

Community Empowerment Program (CEP) 2021
JICA Special Project



HAPI-IE GUIDEBOOK ON

PROMOTING PHYSICAL ACTIVITIES OF
PERSONS WITH AUTISM, INTELLECTUAL DISABILITIES
AND PSYCHOSOCIAL DISABILITIES IN
ASEAN COUNTRIES TO COPE DURING COVID-19



HAPI-IE Guidebook on Promoting Physical Activities of Persons with Autism, Intellectual Disabilities and Psychosocial Disabilities in ASEAN Countries to Cope during COVID-19

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Preface

It gives me great pleasure to congratulate you on the success of the three workshops and the creation of this Guidebook.

This project was implemented under the so-called JICA's Community Empowerment Program (CEP), which intends to support grassroots activities at a community level in line with COVID-19. I was deeply impressed to see children with special needs doing exercises and various kinds of games with smiles in the workshops and the video clips. I believe this Guidebook will be valuable for all children with special needs and their parents in ASEAN countries because it is a compilation of project participants' knowledge, experiences and, especially, affection for children. The most outstanding outcome of this project is the strengthened network and connection among the ASEAN countries. We found that we can communicate together, exercise together and laugh together even this COVID-19 pandemic.

I'd like to thank APCD, Dr. Sawae, and the Japanese resource person team from the University of Tsukuba, as well as all of the other organizations involved, for your efforts and contributions to the project.

I hope you will enjoy the exercises with this Guidebook at home!



Mr. Morita Takahiro
Chief Representative of JICA Thailand Office

I study and practice motor development support for children with disabilities at the University of Tsukuba in Japan.

At the end of April 2020, schools and many other institutions in Japan were required to refrain from going outside, and activities that were organized for children with developmental disabilities had to be closed. Soon after the closure, parents of children with developmental disabilities, whom are participants in our activities, complained that their children were eating excessively when they were at home, they did not want to move, they felt anxious because they no longer had routine activities to do, and that they became more particular. The parents themselves were also feeling stressed and anxious about how to deal with this situation, which they had never experienced before. So, I gathered my colleagues and created a plan to help children with developmental disabilities enjoy physical activity and live a healthy lifestyle during these circumstances. This plan was to do online activities. Although I am not technologically advanced so I learned about information and communication technology through trial and error, while keeping the children and parents in mind. Necessity is the origin of learning.

The content of this Guidebook is based on the experiences of my myself and my colleagues. Of course, you don't have to do it exactly as it is written here in the guidebook, you can modify the contents to make it fun for the children participating. My colleagues and I have tried and failed many times, so we would like you to try many times and upgrade the contents to something better for the children. Your trials and upgraded contents will be a source of improvement for us.



Sawae Yukinori Ph.D.

Associate Professor
Clinical Developmental Psychologist, Faculty of Health & Sport Sciences
The University of Tsukuba

APCD appreciates the Japan International Cooperation Agency (JICA) and the University of Tsukuba for their great collaboration and contribution to the project “Promoting Physical Activities of Children with Autism, Intellectual Disabilities, and Psychosocial Disabilities in ASEAN Countries to Cope during COVID-19”.

The significant outcome of the project is a Guidebook for empowering parents of children with invisible disabilities to promote their children’s physical activities. The Guidebook is available in English as well as in the languages of the ASEAN member countries. We believe that the Guidebook will be resourceful to help the target group in our ASEAN region have healthy lives during and after the pandemic of COVID-19.

We thank all the ASEAN partners, including members of the ASEAN Autism Network, the United Intellectual Disability Network in the Mekong Sub-region, the Association of Mentally Ill of Thailand, the Thai Association for Persons with Intellectual Disability, and the Thai Autistic United Association. They actively participated in each workshop and suggested improvements to the Guidebook. Unfortunately, colleagues from Brunei and Singapore were unable to participate on this project. We believe that the project will be more perfect if both countries could join.

We are confident that the project will serve as a model for how to work with various partners and networks in Japan and ASEAN countries to make positive changes for persons with disabilities and the elderly during the current COVID-19 crisis in our region.



Mr. Piroon Laismit
APCD Executive Director

Chapter 1

Introduction

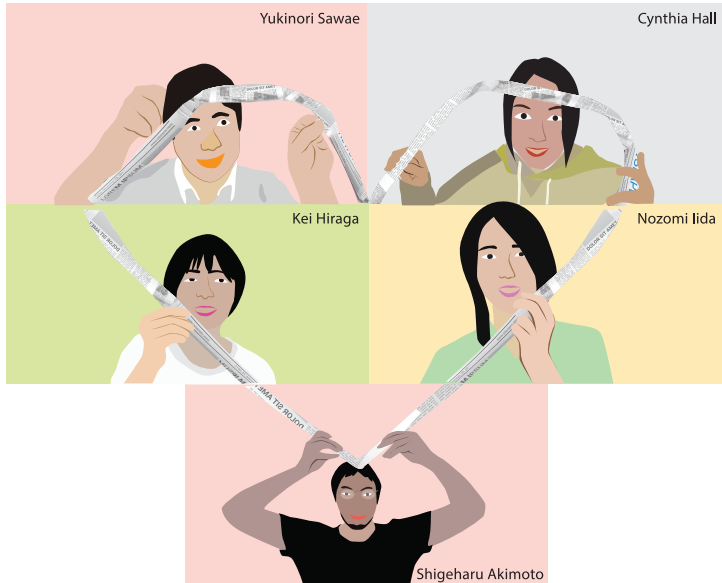
What is CEP?

Community Empowerment Program (CEP) launched to support and empower vulnerable groups including persons with disabilities that have been affected by the COVID-19 pandemic on a grassroots level.

How were the resources mobilized?

The funding for CEP was granted by the Japan International Cooperation Agency (JICA) Thailand Office. APCD facilitated and implemented the project, and the University of Tsukuba provided technical support for knowledge transfer. The three parties work closely together on planning, implementing, and monitoring.

Why do we carry out this CEP for children with disabilities and their families in ASEAN Countries to cope during COVID-19?



Japanese resource person team

During the COVID-19 pandemic, many children are in an unhealthy situation in both physically and mentally, which is a concern for their families.

They consume unhealthy food, sit or lie down, play on mobile devices, and go to sleep. They are likely to gain weight and become frustrated.

Furthermore, they have no interactions with their family and may act out their frustration on their family members.

