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Master's Thesis of Global Sport Management

**The current status and future
development directions of Korea Sport
ODA Programs for People with
Disabilities**

한국 장애인 스포츠 ODA 사업 현황 및 향후 발전
방향

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김정아



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The current status and future development directions of Korea Sport ODA Programs for People with Disabilities

Advisor: LEE Yongho

Submitting a master's thesis of Global Sport Management

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The Graduate School
Department of Physical Education
Seoul National University
Global Sport Management Major

JungA Kim

Confirming the master's thesis written by

JungA Kim

August 2023

Chair	<u>Lim, Choonghoon</u> (Seal)
Vice Chair	<u>Kwon, Sun-Yong</u> (Seal)
Examiner	<u>Lee, Yongho</u> (Seal)

Abstract

The current status and future development direction of Korea Sport ODA Programs for People with Disabilities

JungA Kim

Global Sport Management, Department of Physical Education

The Graduate School

Seoul National University

This study focuses on analyzing the current status and challenges of Korea Sport Official Development Assistance(ODA) programs for people with disabilities and provides recommendations for improvement. The primary objective is to suggest the policy formulation and decision-making process related to sport ODA, promoting disability-inclusive sport development through ODA programs and strengthening support for people with disabilities in developing countries. To achieve this objective, semi-structured in-depth interviews were conducted with a total of 10 participants

from three key groups: the donor country (Korea), ODA program participants, and the recipient countries.

By analyzing stakeholders' perspectives and experiences, this study sought to gain insights into the current status, goals, benefits, importance, and development strategies of sport ODA programs.

The findings of this study reveal the following key points. Firstly, Sport ODA for people with disabilities is perceived to have positive impacts on both personal and social aspects, leading to lifestyle changes in developing countries. Participation in sport enhances the mental, physical, and psychological development of individuals with disabilities, while engagement in sport-related social activities demonstrates improvements in human resource skills and knowledge. Overall, sport plays a significant role in positively influencing the health, social integration, and education of people with disabilities in developing countries, highlighting the importance of strengthening support for individuals with disabilities.

However, it was observed that the lack of clear policies, accountability, transparency, human resources, and communication posed challenges to sustaining and developing the sport ODA program for people with disabilities.

To address these challenges and improve the programs, this study emphasizes the importance of ongoing collaboration and strengthened partnerships between donor countries and recipient countries' stakeholders, and suggests strategies such as establishing effective monitoring and evaluation systems, promoting disability-inclusive approaches, increasing awareness and education, and international collaboration and knowledge sharing on sport ODA.

The implementation of these strategies is expected to contribute to the development and effectiveness of Korea sport ODA programs for people with disabilities.

Keywords: People with disabilities, Official Development Assistance (ODA), disabilities-inclusive, sport

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List of Abbreviations

DAC - Development Assistance Committee

KODDI - Korea Disabled people's Development Institute

KOICA - The Korea International Cooperation Agency

KPC - Korea Paralympic Committee

MDG - Millennium Development Goals

NGO – Non-Governmental Organization

ODA – Official Development Assistance

OECD – Organization for Economic Cooperation and Development

SDG – Sustainable Development Goal

Chapter 1. Introduction

1.1 Research Background

In our interconnected world, international development cooperation has become essential for supporting poverty eradication, economic growth, and social development in developing countries through various collaborative efforts involving both public and private actors (Ministry of Foreign Affairs, 2020). Official Development Assistance (ODA) specifically refers to government aid directed towards the economic development and well-being of developing nations (OECD, 2022). Recently, there has been an increasing recognition within the international community of the transformative power of sport in promoting development and peace (Beutler, 2008).

Sport plays a significant role in achieving the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) set by the United Nations (Sport & Development, 2015), as they serve as powerful tools to address the challenges faced by marginalized groups such as women, youth, refugees, and people with disabilities. In fact, the establishment of the United Nations Office for Sport for Development and Peace (UNOSDP) in 2001 exemplifies the recognition of sports as a catalyst for positive change.

Based on the concept of sport for development, various programs are implemented by UN-affiliated organizations, international sports organizations, NGOs, and public institutions worldwide. The Korea International Cooperation Agency (KOICA), in collaboration with multiple companies and sports organizations, actively participates in sports programs for development. Over the past two decades, sport ODA has played a crucial role in supporting the underprivileged populations in developing countries as part of international development cooperation (Lee et al., 2018).

At the core of sport ODA lies in determining how and whom to support, with the fundamental purpose of creating conditions that empower people in developing countries to pursue their development goals (World Economic and Social Research Institute, 2013).

Korea, since joining the OECD DAC in 2010, has demonstrated remarkable growth in ODA, both in terms of quantity and quality. In 2021, Korea's ODA support performance reached \$2.86 billion, marking a substantial increase of \$610 million (26.9%) from the previous year (ODA Korea, 2022). Furthermore, Korea's significant investments in the sports sector have elevated its standing, enabling the country to host various mega-sporting events. As a responsible member of the international community,

Korea actively engages in sports-related official development assistance activities, aiming to foster sports development in developing countries.

The United Nations estimates that approximately 650 million people worldwide have disabilities, directly impacting about 2 billion individuals or nearly one-third of the global population, including their families (United Nations, 2008). Ensuring equal rights and access for people with disabilities is crucial for addressing development challenges and positively influencing the global socioeconomic landscape.

However, there is a notable gap when it comes to practical strategies and support for projects targeting people with disabilities, who are primary beneficiaries of international development cooperation. Addressing this gap and identifying future directions for South Korea's international development assistance through sport for people with disabilities in developing countries form the basis of this research.

1.2 Problem Statement

Globally, Official Development Assistance (ODA) focuses on poverty eradication in developing countries, with increasing recognition of the importance of addressing the needs of people with disabilities, who are particularly vulnerable to poverty. However, it is criticized that the issue of

poverty for people with disabilities was not initially included in the Millennium Development Goals (MDGs) established in 2000, leading to limited improvements in their quality of life (Korea International Cooperation Agency, 2017).

Disabilities are recognized as a cross-cutting issue that requires collaborative efforts in all fields, similar to women's issues in international development cooperation (OECD, 2014). The international community has established a strong framework for inclusive development, emphasizing that people with disabilities should not be ignored or excluded from budget allocations (UN ECOSOC, 2018). The Sustainable Development Goals (SDGs) adopted in 2015 further acknowledge disabilities as a cross-sectoral issue and outline specific goals and indicators to ensure education, employment, accessibility, and statistical capacity related to disabilities (UNECOSOC, 2018).

However, despite the inclusion of disabilities in the SDGs, ODA specifically targeting people with disabilities has not shown significant growth in comparison to overall ODA efforts in Korea. In addition, despite the gradual expansion of the role and scope of sports ODA as an ODA business dimension, research on sports ODA is relatively limited compared

to general research on ODA and public diplomacy (Kim & Won, 2020). Sports are said to be a helpful tool that can simultaneously achieve the two purposes of education and physical health in developing countries (Kim & Lee, 2009).

In conclusion, there is a need for increased focus on disabilities in the context of ODA, particularly in the sport sector, which has the potential to contribute to inclusive development. Despite the growing recognition of disabilities as a crucial aspect of international development, there is a gap in inclusive development cooperation for people with disabilities, highlighting the importance of addressing this issue.

1.3 Research Purpose

The purpose of this research is to analyze the current state of Korea official development assistance (ODA) projects for people with disabilities and present the future development direction of Korea ODA through sport. By examining the existing ODA initiatives, this study aims to identify strengths, weaknesses, and areas for improvement in order to enhance the effectiveness and impact of sport-based ODA programs for individuals with disabilities. The research seeks to provide valuable insights and recommendations that can inform policy-making and decision-making

processes related to Korea's ODA efforts, ultimately contributing to the advancement of inclusive development and the well-being of people with disabilities in developing countries.

1.4 Significance of the Study

The significance of this study lies in its contribution to advancing inclusive development and promoting the rights and well-being of people with disabilities through Korea's official development assistance (ODA) projects. People with disabilities face numerous challenges, including social barriers, discrimination, and limited access to education, employment, and community participation. By analyzing the current state of Korea's ODA projects for people with disabilities, this study aims to provide a more practical and targeted support direction.

Understanding the specific needs and characteristics of people with disabilities is crucial for designing effective ODA interventions. By deeply examining the perspectives of both donor and recipient countries, this study will identify gaps and areas for improvement in existing ODA projects. The findings will inform decision-makers and policymakers in enhancing the design, implementation, and monitoring of ODA initiatives, ensuring they are inclusive, sustainable, and responsive to the needs of people with disabilities.

Furthermore, this study acknowledges the transformative power of sport in promoting social inclusion and empowerment for people with disabilities. Sport has the potential to challenge negative stereotypes, foster positive interactions, and enhance physical and mental well-being. By integrating sport into ODA programs, this study aims to harness the unique benefits of sport to promote the social integration, skill development, and independence of individuals with disabilities.

This research is significant as it addresses the limited focus on disability issues within the context of ODA and emphasizes the importance of inclusive development cooperation. By raising awareness and providing evidence-based recommendations, this study aims to contribute to a more inclusive and equitable society where people with disabilities are not left behind. Ultimately, the findings will guide the formulation of future policies, programs, and initiatives that effectively address the needs and aspirations of people with disabilities within the framework of ODA.

1.5 Research Questions

RQ1. What are the perceptions of each stakeholder on Korea sport ODA programs for people with disabilities?

RQ2. What are the factors that affect the implementation of the Korea sport ODA programs for people with disabilities?

RQ3. What strategies can be employed to enhance the effectiveness of Korea sport ODA programs for people with disabilities?

Chapter 2. Literature review

2.1 Official Development Assistance (ODA)

2.1.1 ODA Concept

Official Development Assistance (ODA) refers to aid provided by public institutions, such as the government, to promote economic development and social welfare in developing nations. It is a concept encompassing technical cooperation. Since establishing the Organization for Economic Cooperation and Development, Development Assistance Committee (OECD DAC) in 1961, this definition of ODA has been standardized and utilized (ODA, 2022).

Official Development Assistance (ODA) refers to aid provided by public institutions, such as the government, to promote economic development and social welfare in developing nations. The concept encompasses technical cooperation. Since the establishment of the Organization for Economic Cooperation and Development, Development Assistance Committee (OECD DAC) in 1961, the definition of ODA has been standardized and utilized.

International Development Cooperation encompasses ODA as a broad concept. This refers to the efforts and actions of the international community to reduce the gap between development and the rich and poor between developed and developing countries, between developing and developing countries, or within developing countries, and to protect fundamental human rights by addressing the issue of poverty in developing countries. It is the political, economic, social, cultural, and historical factors of the entire international community that contribute to the problem of poverty in developing countries, not the developing country itself.

In the past, there was a tendency to primarily address the issue of poverty through economic growth; however, there is now widespread consensus that multifaceted efforts are necessary for the development of not only the economy but also the entire society. As a result, various strategies are being employed to reduce poverty, including the construction of economic and social infrastructure, political stability, the improvement of human capacity, and sustainable development. In addition, the utilization of various development resources is discussed. Previously, terms such as aid, development assistance, foreign aid, and overseas aid were used with similar meanings; however, in recent years, the term 'international development

cooperation' has gained prominence as 'cooperation' through comprehensive partnerships with developing countries has become a focal point.

Charles Wolf used a broad concept to divide the purpose of aid into non-military aid and military aid, and then further divided non-military aid into political, economic, and humanitarian purposes. (Park, 2006). Based on this concept, Collier and Hoeffler (2004) argued that ODA is more effective in supporting social and economic policy establishment in developing countries than economic aid.

