SELECTION) IN COMPETITIVE BADMINTON AMONG JUNIORS BADMINTON

Research Questions

- ✓ Does real time feedback improve tactical shot during matches?
- ✓ Do juniors badminton players make better decision when given real time feedback from their coach?
- ✓ Is there a difference between experimental group and control group in their tactical action?



Literature Review

Research has shown that externally provided feedback and instructions, or instructional constraint, carefully applied by coaches, may support, guide and complement learning (Holding, 1955, Newell et al., 1985, Sigris et al., 2013)

Method

Participants

10 junior badminton players, divided into control and experimental group.

Design

Control group received feedback after match, experimental group receive real time feedback during competitive game

Data Collection

- Video to analyze tactical shots
- Questionnaires
- Match statistical sheet

Data Analysis

Mixed method of quantitative and qualitative. To compare performance metrics between groups, score on tactical shots were analysed using t-tests.



References

Holding, D. H. (1955). Principles of Training. Oxford: Pergamon Press.

Result & Discussion

Smash vs Drop

Group 1 scored significantly higher than Group 2 with $p = 0.025$. This suggests that Group 1 players are better at choosing the correct attacking option when the opponent is at the net

Deceptive Shot

Although Group 1 scored slightly higher, the difference was not statistically significant. Both group show similar ability in using deceptive whether with real time feedback or not.

Clear vs Drive

A strong and significant difference was found with Group 1 scored significantly higher than Group 2 with $p = 0.0001$ which can indicates that players in Group 1 had superior tactical awareness when opponents are positioned at back court.

Limitation

- Sample size may affect generalizability
- Variability in how players interpret feedback
- Limited by technology or coaching consistency
- Other factors including third parties to instruct or give feedback during competitive match

Conclusion

- ✓ Real-time feedback provided during competition and intervals has a positive impact on athletes' tactical decision making in badminton.
- ✓ These results suggest that timely feedback enhances players' tactical awareness and their ability to respond appropriately to opponents' positioning.

Newell, K. M., Morris, L. R., & Scully, D. M. (1985). "Augmented information and the acquisition of skill in physical activity." In R. L. Terjung (Ed.), Exercise and Sport Sciences Reviews (pp. 235-261). Lexington, KY: Collamore Press.

Fig 1 Group 1

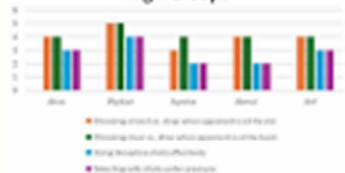


Fig 2 Group 2



Recommendations

- It is recommended that coaches integrate real-time feedback during training and competition to strengthen athletes' tactical decision making, to reinforce correct decision patterns.
- Future research could explore the long-term effects of continuous real-time feedback and its role in enhancing more complex tactical skills



Research Timeline
January- September 2025



IMPROVING DECISION-MAKING BETWEEN PLAYERS DURING SMALL-SIDED GAMES IN FOOTBALL

08 SEPTEMBER 2025

INTRODUCTION

Players often struggle to make quick and effective decisions during small-sided games (SSG), such as choosing the right pass, movement, or support. Improving decision-making will help players become more aware, faster, and more effective in match situations.

METHODOLOGY

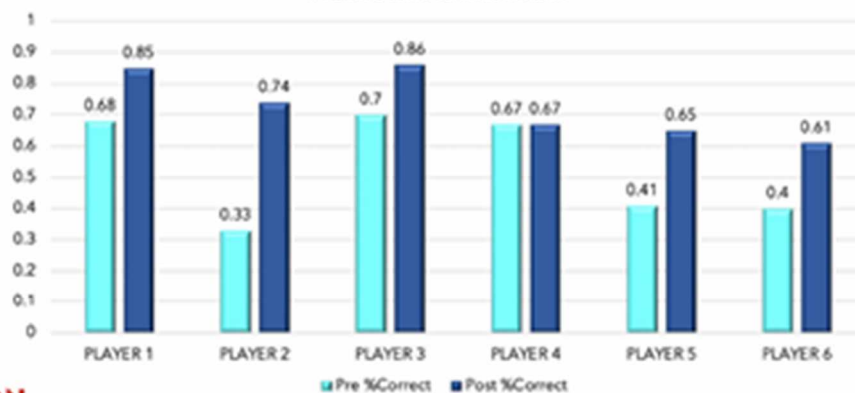
SPORTS SCHOOL U18 Football Players & Players average age 16 Years Old

RESEARCH QUESTIONS:

1. Can small-sided games improve decision-making between players?
2. What types of decisions improve most (pass, move, support)?

PRE & POST TEST RESULTS

RESULTS



DISCUSSION

- After comparing pre- and post-test results, players' small-sided game decision-making accuracy improved. Post-test accuracy averaged 72.7%, up 19.5% from the pre-test 53.2%.
- A paired-sample t-test showed that this difference was statistically significant ($t = -3.65$, $p = 0.015$), indicating that the improvement was not random.
- These findings strongly suggest that the small-sided game intervention improved player decision-making.

CONCLUSION

The small-sided games (SSG) intervention significantly improved players' decision-making accuracy. The team's mean performance improved 19.5 percentage points from 53% to 73% post-test. A paired-sample t-test indicated that the improvement was statistically significant ($t = -3.65$, $p = 0.015$), confirming that the changes were not random.

Five of six players improved their percentage of correct decisions by 16% to 41%, while one player maintained their performance. This suggests that SSG training improved players' decision-making speed and accuracy.

Overall, the intervention improved players' decision-making skills, supporting small-sided games as a practical and evidence-based way to develop tactical awareness and match effectiveness in football.

PG. SERFUDDIN BIN PG . HJ MD SALIH
AMINUDDIN BIN JUMAT
HELME BIN PANJANG



ssfootballerbn



4 WEEKS SUPPLEMENTARY CARDIOVASCULAR TRAINING FOR U18 SPORTS SCHOOL NETBALL ATHLETES

08 Sept 2025

Dhia Syuhada Binti Abdul Rahman Ambol
Sports School, Ministry Of Education Brunei Darussalam

ABSTRACT

This action research examined the impact of a four-week supplementary cardiovascular endurance training on U18 Sports School netball athletes in Brunei. Three athletes, shortlisted for the ASEAN School Games, had recorded baseline 2.4 km times exceeding 16 minutes despite frequent training. The intervention incorporated weekly high-intensity interval training (HIIT) and tempo runs, designed to enhance aerobic capacity. Pre-testing involved the 2.4 km run, while post-testing used a 1.3 km time trial to estimate 2.4 km performance. Findings showed estimated post-test times were slower than baseline, indicating limited endurance gains. The lack of improvement was likely influenced by tapering and match preparations, which reduced the athletes' ability to complete the intervention and introduced fatigue effects. These results highlight the challenges of scheduling supplementary conditioning programs during congested training calendars and underscore the importance of aligning testing protocols with competition demands to produce valid measures of training effectiveness.

OBJECTIVES

- Improve 2.4 km run times within 4 weeks.
- Integrate cardiovascular endurance training into existing netball schedule.

METHODOLOGY

- Design: (Pre-test → Intervention → Post-test)
- Participants: 3 Sports School U18 athletes, training 6 days/week
- Measures: 2.4 km run

INTERVENTION

- High-Intensity Interval Training (HIIT): 20 second sprints with 3 minute jog recovery and 1 minute walk, progressing in volume each week.
- Tempo Runs: 3 × 6-minute runs at ~80% effort with 2-minute recovery between repetitions.

RESULTS

Participants	Pre-test 2.4km	Post test 1.3km	Estimated 2.4km
Player 1	>16:00	13:11	24:20
Player 2	>16:00	12:25	24:46
Player 3	>16:00	Absent during test	-

Table 1. estimated 2.4km times based on their 1.3 km post-test results

The estimated times are slower than their pre-test 2.4 km results because their 1.3 km times were relatively slow (suggesting fatigue, pacing errors, or lack of endurance over shorter distances).

This means their endurance base is not yet strong enough to sustain faster pacing, even though they may have improved fitness.

DISCUSSION

The timing of the post-test coincided with the team's tapering phase and preparation for a three-day match series. As a result, the athletes were unable to fully carry out the prescribed supplementary endurance training. Reduced training load, emphasis on tactical preparation, and residual fatigue from competition likely influenced their pacing and effort, which may have limited the accuracy of the post-test results.

CONCLUSIONS

The four-week supplementary cardiovascular training did not yield the expected improvements in the athletes' 2.4 km endurance test. Post-test results were slower than baseline, likely influenced by tapering and competition schedules that limited full implementation of the intervention. This highlights the importance of aligning testing and training interventions with competition calendars to ensure reliable outcomes.



CORRELATION BETWEEN LOWER EXTREMITY FITNESS AND KICKING PERFORMANCE OF JUNIOR PENCAK SILAT ATHLETES OF BRUNEI SPORTS SCHOOL



Ali Rashid Alipah, & Azizon Marsod

Brunei Sports School, Ministry of Education, Brunei Darussalam, 08/09/2025.

ABSTRACT

This study investigates the relationship between lower extremity fitness parameters (LEFP) and competition kicking performance (CKP) in junior Pencak Silat athletes. Seven athletes (ages 14-17; 2 female, 5 male) were assessed prior to a national-level competition in April, underwent a four-week lower-body conditioning programme, and then were retested ahead of a subsequent national level competitive event in August. Improvements were consistently observed across all fitness indicators. On average, vertical jump increased by 2.89 cm, broad jump by 6.7 cm, and sit-and-reach flexibility by 1.64 cm. While physical gains were evident, correlations with kicking frequency and success rate were inconsistent. Only one LEFP showed a strong positive correlation with CKP insinuating that other factors may play a more significant role to CKP of the athletes.