**“United Nations Convention on the Rights of Persons with Disabilities”
Article 30: Participation in cultural life, recreation, leisure and sports**

People with disabilities have the same right as others to participate in and enjoy the arts, sports, games, films and other recreational activities. Therefore, physical activities should be accessible to all, including children with disabilities regardless of times or places.



This guidebook is a tool to encourage participation by children with Autism, Intellectual Disabilities, and Psychosocial Disabilities with their family members by utilizing a virtual platform during these COVID-19 situation. Please enjoy the exercises and make our children smile. Let’s go!

Chapter 2

How to use the Guidebook

Principles of the Guidebook

- 1) During the COVID-19 pandemic lockdown, the Guidebook aims to improve the quality of life and promote a healthy lifestyle through physical activities.
- 2) The Guidebook intends to encourage parents, family members, teachers/guardians to support and play with their children at home.
- 3) The Guidebook utilizes virtual interaction in order to deliver practical knowledge and exercises during the lockdown period caused by COVID-19, when in-person training and overseas travel are not available.
- 4) Although the project title is “Promoting Physical Activities for Children with Autism, Intellectual Disabilities, and Psychosocial Disabilities”, when we refer to them in this Guidebook, we use the words “Your Children”/“Your Child”.

Let's create online physical activities by using available materials that everybody has at home!

How to conduct physical activities on a Zoom platform

Zoom is a tele-communication program which is

- Free of charge within 40 minutes
- Easy and fun to use
- Popular
- Universal

• How to register your account with Zoom?

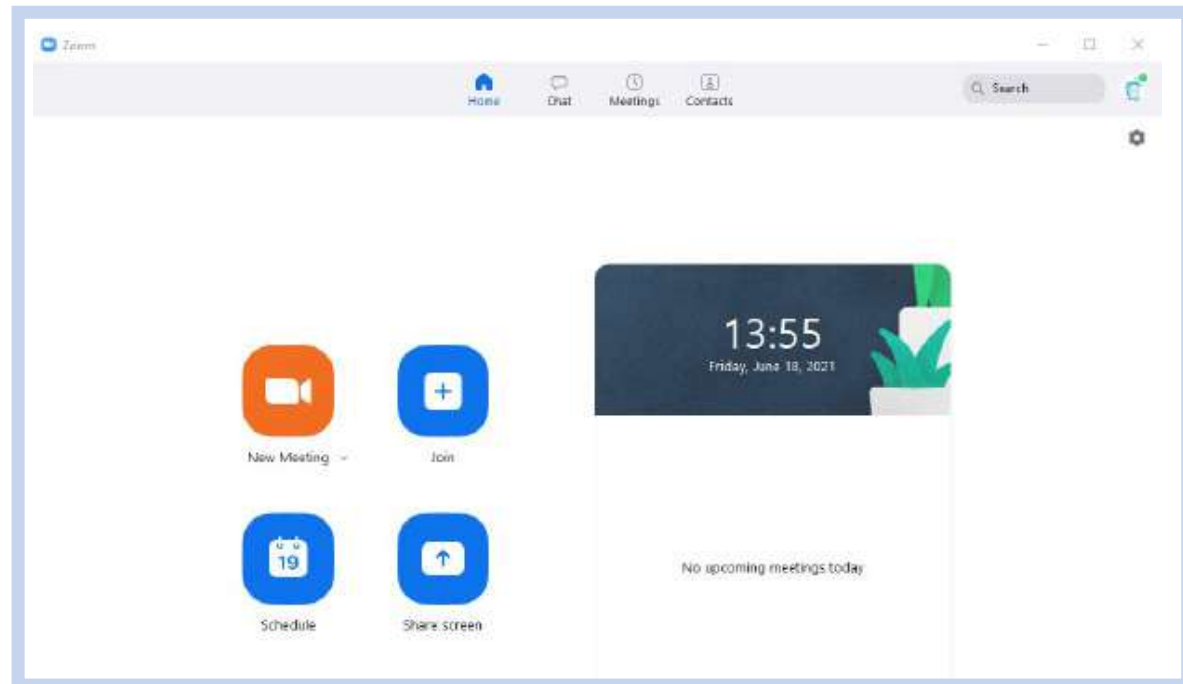
1. Download the application on Desktop or Mobile device
You can either sign up by:
 - Creating an account with your email address and password.
 - Sign in with SSO (Single Sign-On) function or your Google or Facebook account.
2. Log in.

• How to join a tele-program with Zoom?

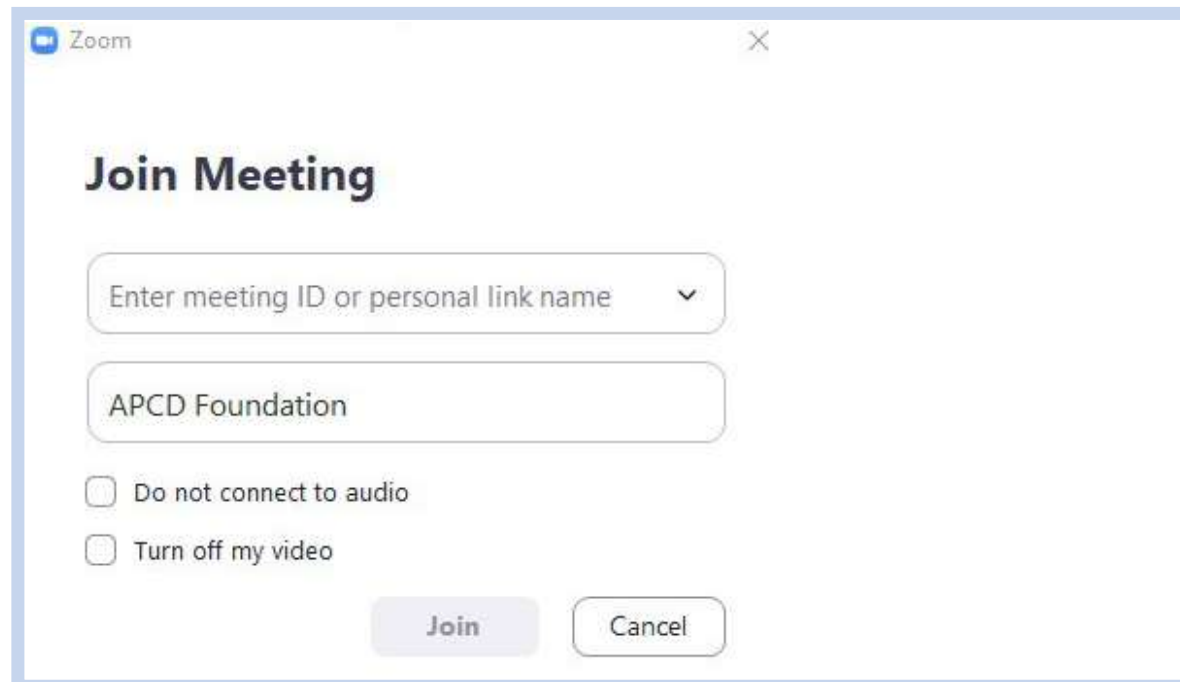
Join with the URL provided by the host.