Furthermore, some scholars argue that ODA has an indirect effect on economic growth and development rather than a direct effect (World Bank, 1998; Morrissey, 2001; Collier, Hoeffler, 2004).

The OECD defines ODA as a grant or concessional loan provided by the government to developing countries or international organizations as a collective term for funds or technical cooperation provided to contribute to the economic, social, and cultural development and improvement of the welfare of developing countries (OECD, 2019).

The OECD Development Assistance Committee (DAC) defines official development assistance when the following three conditions are satisfied among the resource flows provided by the public sector of a donor

country to developing countries or international organizations. First, the purpose of the donation should be the economic development and welfare promotion of developing countries. Second, the donation rate should be at least 25%, and third, the recipient country should be a developing country included in the list of DAC recipient countries and an international organization targeting the developing country as a major beneficiary. However, recently, the term 'development cooperation', which emphasizes cooperation with developing countries for development, is mainly used rather than the term 'aid' with a charitable meaning..

According to the World Health Organization, 15% of the world's population is disabled. People with disabilities face significant challenges in developing countries, both in terms of increased risks such as poverty and social exclusion and inherent burdens such as the cost of care. International aid, also known as ODA, is a key mechanism for improving the living conditions of people with disabilities (Metts & Metts, 2000).

The purpose of official development assistance is to ensure that developing countries do not need development assistance. In other words, the purpose of development aid is to develop countries in the developing world

as soon as possible so that they can live on their own without relying on other countries any longer.

However, the purpose of development assistance is not simply limited to economic growth. Development should bring about an overall improvement in quality of life. Accordingly, OECD/DAC and other international development cooperative agencies define poverty that development ultimately seeks to break as lacking five states: economic capabilities, human capabilities, political capabilities, protective capabilities, and sociocultural capabilities (Kim et al., 2013).

2.1.2 Korea ODA

Since joining the OECD DAC (Organization for Economic Cooperation and Development, Development Assistance Committee) in 2010, as a donor country, Korea has achieved the highest ODA growth rate among OECD DAC members, achieving high quantitative and qualitative growth in international development cooperation projects. In particular, ODA support performance in 2021 (based on the equivalent gift amount) recorded \$2.86 billion, an increase of \$610 million (26.9%) compared to the previous year. This is the largest increase since Korea joined the OECD DAC (Kim, 2022).

According to Korea's Framework Act on International Development Cooperation, international development cooperation is; 1) Reducing poverty in developing countries, 2) Improving human rights of women, children, disabled people, and young people, realizing gender equality, 3) Realizing sustainable development and humanitarianism, 4) Economic cooperation with developing countries Promote relations, and 5) Pursue peace and prosperity in the international community as the basic spirit. However, the Master Plan does not indicate the specific practical direction or scope for promoting the basic spirit of international development cooperation, but rather broadly presents the ODA vision to contribute to the common prosperity of mankind and world peace. In other words, although the legal system is in place, the relevant policy documents do not provide specific directions on what activities to focus on to realize the basic spirit (Jung et al., 2020). According to Zhu et al. (2019), ODA is global cooperation for poverty alleviation and sustainable development in developing countries. ODA is defined as the flow of aid funds provided by public institutions to donor countries and international organizations, depending on the type of aid provided by the donor country. The OECD defined ODA as a grant or concessional loan given by the government to a developing country or international organization to collectively refer to funds or technical assistance

given to developing countries to contribute to their economic, social, and cultural development and welfare improvement (Huh, 2016).

Development researchers have classified the motivations for providing official development aid into four major categories: political, diplomatic, economic, humanitarian, and interdependent (Jung Hwan-Mun, 2014; Wolf, 2015). From a humanitarian standpoint, it was the recipient country's social and economic promotion and welfare improvement, as well as the donor country's diplomatic and military purpose and trade increase for international order and system stability, and overseas industrial activities. Although public development for promotion and raw material import is commonly thought to be limited to economic support, it is a multifaceted project that includes education, culture, and medical care. Hard-power culture, values, and institutions are giving way to soft-power (Jung, 2014). Furthermore, as in the case of Korea, moral considerations influence public development and aid. It began with interests based on political and diplomatic considerations. The Marshall Plan to prevent communism in Western Europe is an example of aid motivated by political and diplomatic considerations.

Second, economically motivated aid requires a justification in the form of economic development. It is difficult to achieve both economic

development and welfare improvement through ODA, and there is a limit to thinking that ODA has a direct impact on economic development. Many scholars' research has already demonstrated this benefit (Burnside & Dollar, 1997; Mavrotas, 2002).

Third, there is an important humanitarian motivation for ODA. Vander Veen (2000) examined the role of ideology in ODA, concluding that prestige and international public goods were more important than widely recognized political and economic interests in development assistance policies. As a result, each country is increasing humanitarian aid for refugees as a result of ethnic conflicts or civil wars in major parts of the world. Fourth, it evolved from curiosity to interdependent necessity. Today. With the increase in information exchange and people-to-people exchanges, the world has become more interdependent, increasing the relationship between countries and regions. The influence of events in one region or country on other regions and countries is growing (Jang Sang-Hwa, Chang-Rok Seo, & Woong-Jo Yoo, 2012). Environmental destruction, resource depletion, women's issues, population growth, refugee outbreaks, terrorism, HIV/AIDS, post-war recovery support, and other global issues can no longer be addressed by a single country (Hwan-Moon Jeong, 2014). Furthermore, Korea's ODA has a moral component (Kim Yun-seop, 2011; Kim Eun-sook, 2015). Korea

was a large-scale recipient country, ranking among the top five, until 1972, and it is clear that such aid has been the mainstay of Korea's current economic growth (KOICA, 2011). As a result, as a country that grew up receiving such aid, Korea bears a moral obligation to repay the international community, and it is necessary to provide aid in exchange for past assistance. Developed countries provide aid to developing and poor countries for a variety of reasons, but the concept of ODA was originally defined as "pure aid provided by the donor government to promote the economic development or welfare of developing countries." The most important form of ODA is free aid at the state level. However, an OECD DAC peer review recommends that Korea broaden the scope of humanitarian aid (OECD, 2018).

2.1.3 Sport ODA

The unique ability of sport to transcend linguistic, cultural and social barriers makes it an excellent platform for strategies of inclusion and adaptation. Furthermore, the universal popularity of sport and its physical, social and economic development benefits make it an ideal tool for fostering the inclusion and well-being of persons with disabilities. The implementation of sport programs gives children the opportunity to learn teamwork, participation and leadership qualities. Physical activity also stimulates health

improvement and provides equal opportunities for children to participate in activities. Large sport associations also spread awareness of global poverty and extend their campaigns to a much larger audience. Therefore, sport can promote the development of developing countries.

According to UNESCO (2014), the problems of responsible physical education regulations, time allocation within the curriculum, the subject of physical education and teacher competency, insufficient physical education budget and equipment, and low awareness and attitude toward physical education are all problems. It should be reviewed with a focus on improving measures to remove barriers to entry for women and people with disabilities. First, in terms of physical education regulations, while arts education has achieved some degree of standardization of education centered on developed countries, verification and standardization of educational programs is far from being achieved in the field of physical education, even in advanced countries. It is also true that because of this widespread issue, the physical education subject has come to rely heavily on the competence of teachers. These two issues are the root causes of many of the issues raised by UNESCO. As a result, for educational cooperation in the field of physical education to be successful, not only must sport competition-oriented programs with a high standardization orientation be organized and provided, but, as Lee (2010)

stated, "If the purpose of education is to form human beings, then physical education must also contribute to human formation." do. As a result, it is essential to study physical education, which is closely related to character formation." As previously stated, a convergence-type curriculum capable of composing a narrative through sport activities should be developed and implemented. Furthermore, sport infrastructure support is required. According to the findings of a UNESCO (2014) survey on global physical education, many countries in continents with a high proportion of developing countries, such as Africa and Asia, face a lack of sport facilities, equipment, and leaders.

2.1.4 History and the Current Status of Korea Sport ODA

Starting with simple participation in international sports competitions in the past, Korea has reached the level of hosting various international sports competitions such as the Asian Games, the Olympics, and the World Cup as the size of the economy grows and the influence in the sports field gradually increases. Then, in 2010, as the 24th member of the Organization for Economic Cooperation and Development (OECD) Development Assistance Committee, the country's status improved from a recipient country to a donor country. Meanwhile, in the sport field, Korea has been relatively actively

attempting sport Official Development Assistance (ODA, hereinafter sport ODA) activities for the development of sport in developing countries with a sense of responsibility to the international community. 2030 Sports Vision' also clearly presents the plan to expand sport ODA as a major business.

On the other hand, sport ODA in Korea started late compared to ODA in other fields such as health, public administration, energy, transportation, and logistics, but its scale is remarkably small and is not well known. However, considering that Korea is currently moving from a sport powerhouse that only pursues performance-oriented sport policies to a so-called advanced sport country that contributes and serves the international community through sport, it is time to emphasize the importance of sport ODA (Ha, 2021).

2.1.5 Sport ODA for people with disabilities

The World Health Organization estimates that 15% of the world's population has a disability. People with disabilities in developing countries face significant challenges compared to other populations, both in terms of increased risks (e.g. poverty and social exclusion) and inherent burdens such as cost of care. One of the key mechanisms for improving living standards for

people with disabilities is international aid known as Official Development Assistance (Metts & Metts, 2000).

Sport refers to all forms of physical activity that, through casual or organized participation, aim to express or improve physical fitness and mental wellbeing, form social relationships, or achieve success at all levels of competition. Here, sport is defined as an activity requiring physical exertion and the development/application of specific physical skills by individuals whose participation may be motivated by a combination of intrinsic (e.g., enjoyment, achievement) and extrinsic (e.g., personal recognition, awards) factors. Internal (against one's own standard), external (against the performance of others), or both types of relative measurement may be included. This all-encompassing view of sport is prevalent in sport and physical activity programs for people with and without disabilities across Europe and is commonly referred to as "Sport for All." The Sport for All philosophy "extends from recreational physical activity to elite competition" (Wilhite and Shank, 2009).

Disability is essential to situate the concept of disability and disability rights within the context of human rights and social capital as a movement that has been gaining momentum since the United Nations declared 1981 the International Year of Disabled Persons, bringing the issue to the forefront of

policymakers' attention. Since the 1990s, the degree to which people with disabilities are included or excluded in physical and social spaces has been politicised by bringing attention to ableist values and practices, thereby becoming critical sites of power and privilege (Hughes, 2012). These sites of power and privilege reproduce norms of ability, necessitating legislation to protect the rights of people with disabilities to participate equally in society and sport.

With this in mind this article highlights two areas which I consider to be priorities for sport for disabilities development: where disabilities sport can have great social impact in developing countries, but which have been relatively neglected to date, perhaps due to them falling outside of the para-sport focus.

Sport activity is frequently associated with the notion of enhancing one's health, and sport formation can also have significant social and educational implications. The need to effectively and efficiently manage the critical issue of disability has always been one of the primary social goals on which the majority of educational institutions have concentrated their efforts. Global awareness of how sport can be a valuable resource for improving the welfare of disabled individuals was emphasized. In fact, sport can provide

these individuals with numerous social, physical, and psychological benefits (Filomena Mazzeo, 2019).

2.1.6 Korea sport ODA programs

a. 2022 KPC International Youth Sports Camp

- Period: September to October 2022
- Target: 175 people from 15 countries (150, KPC 10, interpreter 15)
- Project direction: Building upon the program's achievements in 2021, the project expanded its reach to include African and Oceanian countries. New participants were engaged in sports academies, and participants from 2020 and 2021 attended friendly competitions. Additionally, the project aimed to enhance its promotional impact through online broadcasting.
- Project Contents: The project comprised various components, including special lectures on Paralympics, friendly match games, and sports academy sessions, among others.

