

スポーツ庁委託研究 スポーツ国際展開基盤形成事業  
「スポーツ国際政策推進基盤の形成：政府間会合の合意事項の履行 令和5年度」

事業報告書

2024年（令和6年）3月31日



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## 謝辞

本事業実施・運営にあたり、実施主体である日本体育大学の様々な問い合わせ、要望にも柔軟且つ前向きにご検討、ご指導、ご支援くださったスポーツ庁の皆様、ASEAN 事務局の職員の方々、ASEAN 各国のスポーツ高級実務者会議にまず心より御礼申し上げます。また、第3国での対面式ワークショップ開催に向け、前広にご検討下さった外務省、ASEAN 日本政府代表部の皆様、本年度事業に積極的に参加、関与下さった ASEAN 各国事業選任代表者（カウンターパート）の皆様、本事業への積極的な参画、ご尽力下さった日本側有識者会議の専門家の先生方に併せて御礼申し上げます。

略語および使用用語（順不同）

略語	正式名称（英語）	日本語訳
ASEAN	Association of South-East Asian Nations	東南アジア諸国連合
PETE	Physical Education Teacher Education	体育教師教育
SPD	Sport for People with Disabilities	障がい者スポーツ
QPE	Quality Physical Education	良質な体育
PLC	Professional Learning Community	専門職学習集団
PCM	Project Cycle Management	プロジェクト・サイクル・マネジメント
UNESCO	United Nations Educational, Scientific and Cultural Organization	国際連合教育科学文化機関
SMART	(Specific, Measurable, Attainable, Realistic, Time-bound) recommendations	スマート・レコメンデーション
TIAS	Tsukuba International Academy for Sport Studies	つくば国際スポーツアカデミー
ICSSPE	International Council of Sport Science and Physical Education	国際スポーツ科学・体育協議会
SHAPE America	Society of Health and Physical Educators	シェイプ・アメリカ (健康体育教育者協会)
ACPES	ASEAN Council of Physical Education and Sport	ASEAN 体育スポーツ評議会
JICA	Japan International Cooperation Agency	独立行政法人国際協力機構
NGO	Nongovernmental Organisation	非政府組織
MINEPS	International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport	体育・スポーツ担当大臣等国際会議
SOMS	Senior Officials Meeting on Sports	スポーツ高級実務者会議
NIPES	National Institute of Physical Education and Sports	国立体育スポーツ研究所 (カンボジア)
IAHPEDS	International Alliance for Health, Physical Education, Dance and Sport	健康体育ダンススポーツ国際同盟

## 抄録（日本語版）

【プロジェクトの枠組み】 スポーツ庁委託研究 スポーツ国際展開基盤形成事業

【事業名】 「スポーツ国際政策推進基盤の形成：政府間会合の合意事項の履行 令和5年度」

体育教師教育（PETE）および障害者スポーツ（SPD）の推進に関するワークショップ

【実施主体】 日本体育大学（障がい者スポーツ分野は筑波大学が担当）

本事業は、関係諸国との持続的な開発と平和の実現にスポーツを通じて貢献する観点から、日・ASEANスポーツ大臣会合において合意された政府間の協力事項の実現に向けた取組を推進するものであり、特に、ASEAN諸国における体育教員の育成（体育教師教育）に資する事業の実施および障がい者スポーツの発展に寄与する事業を実施するものである。両者の内容は、以下の通りである。

### ①インクルーシブで良質な体育授業（QPE）を展開できる体育教員の育成（PETE）に資する支援

A) 協力戦略の策定

B) 体育教師養成プログラムの実施

C) 日ASEANスポーツ協力の枠組みにおける協力体制の構築に資する今後の協力方策の提案

### ②障害者スポーツ（SPD）の発展に寄与する調査研究

D) 調査研究（研究デザイン策定、ニーズ調査、インタビューの実施、結果分析等）

新型コロナウイルスの感染拡大を受け、2021年度以降、日本体育大学は体育教師教育および障がい者スポーツをテーマとしたオンライン・ワークショップを開催し、ASEAN10か国のインクルーシブな体育教師教育強化・改善のための「アクションプラン」策定を支援し、各国の課題や社会情勢の変化を踏まえたプラン見直し、実施促進、モニタリングを推進している。同時に、筑波大学は障がい者スポーツ分野で、カンボジア等の最前線でのアンケートやインタビュー調査を中心に調査研究を進めてきた。また、この過程で、ASEAN域内での体育教師教育改善・強化と障がい者スポーツの発展のための専門職学習集団（Professional Learning Community: PLC）形成案が浮上し、以降本事業の核となるコンセプトと設定している。

2023年度は、各国の体育教師教育の課題等の基礎データとアクションプラン（2021年度各国策定、2022年度改訂）に基づき、1) ASEANにおける持続可能な協力関係構築に努めつつ、ASEAN10か国のアクションプラン実施を推進、2) 進捗のモニタリングを継続すると共に、3) 各国の文脈における促進要因と阻害要因を整理、4) プロジェクト・サイクル・マネジメント(PCM)の手法に基づいたステークホルダー分析の実施、5) 各アクションの効果に対する客観的な評価指標（受益者数等）の設定、6) ASEAN域内での相互扶助の促進、7) アクションプラン改訂支援を実施した。また、ラオスにおける障がい者スポーツの現地調査、その他学術論文の公開も行った。

2021年度のプロジェクト開始以来オンラインでの活動を続けてきたが、2023年度に初めて対面形式で開催されたワークショップを通じ、過去2年間のプロジェクト活動を通じて構築されたASEAN各国と日本人専門家との協働関係をさらに強固なものにすることが出来たと考える。それにより2023年度末の時点で、ASEAN+日本のプラットフォーム内の事業アウトプットとして、インクルーシブで良質な体育授業を展開するための体育教師教育と障がい者スポーツ推進のための専門

職学習集団（PLC）の形成条件・環境を整えることができたと考えている。

日本体育大学は、実施主体としてチェンマイ宣言、ASEAN Work Plan 2021-2025 等に基づくプロジェクト活動を継続することにより、インクルーシブで良質な体育（QPE）、体育教師教育（PETE）および障がい者スポーツ（SPD）各分野の専門職学習集団（PLC）がそのアウトカム、グッド・プラクティス、レガシーを ASEAN 地域、ASEAN+Japan 友好協力の枠組みから、世界に向けて発信することを期待している。

## Abstract (English Version)

**[Project Framework]** Global Sport Initiative /ASEAN-Japan Actions on Sports

(Research studies project commissioned by Japan Sports Agency)

**[Project Name]** Laying the groundwork for promotion of Japan’s global sports policies: Implementation of the agreement made at ASEAN Plus Japan Ministerial Meeting on Sports/ Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disabilities (SPD)

**[Implementing agency]** Nippon Sport Science University (NSSU)

(The University of Tsukuba was in charge of the implementation of Sport for People with Disabilities component.)

This project exists to promote efforts toward implementing the intergovernmental collaborative action points agreed upon at the ASEAN Plus Japan Ministerial Meeting on Sports with a view to contributing, through sports, to achieving sustainable development and peace in the participating countries. It focuses on implementing programs in 10 ASEAN member states (AMS) that contribute to enhancing Physical Education Teacher Education (PETE) and to the promotion of Sport for People with Disabilities (SPD). These programs consist of the activities outlined below.

① Support for Developing “Physical Education Teacher Education (PETE)” systems for inclusive “Quality Physical Education (QPE)”

A) Formulation of collaborative strategies

B) Implementation of Physical Education Teacher Education programs for inclusive QPE

C) Proposals for future cooperative measures that will contribute to building a collaborative system under the ASEAN-Japan framework

② Research studies for the Promotion of “Sport for People with Disabilities (SPD)”

D) Research studies (Research design formulation, needs assessments, interviews, results analysis, etc.)

Since the fiscal year (FY) of 2021, due to the coronavirus pandemic, NSSU and the organising committee have been holding online workshops or conferences with the main theme of Physical Education Teacher Education and Sport for People with Disabilities, promoting 10 AMS to develop their own “Action Plan”s to enhance PETE for inclusive QPE, to review them repeatedly based on the changes of the social context in each AMS, besides implementation support. Simultaneously, the University of Tsukuba promoted activities centred on online questionnaires and interview surveys on the front lines of SPD, e.g., in Cambodia. Also, in this process, constructing “Professional Learning Communities (PLC)” for inclusive QPE, PETE, and SPD emerged and is recognised as the core concept for the project.

In FY2023, based on the primary data on the challenges for each country’s PETE and the Action Plan (formulated by each country in FY2021 and revised in FY2022), we promoted 1) implementing the

Action Plans in 10 AMS while constructing sustainable collaborative relationships in ASEAN-Japan, 2) continuous monitoring its implementation progress, and 3) sorting out the promoting or inhibiting factors for its implementation in each country's situation. Besides, we proceeded with 4) stakeholder analysis based on the methodology of "Project Cycle Management (PCM)", 5) setting common and objective evaluation indicators for the outcomes and effects brought by the actions taken (the number of beneficiaries, etc.), 6) promoting mutual assistance within AMS, and 7) supporting for revision of the Action Plans, respectively. Also, a research study for SPD in Lao PDR was conducted, and an academic paper has been published.

The workshop in Phnom Penh, Cambodia, held in a face-to-face format for the first time in FY2023 since the project launched in FY2021, would help further strengthen the collaborative relationships among all participating AMS and Japanese experts established through the past 2 years' project activities. As of the end of FY2023, we ensured that we had created an environment suitable for forming the "Professional Learning Communities (PLC)" for inclusive QPE, PETE and SPD as project output within the ASEAN+Japan platform.

NSSU hope that by continuing the project activities based on the "Chiang Mai Declaration", "ASEAN Work Plan 2021-2025", etc., our PLCs will be able to disseminate the outcomes, good practices, and legacies to the world from the ASEAN region and the framework of ASEAN-Japan Friendship and Cooperation.

## 本文

### 第1章 委託研究趣旨並びに事業実施

#### 第1節 本事業の主旨並びに概要

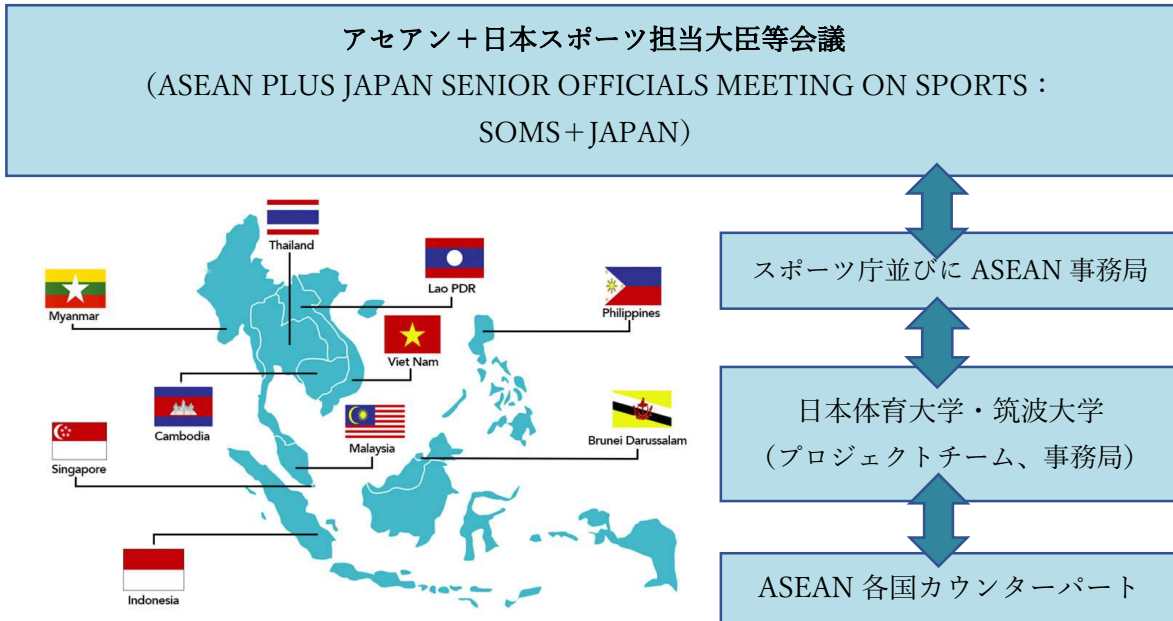
##### 1 事業の背景および主旨

本事業は、関係諸国との持続的な開発と平和の実現にスポーツを通じて貢献する観点から、日・ASEANスポーツ大臣会合において合意された政府間の協力事項の実現に向けた取組を推進するものであり、特に ASEAN 諸国における体育教員の育成（体育教師教育）に資する事業および障がい者スポーツの発展に寄与する事業を実施するものである。当初設定した両者の内容は、次の通りであった。

- **インクルーシブで良質な体育授業を展開できる体育教員の育成に資する支援**
  - ①協力戦略策定
  - ②体育教師教育改善・強化プログラムの実施促進
  - ③日 ASEAN スポーツ協力の枠組みにおける連携体制構築に資する今後の協力策の提案
  
- **障がい者スポーツの発展に寄与する調査研究**
  - ④調査研究（調査デザイン策定、ニーズ調査・インタビューの実施、結果分析等）

令和5年度事業では、前年度までに実施した ASEAN 各国内における体育教師教育並びに障がい者スポーツに関して各国の抱える対応課題並びにその解決策を議論するための基礎的データを収集、共有、エビデンスに基づくインクルーシブで良質な体育授業のための体育教師教育改善・強化アクションプラン（令和3年度事業にて各国が策定、令和4年度にて改訂作業実施）を踏まえ、持続可能な協働関係構築の中でアクションプラン実施促進、経過のモニタリングを実施すると共に、促進要因、阻害要因の整理並びに実施効果（成果）の客観的評価指標（直接並びに間接裨益者数他）の設定、共通認識の共有、アクションプランの再改訂を通し、互いに成長し続ける専門職学習集団（Professional Learning Community: PLC）として形成される過程を支援することを意図した。また障がい者スポーツ分野では、モデル国をラオスと設定し、対面ワークショップとインタビュー調査、学術論文の国際学会等での発表を目途とした。尚、本事業全体の運営体制は図1の通りである。

図1 本事業運営体制



## 2 各国カウンターパートの選任、事業関係者間の共通認識と合意形成過程

令和5年度事業は日ASEAN友好協力50周年の節目での実施にあたり、プロジェクトの目的、概要、今年度の事業計画についてスポーツ庁およびASEAN事務局と共通認識を得ることを目的に、オンライン会議を5月下旬に実施し、合意形成を図った。同オンライン会議を経て、本事業計画概要の周知並びにASEAN各国からの体育教師教育（PETE）および障がい者スポーツ（SPD）選任事業代表者（以後、カウンターパート）選出の協力依頼に係り「Request for Nomination for “Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disabilities (SPD)” of ASEAN-Japan Actions on Sports for the Fiscal Year (FY) 2023」を日本体育大学が起案、6月27日付でASEAN事務局よりASEAN各国スポーツ高級実務者（SOMS）担当者宛てに発出した。

各国カウンターパート選出には例年同様、一部の国で時間を要した。その理由は、当該国内手続きフローの変更並びにSOMS担当者の交代によるものであった（ブルネイおよびインドネシア）。他方、過去2年間で事業への理解が進み、またオンラインとは言え「顔の見える人間関係」が実施主体と各国間で構築されていたこと等から、その他8か国においては当該プロセスに係る期間は全体的に3か月から1.5～2か月程度に短縮傾向にあった。

また、自組織（マレーシア青年スポーツ省）での業務計画変更に伴い、マレーシア障がい者スポーツ（SPD）カウンターパートについては、11月に同国SOMSの交代要請に基づき新たな担当者が任命されることとなった。その他の各国カウンターパートは令和4年度事業に携わった人材が継続選任された。ASEAN各国カウンターパートとは、令和5年度事業概要、事業実施計画、カウンターパートの役割、期待されるアウトプット、アウトカムについて共通理解を図り、同時に各国内の進捗、課題や取り組みを把握する目的で、オンラインの打ち合わせを8月から9月にかけて、および前述のマレーシアについては新任カウンターパートを対象に11月に実施した。これらの打ち合わ

せを行ったことで、前年度までの成果を踏まえ、本年度活動計画、中長期の事業ビジョンが ASEAN10 か国のカウンターパートに周知され、合意が得られると共に、各国カウンターパートが策定した体育教師教育改善・強化アクションプランの実施進捗、課題についても聞き取りを行った。それは、その後の事業活動をスムーズに実施する上で、不可欠な手続きであったと認識する。選任された ASEAN 各国カウンターパートは表 1 の通りである。

表 1 ASEAN 各国カウンターパート（令和 5 年度）

国名	担当	名	姓		所属組織名
Brunei Darussalam	PETE	Haji Muhammad Azrin	HAJI AJI	Mr.	Ministry of Education
	SPD	Pengiran Nurhaziqah Azmina	PENGIRAN SAHMINAN	Ms.	Ministry of Education
Cambodia	PETE	Sitthisophealai	HOU	Ms.	National Institute of Physical Education and Sports
	SPD	Sopheaktra	YI	Mr.	National Paralympic Committee of Cambodia
Indonesia	PETE	Hilda	ILMAWATI	Ms.	Ministry of Education, Culture, Research and Technology
	SPD	Mesa Rahmi	STEPHANI	Ms.	Ministry of Education, Culture, Research and Technology
Lao PDR	PETE	Chanhthone	KHAMKONG	Ms.	Ministry of Education and Sports
	SPD	Latsame	VITHAYA	Ms.	Ministry of Education and Sports
Malaysia	PETE	Solehah	MISRON	Ms.	Ministry of Education
	SPD	Siti Mariam	AHMAD TOBIAS	Ms.	Ministry of Youth and Sports
Myanmar	PETE	Ko Ko Htay		Mr.	Ministry of Education
	SPD	Than Than Htay		Ms.	Myanmar Paralympic Sports Federation
Philippines	PETE	Ma. Vanessa	G. VINARAO	Ms.	Ateneo de Manila University
	SPD	Walter Francis	K. TORRES	Mr.	Philippine Sports Commission
Singapore	PETE	Derrick	CHEE	Mr.	Ministry of Culture, Community and Youth
	SPD	Kelly	FAN	Ms.	Singapore Disability Sports Council
Thailand	PETE	Chalitpol	SUEBMAI	Mr.	Ministry of Tourism and Sports
	SPD	Taweechoak	PONGDEE	Mr.	Ministry of Tourism and Sports
Viet Nam	PETE	Trong Kien	NGUYEN	Mr.	Ministry of Education and Training
	SPD	Van Sau	DANG	Mr.	Sports Authority of Vietnam