METHODOLOGY

Competitive Junior Pencak Silat Athletes were tested twice for their LEFP with **Vertical Jump (Vertical Power)**, **Standing Broad Jump (Horizontal Power)** and **Sit and Reach (Flexibility)**. The first test was conducted in April with the second in late July.

CKP data (**Kicking Frequency and Kicking Success Rates**) was collected during **National Level Junior Competitions** in late April and early August using **Notational Analysis** of full match video recordings.

A **four week lower body strength and conditioning supplementary program** was implemented for four weeks in July after school holidays to avoid a long break during the intervention.

Paired-sample t-tests were used to compare pre- and post-test result changes and significance for each LEFP.

Pearson correlations were calculated to explore relationships between each LEFP and CKP.

DISCUSSION

4 Week Strength and Conditioning Intervention:

Post-intervention, statistically significant improvements in all LEFP were evident, supporting previous literature (Dallios et al., 2020; Ozeda-Aravena et al., 2021; Yuan et al., 2025).

Correlation between LEFP and CKP:

Only broad jump showed significant positive correlation with kicking frequency ($r=0.89, p<0.05$) whilst all other LEFP and CKP yielded no significant correlations. This suggests that other factors such as technical or tactical competencies may have a greater influence on performance (Ambrozy et al., 2021; Turner et al., 2011) and that fitness in isolation is not a sufficient determinant of performance (Franchini et al., 2014).

CONCLUSION

This experimental study demonstrated that horizontal power, as measured by broad jump performance, significantly correlates with increased kicking frequency in junior Pencak Silat athletes. Improvements in vertical power and flexibility were also observed but did not relate significantly to either kicking frequency nor accuracy. Notably, no fitness parameters were associated with success rate, suggesting that conditioning may increase the capacity to perform more actions, but not necessarily the quality or effectiveness of those actions emphasising the importance of prioritising technical and tactical competencies alongside fitness parameters.

OBJECTIVE

To investigate the relationship between Lower Extremity Fitness and Combat Performance of Competitive Junior Pencak Silat Athletes from Brunei Sports School.

PARTICIPANTS

Competitive Junior Brunei Sports School Pencak Silat Athletes $n = 7$, ($m = 5, f = 2$). Average age 15.26 years with youngest at 14 years old and the eldest at 17 years of age.

RESULTS

Variable	Pre-Test Mean	Post-Test Mean	Change	P-Value
Vertical Jump (cm)	20.44	23.33	+2.89	0.001
Broad Jump (cm)	183	190	+6.7	0.006
Sit and Reach (cm)	36.41	38.06	+1.64	0.028

Table 1. Lower Extremity Fitness Parameters (LEFP) Results

Athletes	Δ Total Kicks	Δ Success Rate (%)
Male 1	+9	-13
Male 2	-14	+13
Male 3	+8	+8
Male 4	-15	-7
Male 5	-13	+4
Female 1	+8	+15
Female 2	-7	+7

Table 2. Change in Competition Kicking Performance (CKP)

The 4 Week intervention resulted in **significant improvements** in all LEFP (Table 1).

71% improved in kicking success rates while **43% improved** kicking frequency (Table 2).

Only **Broad Jump** showed a **strong** statistically significant relationship with **Kicking Frequency** (Table 3).

Fitness Parameter	Performance Metric	Correlation (r)	P-Value
Vertical Jump	Kicking Frequency	0.28	0.55
	Success Rate	0.36	0.43
Broad Jump	Kicking Frequency	0.89	0.007
	Success Rate	-0.13	0.78
Sit and Reach	Kicking Frequency	0.50	0.26
	Success Rate	-0.12	0.79

Table 3. Correlation between Fitness Parameter and Kicking Performance Parameters



@SILAT.SSBN



ACCURACY OF SELF-REPORTED RPE COMPARED TO HEART RATE-BASED RPE IN ADOLESCENT ATHLETES

MUHD HADI DINE BIN HJ ABD RAHMAN
RUZAHANA BINTI HAJ ABDUL HALIM
STRENGTH & CONDITIONING
SPORTS SCHOOL BRUNEI DARUSSALAM



01 INTRODUCTION

- Monitoring training intensity is crucial for athlete performance and safety
- The rate of Perceived Exertion (RPE), developed by Borg (1998), is a subjective tool that allows athletes to estimate their effort. While widely used, its accuracy compared to heart rate monitoring has been questioned, particularly among adolescents whose self-awareness of exertion may still be developing (Eston & Parfitt, 2011)

02 OBJECTIVES

To evaluate the accuracy of self-reported RPE compared to heart rate-based RPE (ARPE) measured through manual pulse checking and smartwatch devices in adolescent athletes

05 RESULT

- These results show a statistically significant and practically meaningful difference between self-reported and heart rate-based RPE. On average, athletes rated their exertion 1-2 points lower or higher than their physiological response, with the tendency leaning toward underestimation.
- This discrepancy is important because even a 1-point error on the Borg 1-10 scale can represent a considerable difference in training load, potentially leading to undertraining or overtraining.
- The large effect size indicates that the difference is not only statistically significant but also of practical concern for coaches and practitioners.

03 METHODOLOGY

- Participants : A total of 20 adolescent athletes (aged 12-15 years) participated in this study
- Procedure : during structured training sessions, each athlete reported their perceived exertion using the BORG RPE scale (1-10). Simultaneously, actual RPE (ARPE) was estimated based on heart rate obtained from manual pulse checks and smartwatch monitoring.
- Five exercises were given to them (Squat, Chest Press Machine, Hex Bar Deadlift, Shoulder Landmine and Hack Squat)
- Heart rate will be measured for both manual pulse and smartwatch for monitoring while RPE based on their feeling and perception will be taken every after the exercise s (15reps x 3sets x 45 seconds resting period)
- Analysis Paired-Sample t-tests were used to compare RPE and ARPE. Effect size was calculated using Cohen's d

04 ANALYSIS

- The analysis included 100 paired observations, derived from 20 athletes who completed 5 workouts each.
- The mean difference between RPE and ARPE was 1.4 (SD = 1.456).
- A paired samples t-test indicated a statistically significant difference between RPE and ARPE, $t(99) = 9.61$, $p < .001$.
- The effect size, measured by Cohen's d, was 0.96, suggesting a large effect.

RATE OF PERCEIVED EXERTION (RPE)	
10	MAX EFFORT
9	VERY HARD
7-8	MODERATE
4-6	MODERATE
3-2	LIGHT
1	TOO LIGHT



06 DISCUSSION & CONCLUSION

- This study found that adolescent athletes tend to misjudge their exertion compared to physiological measures.
- The average error of 1.4 points suggests that self-reported RPE is not fully reliable in this population. A large effect size ($d = 0.96$) highlights that the discrepancy is substantial, aligning with previous findings that adolescents may lack the experience to accurately gauge exertion (Utter et al., 2002).
- Coaches and practitioners should exercise caution when relying solely on subjective RPE from youth athletes. Combining RPE with objective heart rate measures may improve training monitoring accuracy.
- Self-reported RPE differs significantly from heart rate-based RPE among adolescent athletes.
- Incorporating objective monitoring methods alongside subjective reporting is recommended to enhance accuracy in training load management.
- Future research could examine interventions that improve athletes' understanding of perceived exertion.

Borg, G. (1998). Borg's perceived exertion and pain scales. *Human Kinetics*.
Eston, R., & Parfitt, G. (2011). Perceived exertion in adolescents: Reliability and validity evidence. *European Journal of Applied Physiology*, 113(12), 315-321.
Utter, A. C., Robertson, R. J., Neman, D. C., & Kang, J. (2002). Children's OMRE scale of perceived exertion: Walking/running evaluation. *Medicine and Science in Sports and Exercise*, 34(1), 159-164.



KAJIAN SEJAUH MANA KEBERKESANAN MENGGUNAKAN BELON YANG DI BERIKAN SEDIKIT PEMBERAT DAPAT MEMBANTU UNTUK MEMPERCEPATKAN PERGERAKAN DALAM MENGAWAL BOLA TAKRAW DALAM LATIHAN BAGI PEMAIN-PEMAIN BARU

2025

DIKAJI OLEH: HJ MD ISA HJ ABU BAKAR & ISKANDAR MARZUKI HJ OMAR



Pengenalan

Dalam sukan Sepaktakraw, kawalan bola Takraw setiap pemain adalah penting. Antara kawalan-kawalan yang digunakan semasa permainan Sepaktakraw adalah **Sepak Sila, Sepak Cungkil, Sepak Badik, Memaha dan Kepala**. Disamping itu juga seseorang pemain hendaklah mempunyai kecekapan seperti pergerakan badan yang cepat ketika pengawalan bola itu dilakukan.

Kepentingan Kajian

Kajian ini adalah penting kerana sekiranya berjaya maka kaedah menggunakan belon yang diberikan sedikit pemberat dapat digunakan di dalam latihan untuk mempercepatkan pergerakan semasa mengawal bola takraw. Di samping itu juga kaedah ini dapat digunakan oleh guru-guru latihan jasmani terutamanya murid-murid sekolah rendah yang baru dalam sukan Sepaktakraw.

Data Kajian

Data – Sebelum menggunakan kaedah yang dikaji

No	PEMAIN	JARAK (M)
1	HALIM	3
2	IZU	2
3	DANIS	3
4	IZAM	3
5	HANIS	3

Data- Selepas menggunakan kaedah yang dikaji

No	PEMAIN	APRIL	MAY	JUNE	JULAI
1	HALIM	4	5	6	9
2	IZU	3	3	7	8
3	DANIS	3	4	6	6
4	IZAM	4	6	7	8
5	HANIS	4	5	6	7

Objektif

Kajian ini dilakukan untuk mendapatkan solusi bagaimana pemain-pemain baru untuk mempercepatkan pergerakan mereka dalam mengawal atau meniming bola takraw.