Table 1

KPC International Youth Sports Camp

No	Country	2015	2016	2017	2018	2019	2020
1	Sri-Lanka						
2	Kazakhstan						
3	Nepal						
4	Indonesia						
5	Pakistan						
6	Myanmar						
7	Thailand						
8	Malaysia						
9	Vietnam						
10	Mongolia						
11	Bhutan						
12	Philippines						
13	Cambodia						
14	Rwanda						
15	Morocco						
16	Uganda						
17	Guinea						
18	Ghana						
19	Ecuador						
20	Slovakia						
21	Fiji						
22	Cabo Verde						
23	Bahrain						
24	Georgia						
25	Kenya						

b. Related Agency Collaboration Project

- 2022 Dream Program Operation Support

- Period: February 2022

- Online (pre): mid-January 2022(for orientation, home training)

- Off-line (seven days each)

- (first session) February 14 to February 20, 2022
 - (second session) February 20 to February 27, 2022
- Location: Pyeongchang and Gangneung in Korea
- Target: Foreign youth living in Korea and youth with disabilities in Korea

Table 2

Dream Programs

No	Country	2011	2012	2013	2014	2015	2016	2017	2018	2020
1	Kazakhstan									
2	Nepal									
3	Indonesia									
4	Pakistan									
5	Thailand									
6	Malaysia									
7	Vietnam									
8	Mongolia									
9	Philippines									
10	Cambodia									
11	Rwanda									
12	Uganda									
13	Ghana									
14	Ecuador									
15	Brazil									
16	Kenya									
17	Saudi Arabia									
18	UAE									
19	Hong Kong									
20	El Salvador									

- Project Contents

- Winter Sports Academy (Experience of snow and ice sports)
- Korean Wave Culture Lessons (Taekwondo, K-Pop Vocal, Cover Dance, B-boy Dance, etc.)
- Tour to Olympic Facilities and Cultural tour (Venue Tour, etc.)

- Hosting body: Gangwon-do and 2018 Pyeongchang Memorial Foundation

c. Supplying sporting equipment to developing nations

- Period and method: 2022 / Delivering all equipment overseas to the

National Paralympic Committee

- Project target: NPC in developing nations

- Promotion direction: Based on the results of the 2021 exchange, supported for Africa and Oceania was added.

- Project details

- Effective support for sports equipment through preliminary demand surveys by NPCs

- NPCs are eligible for support, and confirmation is required after receiving notification

Table 3

Equipment Support

No	Country	2015	2016	2017	2018	2019	2020
1	Sri Lanka						
2	Nepal						
3	Indonesia						
4	Pakistan						
5	Myanmar						
6	Thailand						
7	Malaysia						
8	Vietnam						
9	Mongolia						
10	Bhutan						
11	Philippines						
12	Cambodia						
13	Rwanda						
14	Morocco						
15	Guinea						
16	Ghana						
17	Ecuador						
18	Slovakia						
19	Bahrain						
20	Georgia						
21	Kenya						
22	Kuwait						
23	Uzbekistan						
24	Czech Republic						
25	Mexico						

d. Korea Sport ODA programs for people with disabilities

Table 4

Korea Sport ODA single projects

Year	Recipient country	Details	Times	Main Body
2017	Cambodia	Korea-Cambodia Sport Camp for people with disabilities	One-off	KPC
2017	Cambodia	The dispatch of an archery coach	One-off	KPC/KOICA
2018	Indonesia	The dispatch of Sports administrators to the Indonesian Sports Association for the Disabled	One-off	KPC/KOICA
2022	Nepal	Strengthening the empowerment of blind girls through cricket games	-	KODDI

Note: * KPC (Korea Paralympic Committee)
 * KOICA(Korea International Cooperation Agency)
 * KODDI(Korea Disabled people's Development Institute)

2.2 Sport for People with Disabilities

2.2.1 Sport for People with Disability

For decades, the notion of 'Sport' and what it truly entails has been hotly disputed, with several definitions and conceptions arising throughout the years. Sport is defined as "all forms of physical activity that, through casual or organized participation, aim at expressing or improving physical

fitness and mental well-being, forming social relationships, or obtaining results in competition at all levels" by the Council of Europe's European Sport Charter. The Irish Department of Education expanded on this description in their Sport Strategic Plan 'Targeting Sporting Change in Ireland - Sport in Ireland 1997 to 2006 and Beyond.' Recreational sport places a strong focus on the social and health elements of sport, with pleasure and camaraderie serving as "key components".

Performance sport refers to more regimented programs that include some level of competition. Typically organized around school or club systems, with continual instruction and competition ranging from local to national levels. Participants at this level are often expected to achieve minimum performance levels and are subject to the competition's regulations.

High Performance Sport; A highly organized elite level sport in which performance is judged against national and international criteria. This degree of engagement requires both internal and exterior abilities, namely the capacity to succeed both personally and objectively. The athlete demonstrates a drive to succeed, to prove themselves, to push themselves to their own boundaries while maintaining high performance standards.

Historically, constraints and exclusions were put on the involvement of individuals with disabilities in sport, owing to the idea that sport, as a symbol of physical strength, could not include those with physical impairments. Today's tendency is toward greater progressive inclusion and acceptance, with chances for sport involvement accessible in each of the above-mentioned main areas of sport.

Historically, constraints and exclusions were put on the involvement of individuals with disabilities in sports, owing to the idea that sports, as a symbol of physical strength, could not include those with physical impairments. Today's tendency is toward greater progressive inclusion and acceptance, with chances for sports involvement accessible in each of the above-mentioned main areas of sport.

In 1944, Guttman established the National Spinal Injuries Unit at Stoke Mandeville Hospital in Aylesbury, England, at the request of the British Government, to meet the requirements of the vast number of citizens and soldiers wounded during WWII. Guttman was a firm believer in 'purposeful, dynamic physical management,' or the function of sport in the physical and emotional rehabilitation of persons with spinal cord injuries. Sport was therefore integrated into the Stoke Mandeville Hospital curriculum and became an essential component in the treatment of all patients. The first

competitive team sport developed at Stoke Mandeville was wheelchair polo, but it was on July 28, 1948, 'by chance more than design,' that the foundation of the first annual sports day, known as the 'Stoke Mandeville Games', coincided with the Opening Ceremony of the Olympic Games in London, and an international movement was born. The expansion of the Paralympic Movement continued with a gradual expansion of sport events, countries, and other disabilities competing at the annual International Stoke Mandeville Games, held in Aylesbury three years out of four, and in the Olympic Year, held in conjunction with the Olympic Games in the fourth year of the cycle. With rare exceptions, the Paralympic Games are still held every four years in the same city and, since the 1988 Seoul Summer Games and 1992 Tignes-Albertville Winter Games, at the same site as the Olympic Games.

The Paralympics are now premier athletic competitions for individuals with impairments. They highlight the athletes' sporting accomplishments rather than their disabilities. Since its inception, the movement has developed rapidly. Summer Paralympic Games participation has climbed from 400 athletes from 23 nations in Rome in 1960 to 4,342 participants from 159 countries in Rio 2016, with 528 events in 22 sports.

2.2.2 Human right for People with Disabilities

The World Health Organization (WHO) accepted the premise that physical exercise and sport may affect health and functional capacity as a daily component of everyday life for all persons, including those with disabilities. The ratification of the Convention on the Rights of Persons with Disabilities was a critical step in ensuring that the rights of persons with disabilities across the globe were recognized and implemented. The General Assembly approved a disability statistics compendium in December 2006, and the Convention was one of the quickest treaties ever drafted at the United Nations. The Convention is designed as a human rights instrument with a clear social development component. It has legally binding obligations as a human rights treaty, providing a legal framework to ensure people with disabilities can access their fundamental human rights, one of which is the right to participate in cultural life, including play, recreational, leisure, and sporting activities, on an equal basis with others..

The United Nations Convention on the Rights of People with Disabilities, Article 30.5 (2022) States Parties shall take appropriate efforts to allow people with disabilities to participate in recreational, leisure, and sports activities on an equal basis with others: To encourage and promote the

full participation of individuals with disabilities in mainstream athletic activities at all levels in order to ensure that people with disabilities have the opportunity to organize, develop, and participate in disability-specific sporting and recreational activities and, to that end, to encourage the provision of appropriate instruction, training, and resources on an equal basis with others.

The Convention promotes a rights-based approach to sport and physical exercise, which implies not just encouraging participation but also encouraging participation. The basic goal of this rights-based approach is to enable people with disabilities to claim their legal rights and fully participate in society, therefore promoting equality and combating prejudice (Lias et al. 2018).

2.2.3 Sport participation for people with disabilities

There is minimal descriptive and comparative data on the participation rates and physical activity patterns of people with disabilities, but the evidence that is available reveals that people with disabilities participate in less physical activity than their able-bodied counterparts. According to global estimates, more than 60% of individuals worldwide do not participate in levels of physical exercise that would help their health, and

physical inactivity is much more frequent among women and people with disabilities (WHO, 2003).

A poll conducted by the National Disability Authority reveals that persons with disabilities in Ireland are less likely to be physically active, with twice as many not engaging in regular exercise compared to their able-bodied counterparts. Sport England, the national sports development agency, found in two separate surveys on the participation of people with disabilities that their sports participation rates and frequency of participation are significantly lower than their able-bodied counterparts, and this holds true for a wide variety of disabilities.

Sport participation is impacted by a range of things. Among these variables are the perceived advantages of sport involvement, but there are also restrictions or limits that may discourage participation. In respect to able-bodied sport and more recently within the areas of disability sport, these and other variables impacting involvement in sport have been extensively studied.

2.2.4 Sport Initiation for People with Disabilities

There are a number of studies that examine the socialisation of people with a disability into sport explored the issue of disability sport socialisation in relation to identity construction and identified three key factors relation to

initiation into disability sport; significant others, socialising situations and personal attributes. If we look at significant others, it is suggested that multiple agents play a role in an athlete's introduction to the sport, being evident that a number of key individuals can have an influence on a person's socialisation, often working simultaneously with each individual unaware of the other's influence (Ruddell et al., 2017). These agents include physiotherapists, occupational therapists, therapeutic recreation therapists, social workers, family members (particularly parents), coaches, and peers who participate in sports.

Wu et al., (2021) identified persons with disabilities who play the sport as the primary first socialisation agent for both men and women. Wu et al., (2021) discovered that family were the most influential socialization agents for women with disabilities.

Depending on the kind of disability, severity, age of onset, and gender of the individual, beginning engagement in sport may occur in a variety of circumstances. For individuals with a Spinal Cord Injury, an acquired impairment, the rehabilitation environment is a crucial social backdrop for reintroducing them to sport.

2.2.5 Motivation to sustainable involvement for people with disabilities

There are currently a great deal more research investigating the reasons why persons with disabilities participate in sports. Blinde and McCallister (1998) discovered that when requested, persons with a handicap engaged in physical exercise and sport to preserve bodily functions, for social contact, and for the psychological advantages of sport, including stress release and greater self-confidence. In addition, Henderson and Bendini (1995) mentioned enjoyment, fun, to feel better, to relax and decrease stress, and to develop or maintain fitness as the primary reasons why persons with disabilities opted to engage in physical activity. This research was done with both male and female spinal cord injury patients who cited fitness, enjoyment, health, and competitiveness as the primary motivations to engage in sport after injury. It was discovered that therapeutic and social factors also affected the engagement of other individuals (Wu et al., 2021). Both (Blinde et al., 2013) and (Henderson & Bedini, 1995) emphasize the significance of choice or the impression of choice when it comes to continuous sport and physical activity involvement. She discovered that female athletes cited friendship as their primary motivation for participating in sports, but men athletes were more motivated by the desire to accomplish and attain prestige.