※PETE：体育教師教育分野、SPD：障がい者スポーツ分野

### 3 運営・実施体制

令和 4 年度に引き続き、体育教師教育（PETE）に関する運営を日本体育大学、障がい者スポーツ（SPD）の運営を筑波大学と設定、両者を日本体育大学が実施主体として統括する実施組織体制とした。

体育教師教育に関する運営は、令和 3 および 4 年度同様、日本国内外の体育科教育学の研究者および開発支援に精通した研究者によりプロジェクトメンバーが有識者会議を構成した。また、障がい者スポーツに関しても同様に過去 2 年度に倣い、障がい者スポーツに関する日本国内外の研究に精通した日本人研究者が海外の研究者の協力を得る形で有識者会議を構成した。両組織はそれぞれ独立しつつ、必要に応じ協働しながら事業活動を展開した。事業の実施体制については図 2 の通りである。

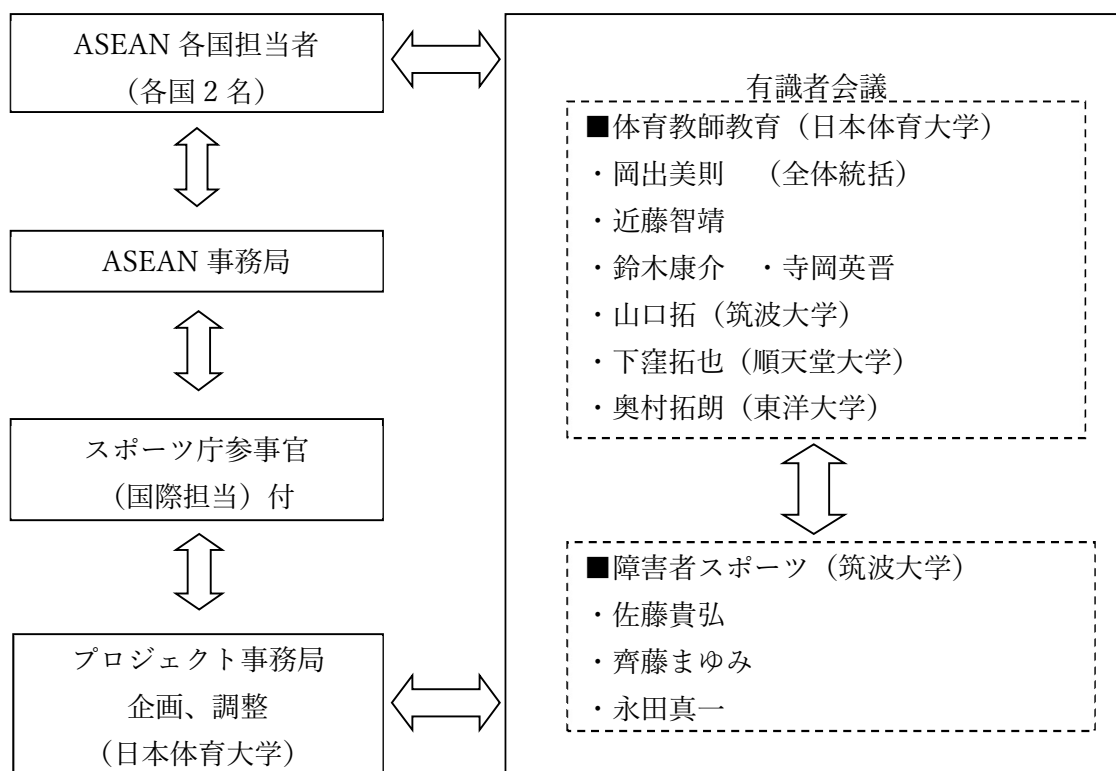
体育教師教育分野では、令和 3 年度実施のオンライン・ワークショップにて各国により策定された体育教師教育改善・強化アクションプラン、令和 4 年度以降の実施進捗およびその過程で生じた

課題などについて定期的にモニタリング、各国にプランの改訂を促すと同時に、更新された情報を共有することを通し、有識者会議メンバー内で継続的な事業進捗の理解を図った。この過程は、各国の体育教師教育の現状、検討課題等を把握し、提案する課題解決の着想を得る上で不可欠なプロセスとなった。

障がい者スポーツ分野では、令和3年度以降実施してきた調査研究の結果および分析結果、得られた考察をオンライン・ワークショップおよび学術論文の公開等を通し、新たな知見や示唆をASEANカウンターパートおよび各国関係者に共有する活動を継続した。これは、各国内での障がい者スポーツの周辺環境、資源や一般の理解度の他、発展に向けた障壁・課題を有識者会議が把握し、ASEAN各国カウンターパートの関心を高め、発展に向けた取り組みを促すに資する活動であった。

尚、体育教師教育の有識者会議委員長は岡出教授（日本体育大学）が、障がい者スポーツの有識者会議委員長は佐藤教授（筑波大学）が引き続き務めることとした。また岡出教授は、両プロジェクトのスムーズな運営・管理、意見・情報交換、相互の実施促進を図るため、全体統括としての役割を過去2年間同様務めた。また、スポーツ庁およびASEAN事務局への定期的な報告、情報共有および調整依頼等を行うことで関係上層機関との円滑な意思疎通を図ることに努めた。

図2 実施体制



## 第2節 事業実施計画と実施方法

### 1 体育教員の人材育成に資する支援（前年度から継続実施）

#### ①協力戦略策定

前年度に引き続き、スポーツ庁が ASEAN 各国と協働して実施した同分野のニーズ調査結果、2021 および 2022 年度の本事業活動実績に基づく。尚、協力戦略については、2023 年 5 月 25 日開催の ASEAN 事務局、スポーツ庁とのキックオフミーティング内にて、議論の上、内容を確定した。

#### ②体育教師教育改善・強化プログラムの実施促進

過去 2 年間の事業活動、主に 2 回のオンライン・ワークショップのアウトプットである、ASEAN 各国のニーズに即して策定されたインクルーシブで良質な体育授業を展開できる体育教師の育成に係るアクションプラン、ASEAN 域内に構築された情報共有ネットワーク基盤およびその他収集された各国基礎データを事業活動のベースとして、2023 年度の体育教師教育分野の事業活動案は検討された。尚、年度当初は、日 ASEAN 友好協力 50 周年にもあたることから、2023 年 5 月開催の東南アジア競技大会 (Southeast Asian Games) もしくは 6 月開催のアセアン・パラ競技大会 (ASEAN Para Games) に併せて、会場となるカンボジアで対面式のワークショップ開催並びに各国政府関係者向けの成果発信機会の設定を検討していたが、本事業選任代表者（カウンターパート）が各大会に関わり、多忙となる可能性と 4 月以降の準備期間が短いこと等を理由に、別途対面式ワークショップの開催を本事業活動の柱に設定し、概ね下記の実施を目指す計画を立てた。

- ASEAN 各国カウンターパート（体育教師教育、障がい者スポーツ）との打ち合わせ、本年度協力戦略、事業活動計画の共有
- ASEAN 各国のアクションプランの実施状況中間報告
- 当該アクションプラン実施過程における促進要因、阻害要因、課題、対策の抽出、検討、共有
- ASEAN 各国カウンターパートとの情報・意見交換
- 当該アクションプラン記載内容、実施計画の再見直し（社会の要請、実態により即した内容へ）
- 対面式ワークショップの開催、新たな知見、情報の共有
- アクションプラン実施の効果に対する客観的評価指標の提示
- オンラインで培った関係性の持続可能な信頼・協働関係へのアップグレード
- 専門職学習集団（Professional Learning Community: PLC）形成ベースの整備
- 本事業成果発信機会の創出

2021 年度に取り組んだ各国の実態を踏まえたアクションプランの作成にあたり、UNESCO(2021) How to influence the development of quality physical education policy: a policy advocacy toolkit for youth で提案されている分析手法を適用、各国が置かれている状況、解決すべき課題を踏まえ、長期的課題、短期的課題並びにそれらの優先順位を踏まえ、それらの解決に向けたアクションプランの作成を目途と設定した経緯があった。

UNESCO の上記文書では、1)効果的な政策作成に向けた基礎づくり、2)提案の目的設定、3)国内状況の分析、4)提案文書の配布先並びにネットワーク構築、5)ソーシャルメディアの活用並びに 6)若者の参加を促す計画作成という一連の手続きが示されており、各手続きに関わる現状確認のためのチェックリストが示されている。また、各国や国内各地の実態を踏まえた柔軟な計画作りが提案されている。

このような様式を活用して情報を共有することで、ASEAN各国が他国並びに自国の実態と経験を併せて検討することが可能になるとともに、相互支援に向けたネットワーク構築が可能になると考えた。また、同文書は、政策作成、実行に関わるステークホルダーを 3 層に分類しており、このような分類を踏まえて各国のステークホルダーを整理することで、政策の効果的な実行に向けた体制を具体的に検討しやすくなると想定した。加えて、同文書で紹介されている SMART(Specific, Measurable, Attainable, Realistic, Time-bound) recommendations の形式に即したアクションプラン作成を求めることで、具体性と実現可能性を踏まえたアクションプランの作成が容易になると意図した。

尚、同文書以外にも教師効果の評価方法、教師教育プログラムの評価方法、モニタリングシステム、ICSSPE の教師教育プログラムの評価指標、UNESCO の QPE、SHAPE America の提案してきた体育教師教育スタンダード等の評価枠組みについてもアクションプラン作成時に活用していた。

### ③連携体制の構築に資する今後の協力策の提案

過去 2 年間ででの事業活動を通して、ASEAN10 各国のカウンターパートとの打ち合わせにおける聞き取り、随時行われる実施モニタリング、オンライン・ワークショップでのプレゼンテーションを通して、各国が策定したアクションプラン内容、実施進捗、実施段階において直面する問題や課題を抽出、全体に共有するとともに、その解決案についても助言、情報共有、継続的にアクションプランの見直し支援を行ってきた。また、過去 2 年間に引き続き、日本体育大学に特別研究員を配置し、対象 10 か国カウンターパート並びに日本側プロジェクトメンバーとの連絡調整の円滑化、関係強化に努めることとした。

このような体制でプロジェクトを運営することを通じ、正確な情報共有を踏まえた論議を継続することで、過去 2 年間の事業活動を通じ構築された各国の担当者間並びに日本人専門家も含めた相互支援関係が発展する形で、体育教師教育および障がい者スポーツ分野における双方向且つ持続可能な信頼・協働関係がより一層強固に構築され、将来的な ASEAN+Japan の枠組みにおける専門職学習集団 (Professional Learning Community: PLC) 形成の前提条件並びに環境を整えてゆくことを本年度事業の大枠での目的として認識、設定した。

## 2 障がい者スポーツの発展に寄与する調査研究 (前年度から継続実施)

本年度は本事業障がい者スポーツ分野のモデル国をラオスに設定し、同国障がい者スポーツ関係者を対象に、インタビュー調査を対面で実施する計画を、筑波大学関係者により組織された障がい者スポーツプロジェクトチームが立案した。また併せて、現地障がい者スポーツ関係者を対象としたワークショップを開催することが計画された。その他、年度内での障がい者スポーツに係る調査

研究他、事業活動は、概ね下記項目を柱と設定した。

- モデル国（ラオス）における障がい者スポーツアスリート、コーチ、当該分野担当行政官および学校教員を対象としたインタビュー調査の実施
- モデル国障がい者スポーツ関係者を対象としたワークショップの開催
- 調査分析結果の ASEAN カウンターパートへの共有
- 学術論文の策定と公開
- オンライン・ワークショップの展開（2～3 回程度）
- オンラインで培った関係性の持続可能な信頼・協働関係へのアップグレード
- 専門職学習集団（Professional Learning Community: PLC）形成ベースの整備
- 本事業成果発信機会の創出

障がい者スポーツプロジェクトチームは前年度に倣い、日本並びにアメリカでの障がい者スポーツ、インクルージョン教育の研究者、スポーツパラリンピック支援関係者、Tsukuba International Academy of Sport Studies (TIAS)においてアフリカ、アジアでの障がい者スポーツの普及、啓蒙活動、ASEAN における障がい者スポーツ支援に関わってきた研究者でプロジェクトチームを構成し、プロジェクトリーダーである岡出教授（日本体育大学）の指導・協力の下、事業活動を継続することを想定した。

本年度は過去 2 年間の調査研究の結果等を踏まえ、国レベルでの障がい者スポーツ実施促進の動きが確認されたラオスを調査対象国と設定し、同国障がい者スポーツを取り巻く環境並びに学校における体育授業における固有の課題を抽出できるようにすることを意図した。尚、同調査については、現地語であるラオ語と調査使用言語である英語両方に堪能な現地通訳者を独立行政法人国際協力機構（JICA）現地事務所の便宜供与を受け、備上することで、円滑にインタビュー調査、ワークショップを確実に実施できる体制の構築が目指された。

また、体育教師教育分野同様、過去 2 年間の事業活動を通し構築された ASEAN 各国カウンターパート間並びに日本側有識者会議を含めた形で、長期的かつ対話の可能な相互関係を確固たるものとし、日 ASEAN スポーツ協力のプラットフォームにおける専門職学習集団（PLC）形成準備を随時進めてゆくことを本年度事業の最終目的と設定した。

### 3 プロジェクトメンバー（有識者会議）の活動

過去 2 年間同様、体育教師教育並びに障がい者スポーツ部門に各々独立した有識者会議をそれぞれ日本体育大学と筑波大学に設置し、各分野の事業実施に当たった。また、必要に応じ両有識者会議メンバーが協働し、情報の補完と共有に努めた。尚、プロジェクトリーダーである岡出教授が特別研究員と共に、二つの事業の方針並びに進捗状況を把握しながら、円滑な事業運営・管理に努める体制を敷いた。

体育教師教育分野の有識者会議は、過去 2 年間の事業活動で策定された各国アクションプラン実施の中間報告に係る情報提供を受け、各国の進捗、直面する課題を把握し、その解決に向けたアイ

デアを検討し、必要に応じカウンターパートへの助言、追加情報の提供等、フォローアップとモニタリングを定期的に行うことを計画した。

障がい者スポーツ分野の有識者会議は、ラオスで障がい者スポーツ当事者（パラアスリート、コーチ、行政官および学校教員）を対象にインタビュー調査を行う目的で、インタビュー調査票を英国チェスター大学所属の研究者の助力を得て準備を重ね、同じく開催予定のラオスでのワークショップと併せて、同調査実施に備えた。

併せて、体育教師教育分野の有識者会議メンバーが中心となり、本事業開始以来、初めての対面でのワークショップ実施準備が進められた。

#### 4 今後の協力の方向性・戦略の提案

昨年度開催した第2回オンライン・ワークショップにて ASEAN10 か国内での体育教師教育に係るアクションプランの実施準備および実施段階での課題、それらの解決の選択肢について、各国カウンターパートおよび日本関係者で情報共有、議論、検討することが出来た。また障がい者スポーツに関する ASEAN 各国の現状把握、問題意識を共有することができた。その結果、本事業関係者内での信頼・協働関係がアウトプットとして構築され、本年度のメインの活動として、対面式ワークショップが企画、準備された。

また、長期的には外部機関である ASEAN Council of Physical Education and Sport(ACPES)や ASEAN 内の障がい者スポーツ組織等での事業に係る情報共有、成果発信機会を確保し、事業外のネットワークの可能性も視野に入れることを想定する。ACPES 等を通じ、国内外の有識者、研究者等との関係性が構築され、各国が相互に支え合いながら体育教師教育システムの改善・強化および障がい者スポーツ促進に取り組みを継続することを将来的な事業成果と設定している。

このような取り組みを中長期的視点から、継続的に促して行く上では、日・ASEAN スポーツ担当大臣会合内に体育教師教育並びに障がい者スポーツに関わる部門、ワーキンググループを開設し、定期的に ASEAN 各国間のエビデンスに基づいた情報交換を進める目途にて、その中心的役割を果たして行くことが期待される。また、各国間の日常的で自由な情報交換、議論機会を担保する目的で、共通コミュニケーション・プラットフォームの構築、活用も視野に入れる。

尚、これらの取り組みは、JICA のスポーツと開発ポジションペーパー（2016）、「スポーツと開発」事業取り組み方針（2018）にも合致するものであり、将来的には本事業で得られた情報、ノウハウや ASEAN 内のネットワークを活用し、国際協力機構（JICA）等や Edu-Port ニッポンと連携した事業展開を促す具体的働きかけも、日本国内の連携も見据え、必要となると想定する。

#### 5 事業成果の共有・発信

本事業に関しては、本年が日 ASEAN 友好協力 50 周年の節目であることも視野に、2023 年 8 月開催のタイ、チェンマイにおける対面・オンライン併用で開催された第6回日・ASEAN スポーツ高級実務者会議（SOMS+Japan）にて、本事業プロジェクトリーダーである岡出教授（日本体育大学）

より体育教師教育および障がい者スポーツ各分野の事業進捗、成果発信を ASEAN 各国政府高官向けに行うべく、スポーツ庁参事官（国際担当）付ご担当者へ機会創出を打診、依頼していた。併せて、将来的な ASEAN 各国体育・スポーツ関係者、各国政府関係者、ACPES（ASEAN 体育スポーツ評議会）での情報発信を通して ASEAN の研究者間での情報共有、交流を活性化させて行くための具体案アプローチの検討に着手することを計画した。

同時に日本国内向けには、日本体育大学ホームページでの報告書の公開並びにスポーツを通じた開発支援に関わる研究機関、国際協力機構（JICA）や関連 NPO への報告書共有並びに JICA 地球広場や日本体育大学でのセミナーや高校生向け出前授業等を通して、体育教師教育および障がい者スポーツに関心をもつ次世代への情報発信を過去 2 年間に引き続き試みることを計画に含めた。

## 6 事業報告書の作成

本事業報告書は、過去 2 年間に倣い、巻頭の抄録（英語版）を除き日本語で作成し、完成時期は 2024 年 3 月末を目途とした。体育教師教育に関しては、2024 年 2 月実施の対面式ワークショップ期間中に ASEAN 各国から報告を予定する 2023 年度の取り組み内容、進捗、課題と対策等に係る情報、各アクションの裨益者数等、評価指標に係る客観的情報、議論結果を反映させたアクションプランの改訂案を記したプレゼンテーション資料を収録することを想定した。

障がい者スポーツについて、2023 年度モデル国に選定したラオスのパラアスリートおよびコーチ等を対象としたインタビュー調査結果の分析、考察に加え、同国で行われるスポーツを通じた障がい者の社会進出促進や草の根レベルの活動の重要性、インフラ整備に向けた予算確保等に係る政策提言の方向性に係る示唆等を記したプレゼンテーション資料を中心収録することを想定した。以下表 2 に、本年度当初に立案した事業計画（概要）を示す。