Simply click the Link to enjoy via a meeting ID provided by the host

Step 1: Open the Zoom app and click on the “Join” icon.

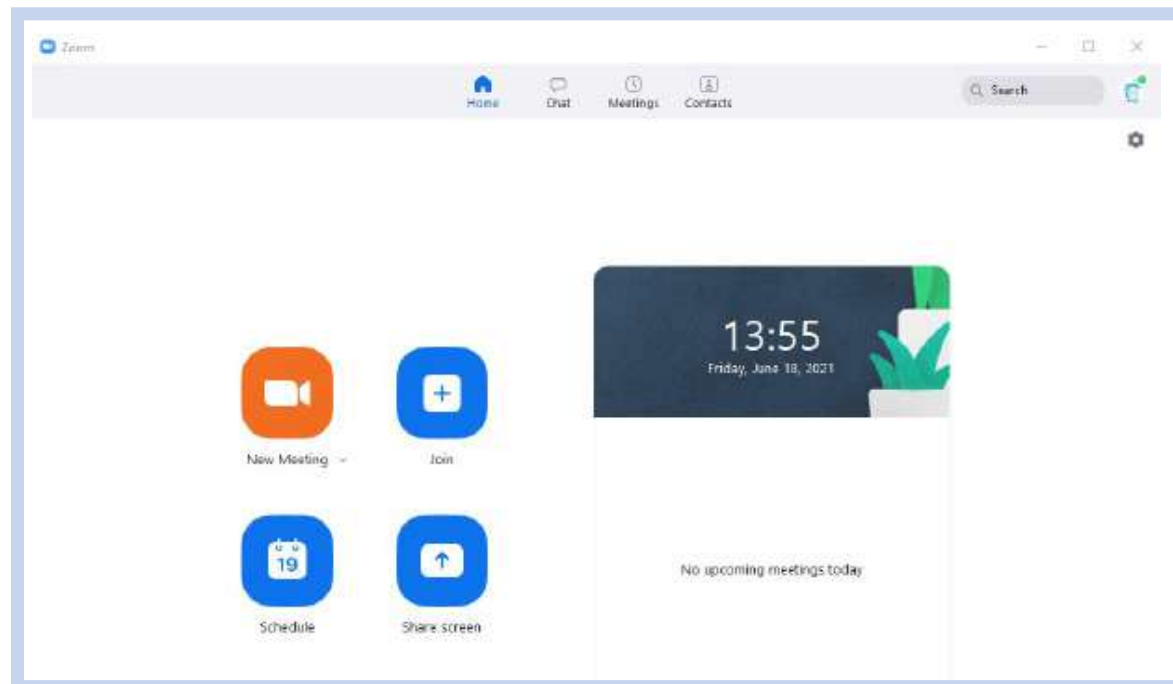


Step 2: Paste the Meeting ID in the box, add your display name and click on the “Join” button.

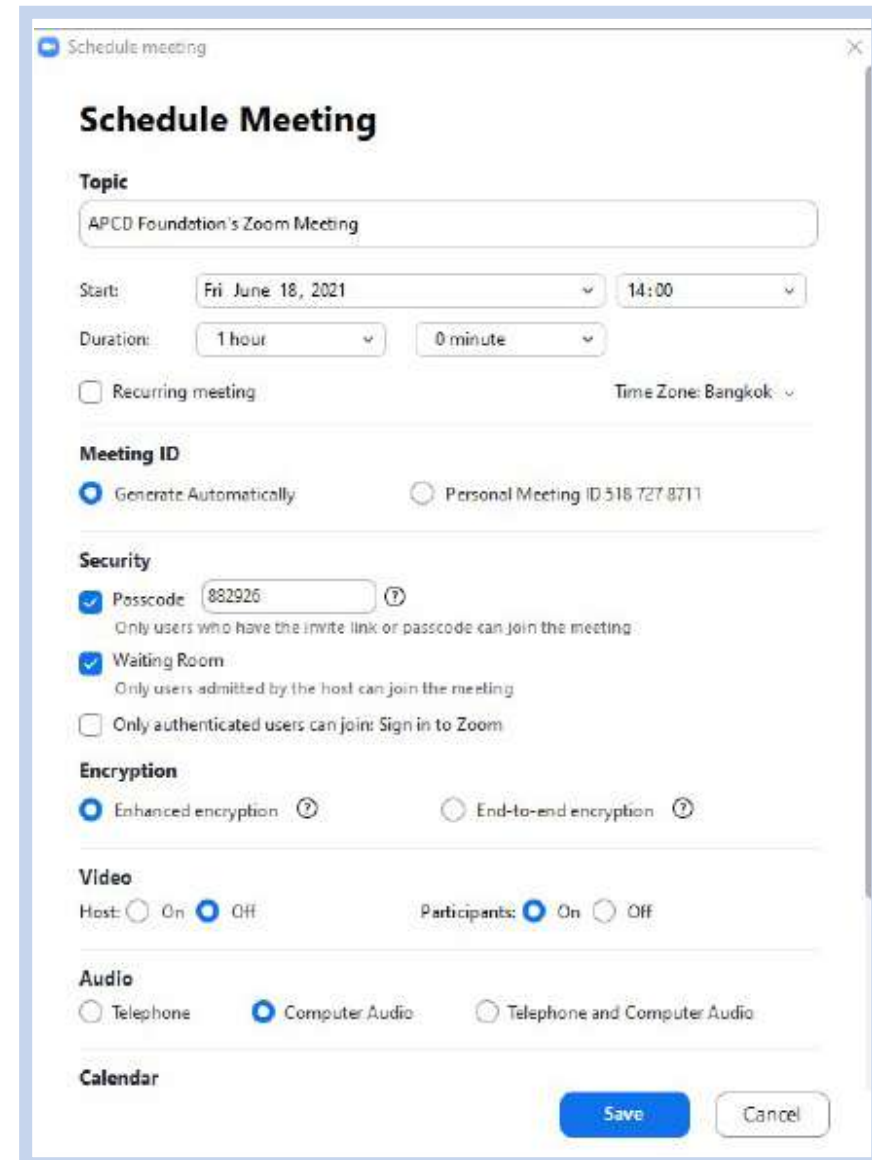


How To Schedule the Program with Zoom

Step 1: To set up the meeting, click on the calendar icon (labeled as “Schedule” in the program).