2.2.6 Constraints participation for people with disabilities

In the subject of leisure studies, research on leisure and sport participation restrictions is well-established, containing a vast array of empirical investigations and substantial theoretical advancements, with three primary classifications for leisure participation limits (J. L. Crawford & Stodolska, 2008; Crawford & Godbey, 1987).

Structural, which covers facilities, time, money, and transportation; Intrapersonal, or the psychological condition of the individual, such as stress, anxiety, and perceived self-skill; and Interpersonal, which examines the connection between persons.

The number of research on the limitations of individuals with disabilities in sports is still rather low. A study of elite athletes with cerebral palsy (Sherrill & Rainbolt, 1988) identified lack of time, inadequate equipment and facilities including access, distance, and availability, no one to train with, lack of transportation, lack of adequate knowledge among coaches, and absence of a regular coach as the major barriers to ongoing, consistent participation. Poor facilities, inadequate equipment, a lack of transportation, and a lack of coaches were cited as key obstacles to sports participation, but it was also acknowledged that athletes faced varying

obstacles based on their sport of choice. Wheelchair athletes tended to have more equipment and/or financial limitations, while blind athletes often mentioned transportation as their greatest obstacle. In a developing country context (Crawford & Stodolska, 2008), identify lack of qualified coaches, limited availability of equipment, inadequate facilities, negative attitudes toward people with a disability, and lack of financial resources as the major determinants of sports participation or non-participation. One research highlights not just the obstacles or limitations to physical exercise, but also a variety of characteristics that might encourage involvement. (Rimmer et al., 2004) In their investigation, they discovered 178 hurdles, which they categorized according to a variety of categories, including natural environment, equipment, economic concerns, information, professional expertise, views and attitudes, and policies (Rimmer et al., 2004).

In many of the research these same limits to sport continue to recur for both adults and children with a handicap. The Sport England 'Handicap Survey - Young People With A Disability & Sport' revealed that the most prevalent obstacles to involvement in physical activity for children with a disability were lack of companionship, unsuitable local sports facilities, lack of funds, and health concerns. Other barriers were a lack of transportation, an unwelcoming staff, prejudice, children's personal inhibitions, and the inability

of clubs to accommodate my impairment. In Ireland transportation and accessibility seem to be the biggest obstacle to sports participation for those with a handicap. The National Disability Authority Survey demonstrates that owing to challenges with accessibility and transportation persons with a disability in Ireland are much more constrained in their social life, in contrast to their able bodied colleagues. Comparatively, just 5% of the able-bodied population reported not having access to any kind of mobility, including public transit and private vehicles. The National Training and Coaching Centre Consultation Paper, 'Building Pathways' explores the gaps in the Irish sports system and concludes that the obstacles to involvement in sport and physical activity are insufficiently acknowledged. The research also notes that the National Governing Bodies of Sport are not aggressive enough in creating chances for individuals with a disability and that a lack of understanding and awareness of disability by mainstream coaches make them unwilling to work with athletes with disabilities.

2.2.7 Sport participation opportunities for people with disabilities

Although the number of disabled persons engaging in sports has risen over time, the number of disabled athletes competing in competitive sports continues to trail behind that of their able-bodied counterparts. Almost every

sport in which able-bodied athletes can compete can be adapted for disabled athletes, including archery, athletics, basketball, cycling, bowling, canoeing, equestrian, fencing, golf, kayaking, rowing, rugby, sailing, shooting, skiing, ice hockey, swimming, table tennis, tennis, water skiing, and others. Paralympic Sport structures, governed by the International Paralympic Committee and other International Sports Federations, culminate in the Paralympic Games, a major international multi-sport event for athletes with a physical disability, such as spinal cord injury, amputations, blindness, cerebral palsy, visual impairments, and intellectual impairments.

2.3 Disability-Inclusive Development Cooperation

2.3.1 The concept of disability inclusive and disability-inclusive development strategy

The international community is emphasizing that inclusion of the disabled group in official development assistance and solving their poverty problem is closely related to solving the poverty problem in developing countries as an effective way to eradicate global poverty. This is Mainstreaming Disabilities in development, and disabilities mainstreaming in development is used interchangeably with the term Disabilities-Inclusive Development. Inclusion means to include a certain object or phenomenon

within the mainstream scope, and inclusive development (disabilities mainstreaming in development) means public aid, and disabled people have the same opportunity as the general public to receive aid. It should be understood as a strategy to support the provision. In other words, it is not a separate development for the disabled, but a policy that guarantees the participation of the disabled by mainstreaming the viewpoint of the disabled in the entire process from planning, implementation, and monitoring of a universal development program and implementing it. It should be understood as a concept that includes step-by-step guidelines for doing so.

Disability issues in development were defined as cross-cutting issues by the UN General Assembly in 2012 ('Maintaining Disabilities in the Social Development Agenda'). A cross-cutting issue is one that should be considered in all fields and areas when discussing international development in today's international community. Human rights, gender, good governance, children's rights and good citizens, conflict prevention, the environment, and HIV/AIDS were defined as cross-sector issues by the United Nations in 2005. These cross-sector issues are conceptually distinct from 'fields,' which are generally understood to be taken into account during the program preparation stage, such as intergovernmental consultations, Country Assistance Strategy (CAS), and budget support plans. While 'field' refers to project activities and

outcomes, 'interdisciplinary' is not a project outcome, but it makes a significant difference in terms of increasing project effectiveness. Education and training for elementary school students in developing countries, for example, falls within the education field; however, including female students with disabilities in a project to expand female students' educational opportunities is a cross-disciplinary issue. As a result, disability-inclusive development is understood as a cross-sectoral issue that promotes the effectiveness of aid for fairer and more just development by prioritizing disability issues in all development programs and ensuring the participation of people with disabilities. The question of 'how should we view disability in development?' is another crucial concept in comprehending disability-inclusive development. In other words, how should disability be planned for and implemented as a cross-sector issue in development policy? The definition of the 'perspective on disability is critical. The report of Finnish Wiman (2003) clearly explains the shift in perspective on disability, and he sees the 'view on disability' as having four major components: exclusion, inclusion, inclusion, and disability. The disability-specific approach' is the most common view of disability, according to (Wiman, 2003). In other words, it refers to a strategy that focuses solely on the specific needs of people with disabilities. People with disabilities, according to this viewpoint, do not

belong in the mainstream and are thus excluded from the general public. The 'Component Approach' method, which differs from the 'Disability-centered approach,' is the second disability perspective. Although the disabled are included in mainstream society, there is still a separate service or project that only serves the disabled. The state in which it is made available The 'integrated approach,' which places disabled people in the general mainstream society and institutions or services that respond to their special needs in the mainstream society, is a slightly more developed form of disability perspective than the second disabilities perspective. It is a state in which a more integrated approach is taken by sticking to the plan and budget. An example of this is an integrated approach special class in a general school. In other words, while a change in the environment has begun in which general school students and students with disabilities are provided with equal classes at the same school, special classes in general schools continue to be made only for students with disabilities, so there is still a limit to viewing it as social integration in its entirety. Finally, the 'inclusive approach' is based on the human rights-based model described above, and the program is designed so that people with disabilities can use general mainstream society services and general services used by non-disabled people equally. It refers to a method of providing appropriate services to both disabled and non-disabled

people by incorporating as many disabled and non-disabled people as possible into processes and planning. In other words, it is based on treating disabled and non-disabled people equally and providing equal opportunities for program and project implementation. An inclusive approach to education for deaf students, for example, could include the establishment of separate special schools for deaf students.

Rather, it is a comprehensive approach in which hearing-impaired students receive instruction in regular classrooms in regular schools and receive equivalent education through the use of sign language interpreters or appropriate assistive devices based on the individual needs of children. As a result, the shift in development's perspective on 'how to approach the issue of disability?' is consistent with the international normative approach to disability discussed above (Kim, 2012).

As a result, disability - inclusive development (disability mainstreaming in development)' refers to a strategy to ensure that people with disabilities have equal opportunities in development as people without disabilities. It includes policies that ensure the participation of people with disabilities by mainstreaming their perspectives in the entire process, from evaluation to benefit distribution, as well as step-by-step guidelines for implementing them. Such disability-inclusive development is related not only

to the welfare of people with disabilities, but also to the welfare of their families, and this should be viewed as an important issue in achieving the MDGs' international development goals.

2.4 Sport ODA of Advanced Country

2.4.1 Australian Agency for International Development (AusAID)

Recognize the necessity of strengthening the capacity of people with disabilities to actively participate in the development process to achieve the MDGs by viewing people with disabilities as citizens with rights rather than as objects of charity. Among the five main strategic goals of the Australian government's new international development cooperation, disability issues are included along with issues of children and women in the detailed goal of 'promoting opportunities for all'.

AusAID has also prepared the expected outcomes and strategies for the detailed goal setting of 'improving the lives of people with disabilities'. Specific strategies to achieve this through provision include; 1) government support for comprehensive support, 2) inclusive education across all national programs and strengthening investment, effort and development in accessible infrastructure, 3) environmental impacts experienced by people with

disabilities. disability-limited initiatives to remove obstacles, and 4) the development of flexible support mechanisms through the Australian Aid Programs. In addition, the second expected outcome of AusAID in implementing disability -inclusive development is 'reducing the occurrence of preventable disability'. In the end, it involved bringing economic benefits. In particular, low-income people in developing countries are at higher risk of disease, and disability rates can increase due to difficulties in access to maternal and child health and nutrition, clean drinking water and sanitation facilities and immunizations. Efforts are being made to combat non-communicable diseases such as the Avoidable Blindness Initiative (ABI). In addition, we are striving to improve road safety and prevent accidents that can cause obstacles by strengthening road and traffic infrastructure-related activities to reduce the occurrence of obstacles due to traffic accidents.

The third expected outcome is the establishment of effective leadership in the areas of disability and development. Australia is Because it is in a good position to have a direct and realistic impact on the improvement of the quality of life of people with disabilities in the Pacific region, it was judged that it was possible to develop a disability-inclusive strategy in the aid development strategy and implement it to exercise national influence and show leadership. Therefore, Australia awarded the 'Australian Leadership

Award Fellowship' to promote strategic opportunities for action and resource mobilization of the international community, presenting examples of inclusive disability, and working with international organizations and partners such as multilateral cooperation organizations. He is contributing to leadership roles in disability and development, such as building strategic partnerships. The fourth expected outcome is expertise and effectiveness in disability-inclusive development, and the ultimate strategy of AusAID Australia for this is to clarify and systematically cover disability issues in all processes and programs in international development. to include the key role of The fifth expected outcome is to improve the awareness of disability and development by improving the understanding of disability and development, and to ensure that research activities sensitive to local circumstances and culture can be carried out. In addition, in accordance with the guiding principles of AusAID, disabled women, their families, and caregivers who care for them play a key role in the process of information, research, data analysis, and information dissemination, and support their work as participants in the development process. The main strategy is to ensure that one's knowledge can be used to the fullest for this purpose.