表 2 令和 5 年度本事業実施計画（概要）

	事業全体および体育教師教育分野	障がい者スポーツ分野
4 月	日本側事業関係者ミーティング、実施準備開始	
5 月	キックオフミーティング開催	
6 月	ASEAN 各国カウンターパート選任依頼状の発出	
7 月	ASEAN 各国カウンターパートとのオンライン打ち合わせ実施	
8 月	第 6 回 SOMS+Japan での事業情報・成果発信	ラオス現地調査の実施
9 月	対面ワークショップ準備、フォローアップ	-
10 月	対面ワークショップ準備、フォローアップ	オンライン・ワークショップ①
11 月	対面ワークショップ準備、モニタリング実施	オンライン・ワークショップ②
12 月	対面ワークショップ準備、モニタリング実施	オンライン・ワークショップ③
1 月	対面ワークショップ準備、モニタリング実施	学術論文の発表・公開
2 月	対面ワークショップの開催	
3 月	報告書作成、精算業務	

### 第3節 事業目標と期待される成果

#### ● 本事業全体のアウトプット

本事業では、国の規模、経済・社会状況、教育、体育や障がい者スポーツを取り巻く文化、環境、慣習、資源等が異なる多様な 10 ヶ国を対象としている。そのため、まずは体育教師教育や障がい者スポーツの現状、課題、取り組みを把握し、他国の状況を理解することと併せ、ASEAN 各国と共有し、各国が自国の文脈に落とし込んで考える作業が不可欠であると考えた。過去 2 年間の事業活動で行った、インクルーシブで良質な体育授業の実施を目的とした体育教師教育並びに障がい者スポーツに関する ASEAN 各国の現状、課題とその改善に向けたロードマップ作成に必要な基礎的データの収集・分析を踏まえ、アクションプランの立案、実施および調査研究を通して、新たな課題が浮かび上がって来ている。それに応じ、体育教師教育分野では同プランの実施促進と併せ、継続的に同プランの見直し、検討を各国に促し、支援している。同アクションプランは、物理的な本事業全体のアウトプットであり、各国での実施を通じ、アウトカムを生み出しつつあり、中長期での実施により更なるアウトカムの創出が期待される。また障がい者スポーツ分野の調査研究で得た知見、情報、分析で得られた結果、考察も本事業のアウトプットであると考えている。

また、本事業における日本並びに ASEAN 諸国の関係はこれまで、世界的な新型コロナウイルス蔓延により、オンラインでの活動に限定されたが、本年度はその終息により、対面でのワークショップ開催および実地調査の実施が可能となった。これまでの事業関係者間の人間関係をより持続可能で信頼感の高い協働関係（アウトプット）とし、ASEAN 域内の両分野の専門職学習集団（PLC）の形成（最終的アウトプット）につなげることを事業の長期目標と設定するに至った。

#### ● 体育教師教育のアウトカム

前述の通り、体育教師教育分野では、過去 2 年間の事業活動を通じ、ASEAN 各国の現行システム、社会の趨勢、ニーズ、課題および周辺環境（インフラ）に応じた体育教師教育の改善・強化に向けたアクションプランがアウトプットとして得られ、本年度その内容に沿った実施促進、モニタリング、各国内のステークホルダーへのアクションプラン案の共有、新たな課題の抽出、対策の検討とアクションプラン自体の再改訂を促してきた。

2021 年度に各国より共有された学校体育および体育教師教育に係る基礎情報を踏まえ、ASEAN 各国の体育教師教育制度並びにプログラム開発に向けた課題とその解決策を UNESCO(2021)How to influence the development of quality physical education policy: a policy advocacy toolkit for youth で示されている SMART Recommendations 等を活用しながら、各国カウンターパートが日本人専門家の助言、指導を受け 2022 年 2 月の第 1 回オンライン・ワークショップ内で作成した。SMART は、Specific, Measurable, Attainable, Realistic, Time-bound の略であり、現状と将来を見据えながら、具体的な提案をする手がかり、指針となる。このような共通フォーマットを活用して各国が自国の状況を客観的且つ正確に把握し、それを他国と共有することで、2021 年度事業終了時点では、各国がそれぞれの実情を踏まえつつ、また広い視点で体育教師教育に関わり、今後中長期および短期的に取り組むべき課題とその解決に向けた提案文書、当初のアウトプットとしてのアクションプランが提出された。例えば、養成段階の教員と現職教員の研修に分けた課題整理や両者の連携に関わる課題、中等教育段階以降の体育専科、小学校での体育授業実施に向けたクラス担任の能力開発、小学校、幼稚園で専任制等に分けて、解決すべき課題の整理がなされていくことになった。2022 年度と

2023 年度は、アクションプランに記載される事項の実際の実施の取り組みに着手すると同時に、他国の共有する具体的取組、課題と対策などに係る情報や、日本人専門家が示す情報、知識及び助言を参考に、各国カウンターパート自身が策定済みのアクションプランの内容を自国の社会的要請、資源などに基づき改めて客観的に見直し、より現実的なアクションプランへの改訂を継続的に加える機会を持った。特に 2023 年度は新型コロナ蔓延後、初めて対面式のワークショップをカンボジアで開催し、ASEAN10 か国および日本人専門家が一堂に会することで、文字通り国境を越えた情報共有、議論、検討等を行うことが出来た。カンボジアのアクションプランの実践課程、現場の視察等を通して、既存の事業アウトプットとしてのアクションプランを洗練化する作業、過程であったと考える。

各国カウンターパートは、ASEAN 内他国の状況を知ることを通し、自国の現行制度を客観視し、より高い視座から体育教師教育、体育自体を考える機会になったとの意見も寄せられた。また障がい者スポーツ分野のカウンターパートと協働、議論、情報共有および岡出教授の講義を受けることで、インクルーシブの概念の正しい理解、重要性、コンセプトのアクションプランへの反映に繋がっていることも確認することができた。今後、各国アクションプランに含まれる各種政策提言により、例えば、各国人材・組織の能力開発、ノウハウの蓄積が進み、ニーズ、実態に即した独自のカリキュラム評価、モニタリングシステムが設置され、インクルーシブで良質な体育授業の為の体育教師教育プログラムの継続的な発展に向かうことがアウトカムとして期待される。

#### ● 障がい者スポーツのアウトカム

障がい者スポーツ分野については、これまで 2 年間で実施した調査研究により、各国の障がい者スポーツの実情、対象各国が共通して抱える課題に関する基礎情報、分析・考察結果が、またカンボジアで実施した追加調査研究により、同国の障がい者スポーツの現状と課題に係る情報が物理的なエビデンスの形でアウトプットとして得られた。

それらにより、多くの ASEAN 諸国で障がいに対する差別や偏見は根強く残っており、障がい者の社会参加が制限されており、草の根レベルでの障がい者のスポーツへの積極的な関わり、参画の重要性が明らかにされると同時に、課題と対策の方向性が示唆された。ASEAN 諸国の多くで、障がい者スポーツに係るソフト・ハードの両面からのインフラ整備が遅滞している一方、障がい者スポーツに対する関心を高める上で、パラリンピックなど多くの目に触れやすい、可視化された成果により資源が投入されやすい状況が生じており、草の根レベルの取り組みにまで、十分な支援、制度が行き届いていない現状が調査の結果明らかになった。この様な問題に対して、政府主導で草の根レベルの障がい者スポーツ促進に特化した予算確保、政策提言並びに実施することが考えられる。上記の調査・分析結果、考察並びに国際レベルの知見が事業カウンターパートに共有されることで、各国カウンターパート個人並びに組織の問題意識が喚起され、課題解決、政策提言および実行力の向上等に繋がることの中長期的視点から見たアウトカムとして期待される。

他方、近年 ASEAN 各国のステークホルダー間で、障がい者スポーツの普及・発展の一環として周辺インフラの整備への関心自体は徐々に高まっていることも報告されている。そのための組織、制度作り、取り巻く社会環境は国により違いがあり、抱える問題点や取り組むべき課題は必ずしも一律ではないが、本事業の調査研究結果の共有、ASEAN 各国並びに日本人専門家が共に検討、意見交換することを通し、各国カウンターパートが各国の文脈や資源を踏まえた課題整理、現実的な目標設定を行い、具体的な政策提言に繋げることも併せて本事業の期待される成果として設定する。

- **ASEAN 各国のカウンターパートを介した個人レベルおよび組織間ネットワーク構築**

各分野に関連したこれらの成果を創出する事業実施過程で醸成される事業関係者間の信頼関係は重要なアウトプットと位置付けられる。また、本事業関係者が自国組織に戻り、職場内やステークホルダーとの情報共有を行うことで、より広範なネットワークング、間接的な裨益効果の拡大も期待される。知見、経験、情報が本事業を起点に各国内に波及的に広がるプロセスで、例えばステークホルダー各個人の調査能力、エビデンスに基づいた情報整理、分析力、政策提言能力、実行力、ネットワークング能力等が開発され、結果として、各組織のノウハウとなり、より良い制度の社会実装化につながることは事業のもたらし得る間接裨益であり、今後の事業のもたらす重要なアウトカムとなり得る。

過去 2 年間で、オンラインとはいえ各種作業を 10 か国が情報を共有しながら進めたことで、ASEAN 内での横の繋がり、各国内で同じような立場、身分と言える省庁および政府機関、教育機関の職員であるカウンターパート間の人的ネットワークが構築されていた。このネットワークは、2021 年度以降各国がプロジェクトの遂行に関して困難に直面した際、相互支援システムとして機能し始め、2023 年度に対面する機会を得たことで、専門職学習集団（PLC）として共に成長する環境がより確実な形で本事業の重要なアウトプットとして整えられたと捉えている。今後、共通の概念である SMART を基礎とし、インクルーシブで良質な体育授業のための体育教師教育の強化・改善アクションプランの実行、モニタリング、改善を ASEAN+Japan の枠組みで共に学習しながら進めてゆくことを前提とし、Chiang Mai Declaration に準拠し、中長期的な視点から日本を含めた各国でアウトカムが生じてくるような状況を継続的に生み出してゆけることを目標とする。

- **日本の行う「スポーツを通じた開発支援」、国際社会でのプレゼンス向上**

過去 2 年間の事業活動に引き続き、このようなプロジェクトに ASEAN10 か国および日本の研究機関が関与することは、当該国並びに日本の関係者双方に恩恵が大きいと考えられる。例えば、当該国においては、UNESCO を含む、国際的な動向を踏まえた体育の授業の質改善に向けた、持続可能なシステム開発に向けた知見を得ることで、それらを踏まえた担当者の政策立案、提案、遂行能力の向上が期待できる。殊に、体育教師教育と障がい者スポーツに関わる担当者を各国から各 1 名、計 2 名が互いに連携しながら本事業に関わる体制を取ることで、UNESCO の提唱してきたインクルーシブな Quality Physical Education (QPE) の実現に向け、学校教育内外での健康な生活習慣や社会的包摂の推進に向けた施策立案、実行に向けた連携体制が、各国内において担当者個人を越えて、組織的に構築されていくことが期待される。また、ASEAN 各国が協働、連携した体育教師教育モデルの構築に向けた互惠関係、専門職学習集団（PLC）が構築され、各国が主体的に関わり運営されることが期待される。

このような個人的、組織的ネットワークの構築過程で、当該国の文化的、社会的、歴史的資源を踏まえた、長期的、短期的視点に立つ、持続可能な課題解決を主体的に担えるリーダー人材育成が可能になっていくことも期待される。また、そのような人材が育成されていく過程で、より安定した社会システム構築に必要な政策提言、実行に向けたステークホルダー等の人材が波及的に関係省庁内外で増えて行き、組織間連携も円滑化することが長期的視点から期待される。

また、このような人材とともに協働的にプロジェクトを継続展開していくことにより、日本国内において当該国の実情に関する正確な情報を踏まえた、現実的な支援策の検討や支援事業の形成が

し易いノウハウや環境が段階的に整備されて行くことが考えられる。それは、スポーツ庁、外務省、国際協力機構（JICA）等が各々取り組んでいた事業の内容に関わる情報や各国の実態に関する情報を、組織を越えて共有、蓄積、活用することで、国内機関が互いの長所を活かし、補完し合いつつ、ASEAN諸国とより密で良好な関係づくりを進めることに資するものと期待される。その意味で、スポーツ庁主導で発足した ASEAN スポーツ協力情報交換会において日本国内のステークホルダー間の横の繋がり、互惠関係が構築される機会が増えることは、有意義であり、日本政府の行う当該分野における協力・支援事業の円滑化、効率化、ニーズに合ったコンテンツの検討と実施を成果として創出することが容易になる。また、このプロジェクトを通して、International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS)が展開してきた良質の体育、包摂の実現に向けた政策立案、施行に ASEAN 内で関与し得る、日本国内での人材育成も同時に進むものとする。

スポーツを通じた開発支援は、2000 年台に入り急速に展開されてきたが、ASEAN における各国の実態に関する正確な情報は、日本ではそれほど多くの関係者間で共有、蓄積、有効活用されているわけではないのが現状である。その状況は、欧米諸国においても同様である。そのため信頼される支援体制の構築、情報の整理、蓄積、共有、利活用が可能になることで、日本が国際社会において特に ASEAN 各国を対象に「スポーツを通じた開発支援」のイニシアチブを取ってゆく能力、地位、信頼感が高まることも期待される。また ASEAN の自律的な行動を促す取り組みは、国際的にも貴重且つ有用な情報として発信可能である。それにより、ASEAN 発の体育教師教育モデルや障がい者スポーツモデルが、学術面からも政策的にも国際社会に向けて発信、普及、参照、活用されていくことにもなる。日本を拠点に国際社会に向けた体育教師教育および障がい者スポーツに係る情報発信する人材の能力開発、ノウハウの蓄積も付随して達成されると共に、スポーツを通じた開発支援における日本のプレゼンスを ASEAN 内のみならず、国際社会に示すものとなる。

ボスニア・ヘルツェゴビナにおけるスポーツを通じた信頼醸成プロジェクトに日本が貢献しえた理由は、日本が長らく国際社会において支援国から信頼されるプロジェクトを現地のニーズを踏まえて網羅的に展開されてきたからだと言える。ミャンマーやカンボジアにおける支援についても同様である。プロジェクトに派遣される専門家が十分に機能し、能力を発揮するためには、専門家が対応すべき課題やその課題解決に向けた前提条件が明確になっていることが重要である。プロジェクトとして対応すべき課題形成には、特に事前の調査、その調査を効果的に進めるためのノウハウの蓄積、調査で得られた情報を多角的に分析し、理論から実践に繋げる準備、並びにその遂行能力が問われることになる。

政策レベルを視野に入れながらスポーツを通じた開発支援を展開するための知見や人材の育成、システムの構築は、我が国では緒についたばかりである。そのため、今後は現在までに蓄積されてきた知見、経験を踏まえた日本の国際貢献、さらには日本国内の課題解決に向けた取り組みをより充実させる時期を迎えているとも考えられる。その意味で、本事業は体育、スポーツを通じた日本の国際貢献並びに日本国内のシステムや環境整備にとっても重要かつ大いにメリットがあると考えている。

## 第2章 事業実績

以下に令和5年度の事業実績を記述する。尚、記載順は体育教師教育、障がい者スポーツ分野共通、障がい者スポーツ分野の順とした。

### ・体育教師教育、障がい者スポーツ分野共通

#### 第1節 ASEAN 各国選任事業代表者（カウンターパート）との打ち合わせ

【実施時期】2023年8月2日～9月25日および11月22日（水）

本年度 ASEAN 各国政府により選任されたカウンターパート（体育教師教育担当および障がい者スポーツ担当各1名、計2名）を対象に、過去2年間の事業成果、本年度事業内容、事業実施計画の共有、それらに関する質疑応答、各国におけるインクルーシブで良質な体育授業のための体育教師教育改善・強化アクションプランの実施状況、課題等の聞き取り、モニタリングを目的にオンラインの打ち合わせを行った。概ね前年度に引き続き選任されたカウンターパートが大半であったため、スムーズに共有が図られ、理解を得たと考える。また対面でのワークショップ並びに関係構築機会に関する希望は共通して聴取される結果となった。他方、アクションプラン実施の進む国と、政治体系、省庁に係る諸制度・環境等から同実施に困難を伴う国が大まかに二分される傾向が見て取れた。本年度の事業活動を通じ、各カウンターパート個人の能力開発、所属組織としてのノウハウの蓄積、ASEAN全体としての体育教師教育および障がい者スポーツにおける課題や解決方法の共有、実施プランおよび成果の客観的評価指標の設定、ASEAN+Japan の枠組みにおける協働関係の深化に加え、令和5年度事業を通してどのように対処して行くべきか、実施組織にとって改めて考える機会となった。

#### 第2節 事業成果発表

【実施時期】2023年8月30日

タイ、チェンマイで対面およびオンライン併用（ハイブリッド方式）で開催された「第6回日ASEAN スポーツ高級実務者会合(SOMS+Japan)」にて、現在日ASEAN 友好協力事業として実施される「女性スポーツ」分野等と併せて本事業「体育教師教育および障がい者スポーツ」分野より岡出教授が参加、過去約2年の事業活動概要、進捗、成果および今後の方向性（Professional Learning Community の形成等）についてプレゼンテーションを行った。また、各国 SOMS メンバーからも本事業に対し、高い理解と関心が示された。実施組織として、各国政府上層部が事業を詳細に理解し、自国および ASEAN 内の当該分野の発展に期待感を抱いていることが確認出来、有難くまた有意義な情報発信機会となったと考えている。また、採択されたチェンマイ宣言内容も踏まえ、その後の活動を展開する契機となった。

#### 第3節 ASEAN 各国カウンターパートを対象とした対面ワークショップ

以下に、本年度実施した対面形式でのワークショップ実施概要を記載する。

■日時：2024年2月19日（月）～22日（木）

■開催場所：カンボジア王国プノンペン市

（Sunway Hotel Phnom Penh 内会議室「Wat Phnom I & II」および各視察先）

■実施方式：対面（オンラインの併用は予算の関係上、実施せず）

■実施目的：本事業向けに ASEAN 全 10 か国から体育教師教育および障がい者スポーツ各分野に事業担当者に選任されたカウンターパートを対象とした。本ワークショップでの体育教師教育および障がい者スポーツ分野に係る実施目的は下記の通り設定した。