Metodologi Kajian

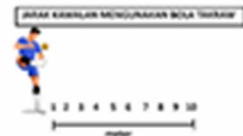
Seramai lima orang penuntut baru sekolah sukan akademik dan sukan akan dipilih. Kajian ini akan diambil selama 4 bulan. Penuntut akan direntis dan diambil data yang dilakukan oleh mereka. Metodologi ini akan dibahagi kepada 2 bahagian

1. Metode kajian pertama

Penuntut yang dikaji akan diarahkan untuk mengawal bola menggunakan bola takraw yang diberikan jaraknya sepanjang 10 meter. Data akan direkod sejauh mana mereka dapat mengawal bola itu.

2. Metode kajian kedua

Penuntut akan dilatih menggunakan belon yang diberikan sedikit pemberat selama 4 bulan. Selepas mereka menggunakan belon mereka akan diarahkan untuk menggunakan bola takraw dan diukur jarak sejauh mana mereka dapat mengawalnya.



Analisis Kajian

Mengikut data yang diambil ia menunjukkan peningkatan setiap penuntut yang diuji dalam meniming bola takraw mengikut jarak yang ditetapkan (10 meter)

HALIM- 4 meter pada bulan April dan meningkat ke **9 meter** pada bulan Julai

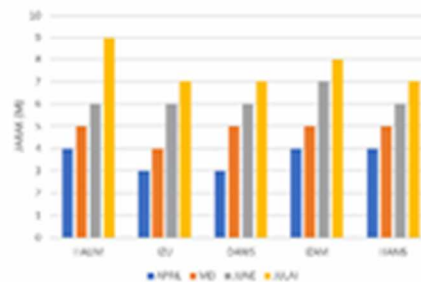
IZU- 3 meter pada bulan April dan meningkat ke **7 meter** pada bulan Julai

DANIS- 3 meter pada bulan April dan meningkat ke **7 meter** di bulan Julai

IZAM- 4 meter pada bulan April dan meningkat ke **8 meter** pada bulan Julai

HANIS- 4 meter pada bulan April meningkat dan ke **7 meter** di bulan Julai

JARAK LISAN MENMING BOLA TAKRAW SELAMA 4 BULAN



Kesimpulan

Kesimpulan kajian ini dalam melatih penuntut untuk mengawal bola takraw menggunakan belon yang diberikan sedikit pemberat adalah memberikan keputusan yang positif. Dimana dari data yang diambil telah menunjukkan peningkatan terhadap penuntut yang dikaji. Disini ada beberapa faktor mengapa menggunakan belon itu perlu diterapkan dalam melatih pemain-pemain baru terutama kanak-kanak yang baru berjinak dengan sepaktakraw.

Antara faktorannya ialah:

1. Pemain itu dapat mengawal pergerakan kaki semasa meniming belon itu, dimana dia dapat merasakan ketepatan cara mengawal atau meniming bola takraw.
2. Penuntut merasa tidak bosan apabila mengawal menggunakan belon yang diberikan sedikit pemberat kerana kelajuan belon itu sangat perlahan untuk jatuh ke daratan berbanding dengan bola takraw. Dari itu sebagai usulan menggunakan belon yang diberikan sedikit pemberat sangatlah besesuaian sebagai latihan asas pengawalan bola dalam permainan Sepaktakraw dan bolehlah digunakan semasa dalam pelajaran Sepaktakraw terutama bagi murid-murid sekolah rendah.





Participation Guide for the 2025 Workshop in Japan

ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-JAPAN WORKSHOPS ON PROMOTING
PHYSICAL EDUCATION TEACHER EDUCATION (PETE) AND
SPORT FOR PEOPLE WITH DISABILITY (SPD) FY 2025

[DATE] JANUARY 27 (TUE) – 31 (SAT), 2026

[PLACE] TOKYO, JAPAN

Hosted by : Nippon Sport Science University



1



Greetings


Dear ASEAN friends

It is my great honour, on behalf of Nippon Sport Science University, to welcome all ASEAN representatives, observer participants, and attendees to Japan for the third in-person workshop on advancing Inclusive Quality Physical Education Teacher Education (PETE) and Sport for People with Disabilities (SPD). Realising my long-held aspiration to host you in Tokyo, I look forward to seeing your faces on the first day of this workshop in the heart of the city. I extend a special welcome to those ASEAN representatives newly appointed by your governments this year. Welcome to our community; I am delighted to become acquainted with each of you.

I am deeply grateful for your ongoing contributions to physical education and sport within your respective countries and the broader ASEAN-Japan community. I wish to express my sincere appreciation to the ASEAN Secretariat, the Senior Officials Meeting on Sports (SOMS), and all ministries and organisations from each ASEAN Member State for their trust in our collaborative efforts under the ASEAN-Japan Sport Cooperation framework. My profound gratitude also extends to the Japan Sports Agency and the Japanese Mission to ASEAN for their pivotal roles in realising and sustaining this initiative.

Since the project's inception approximately 45 years ago, we have collectively navigated the challenges posed by the COVID-19 pandemic, which necessitated a shift to virtual activities. The first in-person workshop in Phnom Penh in February 2024, supported by the Ministry of Education, Youth and Sports of Cambodia, marked a significant return to direct engagement. This gathering revitalised the spirit of face-to-face collaboration and underscored the unique value of in-person interaction.

Despite the challenges encountered since 2021, we have built robust networks and fostered a cohesive community across ASEAN borders. This year's workshop in Tokyo represents another significant milestone, reinforcing our resilience and dedication to sustainability. The primary objectives are to finalise the draft ASEAN Physical Education Teacher Education (PETE) Standards (Guidelines) and the Action Plan to advance Sport for People with Disabilities (SPD) in each ASEAN Member State through collaborative discussion and knowledge exchange.

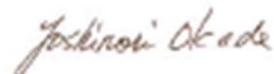


We approach this workshop in Tokyo, anticipating mutual learning from ASEAN Member States, while recognising that Japan's PETE and SPD systems are still developing. While you may observe both strengths and areas for improvement in Japan's current practices upon your visit to schools, mutual learning remains central to our initiative. I am confident that this principle of learning from one another will sustain our community, supported by the Chiang Mai Declaration (2023) and the ongoing renewal of the ASEAN Work Plan 2026-2030, with your active participation in the centre as we progress toward 2030.

Your enthusiasm, sense of ownership, and collaborative spirit are the foundation of our Professional Learning Community. I encourage you to fully engage with this opportunity by sharing your skills, experience, knowledge, values, and insights openly and generously. By disseminating your experiences and newly acquired knowledge to colleagues and stakeholders, you will extend the impact of our community, strengthening your organisations and, ultimately, your countries through your leadership and expertise. I am confident that our Professional Learning Community will inspire new ideas and empower you, as a new leader in your country and across ASEAN, to advance innovative policy, inclusive development, and effective advocacy as your expertise continues to grow.

In closing, I again extend my sincere gratitude to the representatives from the ASEAN Secretariat and the Japan Sports Agency, with special thanks to Ms. Nasya Nabila Nursabrina, Mr. Joel de Leon Atienza, Ms. Ayako Nei, Ms. Ayuko Matsuo, and Mr. Masato Shoji, among others. Their support, guidance, and encouragement have been instrumental in bringing us together to share these invaluable experiences. Our shared objective is to further strengthen ASEAN-Japan friendship, promote peace and development through sports and physical education, and establish a sustainable community for PETE and SPD in ASEAN towards 2030 and beyond. I remain deeply appreciative of your steadfast cooperation, engagement, and collaboration.

January 2026



Prof. Dr. Yoshinori Okada

Professor, Dean of the Faculty of Sport Culture
Project Leader
Nippon Sport Science University (NSSU)

Project Outline



Funding

Japan Sports Agency is the founder for this whole project



Lead Country & Lead Agency

Japan in coordination with the ASEAN Secretariat



Implementing Agency

Nippon Sport Science University & University of Tsukuba work together for this project



What's PETE ?

Physical Education Teacher Education (PETE) is coordinated by Cambodia (Chair) and Japan in collaboration with the ASEAN Secretariat



What's SPD ?