Chapter 3. Research Method

In this chapter, the study employed qualitative analysis methods to thoroughly investigate the Korean sport ODA for people with disabilities. The primary objective was to analyze empirical data gathered from diverse stakeholders who possess significant experience and knowledge in the field of sports ODA for people with disabilities. To ensure a comprehensive understanding of the topic, an in-depth interview strategy was employed, adopting a semi-structured approach for data collection. The interviews provided valuable insights and perspectives from the participants, shedding light on the intricacies of the subject matter. Subsequently, thematic data analysis was applied as the chosen method for analyzing and interpreting the collected data. This approach allowed for the identification and exploration of key themes, patterns, and underlying factors related to the Korean sport ODA for people with disabilities. Through this rigorous analysis, a comprehensive understanding of the current state and potential areas for improvement in the Korean sport ODA initiatives for individuals with disabilities was obtained.

3.1 Research Design

According to Saldana (2011), qualitative research is a term that encompasses various approaches and methods for the study of natural social life. The information or data collected and analyzed is mainly non-quantitative in nature and consists of textual material such as interviews, field notes, and documents, and visual material such as photographs, video recordings, and Internet sites (Saldana, 2011). In this study, the qualitative research approach was adopted to gain insights into the current situation of the sport ODA project for people with disabilities and to develop an effective programs based on these findings.

The qualitative nature of this research necessitates a study design comprised of document analysis and semi-structured interviews in order to examine the current status of sport ODA projects for people with disabilities in developing countries and to develop the necessary support items and measures. Document analysis is an essential component of qualitative research design, providing a systematic review of various electronic and printed materials such as official papers, newspaper articles, blogs, official statements, and other public records (Bowen, 2009). By conducting document

analysis, a comprehensive understanding of the context and background of the sport ODA project can be achieved.

In addition to document analysis, in-depth interviews were conducted as part of the research design. In-depth interviews are a valuable data collection method that allows for a detailed exploration of participants' perspectives and experiences (Rubin & Rubin, 2012). Through semi-structured interviews, qualitative data were collected to describe the current situation and development plans for the sport ODA project for people with disabilities. These interviews ensured that the voices of those directly involved in the project were heard and provided valuable insights into the subject matter.

By employing a research design that combines document analysis and in-depth interviews, this study aimed to comprehensively examine the sport ODA project for people with disabilities and develop an informed activation plan based on qualitative findings (Merriam, 2009; Rubin & Rubin, 2012).

3.2 Data Collection

In this study, 10 participants were interviewed in-depth in a one-on-one, semi-structured format. Stakeholders with experience in Korean sport

ODA were selected from donor and recipient countries. The study's participants were disabled sports administrators and coaches with extensive knowledge and practical experience on the current state of sport ODA for people with disabilities.

Providing informed consent is crucial in research, as participants need to understand the purpose, risks, and benefits before deciding to participate. Therefore, before participating in the interview, consent was emailed to participants, who were thoroughly informed about the study's purpose, interview procedures, research processes, potential risks, and potential benefits. This approach aimed to protect participants and ensure ethical research practices throughout the study. All participants had to respond to the emails, indicating their agreement to participate.

The semi-structured approach was chosen for qualitative research methods, as it allows for open data collection (Creswell, 2013). This approach is particularly suitable for this study as it delves into participants' opinions, beliefs, and emotions. The interviews lasted between 45 and 90 minutes, with an average duration of 1 hour. Some participants who resided outside Korea were interviewed online via Zoom meetings, while those in Korea were interviewed in person. All interviews were recorded with permission from the

participants, and the language used during the interview was either Korean or English, depending on the participants nationality.

The interviews were conducted between August and November 2022 and subsequently analyzed in November 2022. The recorded interviews served as valuable data for thematic analysis, enabling a comprehensive exploration of the current status and development plan for the sports ODA project for people with disabilities.

3.2.1 Participants

The participants in this study were purposefully selected using nonprobability sampling, specifically through purposeful sampling, which is commonly employed in qualitative research methods. A total of 10 participants were selected for in-depth interviews based on specific criteria. The selection criteria focused on individuals with field experience and involvement in sports ODA for people with disabilities.

Firstly, individuals responsible for sport ODA and working in the para-sport field were prioritized for accurate data collection. Secondly, participants needed to be government-affiliated or sports organization officials dispatched to developing countries. Lastly, participants were

required to be willing to actively participate in in-depth interviews related to this study.

The selected participants in this study encompassed various roles, including officials responsible for supporting sports for individuals with disabilities from the Korea Disabled people's Development Institute (KODDI), an administrator from the Korea Paralympic Committee (KPC), three individuals who had participated in the ODA project for people with disabilities, and five individuals in charge of sport ODA for people with disabilities in recipient countries.

The specific participants who took part in this study are as follows:

1. Administrator from Korea Disabled people's Development Institute (KODDI)
2. Administrator from the Korea Paralympic Committee (KPC)
3. Participant in the Para Sport ODA program to Cambodia as an archery coach
4. Participant in the Para Sport ODA program in Cambodia as an administrator
5. Participant in the Para Sport ODA program in Indonesia as a rowing coach

6. Administrator in charge of sport ODA for people with disabilities in Cambodia
7. Administrator in charge of sport ODA for people with disabilities in Mongolia
8. Administrator in charge of sport ODA for people with disabilities in India
9. Administrator in charge of sport ODA for people with disabilities in Sri Lanka
10. Administrator in charge of sport ODA for people with disabilities in Uganda

Table 5

Research participants

No	Groups	Sector	Remarks
1		ODA Policy Department	Administrator
2	Group1:	ODA Policy Department	Administrator
3	Donor Country	ODA Program Participant	Coach
4	(South Korea)	ODA Program Participant	Administrator
5		ODA Program Participant	Coach
6		Cambodia	Administrator
7	Group 2:	Mongolia	Administrator
8	Recipient Countries	India	Administrator
9		Sri Lanka	Administrator
10		Uganda	Administrator

3.2.2 In-depth Interviews

In-depth interviews, as a key method in qualitative research, offer rich insights into the lived experiences and perspectives of participants (Rubin & Rubin, 2012). According to Hesse-Biber and Leavy (2006), these interviews serve as a means to actively listen to participants, understanding their meanings, emotions, and even silence, while challenging preconceived notions and potentially transforming the researcher's understanding of social reality. Through open-ended questions and active listening, researchers can uncover nuanced information, hidden motivations, and gain a comprehensive understanding of the research topic (Smith, Flowers, & Larkin, 2009).

The in-depth interviews in this study were designed to elicit participants' perceptions, experiences, beliefs, and convictions related to the topic of interest. A systematic arrangement of semi-open interview questions was employed, providing a framework for the interviews while allowing for flexibility to explore diverse perspectives and unexpected insights (Galletta, 2013). The interviews were conducted on a one-on-one basis, creating a safe and trusting environment that encouraged participants to freely express their thoughts and perspectives (Fontana & Frey, 2005). Researchers employed careful probing and follow-up questions to delve deeper into participants'

narratives, seeking clarification and expanding on significant themes and experiences (Patton, 2015).

The interviews took place in either Korean or English, depending on the participants' language preferences. Participants and researchers were the only individuals present during the official interviews, which lasted approximately an hour on average. In some cases, interviews were repeated up to two times to gather sufficient data and obtain additional details to validate and clarify responses. Prior to the interviews, researchers created a semi-structured open questionnaire based on notes taken during pre-interview preparations. Additional contextual interviews were conducted to enhance researchers' understanding of the participants' current situations and emotions.

Overall, the in-depth interviews served as a valuable method to explore the participants' experiences and perspectives, contributing to a comprehensive understanding of the research phenomenon (Seidman, 2006; Rubin & Rubin, 2012).

3.3 Data Analysis

This study utilized in-depth interviews and employed thematic analysis as the data analysis method to explore the experiences and perceptions of the study participants. Thematic analysis is a commonly used

approach in qualitative research, aiming to uncover and interpret the underlying meanings within the collected data (Braun & Clarke, 2006; Thorne, 2000). The analysis process involved developing categories, identifying links and meanings, and organizing the data into themes (Chaleunvong, 2009; Pathak et al., 2013). The interview questions were designed to capture participants' beliefs and experiences relevant to the study's purpose (Flynn & Korcuska, 2018). While specific research questions guided the interviews, the data collected was analyzed to identify emergent themes that emerged from the participants' experiences. The interview responses were coded to prepare and organize the raw data, breaking it down into discrete parts and comparing them for similarities and differences (Chaleunvong, 2009). These codes were then organized into categories, which were further developed into themes that captured the essence of the participants' narratives.

All interviews were recorded and transcribed, using Zoom as the recording medium. The text data was initially analyzed by visually scanning the transcriptions to gain a general understanding of the information. Subsequently, the data underwent a thorough examination through multiple readings of the transcripts, leading to the identification of emergent themes and the application of coding to create preliminary groupings.

Throughout the analysis, the data collected from each participant was treated with equal weight, and the emerging themes were organized into cohesive groups. The researcher constructed a structural description that captured the essence of the collective experiences under investigation, ensuring a comprehensive understanding of the data (McMahon & Winch, 2018). The analysis process followed an iterative approach, refining and validating the themes to enhance the accuracy and reliability of the findings.

In summary, thematic analysis was employed as a systematic and rigorous approach to analyze the data, uncovering meaningful categories, themes, and patterns that provided insights into the experiences and perceptions of the study participants.

3.4 Trustworthiness

For the reliability of qualitative research, some guidelines are recommended to convey confidence in the accuracy of the research to readers, and it is important to implement strategies to strengthen the reliability of the research.

The validity of ethical aspects and results was verified throughout the process of this research. Through methodological strategies such as

triangulation, peer debriefing, and member checking, Santos et al. (2020) emphasized the transparency, reliability, and validity in the research finding.

A peer briefing session was held to gain a more clear and critical perspective on the data collected. This procedure allows researchers to self-reflect and eliminates biased approaches to datasets. It also includes peer-reviewed critical insights and notes that can improve the study's reliability. Other researchers and colleagues' opinions and suggestions can assist and remind researchers of criteria that may be overlooked during the data collection process. Furthermore, the perspective of a third party is helpful in providing a descriptive explanation of the situation and experience of the study participants, which can be seen as clear from an insider's perspective.

In particular, according to Lincoln and Guba (1985), in qualitative studies, member checking is suggested to have inherent reliability for accurate explanations or interpretations of the phenomenon to enhance rigor.. This method looks at the research process from an external perspective, approaches problems from different perspectives, is critical, and helps to identify biases and assumptions made by the researcher. Also, it helped the study better understand the approaches, explanations, and interpretations of the complex elements of the question.

The member checking process allows the researcher to approach the participants to ensure that they understand the responses made during the interview. After each in-depth interview was transcribed, all transcribed interviews were emailed to each participant, and participants made sure that the recorded information was correct based on the interview. Depending on the verification process, all participants were allowed to use transcription in the data analysis process. It played an important role in coding and creating topics

Chapter 4. Findings

This chapter presents the findings of the research using thematic data analysis. The goal of this research was to find answers to three research questions based on interviews with ten participants. Through in-depth interviews, valuable perspectives and experiences were captured, leading to meaningful insights and the identification of recurring patterns and themes. Thematic data analysis was employed to systematically analyze the collected data, ensuring a comprehensive exploration of the research questions. The findings offer a deeper understanding of the phenomenon under investigation and contribute to the existing body of knowledge in this field.

4.1 Overview

Table 6 provides an overview of the findings obtained through thematic analysis, showcasing the coding of participants' responses and the subsequent identification of themes and sub-themes. By organizing the researcher's notes and participants' insights in alignment with the interview questions, a comprehensive understanding of their observations and experiences concerning sport for individuals with disabilities was achieved. The thematic analysis uncovered three primary themes and nine sub-themes, shedding light on the diverse perceptions surrounding the Korea sport ODA

programs for people with disabilities. These findings contribute valuable insights into the various stakeholders' perspectives, shedding light on the life-changing opportunities and social impacts associated with the programs. Furthermore, the analysis also highlights the challenges that impact its implementation, including the lack of clear policy, accountability, transparency, human resources, and effective communication. Additionally, strategies to enhance the program's effectiveness were identified, emphasizing the importance of internal and external cooperation, monitoring and evaluation, disability inclusivity, and constant communication. These findings provide a comprehensive overview of the research, shedding light on key themes and sub-themes that underpin the perceptions, challenges, and potential strategies related to the Korea sport ODA programs for people with disabilities.