- 1) ASEAN における両コンポーネント（体育教師教育および障がい者スポーツ）の横の繋がり強化および専門職学習集団（Professional Learning Community: PLC）の基盤形成
- 2) 対面機会、情報、知見、スキル、ノウハウや経験の共有を通じた日 ASEAN 協力の枠組みにおける国境を越えた長期的協働関係の方向付け
- 3) 体育教師教育および障がい者スポーツ選任代表者を通じた各国内の関係省庁・組織間の双方向での意思疎通、意見交換、認識共有の促進
- 4) 各国選任代表者のエビデンスに基づく政策立案、実施、評価、改訂等に係る個人の能力強化
- 5) 他の ASEAN 各国が直面している固有の問題・課題の理解を深め、客観的に自国の課題やその解決を考える視座の獲得
- 6) カンボジアの実施例視察を通じた ASEAN 各国間の率直な意見交換、議論の実施
- 7) ASEAN 各国選任代表者間におけるインクルーシブな体育教師教育スタンダード案の検討

#### ■実施概要

新型コロナウイルス蔓延が落ち着きを見せた本年度当初、スポーツ庁に対し ASEAN 全 10 か国を一堂に会した対面でのワークショップ開催可能性の検討を依頼していた。他方、ミャンマーについては、2021年2月に発生した国軍によるクーデター以降、国内情勢の悪化の一途を辿っており、ASEANにより要請された「5つのコンセンサス」の履行が進展しない状況が継続していた。日本政府からも遺憾の意、懸念が示され、「日本が国として実施するプロジェクトでの同国政府関係者を招へいすることは望ましくない」との見解が外務省より示されていた。他方、ASEAN事務局が日本政府並びに本事業に求める「10か国一律の対応」が考慮され、外務省およびスポーツ庁により ASEAN 第3国でのミャンマー・カウンターパートを含めた対面ワークショップ開催が許可されるに至った。

また、本事業が ASEAN Workplan 2021-2025 に呼応する点、ASEAN 内の体育教師教育分野のリード国はカンボジアが務めている点から、同国での開催（日本体育大学との共催）が ASEAN 事務局より推奨され、日本側はそれを受け入れ、9月以降、カンボジア政府関係者と実施主体の間で開催に向けた組織委員会が発足、協議、調整等が継続的に行われた。その過程で、カンボジアにおける対面ワークショップ開催概要並びに案内状「Invitation to the Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disabilities (SPD) of ASEAN-Japan Actions on Sports FY2023, Phnom Penh, Cambodia, 19- 22 February 2024」を日本体育大学が起案、11月8日付でカンボジア政府代表である教育青年スポーツ省より正式に発行され、ASEAN事務局を通じ各国 SOMS に展開、各国カウンターパート（体育教師教育および障がい者スポーツ各担当者）

に周知が図られた。

本事業は過去 2 年間の事業実績、得られた知見、ノウハウの積み重ね、オンラインにて構築された「顔の見える人間関係」は既にアウトプットとして得ていたものの、対面でのワークショップは初めての試みであり、これまでのアウトプットからどのようなアウトカムが目に見える形で得られるか、具体的には策定し実施段階にあるインクルーシブな体育教師教育改善・強化を目的としたアクションプランの実施によりもたらされたグッド・プラクティスや課題の共有、課題解決や有効な実施に向けた意見交換、ディスカッション、新たなアイデア着想機会の創出、成果の評価指標の設定、ASEAN各国カウンターパートのより積極的な関与、他国とのコラボレーション可能な信頼関係の構築等が、将来的な専門職学習集団（Professional Learning Community: PLC）形成のベースとなる成果として期待された。

尚、実施したワークショップの日程は表 4 の通りである。大幅な遅れやアクシデントもなく順調に、カンボジア政府および日本体育大学共催による 4 日間のワークショップは、現地関係者を含め約 45 名を一堂に会し実施された。本事業全体統括を務める岡出教授も長年関与するカンボジア、ミャンマーの体育教師教育の発展過程、カリキュラム策定、コミュニティ形成や継続教育制度（Continuing Professional Development）の重要性、インクルーシブの概念、カンボジアで進行中の改善・強化アクションプラン実施内容を ASEAN 各国カウンターパートが事前に理解した上で、同国教育機関における体育授業現場の視察、障がい者スポーツ施設、練習を訪問することは、他 ASEAN 各国にとりインクルーシブなアクションプラン実施の一例を直接目にする貴重な機会であり、課題や解決に向けた取り組みも含め、各国事情に照らし合わせ、また自国制度を客観的に見直す機会となった。また、ワークショップ実施後のアンケート調査結果より、①対面実施の意義、②今後の事業継続性・方向性、本事業に端を発する専門職学習集団(PLC)形成への期待感、③各国間コラボレーション機会増加へ向けた具体的取組の可能性が読み取られるに至った。他方、各国が策定し、実施と並行して改訂を重ねているアクションプランの各国内における重要性・意義の認識、実施進捗、評価は、各国事情の他、政府組織間の連携・協働体制の有無、ステークホルダーを取り込むプロセスの違い、政策の採択から実施に向けた手続きやメカニズムに格差があることも実施主体として認識している。今回のワークショップで提示された Project Cycle Management (PCM) の手法、ステークホルダー分析、客観的評価指標等、新たな知見や方法論も有効に活用しつつ、今後の継続的なモニタリング、各国単位でのフォローアップ、各国内ステークホルダーの取り込みの他、実施促進に向けたより具体的な支援が求められる。

対面でのワークショップ開催は実施主体にとり、ASEAN 域内での持続可能な関係性構築、議論・協働・学習を促進してゆく環境を整える好機となったと評価している。今後の事業活動の継続性と発展性、本事業関係者を中心とした専門職学習集団 (PLC) の横断的、持続可能な形での形成条件が整った事実、各個人の能力開発に繋がった事実を踏まえると、本年度事業のメインの活動としての上記の実施目的、期待される成果を達成したと同時に、本対面機会は重要な転機をもたらしたと理解している。

表3 参加者リスト

## 1) 各国カウンターパートおよびオブザーバー【32名】

	国名	氏名	所属	担当
1)	ブルネイ	Mr. Haji Muhammad Azrin HAJI AJI	Ministry of Education	PETE
		Ms. Pengiran Nurhaziqah Azmina binti PENGIRAN SAHMINAN	Ministry of Education	SPD
		Ms. Faira Hasi Jamrin	Embassy of Brunei Darussalam in Cambodia	OBS
2)	カンボジア	Ms. HOU Sitthisophealai	Ministry of Education, Youth and Sports	PETE
		Mr. YI Sopheaktra	National Paralympic Committee of Cambodia	SPD
		Ms. Keo Monorom	National Institute of Physical Education and Sports (NIPES)	OBS
		Ms. Vannphorn Socheata	NIPES	OBS
		Ms. Mark Mara	NIPES	OBS
		Ms. Ek Chansopheak	NIPES	OBS
		Mr. Mann Setha	Department of Physical Education and Sports for Students	OBS
		Mr. Pich So Kong	Department of Physical Education and Sports for Students	OBS
		Ms. Song Sokleap	National Paralympic Committee of Cambodia	OBS
		Mr. Mao Sokchea	National Paralympic Committee of Cambodia	OBS
		Mr. Keo Sochetra	NGO Hearts of Gold	OBS
		Mr. Taku Yanagidate	NGO Hearts of Gold	OBS
Ms. Chheun Tevy	People's Action for Inclusive Development	OBS		
3)	インドネシア	Ms. Hilda ILMAWATI	Ministry of Education	PETE
		Ms. Mesa Rahmi STEPHANI	Ministry of Education	SPD
		Dr. Sugito Adi WARSITO	Ministry of Education	OBS
4)	ラオス	Ms. Chanhthone KHAMKONG	Ministry of Education and Sports	PETE
		Ms. Latsame VITHAYA	Ministry of Education and Sports	SPD
5)	マレーシア	Ms. Solehah MISRON	Ministry of Education	PETE
		Ms. Siti Mariam AHMAD TOBIAS	Ministry of Youth and Sports	SPD
6)	ミャンマー	Mr. Ko Ko Htay	Ministry of Education	PETE
		Prof. Than Than Htay	Myanmar Paralympic Sports Federation	SPD
7)	フィリピン	Prof. Ma. Vanessa G. VINARAO	Ateneo de Manila University	PETE
		Mr. Walter Francis K. TORRES	Philippine Sports Commission	SPD
8)	シンガポール	Mr. Derrick CHEE	Ministry of Culture, Community, and Youth	PETE
		Ms. Kelly FAN	Singapore Disability Sports Council	SPD
9)	タイ	Dr. Chalitpol SUEBMAI	Ministry of Tourism and Sports	PETE
		Dr. Taweechoak PONGDEE	Ministry of Tourism and Sports	SPD
10)	ベトナム	公務により欠席	Ministry of Education and Training	-
		Mr. NGUYEN Trong Kien		
		Mr. DANG Van Sau	Vietnam Sports Administration	SPD

※PETE：体育教師教育、SPD：障がい者スポーツ、OBS：オブザーバー参加者

※2日間以上のワークショップ参加が叶わなかった人材については、上記参加者を含めていない。

2) 日本側関係者（プロジェクトメンバー）【5名】

	氏名	所属先
1)	岡出美則（プロジェクトリーダー）	日本体育大学（体育教師教育）
2)	寺岡英晋（アドバイザー）	日本体育大学（体育教師教育）
3)	奥村拓郎（アドバイザー）	日本体育大学（体育教師教育）
4)	山口拓（アドバイザー）	筑波大学（体育教師教育）
5)	下窪拓也（アドバイザー）	順天堂大学（体育教師教育）

3) 特別研究員およびカンボジア運営スタッフ【7名】

	氏名	所属先
1)	Ms. Phon Bophatheavy	カンボジア国教育青年スポーツ省
2)	Ms. Ouk Sivkheng	カンボジア国教育青年スポーツ省
3)	Mr. Va Vannak	カンボジア国教育青年スポーツ省
4)	Mr. Khom Chey Vathana	カンボジア国教育青年スポーツ省
5)	Ms. Kann Sokkanhna	カンボジア国立体育スポーツ研究所
6)	Ms. Seourn Sophea	カンボジア国立体育スポーツ研究所
7)	宍戸雄	日本体育大学（特別研究員）

■資料：

- 1) 岡出教授：体育教師教育分野 プレゼン資料（第4章参照）
- 2) 山口助教：体育教師教育分野 プレゼン資料（第5章参照）
- 3) 各国プレゼンテーション資料（1, 2日目および最終日）（第6章参照）

ブルネイではパイロット校におけるアクションプランの実施、得られたグッド・プラクティスの共有が進み、ステークホルダーを取り込む形で事業成果の波及が見られる旨報告された。カンボジアでは国立体育スポーツ研究所（NIPES）で当初計画に沿い、2箇年の教師教育を4年間のカリキュラムに発展させるべく、シラバスの改訂・見直し、テキストの作成等が進捗している。インドネシアは調査により得られるエビデンスに裏打ちされる養成段階の体育教師向けトレーニング・プログラムの改訂と実施が進み、今後評価を行うことが期待される。ラオスは国を挙げて体育の重要性を啓蒙する取り組みに着手した旨共有された。マレーシアでは包摂の観点から障がいの種類や個人差に基づいた Individual Education Program (IEP) を体育に取り入れる為の制度整備、国および州レベルの行政官向けトレーニングが進められている。同国は教育における部分的包摂から全面的なインクルージョンを目指す明確なロードマップが策定されていることが伺えた。ミャンマーは養成段階の体育教員向けのトレーニングと並行して現役教員再教育プログラムが定期的実施されている。フィリピンでは省庁と大学を中心にアクションプランの内容の見直しと、実施に向けたステークホルダーとの協働、取り組みが進められている。シンガポールは教育省主導で国内の公立学校にトレーニングを受けたインクルーシブな体育授業を行う教員を1名配置することが義務化され、包摂をテーマに教師教育が推進されている。タイは小学校向けにインクルーシブな体育カリキュラム、教員用マニュアル案を策定、実施を通し改訂を行っている。ベトナムはカウンターパートが多忙なため、本年度の進捗は無かった。

- 4) カンボジア国体育および体育教師教育に係るプレゼンテーション資料（第7章参照）

5) カンボジア国障がい者スポーツに係るプレゼンテーション資料（第7章参照）

表4 対面ワークショップ 実施プログラム

日付	活動内容	
2024/2/19 月 【1日目】	① 開会セレモニー	
	②(DAY1-1) イントロダクションおよびプロジェクト・サイクル・マネジメントに関する講義 -イントロダクション（岡出教授） -“ Project Cycle Management –The Need for Outcome-Based QPE-”（山口助教） -質疑応答	
	昼食	
	③(DAY1-2) ASEAN 各国のプレゼンテーション（発表：20分、質疑応答：10分） -アクションプラン実施段階における取組、課題等の整理、共有（1）	
	(発表) ブルネイ	(進行) ミャンマー
	(発表) カンボジア	(進行) フィリピン
	(発表) インドネシア	(進行) シンガポール
	④(DAY1-3) ASEAN 各国のプレゼンテーション（発表：20分、質疑応答：10分） -アクションプラン実施段階における取組、課題等の整理、共有（2）	
	(発表) ラオス	(進行) タイ
	(発表) マレーシア	(進行) ベトナム
(発表) ミャンマー	(進行) ブルネイ	
2024/2/20 火 【2日目】	⑤(DAY2-1) ASEAN 各国のプレゼンテーション（発表：20分、質疑応答：10分） -アクションプラン実施段階における取組、課題等の整理、共有（3）	
	(発表) フィリピン	(進行) カンボジア
	(発表) シンガポール	(進行) インドネシア
	⑥(DAY2-2) ASEAN 各国のプレゼンテーション（発表：20分、質疑応答：10分） -アクションプラン実施段階における取組、課題等の整理、共有（4）	
	(発表) タイ	(進行) ラオス
	(発表) ベトナム	(進行) マレーシア
	昼食	
	⑦(DAY2-3) カンボジアの体育、体育教師教育および障がい者スポーツの現状（視察前の情報共有） -視察前の情報共有（カンボジア事業代表者2名より） -質疑応答	
⑧(DAY2-4) カンボジア・パラリンピック委員会、障がい者スポーツ施設、練習風景等の視察		
2024/2/21 水 【3日目】	移動（学校へ）	
	⑨(DAY3-1) プノンペン市内学校体育授業の視察（@小中学校2校） Toul Kork 小学校（1年生および3年生の体育授業） 学校関係者への質疑応答等 Preah Sisowath 高校（10年生および12年生の体育授業） 学校関係者への質疑応答等	
	移動（ホテルへ）	
	昼食	
	⑩(DAY3-2) 学校体育授業視察を受けた各国グループ・ディスカッション -カンボジアの事例、グッド・プラクティス、課題等の整理、各国文脈への落とし込み等	
	⑪(DAY3-3) グループワークおよび日本人専門家への相談機会（1）（アクションプランの検討、改訂） -各国の状況、文脈に応じたアクションプランの議論・検討・見直し作業等	

2024/2/22 【4日目】	木	⑫(DAY4-1) グループワークおよび日本人専門家への相談機会 (2) (アクションプランの検討、改訂) -アクションプランの見直し作業および相談・議論等	
		⑬(DAY4-2) ASEAN 各国のプレゼンテーション (発表：10分、質疑応答：5分) -各国からの質疑を受けたアクションプランの見直し、現時点で得られている成果の客観的評価 (1)	
		(発表) ブルネイ	(進行) ミャンマー
		(発表) カンボジア	(進行) フィリピン
		(発表) インドネシア	(進行) シンガポール
		(発表) ラオス	(進行) タイ
		昼食	
		⑭(DAY4-3) ASEAN 各国のプレゼンテーション (発表：10分、質疑応答：5分) -各国からの質疑を受けたアクションプランの見直し、現時点で得られている成果の客観的評価 (2)	
		(発表) マレーシア	(進行) ベトナム
		(発表) ミャンマー	(進行) ブルネイ
		(発表) フィリピン	(進行) カンボジア
		(発表) シンガポール	(進行) インドネシア
		(発表) タイ	(進行) ラオス
		(発表) ベトナム	(進行) マレーシア
		⑮(DAY4-4) まとめ -ワークショップ総括と今後の事業の方向性 (岡出教授) -質疑応答	
		⑯ 閉会セレモニー	

表5 各国のアクションプランの実施経過と裨益者 (2024年2月時点での途中経過概要)

国名	実施中のアクション	裨益対象	直接裨益者	間接裨益者
ブルネイ	教育省タスクフォースの形成	学校生徒 アスリート	保留	-
	教育省と文化青年スポーツ省との連携	課外活動を行う生徒	-	保留
	SPD 事案への文化青年スポーツ省の関与	SPD アスリート	-	20
	ASEAN+Japan のグッド・プラクティスの採用	体育教師 インクルーシブ体育教師	保留	保留
カンボジア	2年の体育教師教育プログラムを4年の学部生向けプログラムに変更する	体育大学の教員	42	-
		国内体育教員	3553	-
		体育大学学生	846	-
		下級中等学校および上級中等学校生徒	-	47196
	大学教員の能力開発	国内体育教員 下級中等学校および上級中等学校生徒	3553 -	- 47196
インドネシア	スポーツ器具、施設のスタンダード化	バンドゥン市のパイロット校 小学校	3	-

インドネシア		中学校	8	-
	体育教師の能力開発ワークショップ	バンドゥン市の体育教員 体育教師希望者	80000 320	- -
	教育リソースの拡充	バンドゥン市の体育教員 体育教師希望者	80000 320	- -
ラオス	小学校カリキュラムの更新	教員 生徒	保留 -	- 保留
	学位取得カリキュラムの整備	体育教員 生徒	70 -	- 保留
	日常的な身体運動、スポーツの促進	国民	416095	-
マレーシア	インクルーシブ教育プログラムにおける特別教育モジュールの設置	教員モジュール (1) その他の教員 学校	保留 - -	- 414355 10232
	障がい生徒の教授法に係るガイドラインの策定	教員 生徒	1 -	- 保留
	教員養成課程におけるインクルーシブ教育プログラムにおける特別教育トレーニング	教員希望者 生徒	保留 -	- 保留
	現任教員のためのインクルーシブ教育プログラムにおける特別教育トレーニング	現任教員 生徒	保留 -	- 保留
	体育の個人指導計画に係るトレーニング（州・地域教育事務所向け）	州教育局職員 地域教育局職員	174 -	- 119565
	体育の個人指導計画に係るトレーニング（学校職員向け）	特別学級教員 生徒	19458 -	- 保留
	体育におけるインクルーシブ教育プログラムの実行性に係る調査	教育省 体育教師教育関係者 生徒	保留 保留 -	- - 保留
	パラスポーツタレント発掘事業の実施	障がい生徒	240	-
	体育教師のスポーツ関係者への育成	体育教員 生徒	20 -	- 保留
	障がい生徒の国際スポーツ大会への参加促進	障がい生徒	32	-
	セミナー、研修会の実施	教育省 体育教員	保留 保留	- -
	地域住民への啓もう活動	教育省 その他	保留 -	- 保留
ミャンマー	体育教員向けトレーニングコースの実施	現役体育教員	22（予定）	-