Step 2: Fill in the information on the “Schedule Meeting” pop up form.



The screenshot shows the 'Schedule Meeting' form in Zoom. The form is titled 'Schedule Meeting' and contains the following sections:

- Topic:** A text input field containing 'APCD Foundation's Zoom Meeting'.
- Start:** A date and time selector showing 'Fri June 18, 2021' and '14:00'.
- Duration:** Two dropdown menus showing '1 hour' and '0 minute'.
- Recurring meeting:** An unchecked checkbox.
- Time Zone:** A dropdown menu showing 'Bangkok'.
- Meeting ID:** Two radio buttons: 'Generate Automatically' (selected) and 'Personal Meeting ID 518 727 8711'.
- Security:** Three checkboxes: 'Passcode' (checked, value '882926'), 'Waiting Room' (checked), and 'Only authenticated users can join: Sign in to Zoom' (unchecked).
- Encryption:** Two radio buttons: 'Enhanced encryption' (selected) and 'End-to-end encryption'.
- Video:** Two sets of radio buttons: 'Host' (On, Off) with 'Off' selected, and 'Participants' (On, Off) with 'On' selected.
- Audio:** Three radio buttons: 'Telephone', 'Computer Audio' (selected), and 'Telephone and Computer Audio'.
- Calendar:** A section at the bottom with 'Save' and 'Cancel' buttons.

Step 3: Once you are done, click on the “Schedule” button at the bottom right of the screen.

Preparation of Teaching Materials

Objects found at home are recommended for the activities in the Guidebook. It is advisable to prepare the materials as following: newspaper, mask, tape, plastic bags, yoga mat etc. Physical activities should be fun, preferably without any expenses, and be something that children will want to do on their own. Meanwhile, electronic materials for virtual communication, personal computers/laptops, email addresses, internet connections and the Zoom platform are all that is needed here.

How to conduct the Virtual Event

- Create an event
- Send out the invitation link to the participants and/or those who are interested.
- Organize the workshop; conduct the activities for the workshop.
- Introduce the program; explain to the participants what they are going to do.
- Provide interpretation or explanation if necessary.
- Deliver the contents
- Finish with the contents and provide information on the upcoming activities.

Further information on the method, the process, and an example of the program is available in the “Appendix” section of the Guidebook.

Chapter 3

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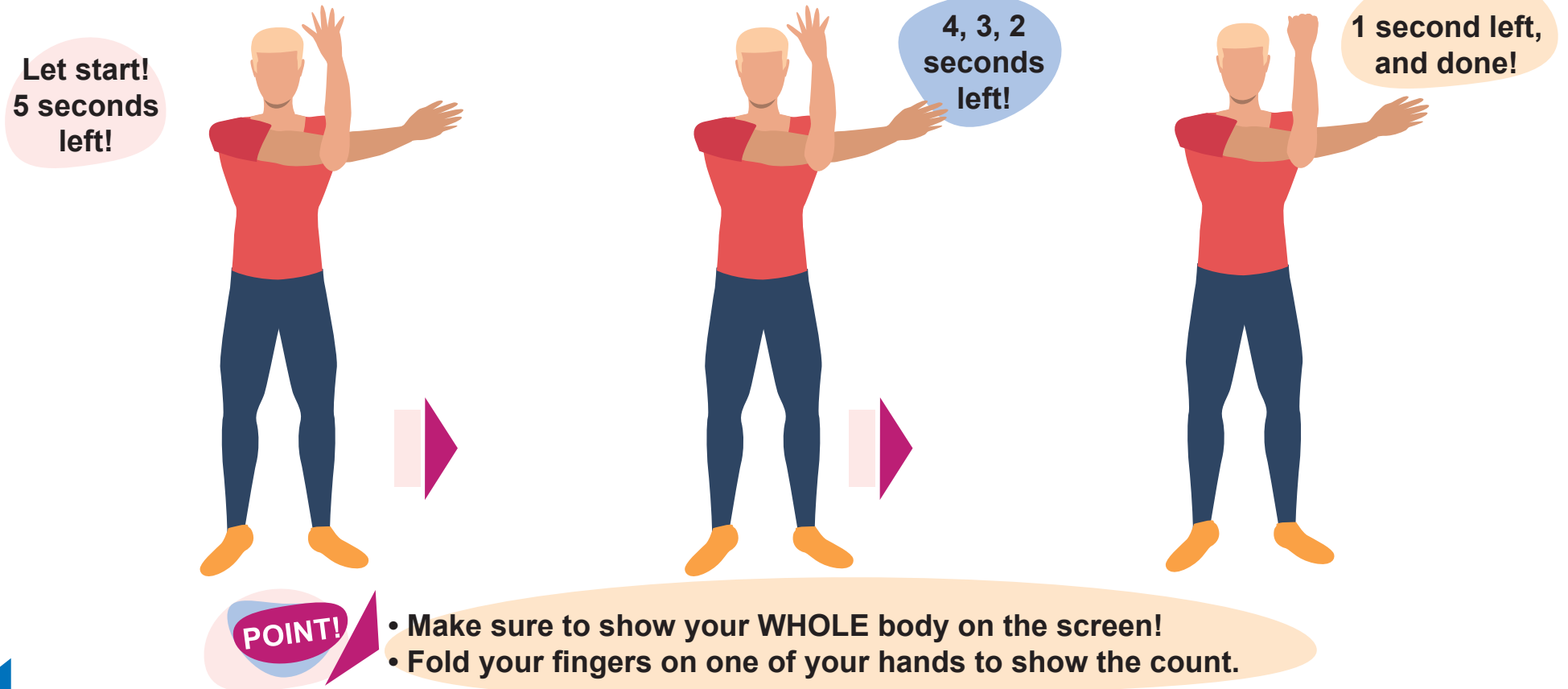
RECOMMENDED PHYSICAL ACTIVITIES

We appreciate the collaboration with the Japanese resource persons and our ASEAN partners to provide their inputs and share their feedbacks to develop simple, friendly, and fantastic activities for this Guidebook.