4.2 Emerging themes

Thematic analysis was used to analyze the collected data in this study. The researcher's notes and participants' responses were carefully organized based on the interview questions. The analysis identified three main themes and nine sub-themes that summarize the findings.

These themes and sub-themes provide a clear overview of the patterns and insights found in the participants' observations and experiences. The systematic analysis enhances the credibility and depth of the study's findings, contributing to a better understanding of the research topic.

Table 6

Coding of themes and subthemes

Research question	Theme	Sub-Theme
1. What are the perceptions of each stakeholder on Korea sport ODA programs for people with disabilities?	Life changing	- Opportunities - Social Impacts
2. What are the factors that affect the implementation of the Korea sport ODA programs for people with disabilities?	Challenges	- Lack of clear Policy - Lack of Accountability & Transparency - Lack of Human Resources - Lack of Communication
3. What strategies can be employed to enhance the effectiveness of Korea sport ODA programs for people with disabilities?	Internal and External Cooperation	- Monitoring & Evaluation - Disability-Inclusive - Constant communication

4.3 Research Findings

4.3.1. Life Changing

From the perspective of both donor country(Korea) and recipient countries, sport Official Development Assistance (ODA) for people with

disabilities is perceived to have positive effects on personal and social aspects. These impacts are believed to result in a change in lifestyle for individuals in developing countries. It has been observed that such individual changes eventually lead to broader transformations within community groups, including sport development and increased social awareness.

a. Opportunities

Based on the interviews, it is evident that the concept of opportunity intertwines with the experiences shared by the participants. These narratives shed light on the transformative power of opportunities in shaping the lives of individuals with disabilities and the broader perception of society towards them. Participant 1 highlights the changing landscape, expressing that people are becoming more aware of individuals with disabilities and their rights. Although these changes may not be widespread, there is a noticeable shift in attitudes towards disabled individuals. This evolving awareness creates a platform for opportunities to emerge and be recognized. Participant 7 shares a significant milestone achieved by the Mongolian Para badminton association. Through the support of Jeju disabled sports delegates, they were able to participate in the Asian Para Games in 2018, marking their first-ever entry into such a prestigious international event. This opportunity not only instilled motivation but also opened doors for future engagements on the

global stage. It served as a catalyst for the development and advancement of the association, providing invaluable experiences and opportunities for growth. In the case of Participant 3, who served as a coach for a disabled team, participation in the Jakarta-Palembang-2018 Para Asian Games presented a life-changing opportunity. This mega-sport event not only allowed them to showcase their skills and talents but also ignited dreams for the future. The coach and players experienced a boost in self-esteem, realizing their potential and envisioning a brighter future filled with possibilities.

These findings illustrate the vital role that opportunities play in the lives of individuals with disabilities. They act as catalysts for personal growth, empowerment, and societal change. Opportunities provide avenues for skill development, knowledge acquisition, and exposure to new experiences. They challenge stereotypes, break barriers, and contribute to the overall well-being and self-worth of individuals with disabilities. Furthermore, these opportunities have a broader impact, influencing the perceptions and attitudes of society towards disabled individuals. As people witness the achievements and capabilities of individuals with disabilities through these opportunities, their perceptions begin to shift, fostering a more inclusive and accepting society. In summary, the interviews showcase the profound impact of opportunities on the lives of individuals with disabilities. These opportunities

empower individuals, ignite dreams, and transform perceptions. They serve as catalysts for personal and societal change, creating a more inclusive and equitable environment for everyone.

Things are changing now. People are more aware about people with disabilities and their rights. Though not on a larger scale but definitely the perception of people changing towards disabled people (Participant 1).

I vividly recall the moment when the Mongolian Para badminton association had the incredible chance to take part in the Asian Para Games in 2018. Our team consisted of just one athlete and a coach for the SL4 category. However, our journey was made possible through the support of Jeju disabled sports delegates, who generously donated equipment. This act of kindness ignited a spark within us, filling us with motivation and fueling our dreams of participating in future international events (Participant 7).

Personally, I had the honor of being a coach for the disabled team during the Jakarta-Palembang-2018 Para Asian Games. This mega-sport event was a game-changer, not only for me but also for all the players under my guidance. The experience provided us with a chance to envision a brighter future, a future where disabilities did not limit our potential. Through active participation and perseverance, we all gained a tremendous boost in self-esteem, realizing that our abilities far outweighed any perceived limitations (Participant 3).

b. Social Impacts

Based on the interview, the social impacts of sport in the context of disability ODA programs are significant. Participants acknowledged that

sport have a profound positive effect on health, social cohesion, and education in developing countries. They emphasized that people with disabilities are often marginalized and face numerous challenges in their daily lives. However, through sport, they are provided with opportunities to engage in personal and social activities, fostering a positive perspective and enhancing their overall well-being. Additionally, sport programs not only benefit disabled individuals but also offer valuable knowledge and experiences to local administrators, promoting the development of a sport culture. The interviewees also highlighted the transformative power of sport in breaking social barriers and promoting inclusivity, as seen in cases where disabled individuals who were previously isolated gained the confidence to connect with others through sports activities. Overall, sport has the potential to create positive social change and empower individuals with disabilities, especially when supported by ODA initiatives.

- Sport as a catalyst for positive change:

The majority of participants acknowledged that sport has a significant positive impact on health, social inclusion, and education, especially in developing countries, but they face many challenges in participating in sporting activities due to a lack of infrastructure in their country. It was hoped that international aid would support sports activities (Participant 5).

- Access to sports opportunities:

For many people with disabilities who previously had limited or no access to sport, sport has given them the opportunity to expand their personal and social spheres of activity. The inclusion of people with disabilities in sporting events has provided a new and positive outlook for people with disabilities and instilled a culture of sport in local administrators as well as people with disabilities (Participant4).

- Increased performance and social interest:

In countries with large populations of people with disabilities, such as Sri Lanka, the challenges they face are often a barrier to their participation in sports. However, thanks to the support they have received from other countries, some athletes with disabilities have been able to get help and develop their talents. This has resulted in improved performance and increased social interest and awareness. These programs have been particularly beneficial for athletes in rural areas where access to sporting opportunities is difficult (Participant 9).

- Breaking down social barriers:

People with disabilities often experience social isolation and struggle to find their place in society; however, the presence of foreign sports coaches and the establishment of sports camps has played a revolutionary role in Cambodia. People with disabilities who were confined to their homes have begun to interact with others and break free from the constraints imposed by society, which demonstrates the power of sport to promote inclusion and social integration (Participant 6).

- Foreign aid and support:

Participants emphasized that people with disabilities are among the most marginalized groups in their countries. They often lack access to sport and related opportunities due to a variety of factors, including limited government funding, so receiving aid and support from abroad

through ODA projects can be very beneficial, providing them with resources and means for personal and social development (Participant 2).

4.3.2 Challenges

a. Lack of transparency and accountability

In accordance with the interview, a significant finding suggests that the lack of transparency and accountability in the management and reporting systems of recipient countries could be a potential reason for suspending the provisional sports ODA project. Several participants expressed concerns about the inability to provide sustained support even when manpower and resources are provided by donor countries. This issue arises due to the absence of a clear and efficient system in recipient countries for managing and reporting the received assistance. The recipient countries themselves echoed this sentiment, acknowledging the need for improved transparency and accountability. These challenges highlight the importance of establishing robust governance mechanisms and implementing effective monitoring systems to ensure that ODA projects are carried out with transparency, accountability, and long-term sustainability in mind.

In Uganda, we have encountered challenges related to the lack of transparency and accountability in the implementation of disabled sports activities funded through ODA. Unfortunately, there have been instances

where the allocated funds and resources have not been utilized appropriately. Some disabled sports activities have benefitted individuals who were not the intended beneficiaries like relatives of association employees, while only a few designated participants received the intended benefits. This lack of transparency and accountability undermines the effectiveness and fairness of the ODA-funded projects. It is essential to address these issues and establish a clear and accountable system to ensure that ODA resources are used effectively and reach those who truly need them (Participant 10).

Sometimes Para sport organization has acquired equipment from industrialized nations, according to press reports. However, these items seldom appear in the quantities anticipated. Most people believe the organization's leader stored these items in a storage room (Participant 7).

When it comes to ODA programs and para-sports in India, we've definitely seen some positive changes. But, to be honest, there are also a few issues we need to address. One of them is transparency and accountability. There have been cases where we didn't receive the expected amount of equipment from other countries. It's made people question whether these resources are being managed and distributed properly. To overcome this, we really need to focus on building trust. We should establish a solid system for reporting and monitoring, so that we can ensure ODA resources are used effectively. That way, our athletes can benefit and para-sports in India can continue to grow (Participant 8).

As an ODA participant, I have witnessed instances of a lack of transparency and accountability in the sports sector. There have been cases where equipment and resources provided through ODA projects did not reach the intended recipients. It is disheartening to see that some items have been stored away instead of being distributed to athletes who genuinely need them. This lack of transparency not only hampers the progress of

our athletes but also raises concerns about the proper management of resources. It is crucial for the ODA programs to ensure transparency and accountability at every level to maximize the positive impact on sports development (Participant4).

b. Lack of human resource

Throughout the interviews, a consistent theme emerged: there is a shortage of human resources in sporting events, operations, and administration in many countries. The lack of qualified coaches, specialized staff, and sport-specific classifiers is hindering the development and progress of para-sport. Participants emphasize the need for international cooperation, especially with countries like South Korea, to address these shortages and strengthen training and support for athletes. There is a clear recognition that the availability of skilled human resources is critical to the effective operation, transparency, and success of sports programs. The importance of training more specialized coaches and professionals is cited as a key to the growth and development of para-sport in these countries.

We are now trying to develop our athletes, but due to lack of qualified coach it is not moving forward a lot, because our athletes just training with normal athletes but our background is significantly different. We will so appreciate if ODA country could cooperate us with Korean specialist (Participant 7).

I worked in under developing country as a coach, when I was there sport was developing very well, but after me that program never continued and due to the lack of coach archery development eased so much (Participant 3).

Despite the fact that Indian Paralympic athletes have achieved notable results at the Tokyo 2020 Paralympics, there are currently no event-specific classifiers for para athletes. Previously, there was a dearth of coaches to develop sports, but with the assistance of ODA nations, this issue has begun to be resolved. But there is still a shortage of professional coaches. We need to train more professional coaches, and international cooperation is essential. A proper response to the shortage is needed for the development of para-sport (Participant 8).

If I am speaking about coaches, there are less of them, especially for the Paralympics. We have coaches in general, but para-athletes need specialized coaches. But Sri Lanka doesn't have many who specialize in para. However, we received a few coach training programs from Korea. But we need more. It is important that we have adequate resources for training and support so that our Para athletes can achieve their best. For this, we need international cooperation and support (Participant 9).