ミャンマー	体育教員向けリフレッシャー・コースの実施	現役体育教員	保留	-
	サッカーコート（陸上競技用コース付き）の整備	生徒	保留	-
フィリピン	体育教員を目指す学生向けのインクルーシブ体育・スポーツカリキュラムの改善・強化	担当政府機関 体育教員を目指す学生	<b>2</b> <b>100</b>	- -
	カリキュラム開発のためのテクニカルワーキンググループの形成と体育教員を目指す学生および現役教員向け体育・スポーツトレーニング	担当政府機関 体育教員を目指す学生および現役教員	<b>3</b> -	- <b>140</b>
シンガポール	特別学級生徒の体育教育のための教員スタンダードのレベルアップおよび教員研修	教員 生徒	保留 -	- 保留
	公立学校から NGO、民間セクターの取り込み、コミュニティ拡大	学校、NGO 父母 介助者 障がい生徒	保留 - - -	- 保留 保留 保留
	社会要請に基づいた政策改訂と定期的見直し	政府 教員 障がい生徒 介助者	保留 保留 - -	- - 保留 保留
タイ	全国レベルでの教員向けワークショップの実施、インクルーシブな体育カリキュラム、指導マニュアルの改善	特別学校教員  普通校教員 特別学校生徒	保留 <b>24319</b> - -	-  保留 保留 (17037 : 知的障害生徒)
	各地域の 5~8 名の体育教員向けトレーニングコースの実施（体育教員トレーナーの育成）	体育教員  その他の教員 特別学校生徒	保留 <b>24319</b> - -	-  保留 保留 (17037 : 知的障害生徒)
ベトナム	体育関連政策、カリキュラム、実践における改善	教員 生徒	保留 -	- 保留

※上記アクション内容および裨益者数（実数）は各国カウンターパートの報告内容に基づく。

※詳細は第 6 章（64 ページ～）の ASEAN 各国プレゼンテーション資料を参照のこと。

#### 第4節 カンボジア国内体育教育およびスポーツ関係者を対象とした対面ワークショップ

【実施時期】2024年2月23日（金）

上記第3節で言及されたASEAN向けワークショップ終了翌日に、カンボジア政府主催にてカンボジアの体育・スポーツ関係者向けのワークショップが開催され、同国政府の要請に応じる形で有識者会議より日本人専門家（体育教師教育）5名が招待を受け、参加した。会の主旨は本事業でカンボジア政府より選任されたカウンターパート（Ms. Hou Sitthisophealai氏）を中心に策定した同国の「インクルーシブな体育教師教育実施に係るアクションプラン」の内容および同国立体育スポーツ研究機関（NIPES）における実施状況を同氏が共有し、日本側専門家より助言を得ると共に、NIPES職員と併せて同国全25州の教育委員会担当者の周知、理解の促進と設定された。プログラムは、下表6の通りであった。

当日は約60名が一堂に会し、本事業概要が説明された後、上記アクションプランおよびその実施状況についての情報共有、議論、カンボジア関係者間の交流、意見交換が対面で行われ、また本事業全体統括を務め、またカンボジア体育に造詣の深い岡出教授により同国文脈に応じた「インクルーシブな体育教師教育」の重要性、教授法、期待される成果等をワークショップ形式の理解しやすい形で同国内ステークホルダーに周知・啓もうを進める内容となった。特にステークホルダーとなるNIPES職員、同国全25州の教育関係者の参加型の機会を通じ、同プランの理解促進、全国区でのプラン実施に向けた協力体制構築、人脈形成がより確実な形で行えたことが本事業のアウトカムの一例として確認された。本事業は「パイロット事例」と考えられ、他のASEAN各国にも本取り組み方法・成果を含め、共有する次第である。

表6 カンボジア政府主催カンボジア体育・スポーツ関係者向けワークショッププログラム

日付	活動内容
2024/2/23 金	① 開会セレモニー ② カンボジア教育青年スポーツ省 事業カウンターパート 事業・アクションプランに係るプレゼンテーション 「カンボジア国立体育スポーツ研究所（NIPES）におけるインクルーシブな体育教師教育の実践」 ③ 岡出教授によるワークショップの展開（1） 「カンボジアの文脈におけるインクルーシブで良質な体育授業（QPE）教授法とは何か（前篇）」 （昼食） ④ 岡出教授によるワークショップの展開（2） 「カンボジアの文脈におけるインクルーシブで良質な体育授業（QPE）教授法とは何か（後篇）」 ⑤ カンボジア教育関係者、オブザーバー、NIPES、日本人専門家からのフィードバック、意見交換 ⑥ 閉会セレモニー

#### ・障がい者スポーツ分野

#### 第5節 ラオス体育および障がい者スポーツに係る実地調査研究の実施

【実施時期】2023年8月10日（木）～16日（水）

令和5年度は、障がい者スポーツ有識者会議がラオスをモデル国に設定し、新型コロナ後初めて、

8月上旬に同国を訪れ、下級中等学校で体育授業経験のある現役教員、パラアスリート、パラスポーツ・コーチ、障がい者スポーツに携わる行政官を対象にインタビュー調査および同国障がい者スポーツの発展を目的に対面ワークショップを開催した。訪問に際しては7月12日付文書「Request for Cooperation on the visit of Japanese experts for the project “Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)” within the framework of “ASEAN-Japan Actions on Sports”, August 10th-15th, 2023, in Lao PDR」にてラオス教育スポーツ省宛てに協力依頼を、実施主体を代表し岡出教授名にて、ASEAN事務局および同国SOMSを通じ発出した。訪問中のプログラムは下表7の通りである。同国教育スポーツ省の全面協力の下実施され、同省副大臣からも高い評価を得て、感謝の意が表された。尚、調査結果は分析を経て、下記第7節に記載するオンライン・ワークショップにてASEANカウンターパートに共有し、また学術論文として国際学会および学会誌で発表予定である。

表7 ラオスにおける体育・障がい者スポーツに係る実地調査研究プログラム

日付	活動内容	
2023/8/10	木	渡航
2023/8/11	金	① 表敬訪問（教育スポーツ省、障がい者スポーツ部局、体育大学） ② 下級中等学校体育授業担当教員面談・インタビューの実施
2023/8/12	土	③ 障がい者スポーツ関係者面談・インタビューの実施
2023/8/13	日	④ 障がい者スポーツ関係者面談・インタビューの実施
2023/8/14	月	⑤ 障がい者スポーツ関係者・行政官を対象としたワークショップの開催（1日目）
2023/8/15	火	⑥ 障がい者スポーツ関係者・行政官を対象としたワークショップの開催（2日目） ⑦ 教育スポーツ副大臣との意見交換 帰国（成田空港帰着は8月16日（水））

## 第6節 障がい者スポーツに関する学術論文の策定、公開

【公開時期】2023年8月27日（日）

ASEAN各国の障がい者スポーツの実態調査に向けては、調査票開発の過程で、イギリスの研究者との協議を経て、英語を母語にしない国のカウンターパートにも理解しやすい語句の選定にも配慮を加え、過去2年間でインタビュー調査票の開発およびASEAN各国行政官を対象としたインタビュー調査（新型コロナウイルス蔓延にてオンライン実施）、令和4年度はカンボジアをモデル国と設定し、パラアスリート、パラスポーツ・コーチらを対象にインタビュー調査（オンライン、現地語通訳有り）が実施された経緯があった。前者の調査・分析結果、それらを基に得られた知見は、学術論文として永田助教（筑波大学）が国際学術専門誌「International Journal of Sport Policy and Politics」にオープンアクセスで公開するに至った（巻末資料5参照）。公開後、半年間の同論文へのアクセス数は約1200回となっており、同知見に併せ、日本政府の当該分野での貢献についても一定の周知を得ているものと理解している。

また第5節にて言及されるラオスでの当該調査研究・分析結果、それらを基に得られた知見は、佐藤教授（筑波大学）が2024年7月に開催される国際学会「2024 IAHPEDS World Congress」で口頭発表される予定である。上記同様、知見と併せ、引き続きフォローアップ、情報発信と理解の促進に努める次第である。

## 第7節 オンライン・ワークショップの展開

【実施時期】2023年12月1日（金）および12月7日（木）

本年度当初、9月以降に複数回のオンライン・ワークショップの開催を計画していたが、その後の進捗、関係者のスケジュールに鑑み、12月上旬に2回のオンライン・ワークショップを開催する方針に微調整が加えられた。プログラムは下表8の通りである。

第1回目（12月1日）に佐藤教授および永田助教（共に筑波大学）は、ラオスをモデル国と設定し実施されたインタビュー調査・分析結果について、各国カウンターパートに共有するとともに、同国の体育並びに障がい者スポーツのグッド・プラクティス、課題を通して、ASEAN各国の同分野を取り巻く環境、社会状況、資源、課題と解決策等を今一度見直すことが促された。調査結果の概要は主に1)新しくまた安全な体育用具の共有、2)雨期の体育授業実施方法の改善、3)体育教員能力の改善、4)体育授業における生徒の評価法の見直しに集約され、政府主導での体育の指導要領、ガイドライン、スタンダードの改訂、現役教員を対象としたワークショップ開催等が推奨された。他方、同国で行われるパラアスリートの社会進出支援等グッド・プラクティスも紹介された。

また、研究デザインや実施方法も併せて言及された。質疑応答もチャットボックス、挙手等を通じてフィリピン、マレーシア、インドネシア等からの参加者より活発に行われた。データ収集・分析等の研究手法に係る知識、技能は行政官にとって重要である。各国カウンターパートが自組織で政策を立案、提言、施策する上で、事前調査を行い、より信頼性が高いデータ収集や分析を行う能力は、エビデンスに基づく有効な立案に不可欠と考える。その意味では、課題の客観的整理等の他、収集されたデータの分析方法等が示される内容であった。また、同ワークショップを通じ、シンガポールとマレーシア・カウンターパートの協働が提案される等新たな協働関係が醸成されたことも、前向きな兆候・動きと捉えている。

引き続き第2回目（12月7日）に筑波大学大学院の古田映布氏および戸村貴史氏による「多様性（ダイバーシティ）と包摂（インクルーシブネス）」を踏まえた体育教師の能力開発をテーマに、各自の研究内容、手法、結果と考察、引いては日本社会に内包される「外国籍の児童への体育教育への参加」の現状と課題についてのプレゼンテーションが行われた。古田氏のプレゼンテーションでは、日本で暮らす日本語を母語としない子弟に対し体育授業を行うにあたっての小学校教員側の意識、心構え、行動、教授法に焦点が当てられ、オンラインでの取り組みと課題が全体に共有されるに至った。他方、戸村氏のプレゼンテーションでは、日本に暮らす外国籍や様々なバックグラウンドを持ち合わせた子弟の学校体育への参加に対する父母の関与、並びに子弟の教育進度に対するその効果・影響等について全体に共有され、共に「多様性と包摂」に沿った日本社会が教員に求める「身に付けるべき能力、アプローチ」等が、具体的事例を用い ASEAN カウンターパートに共有された。

また、ブルネイ等複数国のカウンターパートより積極的かつ具体的な質問がなされ、古田氏、戸村氏が回答した。その結果、日本の体育教師教育の実情やオンラインを含めた多様な取り組み、両氏の実施する研究調査で得られた知見やアイデアがより深掘りされた形で全体共有された。フィリ

ピン・カウンターパートより、オンライン教師教育への同国教員の参加可能性が打診されるなど、講義内容から更に踏み込んだ提言、積極的な議論が展開されるに至った。参加者の深い理解、関心が伺える結果を得た。事後の聞き取りから、計2回のオンライン・ワークショップに対し、ASEAN各国カウンターパートより前向きかつ好意的なフィードバックを受け、今後参加者の幅をカウンターパートに限定せず、より広い事業成果および当該分野の知見の共有、具体的には ASEAN 域内の学会関係者を招く等、本事業自体の発展性を模索しつつ、インクルーシブで良質な体育授業に向けた体育教師教育の改善・強化、並びに障がい者スポーツの一層の発展に関するより双方向なワークショップ展開へのノウハウ蓄積、実施に努める必要性が示唆された。

表8 オンラインワークショッププログラム構成

日付		活動内容
2023/12/1	金	①佐藤貴弘教授（筑波大学）講義「Current Status of Physical Education and Paraspport: Japanese Scholars' Observation and Viewpoints about Practices in Lao PDR」(80分)
		②永田真一助教（筑波大学）講義「Promoting Sport for People with Disabilities (SPD) Report of the Summer Interviews in Lao PDR」(20分)
		③質疑応答 (20分)
22023/12/7	木	④古田映布氏（筑波大学大学院）講義「Professional Development regarding Parental Involvement in Physical Education」(45分)
		⑤戸村貴史氏（筑波大学大学院）講義「Bridging from Research to Practice on Sport and Education for Diversity and Inclusion」(45分)
		⑥ 質疑応答 (30分)

## 第8節 その他

### 【実施時期】随時

併せて、各国カウンターパートの要請に応じ、体育教師教育分野の有識者会議を代表し岡出教授が、障がい者スポーツ分野からは佐藤教授および永田助教がオンラインで相談、質疑応答に応じる等、本年度当初の計画には無かった活動が副次的に発生した。また岡出教授が ASEAN 諸国への海外出張時に現地で時間を作り、事業カウンターパートとの面談、聞き取りの実施、相談機会の創出を行うことで対応した。併せて、各国カウンターパートが岡出教授を訪問、日本の教育機関の視察や協力覚書の締結に係る支援を受ける等の事業を通じた活動および協働関係の広がりを確認することができた。

### 第3章 成果、残された課題と対策

#### ● 成果

本年度事業活動により得られた成果は、概ね下記になると考えている。

- 1) 対面ワークショップの開催並びに ASEAN 各国の主体的な事業活動への関与
- 2) ASEAN 各国政府上層部、スポーツ高級実務者会議における本事業理解、関心の高まり
- 3) ASEAN 各国カウンターパートの活動範囲拡大、各国における知見共有等を通じた事業効果拡大
- 4) ASEAN 各国カウンターパートおよび日本関係者間のより強固な信頼関係の構築
- 5) ASEAN+Japan の枠組みにおける専門職学習集団 (Professional Learning Community: PLC) 形成基盤整備の一環で各国カウンターパートの前向きな姿勢を確認できたこと
- 6) ASEAN 各国カウンターパートの政策提言に係る人材・能力開発の進展
- 7) ASEAN 各国カウンターパートのインクルーシブ、ダイバーシティの概念、重要性の理解促進
- 8) 各国アクションプランの再改訂に向けた具体的検討案
- 9) 各国アクションプランの実施モニタリング、フォローアップを通じた実施過程における促進要因、阻害要因、課題、対策の明確化
- 10) アクションプランの実施に対するステークホルダー分析、評価指標の設定等により、カウンターパートが各アクションの進捗と効果を客観的に評価、見直す視点を得たこと
- 11) ASEAN 域内の障がい者スポーツに係る調査研究の進展、知見の周知
- 12) ASEAN 各国内における体育、障がい者スポーツ担当省庁間の意思疎通の円滑化、連携強化
- 13) 多様な ASEAN 各国の状況、事情を理解した上での単一コミュニティとしての共通認識の共有、活動継続方向性の確認、事業運営ノウハウの蓄積

2021年2月に起きた国軍によるクーデター以降、依然として政情不安の続くミャンマーに対する日本政府の対処方針並びに ASEAN 事務局の日 ASEAN 協力の枠組みにおける「10ヶ国一律での事業参加、対応」方針維持の両立が要される条件下、日本政府により「第3国」での ASEAN 全10か国のカウンターパートを対象とした対面式ワークショップの開催が認められたことが、結果的に過去2年間の事業活動を踏まえ、より発展的な事業活動を展開し、一定の成果を挙げる上でターニングポイントになったものと認識する。まずは、当該対応について日本政府内の議論、調整を行ってくださったスポーツ庁、外務省、ASEAN 日本政府代表部に謝意を表したい。本年度は新型コロナウイルス感染拡大が国内外で概ね収束し、また日 ASEAN 友好協力50周年に当たることから、本事業にとって重要な節目となった。

本年度事業を実施するにあたり、過去2年度の活動の継続性、事業目的の理解度の高まり、構築された ASEAN 各国との関係性の深化から、各国カウンターパート選任手続きが、一部制度改編のあった国を除き、迅速化されたことは、事業運営上好都合に働いたと捉えている。また、事業活動内容、進捗が事業関係者、カウンターパートのみならず、ASEAN 各国政府上層部に共有、理解され、高い関心を得ていることが2023年8月「第6回日 ASEAN スポーツ高級実務者会合(SOMS+Japan)」で確認され、本年度および今後の事業方向性、ビジョンを共有することが出来たことも、各国の協力を得る上で有効であった。併せて、その事実を各国カウンターパートに周知したことが、事業に関与する彼らのモチベーション向上、事業のもたらす効果の理解向上に寄与したものと考える。

また、派生的にフィリピン・カウンターパートが岡出教授を表敬訪問、議論機会を設定、インドネシア・カウンターパートが同国教育大学関係者を率い日本国内の複数大学を視察、協力覚書等を締結、シンガポールおよびマレーシア・カウンターパート間の協働関係の開始等の副次的なアウトプットの創出等に繋がった。総じて ASEAN 各国カウンターパートの果たす役割、事業目的がより明確となり、事業への関心が高まった本年度事業活動であった。

過去 2 年間はオンラインでの活動に限られたのに対し、本年度は初めて対面でのワークショップ開催、議論、学びの機会を得た。これまでカウンターパートを対象に行ってきた事業活動に関するアンケート結果から、対面学習・議論機会の創出は最も要請の大きい課題でもあった。本年度 2024 年 2 月開催のカンボジアでの対面ワークショップ後のアンケート結果からも、対面開催の意義の大きさ、各カウンターパート間の信頼関係の構築に対する満足感、今後の国境を越えた専門職学習集団 (Professional Learning Community: PLC) 形成へのより深い理解と前向きな姿勢を読み取ることが出来た。これまでオンラインで構築してきた「顔の見える関係性」を、対面機会を通してより強い信頼関係に昇華し、双方向での持続可能な協働関係、更には専門職学習集団 (PLC) の形成に向けた環境整備が進展した。事後アンケート結果から、各国カウンターパートの事業への中長期での関与に係る意欲が高まり、政策提言などに係る個人能力開発、各組織間の連携促進に繋がったことも加味すると、本報告書の第 1 章第 2 節で言及した年度当初に設定した当年の事業目的、同第 3 節で想定したアウトプット創出を概ね達することが出来たと評価している。