Sport for People with Disability (SPD), involves Japan coordinating with the ASEAN Secretariat

List of Nominated Representatives 2025

Brunei Darussalam



Md. Azrin bin Haji Sijaj
Deputy Principal
Sports/Brunei
Sports School
Dept. Ministry of
Education



Pg. Nurhasiqah Azmina Pg. Sahminan
Education
Officer/Dept. of
Special Education
II, Ministry of
Education

Cambodia



HOU Sithisophasal
Deputy Director
General of the
Directorate
General of Higher
Education,
Ministry of
Education, Youth
& Sports



YI Soheaktra
Deputy
Secretary
General,
Director of Int'l
Relations Dept.
National
Paralympic
Committee of
Cambodia

Indonesia



Hilda Simawati
Education
Facilitator and
NPE
Teacher/Education
Dept. Region 4
West Java,
Ministry of
Education



Irul Trihima Athias
Junior Policy
Analyst of Sports
for Disability,
Ministry of Youth
& Sports

Lao PDR



Viath SENG AMPHANH
Head of Academic
Dept. Physical
Education
College, Ministry
of Education &
Sports



Latxame VITHAYA
Technical
Staff/Dept. of
Disabled Sports,
Ministry of
Education &
Sports

Malaysia



Solehah Binti Mison
Deputy Director,
Special Education
Division, Ministry
of Education



Siti Mariam Binti Ahmad Tobias
Director, Sports
for the Disabled
Development
Section, Ministry
of Youth & Sports

Myanmar



Ko Ko Htay
Deputy Director
(Student
Affairs)/Dept. of
Basic Education,
Ministry of
Education



Than Than Htay
Vice President
(Health), Head of
Physical Medicine
and Rehabilitation
Dept., Myanmar
Paralympic Sports
Federation

Philippines



Mita A. PAROCHA
Supervising
Education
Program
Specialists, Dept.
of Education



Erlinda F. LEVA
Supervising
Education
Program
Specialists, Dept.
of Education

Thailand



Chalitpol SUEBMAI
Director of
Academic and
Professional St.
Division / Dept. of
PE, Ministry of
Tourism & Sports



Pavens SIRISUTHKUL
Director of
ASEAN Affairs
Section,
Dept. of PE,
Ministry of
Tourism & Sports



Mongkon WIMONRAT
Director General
of the
Dept. of Physical
Education,
Ministry of
Tourism & Sports



Prang SURIYAKHAM
International
Relation Officer,
International
Affairs Division,
Dept. of PE,
Ministry of
Tourism & Sports

Timor-Leste



Josefine Zeca PINTO
Head of the
Department of
Competitions and
National Teams,
Ministry of Youth,
Sports, Art & Culture



Januário GOMES
Vice-President,
Special Olympics
of Timor-Leste

Viet Nam



HO Thanh My
Head of
International
Department,
National
Paralympic
Committee of
Viet Nam

Singapore



Chus Siang YEE
Senior Assistant
Director, Sports
Division, Ministry
of Culture,
Community &
Youth

Japanese Professors & Staffs



**Yoshinori
OKADE**

Project Leader
Professor

Nippon Sport
Science University



**Tomoyasu
KONDO**

Professor

Nippon Sport
Science University



**Kosuke
SUZUKI**

Assistant
Professor

Nippon Sport
Science University



**Eishin
TERAOKA**

Associate
Professor

Nippon Sport
Science University



**Taku
YAHAGUCHI**

Assistant
Professor

University of
Tsukuba



**Takuya
SHIMOKUBO**

Assistant
Professor

Juntendo
University



**Takuro
OKUMURA**

Assistant
Professor

Toyo University



**Takahiro
SATO**

Leader of SPD
Professor

University of
Tsukuba



**Mayumi
SAITO**

Professor

University of
Tsukuba



**Shinichi
NAGATA**

Associate
Professor

University of
Tsukuba



**Hanae
ENDO**

Assistant
Professor

Outemon Gakuin
University



**Takafumi
TOMURA**

Lecturer

Fukuyama
University



**Yu
SHESHIDO**

Research
Fellow

Nippon Sport
Science University



**An
MI**

Research
Fellow

Nippon Sport
Science University



**Saki
SHINKAWA**

Project
Administration

Nippon Sport
Science University



**Makiko
FUJITA**

Project
Administration

Nippon Sport
Science University



**Hiroko
SHIMOKUBO**

Project
Administration

Nippon Sport
Science University

Workshop Outline



(MAIN OBJECTIVES)

(PETE) Discuss and draft the ASEAN Standards (Guidelines) for Physical Education Teacher Education.

(SPD) Present, discuss, and revise the Action Plan draft for the Promotion of Sport for People with Disabilities In each ASEAN Member State (AMS).

What We Aim...

Following our discussions at the in-person workshop in Hanoi in February 2025 and the online workshops for SPD and PETE in November and December 2025, we will work on drafting Action Plans to promote SPD across all ASEAN Member States. We will also endeavour to develop ASEAN Standards (Guidelines) for PETE, referencing the U.S. Standards (SHAPE 2017).

Through discussions, observations, and hands-on experiences at the National Training Centre, as well as in public, academic, and school settings in Japan, we aim to encourage all participants to gain insights applicable to their home countries. This approach will be supported by objectively examining their PETE and SPD ecosystems and enhancing them within their respective contexts.

What We Do...

- a) Strengthen the foundation of the **Professional Learning Community (PLC)** for both components, emphasizing horizontal connections within the same fields across ASEAN
- b) Enhance **long-term collaborative relationships beyond national boundaries** under the ASEAN-Japan framework through direct communications, in-person discussion, and exchanges of information, knowledge, skills, know-how and experience on PETE and SPD
- c) Promote **cross-agency interactions** among representatives of both for PETE and SPD within the same country
- d) Enhance **individual's abilities** to review, plan (design), take action (implement), reflect, and assess based on evidence
- e) **Increase awareness** of the issues encountered and presented by other AMS, and consider them in light of each country's challenges, social demands, context, and available resources
- f) Share **honest opinions and feedback** on issues identified through site visits in Japan
- g) Draft **Inclusive Quality PETE standards (Guidelines)** under the ASEAN-Japan working scheme
- h) Develop an **Action Plan exclusively for Sport for People with Disabilities (SPD)** in accordance with the issues and challenges encountered in each AMS

7

Workshop Schedule (Summary)



	DATES		CONTENTS
	January 26 (Mon)		<ul style="list-style-type: none">• Arrival• Check-in
Day1	January 27 (Tue)	9:30 am 2:00 pm 4:30 pm	<ul style="list-style-type: none">• Visit High Performance Center• Visit Japan Sports Agency• Visit Nippon Sport Science University
Day2	January 28 (Wed)	8:50 am 5:00 pm	<ul style="list-style-type: none">• Workshop Opening• SPD Workshop
Day3	January 29 (Thu)	8:45 am 5:00 pm	<ul style="list-style-type: none">• PETE Workshop
Day4	January 30 (Fri)	8:45 am 11:00 am 1:00pm 4:00 pm	<ul style="list-style-type: none">• Workshop Closing• Visit Special Needs School at Otsuka University of Tsukuba
Day5	January 31 (Sat)	10:00 am 4:30 pm	<ul style="list-style-type: none">• Visit Junior High School at Otsuka University of Tsukuba
	February 1 (Sun)		<ul style="list-style-type: none">• Check-out• Departure

Workshop Program (Day1)

Date	Time	Venue	Activities
27 Jan (Tue)	08:45	Toshi Center Hotel	Depart from the Hotel for HPSC
	09:30- 11:30	HPSC	Visit to Observe the High Performance Sports Center (HPSC)
	11:45-		Depart from HPSC for the Japan Sports Agency (JSA) for the JSA
	12:30- 13:30	Delirium Tokyo	Lunch (near the office of the Japan Sports Agency)
	14:00- 15:00	JSA	Visit to the Japan Sports Agency (JSA)
	15:15		Depart from the JSA for NSSU
	16:00- 17:00	NSSU	Visit to the Setagaya Campus of Nippon Sport Science University (NSSU)
	17:15		Depart from NSSU for the Hotel
	18:00	Toshi Center Hotel	Arrival at the Hotel

- Each event in the above schedule is subject to be altered or substituted by the other activities.
- Breakfast will be available at the hotel restaurant from 6:30 a.m. for ASEAN representatives & guests of the hotel.
- Lunch will be available at the hotel restaurant for all ASEAN representatives, Vietnamese observers, Japanese professors and staff. We regret to mention that ASEAN observers should cover lunch at the hotel restaurant at their own expense.
- The hotel restaurant serves Halal food. Halal food will be requested for each Muslim ASEAN representative.
- Please note that the dress code for the ceremony is formal or traditional.
- No Gala dinner will be organized during the workshop period.
- The venue for the in-person workshop will be within the same hotel for accommodation.

Workshop Program (Day2)

Date	Time	Venue	Activities
28 Jan (Wed)	08:45	Meeting Room 706	Administrative Instructions
	08:50- 09:30		Opening Ceremony
	09:30- 10:00		Introduction (Prof. Dr. Yoshinori Okada)
	10:00- 10:15		Break
	10:15- 12:00		Morning Session (1) Sport for People with Disabilities
	12:00- 13:00	Washoku- dokoro Bai'in (1F @ Hotel)	Lunch
	13:00- 13:30		Break
	13:30- 15:00	Meeting Room 706	Afternoon Session (2) Sport for People with Disabilities
	15:00- 15:30		Break
	15:30- 17:00	Meeting Room 706	Afternoon Session (3) Sport for People with Disabilities

Workshop Program (Day3)

Date	Time	Venue	Activities
29 Jan (Thu)	08:45- 10:00	Meeting Room 706	Morning Session (4) Physical Education Teacher Education
	10:00- 10:15		Break
	10:15- 11:30	Meeting Room 706	Morning Session (5) Physical Education Teacher Education
	11:30- 12:30	Restaurant Iris (Lobby Floor @ Hotel)	Lunch
	12:30- 13:00		Break
	13:00- 14:45	Meeting Room 706	Afternoon Session (6) Physical Education Teacher Education
	14:45- 15:15		Break
	15:15- 17:00	Meeting Room 706	Afternoon Session (7) Physical Education Teacher Education

Workshop Program (Day4)

Date	Time	Venue	Activities
30 Jan (Fri)	08:45-09:30	Meeting Room 706	Epilogue (Prof. Dr. Yoshinori Okada)
	09:30-10:00	Meeting Room 706	Presenting Future Plan (Prof. Dr. Yoshinori Okada)
	10:00-10:15		Break
	10:15-10:45	Meeting Room 706	Closing Ceremony
	11:00-12:00	Meeting Room 706	Lunch (Delivery of Lunch Box)
	12:15		Depart from the Hotel for the University of Tsukuba, Ostuka Special Needs School
	13:05-14:50	Ostuka Special Needs School	Observing PE Lessons
	14:50-16:00	Ostuka Special Needs School	Discussion with Japanese In-Service PE Teachers about How to offer PE Lessons effectively to the Students with Disabilities
	16:15		Departing from the Ostuka Special Needs School for the Hotel
	17:00	Toshi Center Hotel	Arrival at the Hotel

Workshop Program (Day5)

Date	Time	Venue	Activities
31 Jan (Sat)	09:00		Depart from the Hotel for the University of Tsukuba, Junior High School
	10:00-12:00	Tsukuba Junior High School	Attending Lesson Study in Physical Education for Elementary up to High School Levels (1)
	12:00-13:00	Tsukuba Junior High School	Lunch (Delivery of Lunch Box)
	13:00-14:00	Tsukuba Junior High School	Attending Lesson Study in Physical Education for Elementary up to High School Levels (2)
	14:00-14:20		Break
	14:20-16:30	Tsukuba Junior High School	Attending Lesson Study in Physical Education for Elementary up to High School Levels (3)
	16:45		Depart from the University of Tsukuba, Junior High School for the Hotel
	17:30	Toshi Center Hotel	Arrival at the Hotel

General Information (Expenses)



The project budget will cover the following expenses for the nominated ASEAN representatives.