In Cambodia, we are facing difficulties in terms of sports events, operations and management due to lack of professional staff. We lack event-specific classifiers for Paralympic athletes, which limits their participation in training and competitions. We also face operational challenges due to lack of personnel with the required expertise and skills in sports administration and management. To ensure the efficiency and transparency of our administrative processes, specialized personnel are crucial, and we need both domestic training and international cooperation. Our goal is to secure more specialized personnel to provide the necessary support for our sporting events and management, and to

establish a transparent and efficient system for effective operations (Participant 6).

c. Lack of communication

Based on the interviews conducted with various stakeholders involved in ODA-supported para-sports programs, it is evident that there is a recurring issue of lack of effective communication. This challenge is observed at different levels, including between donor countries and recipient countries, within program participants, and even within the domestic teams of recipient countries.

Insufficient communication between donor countries and recipient countries has resulted in discrepancies in the expected quantities of equipment and resources provided. This lack of clarity and coordination has led to concerns among the public regarding the appropriate management and distribution of resources.

Moreover, inadequate communication among program participants has hindered the smooth execution of activities. Misunderstandings, delays in decision-making, and missed collaboration opportunities have been experienced as a result. It is clear that effective communication channels and regular updates are crucial to foster a shared understanding and enhance

collaboration among stakeholders. Overall, the findings indicate that addressing communication gaps is critical to the success and sustainability of ODA-supported disability sport programs.

I have heard there was some athletes going to dream programs to Korea, after those trips which shown in a social media participant people was not much related to para sports. Maybe the selection procedure not appropriate. Some specific ODA programs was not appropriately qualified, because relative organization does not know much just head of organization choosing by their point of view (Participant 7).

In the ODA-supported para-sports programs, we faced some issues due to a lack of communication. Despite our efforts to provide support and resources, we encountered difficulties with the implementing organization not providing timely updates or proper progress reports. This created challenges in effectively monitoring the program's development and ensuring efficient communication between all stakeholders involved (Participant 2).

We had some internal challenges regarding communication within our country during the ODA-supported para-sports programs. It was a bit frustrating because there were instances where information wasn't effectively shared among our team members. This led to misunderstandings, delays in decision-making, and even missed opportunities for collaboration with the donor country. We realized that improving our internal communication processes is essential for the success of such programs in the future. We're actively working on implementing better communication channels, regular team updates, and clear guidelines to ensure smooth coordination and maximize the impact of ODA projects (Participant 9).

When I was abroad on the ODA program, I experienced some issues with gaps in communication with my contact person. It was often frustrating to not receive important information in a timely manner, and I was unaware of certain program updates or changes, which affected my ability to fully immerse myself in and participate in the activities. Clear and consistent communication is essential to getting the most out of the program and feeling connected as a participant (Participant 5).

d. Lack of clear policy

It highlights the impact of the "lack of clear policies" in disability sport ODA programs. This issue leads to a range of problems, including inefficient use of resources, inequitable selection of participants, and confusion about program rules and responsibilities. The lack of clear policies hinders the evaluation of program effectiveness and limits cooperation between donor and recipient countries. Participants highlight the need for clear and consistent policies to increase program effectiveness, transparency, and participant satisfaction. Addressing these challenges is crucial for the successful implementation and impact of sport ODA programs for persons with disabilities.

ODA programs for persons with disabilities sometimes face challenges in using resources efficiently and achieving their goals. For example, lack of clarity on participant selection criteria can lead to ineligible people participating, or inequitable resource allocation. This can make it difficult to evaluate the effectiveness

and performance of the programs, and it can also affect cooperation with the supported country. Therefore, clear and consistent policies are needed to increase the efficiency and transparency of sport ODA programs (Participant 1).

However Mongolian para-badminton association has developing since 2015. But our policy is just depend on normal badminton association. We does not much have source to develop separately due to BWF policy (Participant 7).

Sincerely, I know very nothing about policy. If I am explaining why we need to see the policies, they are quite difficult to locate. Because we must get these policies from the Department of Sports or the International Paralympic Committee. Because, as usual, we are unable to locate it using internet search engines. Therefore, if we want information regarding the para policies, we must always consult an official. Consequently, I believe that other individuals do not care about these regulations since it is difficult to get information rapidly. However, I feel that the level of openness in para policies is inadequate. (Participant 9).

The lack of clear guidance in sport ODA programs can lead to confusion and frustration for participants. For example, lack of clarity on terms of participation or program rules made it difficult for participants to understand their roles and responsibilities. In addition, the allocation of resources may not be fair, leaving some participants underserved or unnecessarily taking up space (Participant 3).

4.3.3 Internal and external Cooperation

Internal and external cooperation is essential for the advancement of sport programs, facilitating collaboration, coordination, and shared

responsibilities among stakeholders. Within this framework, three key sub-themes emerge: monitoring and evaluation, disability-inclusive practices, and constant communication. Monitoring and evaluation enable regular assessment of programs, identifying areas for improvement. Disability-inclusive practices promote equal participation and opportunities for individuals with disabilities. Constant communication establishes effective channels for information exchange and decision-making. Together, these elements form the foundation for successful collaboration and drive the development of inclusive and effective sport programs.

a. Monitoring and evaluation

Prior to monitoring and assessment, both donor and recipient stakeholders stated their opinions, with recipients stating that they need additional equipment assistance, human resources, etc. based on their existing issues. On the other side, the Korea ODA programs also demonstrates respect by contributing to the growth of sport in their own nations. However, receivers are quite engaged before to the contribution, but after the donation they just vanish or are inactive to contact. Therefore, assessment techniques must be included in the official contract or policy term prior to project monitoring in order to ensure effective collaboration that satisfies both parties.

We conduct monitoring and evaluation to measure the performance of ODA programs and to ensure that resources are being used effectively. However, the current challenge is the difficulty in collecting and analyzing information about how projects are operating on the ground. We struggle to collect the data we need and make accurate assessments based on it. I think it is important to work with partner countries to provide the necessary manpower and technology for data collection and analysis, improve quantitative and qualitative evaluation methods, and share the results in the form of reports (Participant 2).

We lack sufficient resources and skills for data collection and analysis internally, which makes it difficult to accurately determine the performance of the program and take appropriate improvement measures. We need to invest in people and technology to strengthen our own monitoring and evaluation capacity. This is important because good evaluation is the key to sustaining ODA programs (Participant 8).

Monitoring and evaluation is an important tool for us to see our progress and know where we need to improve. However, we currently lack the resources and time to do enough monitoring and evaluation. This makes it difficult for us to quickly identify and respond to areas where we can improve (Participant 5).

Two parties, the donor organization and the recipient nations' organization, must provide more appropriate policies or modifications, in my view. Because some organizations in my nation have created an ODA programs, but not enough cash is reaching those in need. Local organizations conceal their programs processes, which creates challenges and hinders transparency (Participant 10).

As I mentioned earlier, we face several challenges in para sports in Sri Lanka. Therefore, we need to take action. Similar to how Korea assisted us before, if Korea

could support us once again, it would be greatly appreciated. A long-term cooperation with Korea would not only be beneficial but also allow for better monitoring and assessment of our work. With a long-term collaboration, Korea would have the legal authority to question our management about ongoing matters and gaps in the system. This would enable our management to effectively monitor and evaluate every aspect of our work, providing valuable updates on the current situation (Participant 9).

b. Disability – Inclusive

Based on the interviews, it is evident that there is still a lack of understanding regarding the importance of including individuals with disabilities in sports. Their sporting activities often receive limited support and attention. However, it is promising to see that a few individuals recognize and appreciate the significance of disability inclusion, which indicates progress in this area.

The collaboration between Japanese provinces and Mongolian athletes prior to the Tokyo 2020 Olympic Games exemplifies the potential of disability-inclusive practices. Through agreements and provision of facilities, disabled athletes were able to train in Japan and qualify for the Olympic Games. This highlights the positive impact of inclusive initiatives in promoting equal opportunities for athletes with disabilities.

Similarly, the implementation of the Dream program by the Incheon city government before the Incheon 2014 Asian Paralympic Games showcased the positive outcomes of inclusivity. By encouraging para athletes to train alongside Korean athletes in training camps, the program contributed significantly to the development of national paralympic sports.

These findings emphasize the importance of embracing a disability-inclusive approach in sports. Providing convenient facilities and creating development programs specifically designed for inclusive disabled athletes can offer excellent assistance and support to individuals participating in para sports. By prioritizing disability inclusion and expanding such initiatives, we can ensure that athletes with disabilities have equal opportunities to excel and contribute to the growth of paralympic sports.

Many people still do not understand the importance of allowing individuals with disabilities to participate in sports. Even their sporting activities receive limited support and attention. However, there are also a few individuals who understand and appreciate the significance of inclusion, which is a positive development (Participant 2).

Prior to the Tokyo 2020 Olympic Games, Japanese provinces established agreements with sports groups to promote sports and provide facilities in Japan for Mongolian athletes. Athletes trained in Niigata province and successfully qualified for the Olympic Games. If the Korea ODA programs offered a development programs for inclusive disabled athletes to train in Korea, it could

provide excellent assistance to para badminton players (Participant 7).

Before the Incheon 2014 Asian Paralympic Games, the Incheon city government implemented the Dream program, which aimed to train athletes and encouraged para-athletes to participate in training camps alongside Korean athletes in Incheon. These supports greatly contributed to the development of our national paralympic sports. Therefore, providing athletes with convenient facilities is of great advantage to them (Participant 8).

c. Constant communication

As emphasized in the interviews, ongoing communication plays an important role in the development of Para sports in the country. Professional support from external organizations is essential to improve skills and performance, but the lack of ongoing communication and follow-up can be problematic. Mismatched resources, unresolved issues, and unidentified needs are the result of a lack of ongoing communication. Addressing these issues requires organized communication channels, such as regular meetings and digital platforms, for efficient information sharing and collaboration. Without regular communication, it becomes difficult to address emerging needs, identify opportunities, and maximize collaboration. Ongoing communication has been shown to facilitate the flow of information, feedback, and guidance between donor and recipient countries, enabling effective

support, resource coordination, problem solving, and long-term partnerships in the development of para sport.

In my experience, internal and external communication plays a vital role in the development of para badminton. For instance, it would be beneficial to have specialized assistance from organizations like KOICA to help us improve our skills and performance. However, one challenge we face is the lack of consistent communication and follow-up from these external organizations. Once the specialists leave, the support tends to diminish, and local KOICA organizations don't actively seek further engagement. This hampers our ability to maintain a consistent line of communication and build a lasting relationship (Participant 7).

A lack of ongoing communication can lead to a variety of events and problems. First, due to the mismatch of resources and support, the assistance provided may not meet the actual needs of the beneficiaries; second, the lack of regular communication channels may hinder the timely identification and resolution of problems faced in the field, as problems may go unnoticed; and most importantly, the needs of the source country parties cannot be accurately identified. Therefore, establishing structured communication channels such as regular meetings, conferences, and digital platforms between donors, recipients, and relevant stakeholders can facilitate efficient information sharing and collaboration (Participant 2).

Without regular communication, it becomes difficult to address emerging needs and overcome obstacles quickly, which can slow down the development of the sport. Without ongoing communication, opportunities for collaboration, knowledge sharing, and additional support for the development can't be missed. Hard-earned opportunities can be wasted. Through continuous communication, we want a continuous flow

of information, feedback and guidance between donor and recipient countries (Participant 6).

Chapter 5. Discussion and Conclusion

This chapter provides a comprehensive analysis of the findings obtained from the data and highlights their significance, importance, and relevance. The findings will be examined in the context of the literature review conducted in this study. Furthermore, this study will conclude by discussing its contribution to the field, acknowledging its limitations, and presenting a conclusive summary.

5.1. Discussion

The research findings reveal the significant impact of sport Official Development Assistance (ODA) on the lives of people with disabilities in developing countries. From the perspectives of both donor and recipient countries, sport ODA is perceived to have positive effects on personal and social aspects, leading to transformative changes in lifestyle and broader community development.