2021 年度に各国が策定したインクルーシブで良質な体育授業のための体育教師教育改善・強化を目途としたアクションプランは、社会実装化を目途とするが、各国の実施プロセスのフォローアップ、モニタリング、議論、グッド・プラクティスの共有、促進要因並びに阻害要因の整理、それら解決法の全体共有を通し、各国の社会要請、文脈に応じ、より実現可能なプランに改訂する過程を 10 か国が同じスペース、時間で行えたことは有意義な機会であった。また Project Cycle Management の方法論、ステークホルダー分析、裨益者数の客観的な評価指標等、新たな知見を提供することで、これまでのプラン内容、実施を見直すと共に、今後の実施に向けた方向性、留意点が ASEAN 各国カウンターパートにとり、より明確になったものと考えられる。カンボジアでのアクションプランの実施過程の現状を学校訪問、体育授業視察を通し、同過程における好事例と抱える課題の両面を各国カウンターパートが理解し、他国との率直な議論、意見交換を通し、着想を得たアイデアを自国の文脈に落とし込む作業を行えたことは、オンラインでは叶わなかった新たな取組であった。また、カンボジアのパラリンピック委員会事務所での委員長との意見交換、カンボジアの障がい者スポーツを取り巻く状況、パラアスリートのトレーニング施設、練習風景の視察は、各国障がい者スポーツ・カウンターパートがカンボジアの状況を通し、自国の課題、問題点並びに長所を客観的に見直す契機となった上、体育教師教育カウンターパートが岡出教授より事前説明のあった「インクルーシブ」の観念をより深く理解し、今後の各国社会におけるその重要性を確認することに繋がった点も有意義であった。

他方、本事業障がい者スポーツ分野では、前年度までに ASEAN 各国カウンターパートおよびカンボジアの障がい者スポーツ関係者を対象に行った調査研究に加え、本年度はラオスを調査対象国と設定、当該分野関係者を対象としたインタビューを基とした調査研究、対面ワークショップを実

施することが出来た。それらの調査・分析結果、開催実績から得られた知見や課題解決の方向性等、これまで明らかにされて来なかった事象について、ASEAN各国カウンターパート並びにオブザーバーを対象としたオンライン・ワークショップで共有すると共に、国際学会誌における学術論文の公開、学会発表を通し、ASEANを含めた国際的な場で広い普及、周知が図られたことも節目の事業活動のアウトプットとして重要であった。

本事業は体育教師教育と障がい者スポーツの各コンポーネントが自走しつつ、知識、ノウハウや情報を補完し合いながら並行することに実施上のメリットを見出しており、ASEANのみならず世界各国において今後更に重視されるであろう「多様性と包摂」の概念とそれらを反映した政策立案と実施促進、事業カウンターパートの人材能力開発に有効に働くものと想定する。また各自が自国に戻り、経験、知識を共有することにより事業アウトカムとしての裨益効果の拡大も期待される。更に本事業活動を通し、各国カウンターパート間の信頼関係の醸成から、ASEAN各国の体育教師教育と障がい者スポーツの担当省庁間のパートナーシップが、強化・改善しているマレーシア等の国が確認されることも前向きな動きであり、本事業活動に限らず、当該国の政策提言過程において、情報、意見、アイデアの集約、議論、円滑且つ網羅的な施策に前向きな影響を及ぼすものと期待する。これら成果を改めて整理し、それらを踏まえたうえで、次年度のより発展的な事業企画、実施、運営に生かすものとする。

## ● 課題と対策

以下に、現状把握されている今後の課題と想定する対策を列举する（順不同）。尚、ミャンマー情勢については、対策の考案が困難なことから、本課題の記述からは対象外とした。

### 1)事業カウンターパートが多忙な為、事業参加がままならないケース

（想定する対策）同国 SOMS への個別の協力依頼、適正なカウンターパートの再選任依頼

ベトナム教育訓練省の行政官である同国 PETE（体育教師教育分野）カウンターパートは、令和4年度以降、限定的な事業活動への参加となっている。同国の社会主義に基づく政治・行政体系、省庁組織の構造、行政官の働き方、務める役職と個人に課される重責に起因することが同国 SPD（障がい者スポーツ）カウンターパートにより確認され、同国 PETE カウンターパートは 2024 年 2 月の対面式ワークショップを欠席しなければならなくなった。日本からの連絡はおろか、同国 SPD カウンターパート並びにベトナム・スポーツ高級実務者会議（SOMS）からの連絡にも応じられない状況が、本年度継続していた。今後は打ち合わせを通じ、実情と本人の意向をさらに踏み込んだ形で把握し、現状に応じた対応として同氏所属部署上層部への個別の協力依頼、もしくは別の稼働可能なカウンターパートの再選任を当該国 SOMS に打診することを検討する。

### 2)各国間の進捗格差

（想定する対策）進捗の進まない国におけるステークホルダーの確認、実施環境整備促進

実施に係る阻害要因を国別の打ち合わせを通じさらに踏み込んだ形で把握し、その実情に応じ個別の対応、対策を講じる。主な阻害要因としてカウンターパートが政策決定、実施可能な立場にないことが挙げられる。例えば、ラオス PETE カウンターパートのケースに対しては、同国省庁で当該政策立案、実施を行う部署を特定し、事業ステークホルダーとしてのネットワーキング支援、参

加依頼等を通じ、アクションプラン実施に向けた環境整備を促す。また進捗する国に対しても継続的に実施モニタリング、助言を行い、ワークショップでの全体共有を促す。

### 3)各国内の政策決定機関、制度と事業カウンターパートの所属組織および職務の不一致

(想定する対策) 事業主旨の再説明、関係省庁・機関のステークホルダーとしての取り込み支援

上記 2)に同じ。各国政府のカウンターパート選任については、事業実施主体としては、実施上の支障が生じる場合でない限り、各国内専権事項ゆえ、基本的には受け入れなければならない。従って、選任されたカウンターパートが政策立案、実施可能な立場に無い場合、同国省庁で当該政策立案、実施を行う部署を特定、事業ステークホルダーとしての参加依頼等を通じ、アクションプラン実施に向けた環境整備促進を行う。当該促進に関しては、同国カウンターパートと連携および協力を得るものとする。

### 4)アクションプランの進捗管理、成果の評価指標の開発・共有

(想定する対策) モニタリングの継続、更なる評価指標の設定・共有

アクションプランの実施管理につき、実施主体を中心に継続的にモニタリングを行い、必要に応じ助言機会を設けることとする。また各国の実施成果の評価については、2024年2月ワークショップで裨益者数という評価指標の一例を提示した。その他プロジェクト・サイクル・マネジメント (Project Cycle Management: PCM) の方法論、ステークホルダー分析等同じく示された手法を参考に、更なる客観的評価、アクションプランの尚一層の実施促進に努める。

### 5)専門職学習集団 (Professional Learning Community: PLC) の形成・運営に向けて

(想定する対策) 運営に向けた仕組み・制度作り、共通スタンダード作り、リーダーおよび人材能力開発の継続的实施

PLCの形成に関する前提条件は令和5年度の対面ワークショップ実施を通じ整った。今後具体的な仕組み・制度作り準備に係る情報収集に着手し、運営開始に向けた環境整備を進める。また各国カウンターパートのPLCへの帰属意識の醸成および持続可能な貢献を目途に、必要な情報共有機会の設定、人材開発に努める。またASEAN域内および各国のスタンダード設定検討にも具体的に着手する。

### 6)調査研究「使用言語」「当該分野の知識・背景理解」を充足する通訳・翻訳人材確保

(想定する対策) 英語以外の公用語を使用する各国での情報収集、リクルート調査の実施

日本の翻訳・通訳会社の活用は一案であるが、過去2年度の経験から、使用言語の能力と当該国における分野の知識や背景理解を同時に求めることは現実的ではない。従って、当該国での人材の確保も視野に前広に人材確保に向けた情報収集、協力依頼を必要に応じ行うことで対応する。尚、本年度のラオスにおける実地調査研究および対面ワークショップの開催に際しては、独立行政法人国際協力機構 (JICA) ラオス事務所の紹介により、幸運にも当該分野の理解度の高い通訳者を備え、関係を構築することが出来た。

### 7)ASEAN域内外組織 (各国政府内の関係省庁、学会、教育機関、有識者、学生等) との連携強化

(想定する対策) 日本側有識者会議メンバーの関与、学会参加および人脈作り、カウンターパート

を通じたコンタクト、事業成果のより広い広報、情報発信

令和6年度開催予定のACPEP（ASEAN Council of Physical Education and Sport）学会、マレーシアおよびインドネシアの大学等で開催される当該分野の学会、国際会議に日本側有識者会議メンバーが参加することを検討する。また障がい者スポーツについても、モデル国を選定の上、当該国内外の組織と連携する形での実地調査、ワークショップ開催を必要に応じ検討する。それらを通じ、ASEAN域内および各組織・学会関係者との人脈、信頼関係を構築し、事業についても広く周知を図る。

## 8)対面機会とオンラインの有効な使い分け

（想定する対策）日本側有識者会議および特別研究員間での整理と認識合わせ

対面でのワークショップ開催は ASEAN カウンターパートの事業参加モチベーションの向上、協働関係構築に資する結果となった。他方、令和5年度のインタビュー調査は記録を録画し残す点や予算面を総合的に考慮すると、オンラインでの実施も選択肢となりうる。活動内容や必要性に応じ、対面並びにオンライン方式の使い分けを柔軟に判断し対応する。

## 9)事業進捗および成果発信機会の継続的な確保

（想定する対策）実施主体による各種ツール活用、発信機会の創出

情報発信については SNS 等の有効活用も含め、検討の上、ASEAN カウンターパート側との双方向の発信機会を模索、創出して行く。また、社会一般への発信についても方法を検討したい。

## 10) 障がい者スポーツの調査研究で明らかになった要支援課題の他支援スキームへの繋ぎ

（想定する対策）スポーツ庁主催 ASEAN スポーツ協力情報交換会での情報共有

本年度の本事業障がい者スポーツ分野でモデル国となったラオスにて実施された調査研究の結果分析により、下記①～⑤が同分野の発展に欠かせないとの見解が日本人専門家により共有された。具体的には、①ブラインドサッカーのコートの両脇に置く壁、②ボッチャの規格に適合したコート、③ゴールボールの規格に適合したコートの整備並びに④車いすバスケットボールのコーチ研修、⑤ボッチャの選手交流の実施が挙げられた。他方、このようなハード面（インフラ）およびソフト面（人材開発、交流）の整備・促進は、本事業の実施範囲に含まれないことから、事業内での対応は叶わない。従って、日本国内の支援実施団体に情報共有することで、将来的な支援に繋げることが解決策として想定される。先ずは、スポーツ庁主導で発足した ASEAN スポーツ協力情報交換会の場で、国際協力機構（JICA）等に向けて情報提供することは一案である。

これまで ASEAN 各国間の社会情勢、経済状況、教育やスポーツの重要性の認識や目的、インクルーシブやダイバーシティの概念の理解度、同様に各国カウンターパート間に、本事業目的に関する理解度、各自の本事業への参加目的等に格差があり、ASEAN 各国一律の共通目的、方向性を目指す事業運営上の難しさがあることも事実であった。本年度、対面でのワークショップ開催により、格差を理解しつつ、いかに10か国一律の対応を念頭に事業を企画・運営すべきかについての認識、アプローチは実施主体側で確認、共有することが出来た。しかしながら、各国の課題、ニーズに沿った精度の高い支援、フォローアップを限られた時間、資源でいかに有効かつ効率的に各国の目的に沿って実現していくかは、今後も継続的な検討と対策を要する課題であると考えている。2021年

度および2022年度に見られたフィリピンの参加の遅れも、同国におけるASEAN全体の方向性、目的に対する見解の相違、事業に求めるメリット、利害に対する思惑、判断に起因する一例であったと推察される。

また、ラオスの選任する体育教師教育カウンターパートが政策提言に直接携われない立場にある事案や、ベトナムの体育教師教育カウンターパートのように自身が所属省庁での激務を担当する立場にあり、本事業活動への関与、参画が限定的な状態にある事案は、当該国内のステークホルダーの確保、チーム作りの支援等を今後継続的に検討していく必要があると考える。

その他、マレーシアで選任された障がい者スポーツ・カウンターパートが途中交代する事案が発生したことは、事業3年目の課題の一つとして捉えている一方、各国内で行われるプロセス故、実施主体は介入出来ない為、事業目的、活動内容および選任条件を改めて事前に明確に伝達する等、各国にとってより理解のしやすい形での提示が今後一層求められる。ミャンマーの政情不安については、改善の道筋が依然不透明であり、長期化が懸念される。同国の本事業への関わり方については同国内動向に係る情報収集、関係機関間での共有、調整等に基づき、引き続き慎重な事業運営が求められる。

また、各国カウンターパート間の信頼関係は、本年度の事業活動、殊に対面式ワークショップ開催で、直接の対話、議論、意見交換と共に同じ経験を共有することを通じ、一体感にも似た関係深化が進展した。次年度その関係性の質を低下させることなく、更に一段上のステージに向上させる為の努力・創意工夫を継続的に、実施主体が中心に行うことは不可欠であると考え。SNSなどを通じたグループ内のコミュニケーションの尚一層の活発化等を適宜図ってゆく次第である。

上記6)で言及したが、インタビュー調査では「言語の違い」から多くの難しさに直面し、結果の取り纏めに時間を費やすこととなった。今後アンケート、インタビュー調査をラオス等英語が一般に話されない国で実施する際は、現地事情と調査背景を理解し、且つ現地語と英語に堪能な人材を確保することが望まれる。本年度ラオスにおける人材確保は労を要したが、独立行政法人国際協力機構(JICA)現地事務所の便宜供与により、上記条件と併せ、日本政府の実施するプロジェクト、事業の文脈の理解度の高い人材を確保することが出来た。今後別の国での調査研究の実施に当たり、現地事務所を構える機関に助力を依頼する等、実施主体として柔軟且つ謙虚な姿勢が求められる。

その他、本年度終了時までに改訂案の示されたアクションプランの実施フォローアップ、モニタリングに加え、実態、ニーズ、社会的文脈および新たな変化に即した改訂、洗練化していく過程や手法を支援すると共に、各国カウンターパートのみならずステークホルダーの政策提言能力等の向上により確実な形で繋げる仕掛けや方法の検討も今後の取り組み課題として残された。同時に、これまでの2年間で収集できたデータは、日本の制度設計や運営を客観的視点から検討していく際に役立つデータであったと考えられる。ASEAN各国から学ぶべき取り組み、課題へのアプローチは数多くあり、このような事業活動を通じ構築された人間関係を有効活用し、日本もまた、ASEAN各国からの学びを通じ、今後インクルーシブで多様性に対応できる、柔軟で持続可能な良質の体育実現、より実際のニーズに焦点を当てた形での障がい者スポーツの促進に向けた資源の割り当てや制度の見直しも求められる時期に差し掛かっている。



# ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023

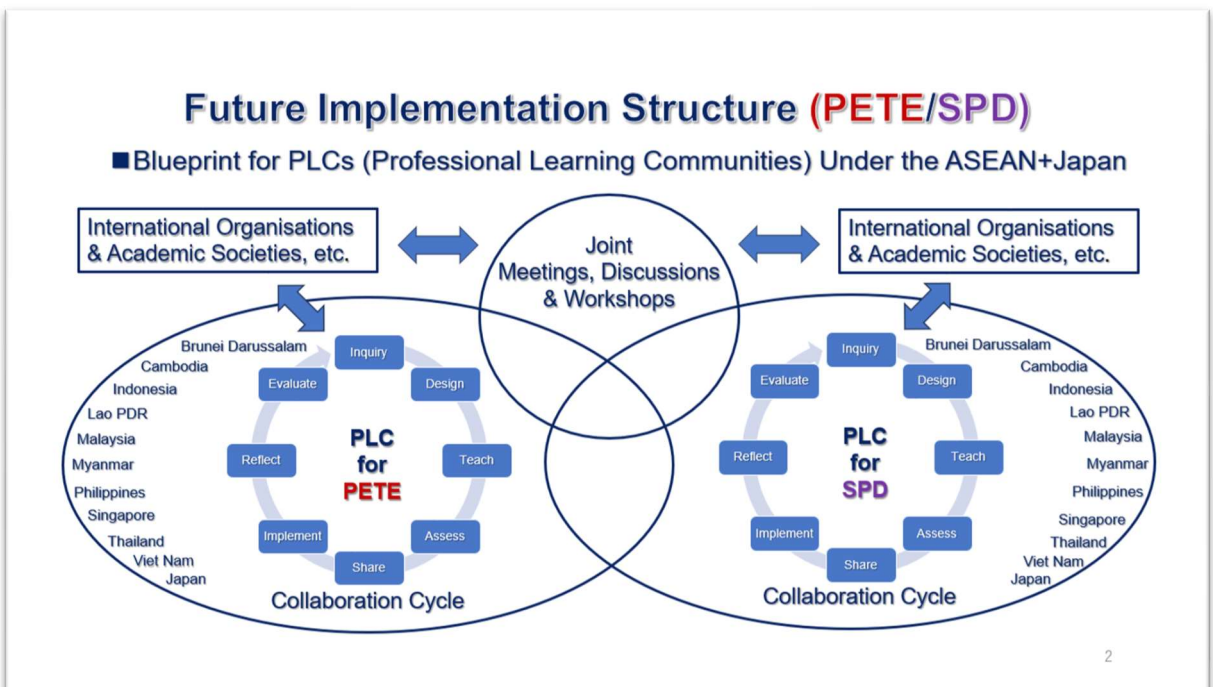



Who we are ?  
 From where ? Where now ?  
 To where ? What could you do !  
 Yoshinori Okade (Nippon Sport Science University)





Date: February 19 2024  
 Place: Phnom Penh, Cambodia





Several Scenes  
in PE in related  
with each  
objective



Is it possible to achieve ?  
What conditions are necessary to develop  
QPE in your country ?Cambodian Case

2008?



2018





Monitoring of PE lesson in junior high school by Heart of Gold.

### Project on Developing 4-year University of Physical Education Course at National Institute of Physical Education and Sport



How to cooperate in each other in the process of developing and implementing the project ?  
Mutual Learning.