- **a) Round-Trip Air Ticket**
 - in economy class between your country and Tokyo, Japan
- **b) Accommodation In Tokyo, Japan.**
 - Breakfast and lunch at the hotel restaurant are reserved for all ASEAN representatives.
- **c) Travel Insurance Expense for Your Stay In Tokyo, Japan**
 - will be repaid upon the receipt submitted)
 - →Please submit to Mr.Shishido the receipt for purchasing travel insurance before, upon arrival or [DAY].
- **d) Domestic Transportation In Tokyo, Japan**
 - Airport → Hotel, Hotel → Local Schools to visit
- **e) Dally Allowance**
 - which may cover the costs for dinner, drinks and other necessities in Tokyo, Japan, during the workshop
 - The daily allowance is equivalent to 5,000 Japanese yen per day during the workshop (5 working days).

※Other Items shall be covered by yourself

- Room service, laundry service and any other services at the hotel
- Any other additional food, drinks, services or products consumed inside or outside the hotel (including transportation fee for dinner)
- Please get in touch with Mr.Shishido for any questions.

General Information (Hotel)



Toshi Center Hotel Tokyo

- 2-4-1 Hirakawa-cho, Chiyoda-ku, Tokyo 102-0093, Japan
- +81(0)3-3265-8211

From Narita International Airport

By train (About 85 minutes)

1. Take JR Narita Express for TOKYO Station
2. Transfer to the JR Yamanote Line at TOKYO Station to Yurakucho Station
3. From Yurakucho Station transfer to Tokyo Metro Yurakucho Line
4. Get off at Nagatacho Station

By bus

- Limousine bus from Narita Airport (Akasaka/Roppongi direction) to ANA Intercontinental Hotel Tokyo, about 120 minutes and from there by taxi to the Toshi Center Hotel Tokyo, about 10 minutes

From Tokyo International Airport (Haneda)

By train (About 40 minutes)

1. Take Tokyo Monorail at Haneda Airport Station for Hamamatsucho Station
2. Transfer to the JR Yamanote Line at Hamamatsucho Station to Yurakucho Station
3. From Yurakucho Station transfer to Tokyo Metro Yurakucho Line
4. On the Tokyo Metro Yurakucho Line get off at Nagatacho Station

By bus

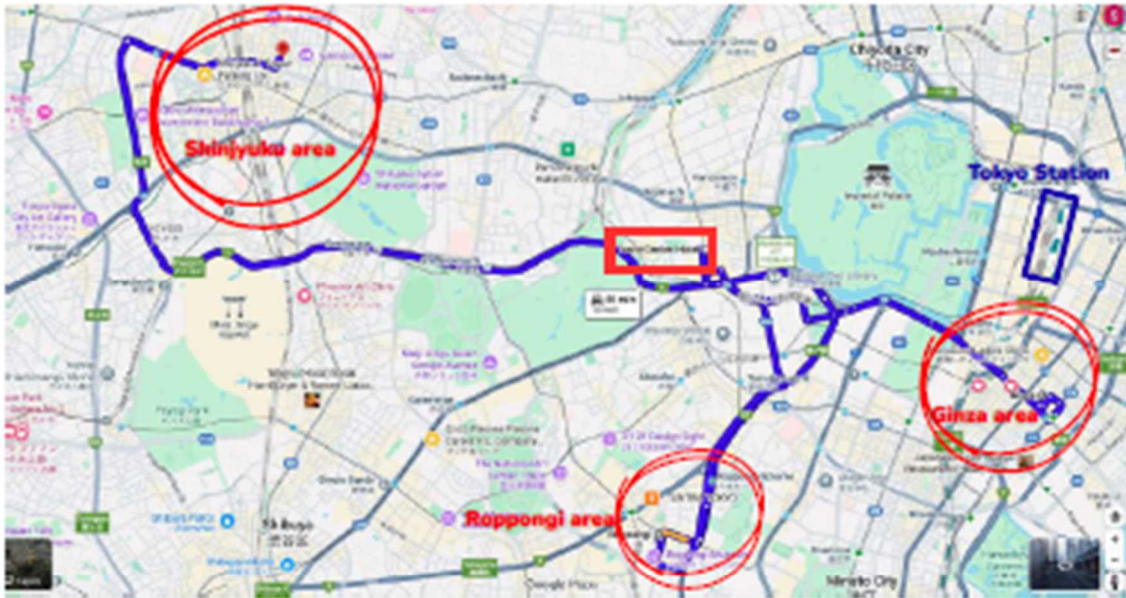
- Limousine bus is currently suspended.



-  Hotel
-  Subway Station

- From Nagatacho Station (Subway Yurakucho Line, Hanzomon Line, Namboku Line) About 3 minutes, walk from Exit 9a
- From Kojimachi Station (Subway Yurakucho Line) About 4 minutes, walk from Exit 1
- From Akasaka-mitsuba Station (Subway Marunouchi Line, Ginza Line) About 8 minutes, walk from Exit D

General Information (Around the hotel)



Tokyo Garden Terrace is a mixed-use complex included restaurants, a convenient store, a supermarket etc.

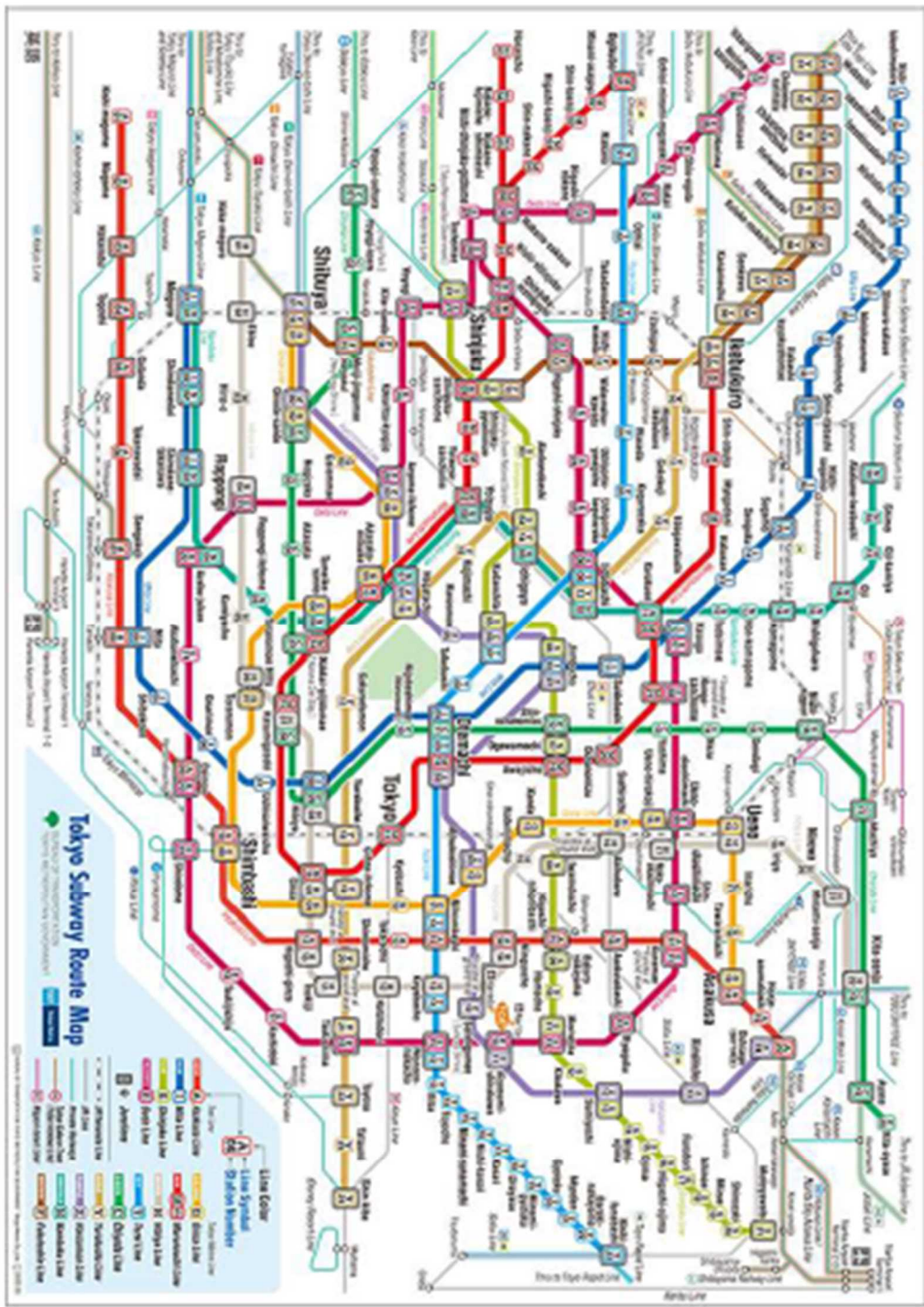


<https://www.tgt-kioicho.jp/shop/>

(Subway Map)

<https://www.tokyo-metro.jp/en/subwaymap/index.html>

Tokyo Subway Map



Immigration Procedures



Advance Preparation

1. Check your visa: Find out if you need a visa to enter Japan. If you do, make sure to get it before your trip.

2. Use Visit Japan Web: Register with "Visit Japan Web" before you travel. This will help make your immigration and customs process faster and easier.