Participant 1 highlights the changing landscape, expressing that people are becoming more aware of individuals with disabilities and their rights. This evolving awareness creates a platform for opportunities to emerge and be recognized. Participant 7 shares a significant milestone achieved by

the Mongolian Para badminton association, stating, "Through the support of Jeju disabled sports delegates, they were able to participate in the Asian Para Games in 2018, marking their first-ever entry into such a prestigious international event." This opportunity not only instilled motivation but also opened doors for future engagements on the global stage. In the case of Participant 3, participation in the Jakarta-Palembang-2018 Para Asian Games presented a life-changing opportunity as a coach for a disabled team. The coach and players experienced a boost in self-esteem, realizing their potential and envisioning a brighter future filled with possibilities.

These findings illustrate the vital role that opportunities play in the lives of individuals with disabilities. They act as catalysts for personal growth, empowerment, and societal change. Opportunities provide avenues for skill development, knowledge acquisition, and exposure to new experiences. They challenge stereotypes, break barriers, and contribute to the overall well-being and self-worth of individuals with disabilities.

The social impacts of sport in the context of disability ODA programs are significant. Participants acknowledged that sport has a profound positive effect on health, social cohesion, and education in developing countries. The interviewees highlighted the transformative power of sport in breaking social

barriers and promoting inclusivity. Disabled individuals who were previously isolated gained the confidence to connect with others through sports activities. As a donor of ODA, Korea's views on urgent improvements in sports ODA include expanding private sector participation, strengthening the monitoring and evaluation system, establishing a dedicated department for sports development cooperation, and strengthening education and outreach. In addition, the interviews revealed that transparency in ODA policies should be improved, information should be made more public, education and outreach on development cooperation should be strengthened, and private sector participation should be expanded.

A mid- to long-term roadmap is needed to set the vision and goals of the sport ODA programs and promote it systematically. In preparation for the expansion of sport ODA projects in the future, a roadmap for the goals, directions, and detailed implementation plans should be prepared in advance. In order to effectively promote sports ODA projects, which are currently fragmented and sporadic, the network among implementing organizations should be strengthened. This will prevent duplication of efforts, improve efficiency, maintain policy consistency, and establish a smooth project implementation system.

To promote sports ODA projects for people with disabilities, it is necessary to establish a dedicated department for ODA for people with disabilities, which is responsible for reviewing policy directions related to international cooperation, supporting project discovery, conducting project feasibility studies, coordinating work among project implementing organizations, and evaluating project results. It is necessary to prepare a project implementation plan in accordance with the government's ODA policy direction and to have a structure that can comprehensively and systematically promote the discovery, selection, and evaluation of projects. For this purpose, a systematic approach with the support of national sports-related research institutes is desirable.

5.2. Limitations & Suggestions

It is important to acknowledge the limitations of this study. Firstly, the research relied on qualitative interviews with a limited number of participants, which may introduce inherent biases and limit the generalizability of the findings. A more extensive and diverse sample could provide a broader perspective on the experiences and perceptions of stakeholders involved in sport ODA programs.

Furthermore, the research predominantly examined the perspectives of donor and recipient countries, potentially neglecting the voices and experiences of other key stakeholders, such as disabled individuals themselves and local organizations involved in sports development.

Future research should aim to address these limitations and further explore the impact of sport ODA programs for people with disabilities. Quantitative studies with larger sample sizes can provide a more comprehensive understanding of the effects of sport ODA on personal, social, and economic outcomes. Additionally, incorporating the perspectives of disabled individuals and local organizations will enrich the understanding of their experiences and identify ways to enhance the effectiveness of sport ODA programs.

5.3. Conclusion

The study examined the impact of Korea sport Official Development Assistance (ODA) programs on people with disabilities in developing countries. Through qualitative interviews and analysis, it became evident that sport ODA programs have a transformative power that brings about positive changes in individuals' lives and promotes community development. The

provision of opportunities through sport ODA serves as a catalyst for personal growth, empowerment, and societal change.

The narratives shared by stakeholders involved in sport ODA programs revealed the profound impact of these opportunities on the lives of individuals with disabilities. They emphasized the motivational aspect of participating in sports and how it opens doors for future engagements. Moreover, sport ODA programs challenge stereotypes and contribute to a more inclusive and accepting society.

The social impacts of sport in the context of disability ODA programs were substantial. Participants highlighted the positive effects on health, social cohesion, and education in developing countries. Sport acted as a means to break social barriers and promote inclusivity. Previously marginalized and isolated individuals with disabilities gained confidence and connected with others through sports activities.

While this study has shed light on the transformative power of sport ODA programs, it is essential to acknowledge the limitations. The qualitative nature of the research and the limited number of participants may introduce inherent biases and limit the generalizability of the findings. Additionally, the study predominantly focused on the perspectives of donor and recipient

countries, potentially overlooking the voices and experiences of disabled individuals themselves and local organizations engaged in sports development.

To advance the field, future research should address these limitations and delve deeper into the impact of sport ODA programs for people with disabilities. Quantitative studies with larger sample sizes can provide a more comprehensive understanding of the effects of sport ODA on personal, social, and economic outcomes. Incorporating the perspectives of disabled individuals and local organizations will enrich the understanding of their experiences and contribute to enhancing the effectiveness of sport ODA programs.

In conclusion, the findings of this study demonstrate the transformative power of sport ODA for people with disabilities in developing countries. Sport ODA programs offer valuable opportunities that empower individuals, challenge societal perceptions, and foster social inclusion. By acknowledging the limitations and conducting further research, we can continue to harness the potential of sport as a catalyst for personal and societal change, striving towards a more inclusive and equitable world for all involved.

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Appendix 1

Interview Questions

RQ1. What are the perceptions of each stakeholder on Korea sport ODA programs for people with disabilities?

- Donor country ODA officers(Korea)
 - a. How do you perceive the overall impact and value of Korea sport ODA programs for people with disabilities?
 - b. What are the main benefits or positive outcomes that you believe the program has achieved?
 - c. How do you view the level of collaboration and partnership between the donor country and recipient countries in implementing the programs?
- ODA programs participants as a coach and administrator
 - a. What are your perceptions of the Korea sport ODA programs for people with disabilities and its impact on participants?
 - b. How do you assess the level of support and resources provided to instructors within the programs?
 - c. What are some success stories or positive experiences you have encountered while working with participants?
- Recipient countries ODA officers
 - a. How do you perceive the importance and relevance of Korea sport ODA programs for people with disabilities in your country?
 - b. What are the main challenges or opportunities that you have encountered in implementing the programs?

- c. c. How do you assess the effectiveness of the programs in achieving its objectives and addressing the needs of people with disabilities?

RQ2. What are the factors that affect the implementation of Korea sport ODA programs for people with disabilities?

- Donor country ODA officers(Korea)
 - a. What are the key factors that influence the successful implementation of Korea sport ODA programs for people with disabilities?
 - b. How do you address any challenges or barriers that arise during the implementation process?
 - c. How do you ensure that the program is tailored to the specific needs and context of the recipient countries?
- ODA programs participants as a coach and administrator
 - a. What are the main factors that contribute to the effective delivery of the programs as an instructor?
 - b. How do you navigate any challenges or obstacles that may arise during the implementation of the programs?
 - c. How do you ensure that the programs aligns with the unique needs and capabilities of the participants?
- Recipient countries ODA officers
 - a. What are the critical factors that impact the successful implementation of Korea sport ODA programs in your country?
 - b. How do you overcome any challenges or limitations in implementing the programs?

- c. How do you ensure that the programs are culturally sensitive and tailored to the local context and needs of people with disabilities?

RQ3. What strategies can be employed to enhance the effectiveness of Korea sport ODA programs for people with disabilities?

- Donor country ODA officers(Korea)
 - a. In your opinion, which specific field or area within sport ODA for people with disabilities requires the most immediate support and attention?
 - b. What strategies have been implemented to enhance the effectiveness of Korea sport ODA programs for people with disabilities?
 - c. How do you assess the impact and effectiveness of these strategies?
 - d. Are there any innovative approaches or best practices that have emerged from the programs?
- ODA programs participants as a coach and administrator
 - a. Based on your experience and interactions with participants, which field or aspect within sport ODA for people with disabilities do you believe needs the most urgent support?
 - b. What strategies do you employ to maximize the impact and effectiveness of the programs as an instructor?
 - c. How do you engage and empower participants to achieve their full potential?
 - d. Are there any specific training or capacity-building initiatives that have been beneficial in enhancing the program's effectiveness?
- Recipient countries ODA officers

- a. From your perspective, which field or area within sport ODA for people with disabilities is in most urgent need of support in your country?
- b. What strategies have been implemented in your country to enhance the effectiveness of the Korea sport ODA programs?
- c. How do you assess the outcomes and impact of these strategies?
- d. What are some suggestions or recommendations you have for further improving the program's impact and sustainability?

국문초록

한국 장애인 스포츠 ODA 사업 현황 및 향후 발전 방향

김정아

체육교육과 글로벌스포츠매니지먼트

체육교육과

서울대학교 대학원

본 연구는 개발도상국 장애인 대상 한국의 스포츠 공적개발원조(ODA) 프로그램의 현황과 도전과제를 분석하여, 이를 기반으로 장애인 스포츠 ODA 프로그램의 발전 방안을 제시하는 데 목적이 있다. 본 연구를 통해 한국의 스포츠 ODA 관련 정책 수립 및 의사 결정 과정에 유용한 통찰력과 제언을 제공함으로써 장애 포괄적인 스포츠 발전을 촉진하고 개도국 장애인에 대한 지원을 강화하는 것을 주요 목적으로 한다.

이를 위해 공여국(한국) 장애인 스포츠 ODA 담당자, 장애인

스포츠 ODA 프로그램 참여자, 수원국 장애인 스포츠 ODA 담당자로 구성된 총 10명의 참여자들을 대상으로 심층면담을 진행하였다.

연구는 장애인 스포츠 ODA 프로그램의 문제점을 포함한 현재 상황, 목표, 혜택, 중요성 및 발전 전략에 대한 포괄적인 이해를 얻기 위해 이해관계자들의 관점과 경험을 분석하였다. 연구 결과, 스포츠 ODA가 개도국 장애인들에게 삶에 긍정적인 영향을 미치고, 이로 인해 개인 수준에서부터 공동체 수준까지 새로운 변화가 나타났음을 확인되었다. 스포츠 참여 활동은 장애인의 정신적, 신체적, 심리적 발달을 촉진시켰으며, 또한 스포츠를 통한 사회 활동 참여는 인적 자원의 기술과 지식 향상을 도모한다는 사실을 보여주었다. 이러한 스포츠의 긍정적인 영향은 장애인 지원 강화의 중요성을 강조하고 있다.

그러나 명확한 정책 수립, 책임성, 투명성, 인적 자원 및 커뮤니케이션 부족으로 인해 ODA 프로그램을 유지 및 발전에 어려움이 있음을 알게 되었다.

프로그램을 개선하기 위해서는 무엇보다 공여국과 수원국 이해관계자 간의 지속적인 협업 및 파트너십 강화를 강조하며, 효과적인 모니터링 및 평가 시스템 구축, 장애 포용적 접근 방식 촉진, 인식 개선 및 교육 강화, 스포츠 ODA에 대한 국제 협력 및 지식 공유 등의 전

략을 제안하고 있다. 이러한 전략의 실행은 장애인을 위한 한국 스포츠 공적 개발원조(ODA) 프로그램의 발전과 효과성 증진에 기여할 것으로 기대된다.

주요어: 장애인, 공적개발원조(ODA), 장애 포괄적, 스포츠

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