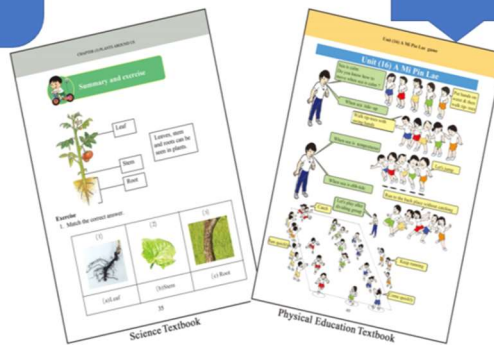
CREATE Project in Myanmar and PE supported by JICA

- **Myanmar**
- **English**
- **Mathematics**
- **Social Studies**
- **Science**
- **Moral and Civics**
- **Physical Education**
- **Life Skills**
- **Performing Arts**
- **Visual Arts**

PE is one of the school subjects in Myanmar

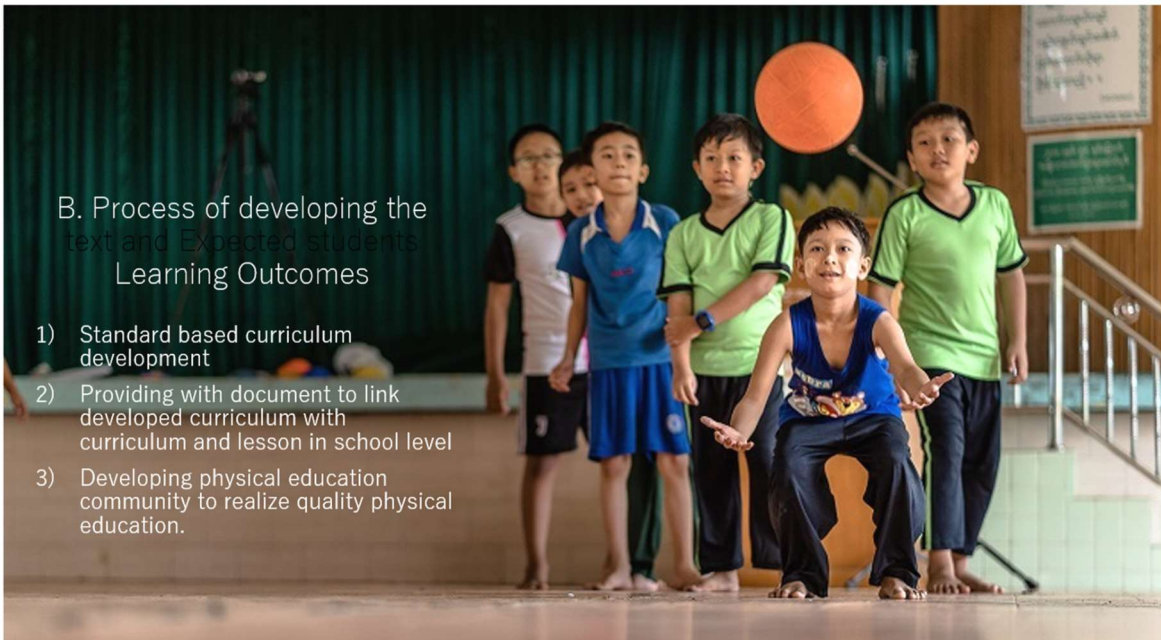
- **Assessment and Evaluation**
- **Teacher Education**
- **Computer Operators**

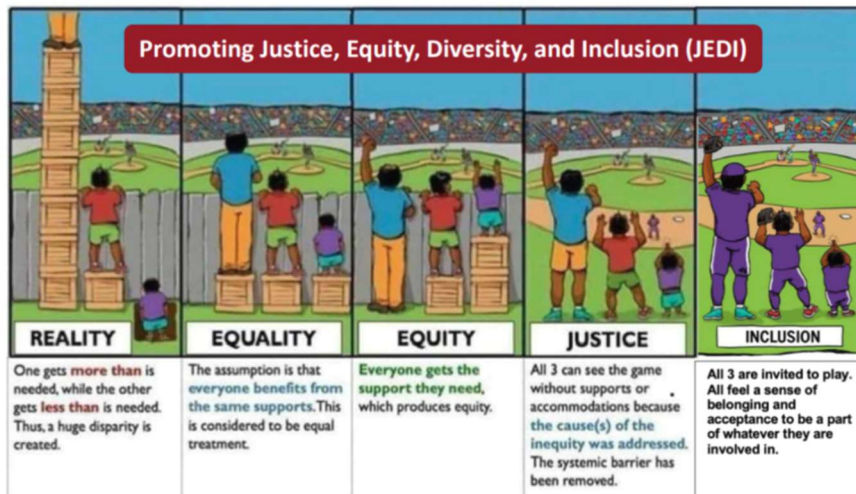
Textbook for PE has developed in Myanmar



B. Process of developing the text and Expected students Learning Outcomes

- 1) Standard based curriculum development
- 2) Providing with document to link developed curriculum with curriculum and lesson in school level
- 3) Developing physical education community to realize quality physical education.



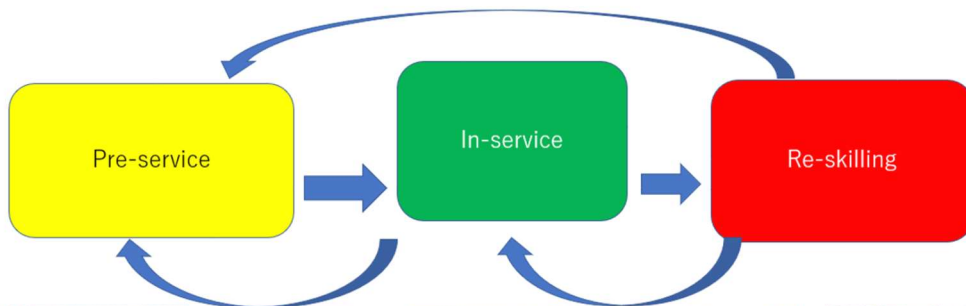


**Whom do we need ?  
How to develop human resource and system for inclusive QPE**

Haneishi(2023)

## CPD and the process to set expected outcomes in content and performance standards

Who take initiative to design, implement, develop and make the system sustainable ?





**ASEAN-JAPAN ACTIONS for SPORTS  
WORKSHOP on PROMOTING PETE & SPD**

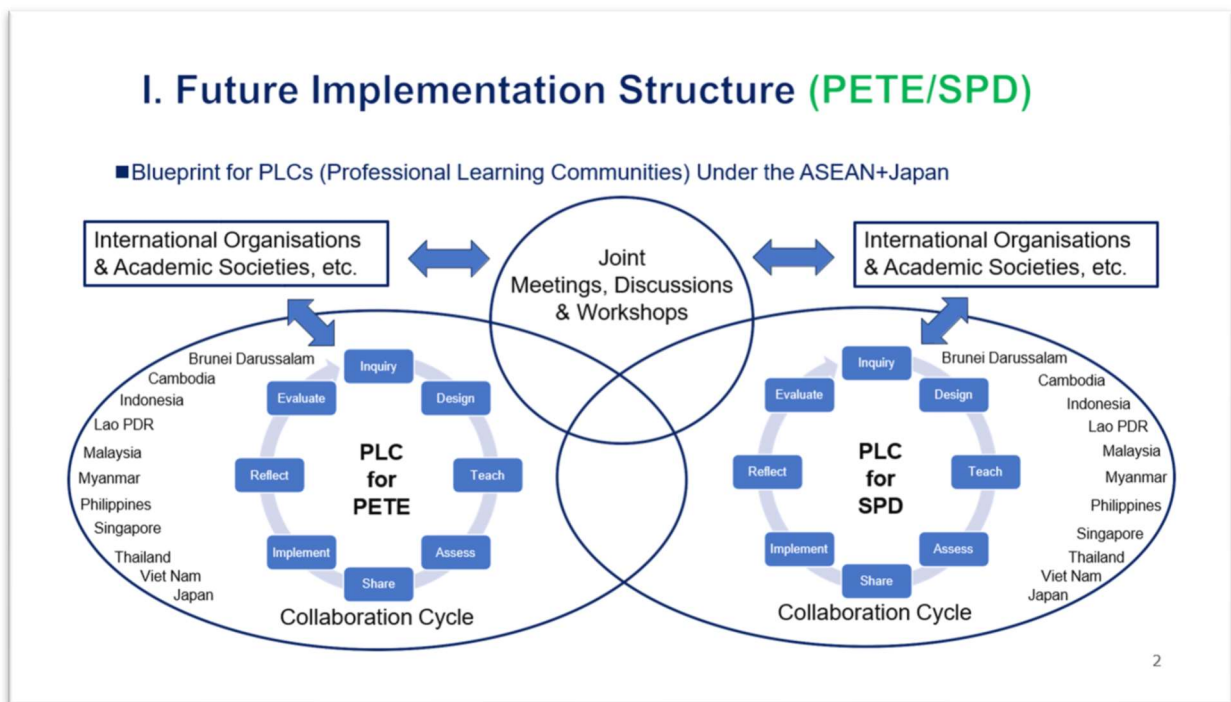
**University of Tsukuba  
YAMAGUCHI Taku**

February 19<sup>th</sup> 2023 Phnom Penh, Cambodia

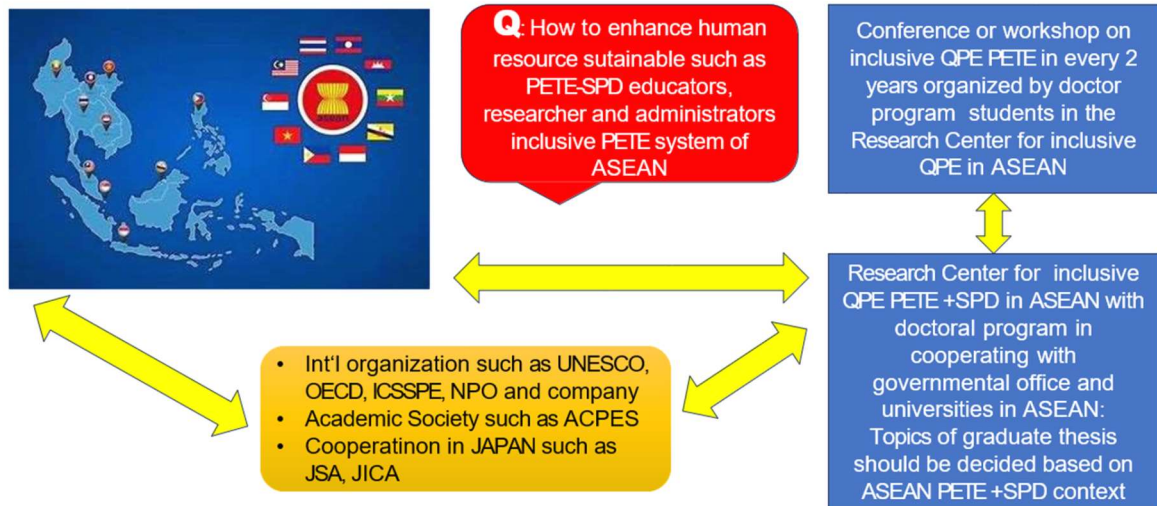




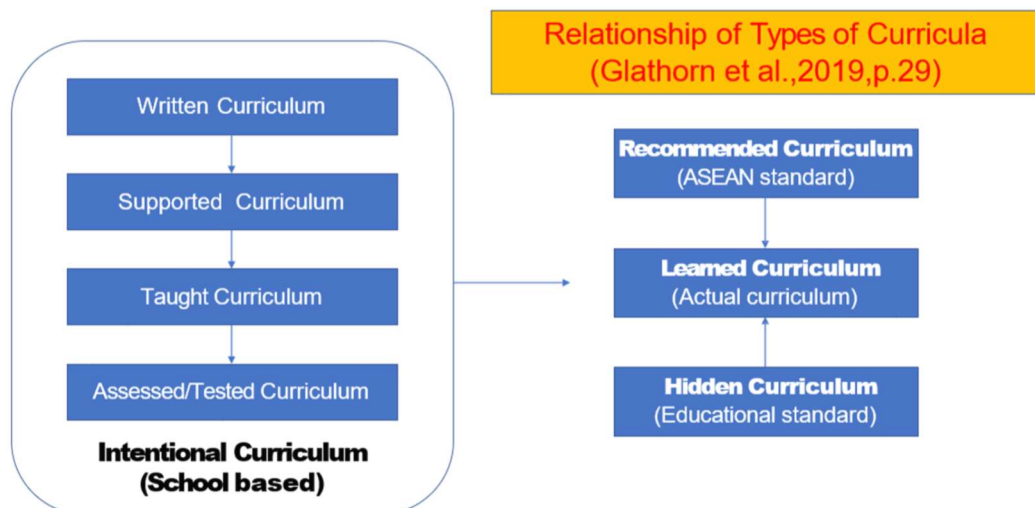

one vision  
one identity  
one community



## II. Future Direction of the Project on PETE and SPD



## III. Optimistic Curriculum on PETE and SPD



**ASEAN**  
Association of Southeast Asian Nations

### VI Required Educational Policies

All ASEAN countries have similar and different situations (ideological, environmental, economic, social, and cultural). Therefore, an educational policy (Action Plan) that seeks uniqueness will be adopted, while seeking points of contact with each other.

## V. Regularity of ASEAN & Uniqueness of each country

Phase 1	Phase 2
<p>Through dialogue with resident representatives, an education policy needs to be formulated based on the condition of each country.</p> <p>In the process of forming and revising the educational policy of each country, the ASEAN Standard needs to be formed by establishing the unity of ASEAN (pillar form) and incorporating the unique educational policy (block) of each country, as shown in the background of the Slide.</p>	<p>Even if the ASEAN Standard has been established, dialogue and coordination among ASEAN countries are essential to assemble the different educational policies into a united entity.</p> <p>Therefore, while exchanging personnel and becoming familiar with the educational policies of each country, it is necessary to make adjustments, including in other subjects, in the context of mutual compromise.</p>

## VI. Methods of Forming Action Plans

### Project Cycle Management

The Needs for Outcome-Based QPE



## 01. Project summary of PETE development

---

### Projects Structures and Action Plan for PETE Development.

**Mid-Term:** 2024 Apr. ~ 2029 Mar. (5 years)

**Overall goals:** To support various initiatives undertaken by each school for the development of Quality PETE programs in their respective areas by the government and other agencies' support.

**Stakeholders:**

- Actors: Teacher Education Collage, Schools, DOE, POE, MoE
- Cooperation: ASEAN Member state, Japan PETE support teams,
- Supporters: PTA, Head of Village, Corporate Social Responsibility
- Beneficiaries: Professors, Instructors, and Teachers, Students, Parents

**Support resources:**

- Financial Assistance (Loans/ Grants): JPN Gov., ASEAN, National Government, etc
- Technical Assistance/ Cooperation: JSA, NSSU, UT, ACPES, etc
- Blended Finance/ Assistance: ASEAN, MoE, POE, DOE, etc
- Provide/ Sharing location: MoE, POE, DOE, Head of village, etc

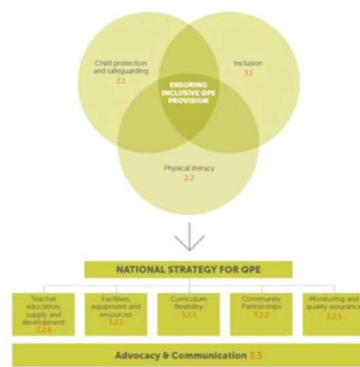
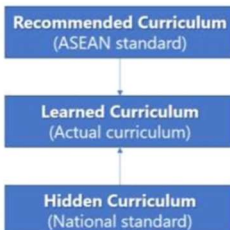
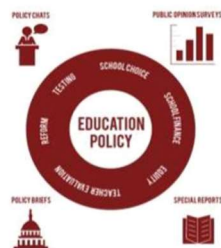
## 02. Next step forward I (To achieve more essential results)

**Q1: What should we consider to improve the quality of PETE?**

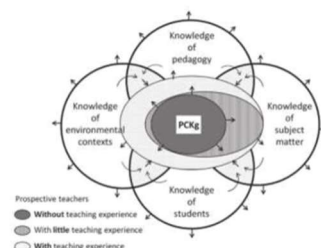


**A1: It is necessary to set and share an image of the project, and to confirm the outcomes.**

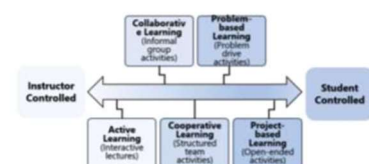
## 03. Next step forward I (To achieve more essential results)



Source: UNESCO (2015)



Source: Marcon, et al. (2015)



Source: Stefanou, et al. (2012). p.608

## 04. Next step forward II (For more tangible outcomes)

---

**Q2: What, if anything, can be considered as having accomplished PETE?**



**A2: It is necessary to set and share an image of the project, and to confirm the outcomes.**

## 5.1. Project Outline I (Fundamental Components of Project)

---

- Project terms
- Stakeholders
- Overall Goals:
- Project Purpose:
- Expected Outcomes:
- Objectively Verifiable Indicators :
- Means of Verification
- Input Resources (Finance, Facility, Tools, Human etc)
- Important Assumptions & Pre-conditions
- Detail Activities

## 5.2. Projects Outline II (Project Design Matrix, Project Map)

Name of Project	Term of Project	Actors of Project	Beneficiaries
<b>Narrative Summary</b>	<b>Objectively Verifiable Indicators</b>	<b>Means of Verification</b>	<b>Important Assumptions</b>
Overall Goal			
Project Purpose			
Outputs			
Activities	<b>Inputs</b>		
			<b>Pre-Conditions</b>

## 6.1. Characteristics of PCM I

### □ Consistency

By utilizing a logical framework, or the Project Design Matrix, in each stage of the project (i.e. planning, implementation, or evaluation), the consistency of the project logic is ensured.

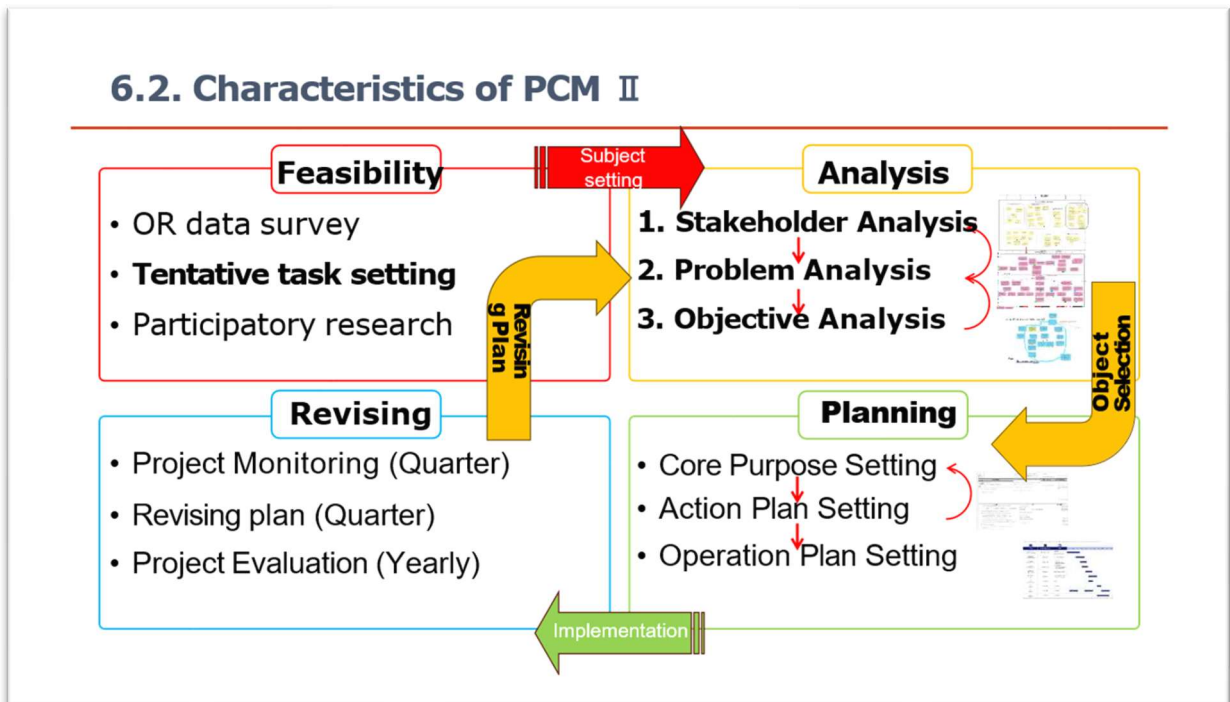
### □ Logicity

In the process of analysis, the "cause and effect", and "means and ends" relations are examined. A log frame is constructed in a manner to illustrate development hypothesis of the project.