1) Warm-Up/Cool-Down

Stretch No.1

Concept: Let's stretch your limbs to prevent injuries!



If the movement is too difficult,

Break it down into smaller steps.

1. Straighten your left arm across your chest.
2. Straighten your right arm below the left arm.
3. Bend your right arm and keep your left arm in place, then the back of the right hand facing toward the camera.
4. Repeat the same pose but switch between left and right arm.



CLICK! <https://www.youtube.com/watch?v=zCs25aAWuNY>

Paste URL of the video here.

2) Warming-Up/Cool-Down Stretch No.2

Concept: Let's stretch your body's side to prevent any injuries!



If the movement is too difficult,

Divide it into several steps, similar to the one shown above.



CLICK!

Paste URL of the video here.
<https://www.youtube.com/watch?v=BAeT6TGpSVA>

3) Warm-Up/Cool-Down Yoga • Pose

Concept: Let's try to do lots of different yoga poses to prevent injury and to relax!



Standing-tree pose



Warrior pose



Push up pose

Set the time according to the child's physical conditions so that your child can exercise comfortably.

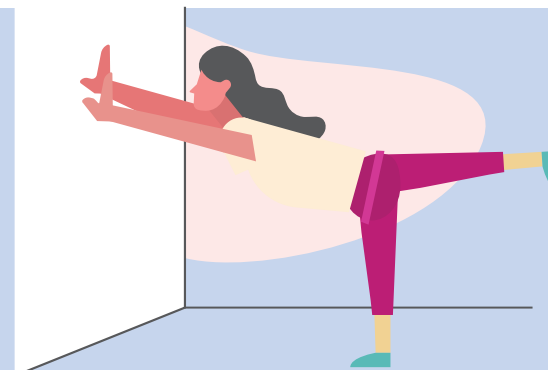
POINT

While stretching, it is recommended to have the entire body visible. Depending on the pose, you can also adjust the camera's angle to make it the most visible.

If the movement is too difficult.



Try to use a wall or another person to lean on.



Paste URL of the video here.

CLICK! https://www.youtube.com/watch?v=_UnwuiFBNgk

4) Juggling Game

Concept: Fill a bag (preferably a plastic bag) that you can find at home with air to make a balloon, seal it tightly, *and toss it into the air while keeping it within your reach.*



Fill the bag with air



Toss the bag with your own hands



Toss it with your elbow

Let's do a challenge and see how many times can you toss it in 20 seconds!



Praise your children by saying “well done” even if they can only do it once.

If the movement is too difficult,

- Use something else, such as an actual balloon.

If the movement is too easy,

- Besides tossing with the palms of your hands, try tossing the bag with other body parts, such as elbows, shoulders, feet, and head.



CLICK!

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<https://www.youtube.com/watch?v=zh4ndJu19Yg&t=3s>

5) Balanced Game

Concept: This is a balanced game that uses things you have at home (e.g., newspapers). Let's challenge ourselves to see how long we can balance various items!



Stick made of rolled newspapers



Plastic bottle



Books

If the movement is too difficult,

- Find something easier to keep in balance (such as plastic cup)

If the movement is too easy,

- Attempt to balance the things on other areas of the body (such as head, back, feet etc.)



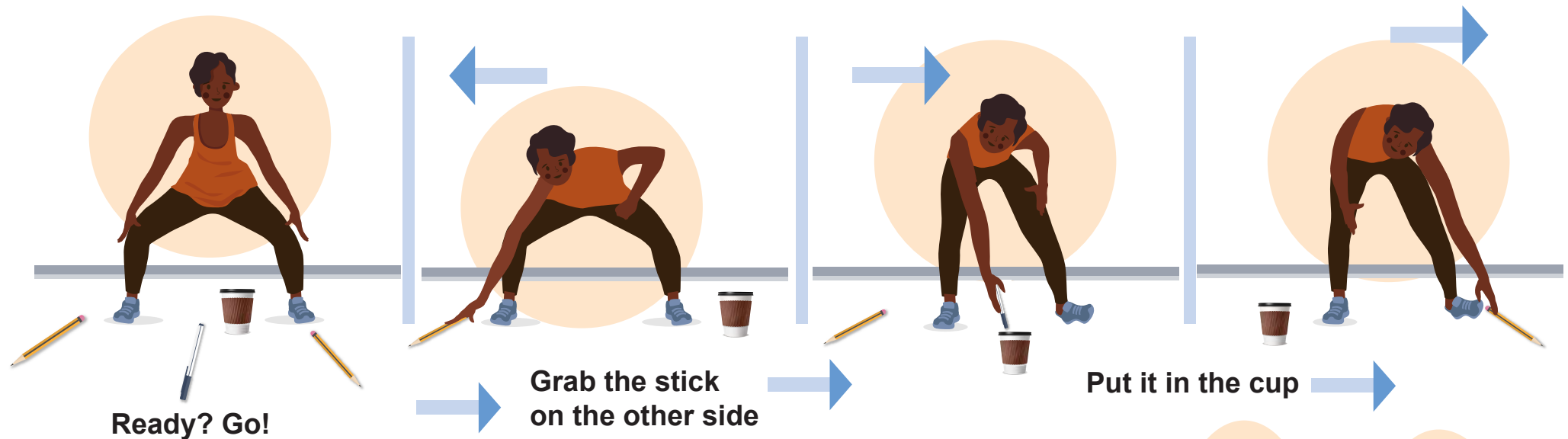
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<https://www.youtube.com/watch?v=uWvkMkaJ7-g&t=3s>

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6) Side Step

Concept: This is a game in which six sticks (pencils and/or pens) are placed a few meters apart from a cup in the center. After the signal, put the sticks into the cup one by one while also doing the side steps.



If the movement is too difficult,

- Make the space between the cup and the sticks shorter.

If the movement is too easy,

- Come up with different types of steps, such as single leg steps, or spinning instead of side stepping, then observe your child's movement.