(Link) <https://services.digital.go.jp/en/visit-japan-web/>
(How to register Visit Japan Web)
<https://services.digital.go.jp/en/visit-japan-web/guide/>

3. Prepare necessary documents: Make sure you have your valid passport, visa (if needed), immigration card, and any other required documents ready.



1. Quarantine:

When you arrive in Japan, you will go through quarantine first. Staff may ask you some questions about your health.



2. Immigration:

Show your passport and Immigration card to the officer. If needed, you may also have to show your visa.



3. Baggage Collection:

After Immigration, pick up your baggage.



4. Plant and Animal Quarantine:

There will be a check for plants and animals. Please make sure your items follow the rules.



5. Customs Procedures:

You will fill out a customs form, and your items will be checked. You may need to pay taxes if required.



6. Arrivals Gate:

After you finish all the steps, go out to the arrivals lobby. Someone with a sign showing your name will be waiting for you.

Welcome to Japan and Enjoy Your Stay



ON THE DATE OF YOUR ARRIVAL IN TOKYO

Move to the hotel in Tokyo:

As you exit the airport, a representative from the Japanese agency will be there to greet you. Simply follow their guidance to reach your hotel from either Haneda or Narita Airport. Rest assured, all transportation costs for ASEAN representatives are fully covered by the project budget.

Please note that the project budget does not cover transportation for observer participants and their family members, so please arrange transportation for them. We recommend they use a taxi from Haneda Airport and a Limousine bus and subways from Narita Airport. (Please get in touch with us if you wish to know the access to the hotel from the airport in Tokyo in more detail.)

Check-in at the hotel:

Upon arrival at the hotel, please check in at the reception desk. Check-in will be available from 15:00. Show your passport and provide the required information. A member of the project operations team will be available to assist you upon check-in.

After Check-in at the Toshi Centre Hotel Tokyo:

Once you have checked in at the hotel, please give your original boarding pass for your flight to Tokyo and the receipt for your travel insurance (covering January 26 to February 1, 2026) to SHISHIDO.

A daily allowance, which can be used for dinner and other needs, will be paid to the nominated representatives upon your arrival at the hotel. If the representatives have already sent SHISHIDO a copy of your travel insurance receipt, the amount will be reimbursed in Japanese Yen at the current exchange rate on your purchase date.

Lunch and dinner on your arrival day are not included in the hotel package, allowing you to explore and enjoy nearby local restaurants.

Welcome to Japan and Enjoy Your Stay



ON THE DATE OF YOUR DEPARTURE FROM TOKYO

Breakfast on February 1 is included with your hotel reservation. You can enjoy breakfast at the hotel restaurant between 6:45 a.m. and 9:30 a.m.

When leaving the hotel, plan to arrive at the airline counter at Haneda or Narita Airport at least two hours before your flight. Morning and daytime traffic in Tokyo can be heavy, so allow enough time for your trip. It usually takes about 60 minutes to reach Haneda Airport and about two hours to reach Narita Airport from the hotel.

Check-Out from the Hotel:

Please check out at the hotel reception by 11:00 a.m. If you have purchased any products or services from the hotel, you are responsible for payment at check-out.

Move to the Airport:

A representative from a Japanese agency will provide instructions on how to get to the airport at the hotel exit. Please kindly follow her/his guidance. Rest assured, the project budget has already covered the transportation fee.

The project budget does not cover transportation for observer participants or their family members, so please arrange their travel. We recommend taking a taxi from the hotel to Haneda Airport, and the subway and a Limousine bus to Narita Airport. [If you need more details about getting from the hotel to the airport, please contact us.](#)

After Check-In at Haneda or Narita Airport (February 01):

After you check in for your return flight, please send a photo of your boarding pass via WhatsApp to SHISHIDO. We need this for the project financial report to the Japan Sports Agency (JSA).



Welcome to Japan and Enjoy Your Stay



The hotel restaurant offers Halal meals for Muslim guests.

A **buffet breakfast** is included with your hotel reservation. You can enjoy breakfast at the hotel restaurant starting at 6:45 a.m.

Lunch is reserved for all ASEAN representatives and observers during the workshop from January 27 to 31. Please have lunch at the hotel restaurant or enjoy lunch box at pertinent location.

For **dinner**, ASEAN participants are free to choose where to eat based on your preferences. For safety, the organising committee recommends going out in groups instead of alone. If you choose to have dinner at the hotel restaurant, please note that it is not included in your hotel package and must be paid for separately. The daily allowance given to all ASEAN representatives may be used to cover dinner expenses during the workshop.

Welcome to Japan and Enjoy Your Stay



GENERAL INFORMATION ON HALAL RESTAURANTS IN TOKYO

- (Japan Muslim Guide) <https://muslim-guide.jp/restaurant/city/tokyo/>
- (Tokyo Portfolio) <https://tokyoportfolio.com/articles/halal-food-tokyo-a-guide-for-muslims/>
- (Halal Restaurants In Tokyo) https://www.tripadvisor.co.uk/Restaurants-g298384-zfz10751-Tokyo_Tokyo_Prefecture_Kanto.html
- (Halal Food In Japan: Tokyo, Akasaka Area) <https://www.halalfoodinjapan.com/restaurant/Tokyo/AREAL2133/>
- (The top 10 halal restaurants in Tokyo) <https://www.timeout.com/tokyo/restaurants/the-best-halal-restaurants-in-tokyo>

HALAL RESTAURANTS (EASY ACCESS FROM THE HOTEL)

- (BOSPHORUS HASAN Ichigaya Ten) <https://tabelog.com/en/tokyo/A1309/A130904/T3048513/>
- (Siddique Hanzomon store) <https://muslim-guide.jp/restaurant/siddique-hanzomon-store/>
- (Tokyo Halal Deli & Cafe Restaurant Sophia University Store) <https://muslim-guide.jp/restaurant/tokyo-halal-deli-sophia/>
- (Tendon Semmon Ginza Itsuki) https://www.tripadvisor.co.uk/Restaurant_Review-g14129573-d13225761-Reviews-Tendon_Semmon_Ginza_Itsuki-Ginza_Chuo_Tokyo_Tokyo_Prefecture_Kanto.html
- (Asakusa Sushiken) https://www.tripadvisor.co.uk/Restaurant_Review-g14134311-d3761246-Reviews-Asakusa_Sushiken-Asakusa_Taito_Tokyo_Tokyo_Prefecture_Kanto.html

Welcome to Japan and Enjoy Your Stay



GENERAL INFORMATION ABOUT JAPAN

- **OFFICIAL COUNTRY NAME:** JAPAN
- **POPULATION:** APPROX. 123.36 MILLION PEOPLE
- **CAPITAL:** TOKYO
- **LANGUAGE:** JAPANESE IS THE OFFICIAL LANGUAGE.
- ENGLISH IS SPOKEN IN SOME AREAS, NOT WIDELY SPOKEN.
- **CURRENCY:** YEN. AS OF JANUARY 5, 2026, 1 USD = 157.28 JPY.



- **TIME DIFFERENCE** (COMPARED TO JAPAN LOCAL TIME):
 - **TIMOR-LESTE: NO DIFFERENCE**
 - **BRUNEI DARUSSALAM, MALAYSIA,**
 - **PHILIPPINES AND SINGAPORE: + 1 HOUR**
 - **CAMBODIA, INDONESIA, LAOS, AND THAILAND: +2 HOURS**
 - **MYANMAR: + 2 HOURS AND 30 MINUTES**



- **CLIMATE IN TOKYO IN LATE JANUARY:**

THE AVERAGE LOW TEMPERATURE IS 0-2°C.

THE AVERAGE HIGH TEMPERATURE IS 7-10°C.

AVERAGE PRECIPITATION IN JANUARY IS 59.7 MM.

January is typically the coldest month of the year and a comparatively dry.

It gets very cold in Tokyo in late January, both during the day and at night. We strongly recommend packing long-sleeved shirts, thick jackets, sweaters, scarves, beanies, and gloves, especially for outdoor activities and evening outings, to protect against the intense cold in Tokyo.



- **BUSINESS HOURS:**

(MINISTRIES AND AGENCIES) 9:00-17:00 / MON.-FRI.

(BANK) 9:00-16:00 / MON.-FRI.

(SHOPS) 10:00-21:00 (GENERALLY)

(RESTAURANT) 11:00-22:00 (GENERALLY)

(CAFE) 07:00-19:00 (GENERALLY)



Welcome to Japan and Enjoy Your Stay

GENERAL INFORMATION ABOUT JAPAN



VOLTAGE: 100V, 50HZ IN TOKYO

PLUG: Japan primarily uses Type A and Type B plugs, with Type A being the most common.
(Information) <https://www.japan-guide.com/e/e2225.html>



DRINKING WATER: Commercially available mineral water is preferable.