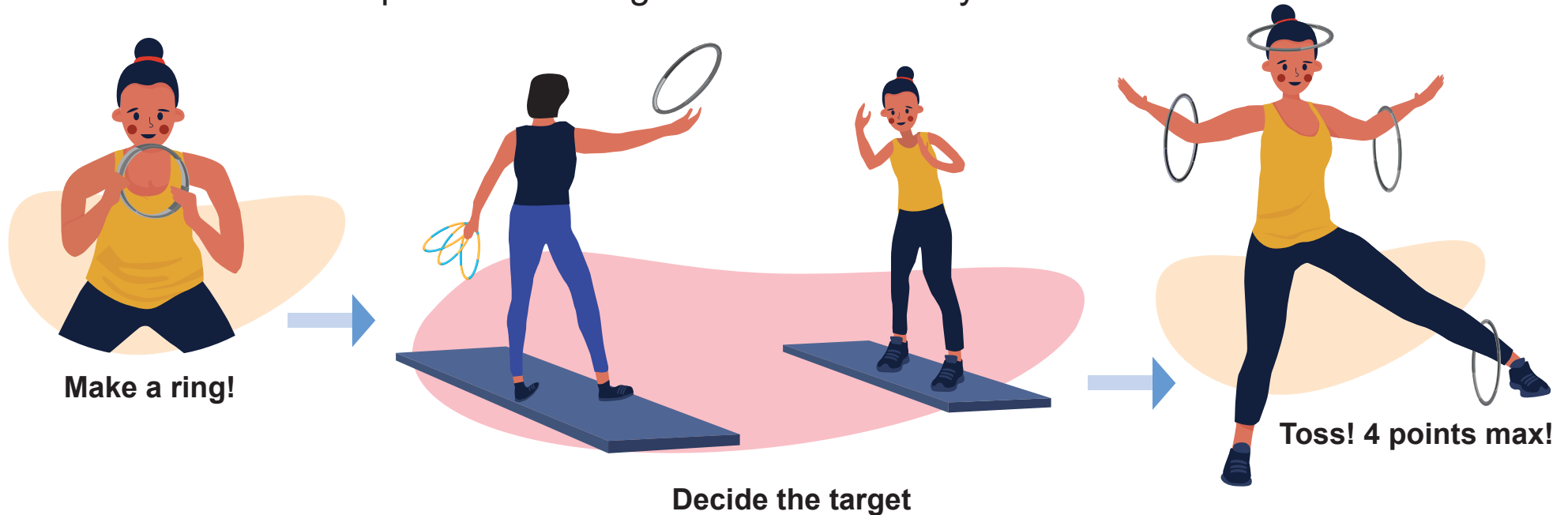
CLICK! https://www.youtube.com/watch?v=ggSWLe_M1ks&t=4s

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7) Quoit Game

Concept: This is a game in which a paper ring is tossed into the hands, feet, or on the head of a person standing a few meters away.



Toss four rings onto four parts of the body (two hands, a head, and a leg), then see how many areas (both hands, head, and leg) can the rings be put on. One area equals one point. Even if your child tosses two or more rings on the same area, they would only gain one point.

If the movement is too difficult,

- Shorten the distance between the thrower and the catcher.
- Make a bigger ring.

If the movement is too easy,

- Increase the distance between the thrower and the catcher.
- Ask the catcher to move around.



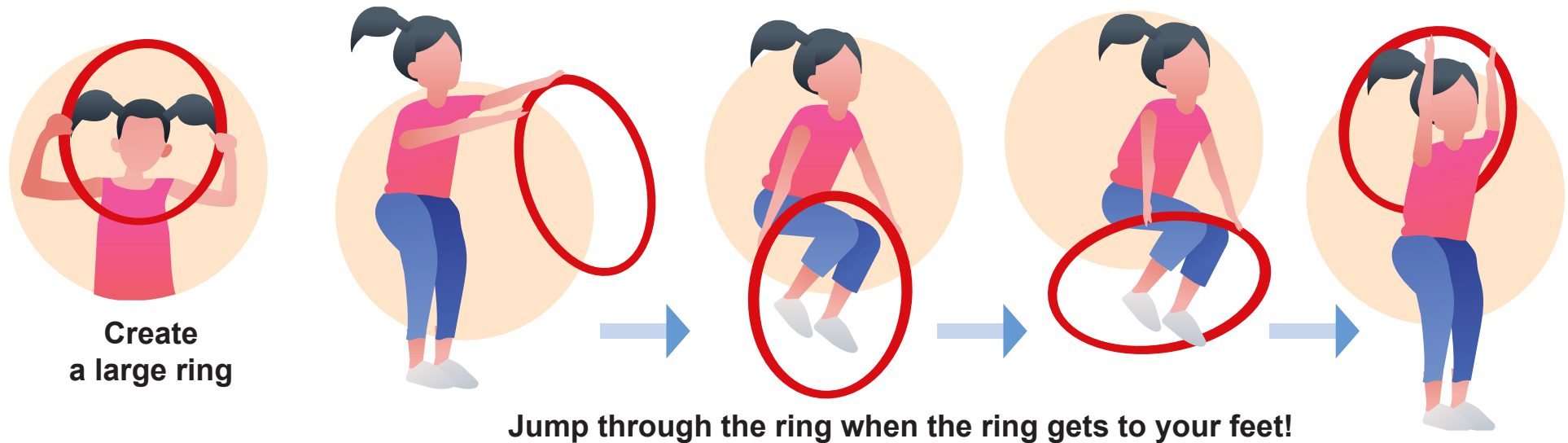
CLICK!

<https://www.youtube.com/watch?v=j2dEs29Vy0U&t=11s>

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8) Jumping Rope Game

Concept: Let's jump through a large ring made of paper, just like jumping rope.



Let's challenge ourselves, how many times can we jump through the ring in 20 seconds.

If the movement is too difficult,

- Step one foot into the ring at a time.
- Use a bigger ring.

If the movement is too easy,

- Try jumping backwards through the ring.
- Set a longer duration.



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Paste URL of the video here.
https://www.youtube.com/watch?v=iWh2MvkEH_Q&t=5s

9) Beat the Monsters!

Concept: This is a game which children beat the “monsters” by punching and kicking them. They will appear in various corners of the screen, and the children must punch and kick them until they disappeared.



Make a mask or a picture

It is better to conduct the game in the following way:

- The children have to kick the red monster, and punch the blue monster.

If the movement is too easy,

- Make the monsters laugh by doing funny faces or trying to make a sign of “Love”: for the monsters to become friendly with them.



The children need to punch and kick the monsters on the screen.

The Children need to know how to punch and kick prior to play the game.

10) Thai Traditional Dance (Ramwong)

Concept: “Ngam Sang Duan” (Beautiful Moonlight) is a famous Thai dance folk song. Dancers step to the rhythm of the song and dance around in a circle. Pairs can be made and are expected to circle around each other.



If the movement is too difficult,

- Make the hand movements free-style
- Just move your hands up & down while walking in the circle.



CLICK!

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<https://www.youtube.com/watch?v=WtPrzQTt1KI&t=1s>

Chapter 4

FREQUENT QUESTIONS LESSONS LEARNED AND FUTURE COLLABORATIONS

FREQUENT QUESTIONS

Who are the main beneficiaries of the Guidebook?

During the COVID-19 pandemic, we produced a Guidebook to promote physical exercises of children with autism, intellectual disabilities, psychosocial disabilities, and others who want to exercise but are incapable to go outside. This Guidebook would also promote parents to encourage their children to do exercises at home.

What is the relation between Zoom and the Guidebook?

Zoom is an online platform to be used to raise awareness, knowledge, and skills from resource persons to participants during the workshops organized by the project.

The Guidebook is a reference document which compiles key contents on promoting physical exercises. We have developed the Guidebook in the form of a hard copy and digital files. It will spread information and advise parents on how to engage in physical activities at home.

How often should we provide physical activities for children with disabilities?

Generally, children need 60 minutes of physical activity every day.

However, exercise should be done vigorously at least three times per week. Alternatively, for at least 30 minutes, following all of the recommended physical activities in the Guidebook is optimal. Parents should observe the limit on how much they can focus on exercise.

What is the main purpose of physical activities and their promotion of health of children with disabilities in COVID-19 response?

The main purposes are to encourage them to move, find out what is fun for them, promote their health, and social participation. And to make them smile anytime in their daily life!

LESSONS LEARNED

1. An accurate situation analysis is required to implement the right direction, solve problems, or make positive changes. When the accurate information was gathered, then we can respond to them effectively.
2. The use of online meeting platforms (such as Zoom) has become the new normal method of communication and knowledge transfer. As an implementing agency for social development and/or supporting vulnerable groups of people, we have to learn and use virtual platforms professionally.

3. For the CEP Project, APCD plays the role of facilitation and coordination among the different partners (JICA, the University of Tsukuba, ASEAN Autism Network, Mekong ID network, etc). APCD synergizes the strengths and potential of each of the partner organizations in order to make the project a success.
4. The Guidebook will serve as a guide for parents and family members working with their children during the COVID-19 pandemic. This approach also promotes family relationships and the mobilization of local materials.
5. The project could be a model on how to work with various partners and networks in Japan and ASEAN countries. It could show good practices on making positive changes for persons with disabilities and other vulnerable groups during the COVID-19 crisis in our region.

FUTURE COLLABORATIONS

1. Extend and disseminate the concept and the guidebook of this project to a larger (other regions and other Asia-Pacific countries) and smaller scale (community) of working.
2. By using the same approach and frameworks for this project, we could expand further on other issues (such as online food security/leisure, recreation, and sports/mental health) as well as for other target beneficiaries (related vulnerable groups).

Chapter 5

VOICES OF PARTNERS FROM ASEAN COUNTRIES

Here are some stories and the impressions from some of the direct beneficiaries in ASEAN countries.

I am happy when I am doing exercise! (Boy, 6 years old)

We could get to know other parents who have the same concerns.

I hope these kinds of workshops will be held even after the COVID pandemic. (A father)

Cambodia

The exercises were organized and easy to follow. I do exercises together with my boy with autism. I like Stretch, Yoga, and Juggling. I plan to transfer this Guidebook to other Autism organizations and the parents of people with autism. (A father, President of the Association for Autism)

Lao PDR

This initiative is a breakthrough. It benefits the parents of persons with autism in Indonesia and throughout ASEAN. Even during this COVID-19 epidemic, physical activities are necessary for their proper development. All three workshops have been fantastic!. (A family member of a child with autism)

Indonesia

I really enjoyed all three workshops. The most important thing is “sharing among ASEAN countries”. My daughter liked Yoga. I will simplify Yoga poses so that my daughter can stretch easily. Also, she enjoyed the game with a plastic bag, which was easy for her. (A mother)

Malaysia

I felt very happy when I got the invitation from APCD for the first time because we had a difficult time staying at home and keeping social distance. This is the reunion of our family members of the previous third country trainings. In the exercises, I liked Yoga. You can relax and release your stress. I want to share my experiences and knowledge on Yoga with all of the societies for disabilities. (A volunteer member)

Myanmar

As a mother, if my son is happy, I am happy. I saw my son so motivated to do the exercise and he was smiling all the time, which is good enough for me. (A mother)

I learned that we can do exercises by using things at home. I'm thinking to share this exercise with other people like me. (A mother)

Philippine

People with psychosocial disabilities and their family can exercise together at home via a virtual platform. Training materials are not difficult to find. Each person can apply to their own exercise's routine, so I can see the smiles on their faces. They look happy, comfortable, and fearless of COVID-19. This Project is interesting. (The President of Association for the Mentally Ill of Thailand)

Thailand

My daughter and I liked Beat the Monster, Ball Juggling, Balance Game, and Slide Step Game. She was happy, so I also felt very happy (A mother)

I like "Beat the Monster" & "Paper Ball Juggling". I played with my mom and dad. It was interesting. (A self-advocate with autism, 32 years old)

The exercise is so simple and easy. We plan to do this exercise at least once a week. (A teacher for children with autism)

The workshop was fun. I'll teach my children. (A mother)

Vietnam

Appendix 1:

Example: How to conduct the activities at virtual workshop

When the activity is 60 mins.
Here is the flow.



- | | |
|------------------------|------------|
| 1. Gathering | |
| 2. Greetings | |
| Informing the schedule | 5 minutes |
| 3. Warm-Up | 10 minutes |
| 4. Activity 1 | 15 minutes |
| <Break> | 5 minutes |
| 5. Activity 2 | 15 minutes |
| 6. Cool-Down | 5 minutes |
| 7. Reflections | 5 minutes |
| 8. Farewell | |

Gathering

- Make sure that the participants are informed to join the online platform prior to the beginning of the activity.
- The participants join the online platform.
- The organizer shows the schedule on the screen.