TAX: A 10% consumption tax is charged in most cases at restaurants and supermarkets, except for an 8% tax on takeaway drinks and foods from restaurants.



HOW TO MAKE AN INTERNATIONAL CALL FROM JAPAN:

Hotel's external number + 00 + country code
+ destination number (excluding leading 0)

Alternatively, dial 010, then the country code, area code, and local number.

(Information) https://www.japan-guide.com/e/e2223_how.html

POLICE: 110

FIREFIGHTING: 119

AMBULANCE: 119

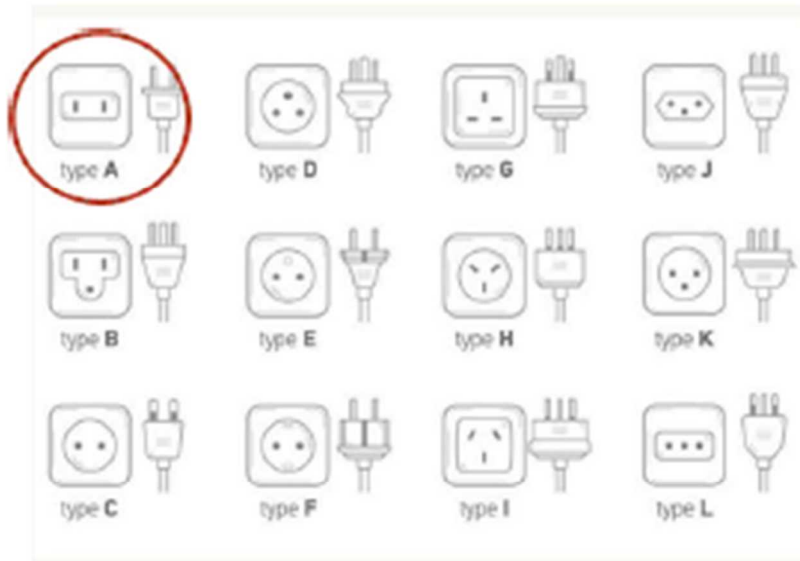


TO HELP PREVENT INJURY AND ILLNESS:

1. Stay hydrated by drinking mineral water, tea, or similar beverages regularly.
2. Bring with you regularly taken medications.
3. Protect yourself from the cold by using appropriate cold-weather gear.
4. Take measures against dry air, such as using hand cream.
5. Wear warm clothing and comfortable shoes.
6. If you feel unwell, please contact the Operations staff promptly.

Welcome to Japan and Enjoy Your Stay

GENERAL INFORMATION ABOUT JAPAN



In Japan, the standard household power supply is 100V. Most electrical appliances from other countries are not designed for this voltage, so you cannot use them in Japan without making adjustments. If you plug them into a 100V outlet, they may not work properly or could even break. To use appliances that need a different voltage, you will need a transformer to change the 100V supply to the voltage your appliance requires. For instance, if your appliance runs on 220V, you should use a transformer to convert the 100V to 220V. Because many foreign appliances require a higher voltage than is available in Japan, a step-up transformer is often necessary.

For example, cell phones, laptops and other low-power devices usually do not need a transformer if you use the AC adapter that comes with them. Always check the voltage range printed on the adapter. If the voltage matches the local supply, you can use the device without a separate transformer.

Recommendations



WHAT TO BRING TO TOKYO, JAPAN

- ① **PASSPORT AND ITS COPY**
- ② **AIR TICKET (E-TICKET COPY)**
- ③ **SMALL AMOUNT OF CASH (FOR DINNER, DRINKS AND NECESSITIES)**
PLEASE NOTE THAT US DOLLARS ARE NOT ACCEPTED IN JAPAN.
- ④ **CREDIT CARD (OPTIONAL).** MOST PLACES IN JAPAN ACCEPT CREDIT CARDS.
- ⑤ **OVERSEAS TRAVEL INSURANCE CERTIFICATE (IF ANY)**
- ⑥ **CELL PHONE**
- ⑦ **LAPTOP AND ANY NEEDED ACCESSORIES, SUCH AS A USB TO HDMI ADAPTER.**
- ⑧ **CAMERA (IF NECESSARY)**
- ⑨ **EXTENSION CORD FOR CONNECTING YOUR DEVICES AT THE WORKSHOP VENUE.**
- ⑩ **PLUG ADAPTERS FOR TYPE A AND B OUTLETS.**
- ⑪ **STEP-UP TRANSFORMER**
IF YOU NEED TO USE 200/220V ELECTRICAL DEVICES IN YOUR ROOM.
- ⑫ **NOTEBOOK AND PENS FOR TAKING NOTES.**
- ⑬ **FORMAL OR TRADITIONAL CLOTHING AND SHOES FOR CEREMONIES.**
- ⑭ **WARM CLOTHES AND SHOES FOR THE WORKSHOP AND SITE VISITS.**
- ⑮ **LONG-SLEEVED CLOTHING TO KEEP YOU WARM.**
- ⑯ **ANY DAILY NECESSITIES YOU ARE USED TO.**
- ⑰ **YOUR REGULAR MEDICINES**
- ⑱ **OTHERS**
- ⑲ **CONTACT NUMBERS FOR YOUR FAMILY**

⑳ To stay connected to the internet while exploring Tokyo, you can buy an **international data plan** before your departure for Tokyo. You can also rent Wi-Fi when you arrive at Haneda or Narita airports in Tokyo. Below are links with more information on the services available at each airport. Use the link as needed, choosing the one that matches your arrival point.

(Haneda Airport) https://tokyo-haneda.com/en/service/facilities/cellular_phone_rental.html

(Narita Airport) <https://www.narita-airport.jp/en/service/internet/rental/>

Please make sure to keep track of your belongings while you are in Tokyo and during your travels.



Recommendations

INFECTIOUS DISEASE (SUCH AS INFLUENZA)



PREVENTION MEASURES AND REQUESTS TO PARTICIPANTS

Nippon Sport Science University (NSSU) requests that all participants take necessary measures to ensure that all persons can participate in the workshop safely. We would like to ask all participants to cooperate in infectious disease prevention measures in accordance with the local restrictions applied in Japan.

<PREVENTION MEASURES: RECOMMENDED>

All participants and staff should take steps to stay healthy, such as wearing a mask, washing hands, and using hand sanitiser when needed.

SAFETY MEASURES (1):

Before departure, thoroughly collect information about your destination from the Ministry of Foreign Affairs Overseas Safety website (if any) and the website of the embassy or consulate general of your country in Japan and prepare for emergencies and gather the necessary information to protect your own safety.

If a major disaster or incident happens overseas and is reported in your country, your family and friends may worry about you. Before you leave, share your contact details, travel dates, where you will stay, and your social media accounts with your family or office. Keep in touch with them regularly while you are in Japan. We hope you have a safe and enjoyable stay.



Recommendations

SAFETY MEASURES (2):

① OBEY LOCAL LAWS AND RESPECT LOCAL CUSTOMS.

Of course, in Japan, we are required to comply with local laws and regulations. The laws of each country are closely tied to that country's customs and culture, so what may be considered a relatively minor crime in your own country may be a severe crime in another country. During your stay, always abide by Japan's laws, regulations and be considerate of local customs.

② DO NOT APPROACH DANGEROUS AREAS.

Some places might seem safe, but can be risky at certain times. Collect information from the operation staff of NSSU in advance on which areas have higher crime rates and avoid them. If you want to eat out at night, it's safer to go with others instead of alone. In case some issues happen, please soon contact SHISHIDO via WhatsApp or any means.

③ YOUR LIFE IS THE MOST IMPORTANT.

In many countries, crimes can involve weapons and groups. If you are robbed, do not resist or provoke the criminal, as this can increase the risk of harm.

Your safety is the most important thing.

Participants without overseas travel insurance have sometimes faced high costs for emergencies like illness, injury, or theft. To avoid unexpected costs and concerns, we recommend purchasing travel insurance with sufficient coverage before you leave your country.

Recommendations

FOR YOUR LOCAL TRANSPORTATION IN TOKYO:

The Uber taxi app is an easy way to get around Tokyo. If you want to go out for dinner, it's a good choice. You don't need to know Japanese, and you can see the fare before you ride, so it's a safe option.

Download the app before your trip and try it out so you know how it works. Below are links to the official website and some video guides to help you get started.

Feel free to use these resources for reference.