Greetings, informing the schedule

- It is a good idea to start with a positive atmosphere, if the workshop always begins with an active greeting.
- Your participants will feel secured, ready, and adjust to the activities when the schedule of the day is shared to everyone at the beginning.

Warm-Up

- Warm-up activities should be performed to avoid injury.
- It is strongly recommended to focus on the same parts of the body that will be used in the main activity. Please refer to the Guidebook for examples.

Activity

- Determine the number of primary activities based on the amount of time you have and the number of your participants that will be participating. It is essential that you rehearse ahead of time so that you can allocate the necessary time for each task.
- Based on your participants's obstacles and impairments, the major activities should be chosen in accordance with the Guidebook.
- If the children need to take a break, it's a good idea to do so.

Cool-Down

- This can help participants relax and avoiding muscle cramp.
- It's a good idea to choose a cool-down activity that focuses on the same parts of body that were used in the main activities. Some examples can be found in the Guidebook above.

Reflections

- Ask your participants which activity they enjoyed the most, which one they found difficult. Feedback is critical for program improvement.
- If you are able to improve the program for the next activities, your participants will be more encouraged.

Farewell

- It's a good idea to have a routine at the end of the program. Singing their favorite songs together and/or snapping group selfies on the screen could be fun. Your participants will know that the activities are over.

Appendix 2:

Concept Paper on Project “Empowering Parents Groups of Children with Special Needs to cope during COVID-19” under JICA Community Empowerment Program

as of 21 January 2021

Justification

The UN Convention on the Rights of Persons with Disabilities (CRPD), Article 30 states that persons with disabilities have a right to participate on an equal basis with others in recreational, leisure and sporting activities and Goal 3 of the Sustainable Development Goals promotes good health and well-being for all at all ages. One of the vulnerable groups who have been affected by COVID-19 outbreaks are children with special needs (including autism, intellectual disabilities, learning disabilities and psychosocial disabilities). During the lock-down period, social distancing policy, they are living in their own home without any physical activities and social communication. In order to promote and encourage good health and wellbeing of children with special needs, APCD would like to collaborate with Japanese resource persons on inclusive leisure, recreation and sports by developing manuals/other documents for parents of children with special needs and demonstrating how to apply it to ASEAN Countries, especially; those located in Mekong Sub-region countries.

Project Title

“Empowering Parents Groups of Children with Special Needs to cope during COVID-19”

Implementer

Asia – Pacific Development Center on Disability (APCD)

Objectives

1. To promote social participation in physical movement and health promotion of persons with special needs during the COVID-19 outbreak;
2. To exchange and share the good practices of the partners from Japan, Thailand, the Mekong sub-region countries and other ASEAN countries in promoting physical movement during COVID-19;
3. To strengthen the collaboration and networking between stakeholders for further collaboration and implementation on development of children with special needs via online innovation on empowering program during the COVID-19 outbreak;
4. To produce a publication and demonstration on how to apply adaptive physical movement with an innovative approach to improve the quality of life of persons with special needs during the COVID-19 outbreaks.

Expected Outcomes

1. The social participation in physical movement and health promotion of persons with special needs will be promoted during the COVID-19 outbreaks;
2. The good practices of the partners from Japan to ASEAN countries, especially; the Mekong sub-region countries in promoting physical movement, will be exchanged and shared during COVID-19 outbreaks;
3. The collaboration and networking between stakeholders for further collaboration and implementation on development of children with special needs via online innovation on empowering programs will be strengthened during the COVID-19 outbreaks;
4. Publication and demonstration on how to apply adaptive physical movement with an innovative approach to improve the quality of life of persons with special needs will be translated and produced during the COVID-19 outbreaks.

Target

More than 2,000 people including persons with special needs, their parents/ family members and supporters will be the beneficiaries via online demonstration workshop and dissemination of publication. The stakeholders of the project are:

JAPAN

- Autism Society of Japan (ASJ);
- The University of Tsukuba;
- Other Japanese Organizations working with/for adapted physical activities for persons with autism and Intellectual Disability

ASEAN Countries

- ASEAN Autism Network (AAN)
 - o SMARTER Brunei
 - o Cambodia Autism Network (CAN), Cambodia
 - o Yayasan Autisma Indonesia (YAI), Indonesia
 - o Association for Autism in Lao PDR (AfA in Laos)
 - o National Autism Society of Malaysia (NASOM), Malaysia
 - o Myanmar Autism Association (MAA), Myanmar
 - o Autism Society Philippines (ASP), Philippines
 - o Autism Network Singapore (ANS), Singapore
 - o Association of Parents of Thai Persons with Autism (AU Thai)
 - o Vietnam Autism Network (VAN), Vietnam

Mekong Sub-region Countries

- United ID (Intellectual Disability) – Network in Greater Mekong Sub-region
The network of self-advocate groups of persons with intellectual disabilities from
 - o Cambodia (Rose Group);
 - o Laos (Talent Group);
 - o Myanmar (Future Star Group & Morning Star Group);
 - o Thailand (Dao Ruang Group); and
 - o Vietnam (My Future Group)

- Others
 - o Association of Parents of Person with Intelligences Disability of Thailand (APID)
 - o Association for the Mentally Ill of Thailand and other organizations working with/ for psychosocial disabilities in ASEAN countries.

Methodologies

1. Translation of the questionnaires into ASEAN Countries' member official languages
2. Conducting the online questionnaires
3. Translation of home physical mobility activities manual for children with special needs. (Japanese version translated into English)
4. Conducting Online interview (if necessary)
5. Exchange of case studies and good practices
6. Conducting online workshops
7. Data and information analysis
8. Translation of the final handbook into the national language of ASEAN countries.
9. Preparation of activity reports
10. Distribution of manuals to ASEAN Countries



University of Tsukuba

Organizers

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
THE UNIVERSITY OF TSUKUBA
ASIA-PACIFIC DEVELOPMENT CENTER ON DISABILITY (APCD)



In collaboration with

ASEAN AUTISM NETWORK (AAN)
UNITED INTELLECTUAL DISABILITY NETWORK IN MEKONG SUB-REGION (United ID Mekong Network)
ASSOCIATION FOR THE MENTALLY ILL OF THAILAND (AMIT)
ASSOCIATION OF PARENTS OF PERSON WITH INTELLIGENCES DISABILITY OF THAILAND (APID)
AUTISTIC UNITED ASSOCIATION THAILAND (AUAT)
AUTISM SOCIETY OF JAPAN (ASJ)