(Uber Taxi Official Site) <http://www.uber.com/global/en/cities/tokyo-tokyo-jp/>



(Video tutorials) <https://www.youtube.com/watch?v=E4Ei3Tl3taQ>

<https://www.youtube.com/watch?v=KnUGB93g8>

(Emergency contact) WhatsApp call to Mr.SHISHIDO

資料9 令和7年度事業活動の様子(写真)



ASEAN 障がい者スポーツ国際会議 岡出教授登壇 (25年6月)



ASEAN 障がい者スポーツ国際会議 事業関係者 (25年6月)



パネル・ディスカッション (25年6月)



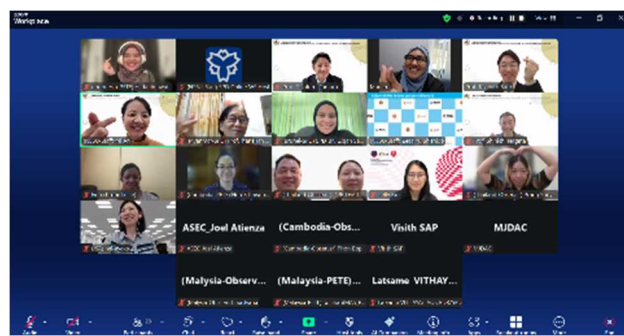
第8回 ASEAN スポーツ高級実務者会合 (25年10月)



8th SOMS+Japanにおける岡出教授発表 (25年10月)



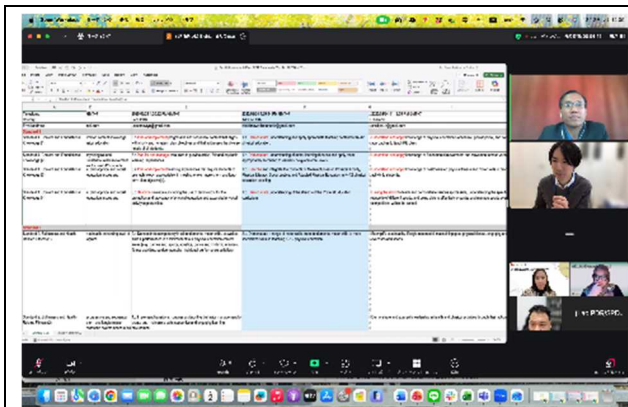
インドネシア SOMS と岡出教授 (25年10月)



障がい者スポーツ オンライン・ワークショップ (25年11月)



体育教師教育 オンライン・ワークショップ (25年12月)



ASEAN 体育教師教育スタンダードに関する議論 (25 年 12 月)



スポーツ庁表敬訪問 (26 年 1 月)



スポーツ庁に対する ASEAN 関係者からの謝意 (26 年 1 月)



第 3 回対面式ワークショップ グループでの議論 (26 年 1 月)



体育教師教育スタンダード グループ・ワーク (26 年 1 月)



特別支援学校体育 (イモムシラグビー) (26 年 1 月)



ミライの体育館®におけるエアホッケーの体験 (26 年 1 月)



特別支援学校体育授業視察 教員との懇談後 (26 年 1 月)

資料 10 参考情報（順不同）

- ASEAN: <https://asean.org/>
- ASEAN Workplan on Sports 2021-2025 :
<https://nittai.sharepoint.com/:b:/s/2025ASEAN2/IQApc3WIKJ6kQqKCeklGfzQoAa8eOvIXFnTpnwYxSrd8bzk?e=2cEkpy>
- ASEAN 2045 Our Shared Future :
<https://nittai.sharepoint.com/:b:/s/2025ASEAN2/IQDWst-n7TeoQ5kFlNwjbkkVAWBmLxmS3IN1VoGeUzKyvw0?e=HyGHzz>
- ASEAN Socio-Cultural Community Trend Report – Promoting Inclusive HRD Strategies to Sustain Productivity :
<https://asean.org/serial/asean-socio-cultural-community-trend-report-promoting-inclusive-hrd-strategies-to-sustain-productivity/?fbclid=IwY2xjawOtntBicmlkETFVTzB3YUNESFZnak84R0puc3J0YwZhcHBfaWQQMjlyMDM5MTc4ODIwMDg5MgABHpcrCyr9GhHibxspnknhENlpc8LtZe85VwM1IRV34d73dlz894l21YvdFsX>
- ASEAN PERSONS WITH DISABILITIES IN SPORTS CONFERENCE 2025 Joint Statement :
https://drive.google.com/file/d/1I4vdkhJ2GKohc97hy-E_1hBHH_QcuUsP/view?usp=sharing
- スポーツ庁 : <https://www.mext.go.jp/sports/>
- 第3基スポーツ基本計画 :
https://www.mext.go.jp/sports/b_menu/sports/mcatetop01/list/jsa_00004.html
- スポーツ国際展開基盤形成事業 :
https://www.mext.go.jp/sports/content/000021330_20220317_3.pdf
- 平成29年改訂小学校学習指導要領英訳版（仮訳）体育
The Course of Study for Elementary School: Preamble <English> :
https://www.mext.go.jp/content/20250325-mxt_kyoiku01-000005241.pdf
- 平成20年度改訂中学校学習指導要領英訳版（仮訳）（仮訳）保健体育
The Course of Study for Health & Physical Education for Secondary School <English> :
https://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2011/04/11/1298356_8.pdf
- 日本体育大学 : <https://www.nittai.ac.jp/>
（英語版） : <https://www.nittai.ac.jp/eng/>
- スポーツ国際政策推進基盤の形成：政府間会合の合意事項の履行 :
<https://www.nittai.ac.jp/asean/>
- 筑波大学 : <https://www.tsukuba.ac.jp/>
- TIAS2.0 : <https://tias.tsukuba.ac.jp/>
- ASEAN Magazine “Sports for All” : <https://asean.org/wp-content/uploads/2023/01/Copy-of-Issue-25-Sports-for-All-Digital-Version.pdf>
- ASEAN Magazine “Breaking Barriers: Disability Rights and Inclusion in ASEAN” :
<https://theaseanmagazine.asean.org/edition/breaking-barriers-disability-rights-and-inclusion-in-asean/>
- ASEAN Magazine “Caring Communities: ASEAN’s Response to Ageing Challenges” :

- <https://theaseanmagazine.asean.org/edition/6974/>
- "The-ASEAN-Issue-No.38-Innovate-to-Educate.pdf" :
<https://drive.google.com/file/d/1dEE1S8pCAYtofZWA4JARx8-TfWed2Lwb/view>
- ASEAN Foreign Ministers' Decision on Enhancing ASEAN Relations with External Parties :
<https://nittai.sharepoint.com/:b/s/2025ASEAN2/IQBxQebohZDnQZyJXQO0ppZKAUSa2VdCsEIkTis-o9uXq0Y?e=rbXJ4t>
- UNESCO : <https://www.unesco.org/en>
- UNESCO Fit for Life: sport powering inclusive, peaceful, and resilient societies :
<https://unesdoc.unesco.org/ark:/48223/pf0000379910>
- "How to influence the development of quality physical education policy: a policy advocacy toolkit for youth" : <https://unesdoc.unesco.org/ark:/48223/pf0000375423>
- UNESCO Open call for submissions: Good practices for accelerating progress towards SDG 4 :
https://www.unesco.org/sdg4education2030/en/articles/open-call-submissions-good-practices-accelerating-progress-towards-sdg-4?fbclid=IwY2xjawLj5ARleHRuA2FlbQIxMABicmlkETFmUIj3TUM4Y2N6bVRRZjRIAR6Zkk5Eq7Ndo9PA10OlpN4hra6a6VLKOTj0dB6NI6-IjJNPTBPiguFuxLbMhQ_aem_1jsHHKE6QQyXLAKVM_Jgqg
- International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS) :
<https://iahpeds.org/>
- Society of Health and Physical Educators (SHAPE America) : <https://www.shapeamerica.org/>
- 外務省（ODA）カンボジア王国 国立体育・スポーツ研究所（NIPES）体育科コース4年制大学化プロジェクト（第1年次） :
https://www.mofa.go.jp/mofaj/gaiko/oda/region/e_asia/cambodia/page24_000098.html
- 国際協力機構 緒方貞子平和開発研究所『未来ある子どもたちに「新しい体育」を一体育がつなげた仲間たちのカンボジア体育の変革』 :
https://www.jica.go.jp/jica_ri/publication/projecthistory/1536547_24094.html
- 特定非営利活動法人アジア科学教育経済発展機構 マレーシア国全人教育推進プロジェクト（MAKMur）業務完了報告書（第1期） :
<https://openjicareport.jica.go.jp/pdf/12380697.pdf>
- 日本スポーツ振興センター SDGs 達成へ向けたスポーツの活用ガイドブック「Bridging the Divide」（日本語版） :
<https://drive.google.com/drive/u/0/folders/1OZzHd5mQfQdZ8rhDqQHnpleAKIMVpx1O>
- 日本スポーツ振興センター SDGs 達成へ向けたスポーツの活用ガイドブック「Bridging the Divide」（英語版） :
<https://drive.google.com/drive/u/0/folders/1OZzHd5mQfQdZ8rhDqQHnpleAKIMVpx1O>
- Brunei Darussalam Sports Action Research 2023-2025 :
https://drive.google.com/file/d/1WxMGc_JGQV0ygkPK0ckC1IEUZMjZ70xt/view?usp=sharing
- Malaysia Education Blueprint 2013-2025 :
https://planipolis.iiep.unesco.org/sites/default/files/ressources/malaysia_blueprint.pdf

- Malaysian Ministry of Education “Inclusive Pedagogy Implementation Guide” :
<https://drive.google.com/file/d/1EzL-SJCKudUzen8DOeb2dbxHJGdqn14q/view?usp=sharing>
- Singapore PHYSICAL EDUCATION SYLLABUS (Primary, Secondary & Pre-University) :
<https://drive.google.com/file/d/1Z2yfgkouk-6ncxTShWUElbSecJipuEwX/view?usp=sharing>
- Singapore EXERCISE AND SPORTS SCIENCE (Upper Secondary, Express Course, Normal (Academic) Course) :
<https://drive.google.com/file/d/19DDavToIsCoijhMjAQeJ5SQLh4cqIJkk/view?usp=sharing>
- SEAMEO SEN : Disability-Inclusive Education in Southeast Asia
<https://nittai.sharepoint.com/:b:/s/2025ASEAN2/IQAI75PUwJxYRbP57T5V3cz-AYcrf5Uk8Vs9rvtu1pdBarU?e=KnBfYE>

以上

スポーツ庁委託事業 令和7年度スポーツ国際展開基盤形成事業

「スポーツ国際政策推進基盤の形成：政府間会合の合意事項の履行 A タイプ」事業報告書

日本体育大学

プロジェクトリーダー：岡出 美則

〒158-8508

東京都世田谷区深沢 7-1-1

TEL：03-5706-0900 FAX：03-5706-0823

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