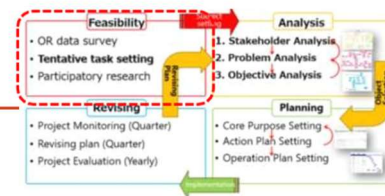
### □ Participatory approach

The PCM exercise involves the stakeholder directly in the workshops. Thus the opinions and views of various stakeholders such as the beneficiaries and minority groups are reflected to minimize conflicts and negative impacts.

## 6.2. Characteristics of PCM II



## 7.1. Feasibility Studies I



### Purpose of Feasibility Studies

To identify problems, issues, and current conditions in the target area that can be related to the objectives of the support.

### Process of Studies

- Explore and analyze “open resource (mass, big) data” by the main org.
- Select **Tentative task** – Groups or individuals who will play a central role in the project
- Participatory research – Visit the sites and conduct interviews with direct and indirect beneficiaries
- Consultation meeting (**Subject setting**) – Groups or individuals who are likely to be most affected either positively or negatively by the project.

## 8.1. Stakeholders Analysis I

### Purpose of Stakeholder Analysis

To identify the issues, problems, and current conditions of the target area through analyzing **individuals, groups and organizations** that may be **affected by or involved in the project**.

### Process of Analysis

- List all stakeholders.
- Select **key stakeholders** – groups or individuals who are likely to be most affected either positively or negatively by the project.
- Analyze the key stakeholders (Detailed analysis/ SWOT Analysis).
- Identify the “Intended beneficiaries”.



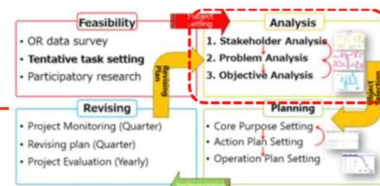
## 8.1. Stakeholders Analysis II

### Sample Categories

Decision makers	Who has decision-making authority
Implementers	Who will carry out the activities of the project
Funding Agencies	Who will provide funding support to the project
Beneficiaries	Who will likely benefit from the project
Supporting groups	Who will likely cooperate with the Project
Opponents	Who may oppose or obstruct the project.
Negatively affected groups	Who will be negatively affected by the project



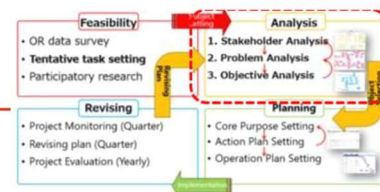
## 8.1. Stakeholders Analysis I II



### (SWOT Analysis)

Name of Stakeholder	Strengths	Weaknesses	Opportunities	Threats

## 8.2. Problems Analysis I



### Purpose of Problem Analysis

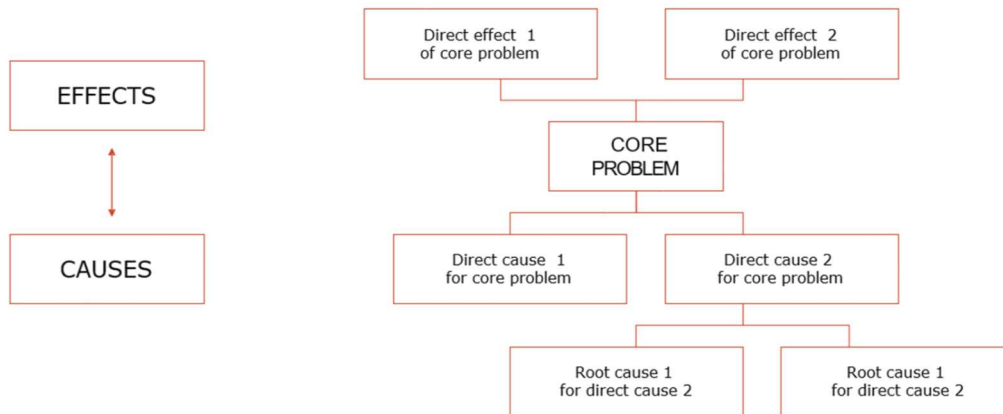
To analyze **negative conditions** that are affecting the life of the target group by visually representing the **causes and effects** of these conditions existing in the project area and/or sector.

### Process of Analysis

- Select the **core problem** (focal problem of intended beneficiaries, the problem to start the analysis)
- Identify the **direct causes** of the core problem
- Develop the problems tree downwards (add causes)
- Identify the **direct effects** of the core problem
- Develop the problems tree upwards (add effects)

## 8.2. Problems Analysis II

### Cause-Effect Relations



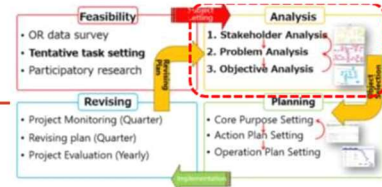
## 8.2. Problems Analysis III

### Process of Analysis (Tips for writing problem)

- Write existing problems only
- Write only one problem per card
- Describe in sentences
- Try to avoid such expressions as "No ..." or "Lack of ...".
- A problem is not the absence of a solution, but an existing negative state
- Avoid co-existence of cause and effect on one card.



## 8.3. Objectives Analysis I



### Purpose of Problem Analysis

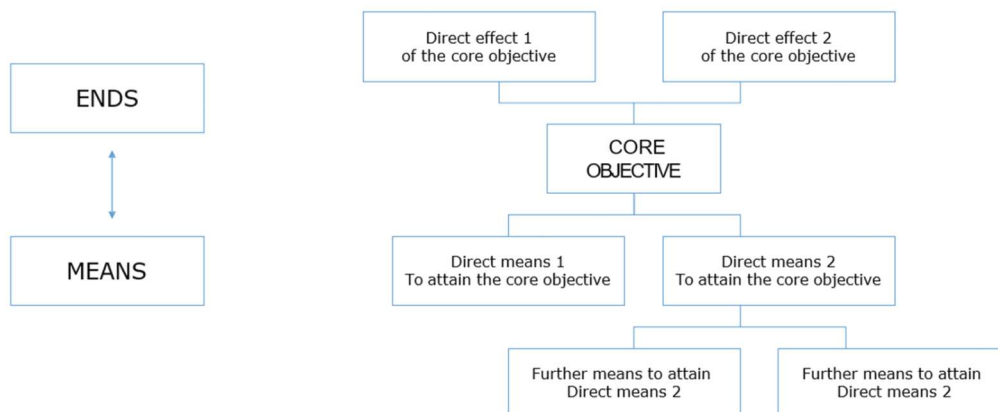
To visually organize the **desirable future situations** (ends) and means to realize such situations by clarifying the **"means-ends" relationship** among those situations after all of the Problems that have affected the target group and/or areas are solved.

### Process of Analysis

- Rephrase all problem cards into desirable and realistic conditions (objectives)
- Revise the statement if not realistic
- Delete cards when inappropriate
- Add new cards that are necessary and relevant
- Ensure that "cause-effect" relations have become "means-ends" relations

## 8.4. Objectives Analysis II

### Means-Ends Relations



## 9.1. Project Selection I (Prioritized Obj.)



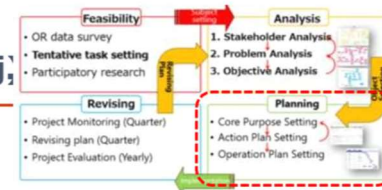
### Purpose of Project Selection

Due to capital constraints, it is difficult to implement all the "objectives" at once, so the group of objectives is selected from several options, which are **prioritized and divided into branches.**

### Process of Analysis

- Confirm the presumed project framework.
- Identify several sets of means-ends branches and name them.
- Summarize the basic points of each approach
- Choose the criteria for comparing the approaches
- Assess the validity of each approach in terms of the selected criteria
- Select the approach to be taken by the project

## 9.1. Project Selection II (Prioritized Obj.)



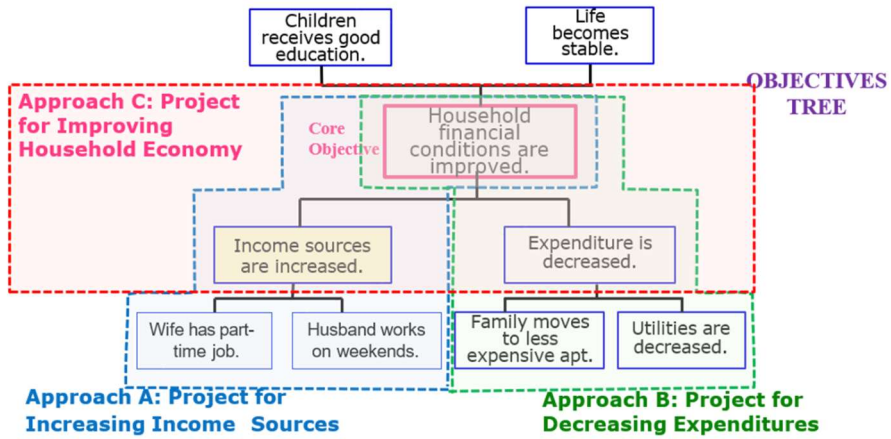
### Sample Selection Criteria

- Target group (number, gender etc)
- Feasibility of the approach
- Impact on Core Objective
- Sustainability (technical & financial)
- Negative impacts Policy priorities.

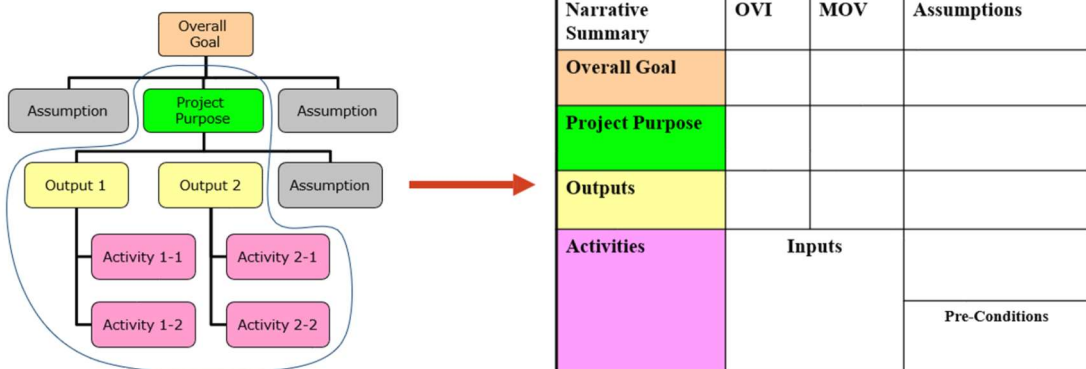
	Approach A	Approach B	Approach C
Target Group	Village people	Children in the village	Mothers and children
Policy Priority	Middle	High	Middle
Needs	High	High	High
Inputs	Low	Middle	High
Effectiveness	Low	High	High
Sustainability	Middle	Low	Middle

## 9.1. Project Selection III (To prioritized object)

### Priority and Emergencies



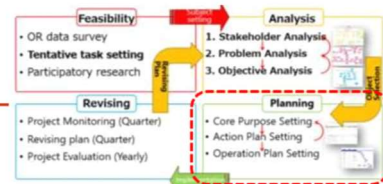
## 9.2. Project Planning I (Tips for turn over objective cards)



## 9.2. Project Planning II (Tips for turn over objective cards)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Overall Goal <i>Then</i>			
Project Purpose <i>If</i>			<i>And if</i>
<i>Then</i>			
Outputs <i>If</i>			<i>And if</i>
<i>Then</i>			
Activities <i>If</i>	<b>Inputs</b>		<i>And if</i>
			<b>Pre-Conditions</b>
<i>Then</i>			<i>If</i>

## 9.2. Project Planning III (Indicators)



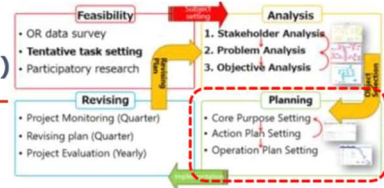
### Specified evidence as:

- [Data type] 500 teachers trained on the new curriculum
- [Quantity] 70% of trained teachers
- [Quality] Implement lessons based on the curriculum according to the characteristics of students.
- [Duration] Between 2024 – 2026

### Means of Verification:

- Type of Data Source
- Methods of Data Gathering
- Human Resources and Necessary Costs for Data Collection
- Time and Timing

### 9.3. Plan of Operation I (Formulation of PO)



**PDM / Logframe**

Detailed Project Work Plan



**Plan of Operations**

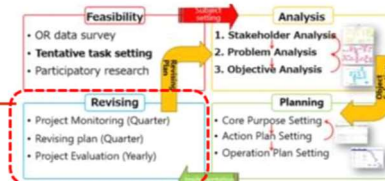
- ❑ Activities (often more detailed than PDM)
- ❑ Expected results (Activity indicators)
- ❑ Time frame (Schedule)
- ❑ Responsible persons
- ❑ Inputs/Resources

### 9.3. Plan of Operation II (Formulation of PO)

Break down the activities for Project Implementation

Activities	Expected Results	Schedule	Person in charge	Inputs	Remarks

## 10.1. Monitoring & Evaluation I



**Monitoring:** An ongoing process to check the progress of a project against its plan and to modify the plan if necessary.  
*“Is the project going all right?”*

**Evaluation:** An assessment, as systematic and objective as possible, of an ongoing or completed project in terms of **evaluation criteria**. An evaluation should provide recommendations and lessons for the future course of the project or for other projects.  
*“Is this the right project?”*

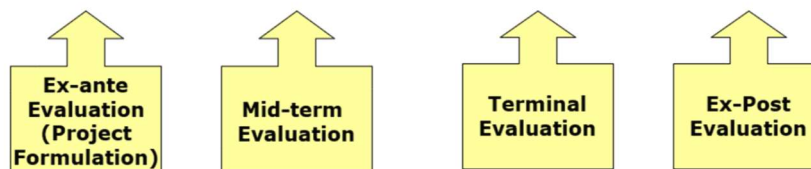
## 10.1. Monitoring & Evaluation II



**Monitoring**



**Project**



## 10.2. Importance of the M&E Planning



- ✓ There must be a Logframe and PO with:
  - Logical and precise hierarchy of objectives
  - Detailed, result-oriented activities
  - Well-defined resources (inputs) to carry out the activities (personnel, budget, etc.)
  - Well-defined important assumptions (with indicators, if necessary)

## 10.2. Components of a Monitoring System



- What to monitor** (using Logframe/PDM and PO)
  - Indicators for outputs, activities and important assumptions
  - Use of resources (inputs)
- Who collects the data and how**
  - Responsible person?
  - Timing and frequency?
  - Methodology?
- To whom to report the monitoring results**
  - Project chief or other persons?
- Who makes the judgments?**
  - Project managers, committees or others?

### 10.3. Six Evaluation Criteria

... set by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD)

Criteria	Definitions
<b>Relevance</b> <i>Is it necessary?</i>	The extent to which the aid activity addresses the needs and priorities of the target group and suited for the situation of the target area
<b>Consistency</b> <i>Is it consistent?</i>	The extent to which the aid activity is in line with the policies of aid agencies and international development framework.
<b>Effectiveness</b> <i>Is it effective?</i>	The extent to which the aid activity has achieved, or is likely to achieve, its objectives.
<b>Efficiency</b> <i>Is it efficient?</i>	The extent to which inputs lead efficiency to outputs.
<b>Impact</b> <i>What are the impacts?</i>	The positive and negative changes by a development intervention, directly or indirectly, intended or unintended.
<b>Sustainability</b> <i>Will it be continued?</i>	The extent to which the benefits of aid activity is likely to continue after assistance ends.

### 10.3. Relationship between “evaluation criteria” & PDM

Narrative Summary	Evaluation Criteria					
	Relevance	Consistency	Efficiency	Effectiveness	Impact	Sustainability
Overall Goal	Is it still rational as the aim of the project?	Is the Project still consistent with aid policies or international framework?			What were expected/ unexpected, or direct/ indirect impacts derived from the Project?	Will the outcomes and impacts of the Project continue after termination of the Project?
Project Purpose				How did the outputs contribute to the Project purpose?		
Outputs			How are the inputs converted to the outputs?			
Activities & Inputs						



## 第6章 対面式ワークショップにおける各国プレゼンテーション資料

- ブルネイ（2023年度アクションプラン実施中間報告）

**ASEAN-Japan Actions on Sports**  
ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023





# Action Plan in 2023

BRUNEI DARUSSALAM  
Azrin AJI (PETE),  
Nurhaziqah Sahminan (SPD)

※Time for the presentations:  
(DAY1 and 2=Presentation (1));  
20 mins. for presentation and  
10 mins. for Q&A

Date: February 19 2024  
Place: Phnom Penh, Cambodia

# Chum Reap Sou, Bong

# Suo Sdei, Bong

# BRUNEI DARUSSALAM IN BRIEF

Population of **448,986**

**121** primary schools,  
**33** secondary schools

Access to **physical education classes** in primary and secondary education **once a week**

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

- I Revised Action Plan in 2023
- II Outcomes in the Action Plan (Achieved)
- III Evaluation of Outcomes in the Implemented Action Plan
- IV Future Tasks and Challenges

# Revised Action Plan in 2023

Inculcate	Inculcate action research in schools by PE Units
Present	Present working paper to higher official
Collaborate	Collaborate with NGOs Special Olympics Brunei Darussalam & Paralympic Council Brunei Darussalam inclusivity
Collaborate	Collaborate with Department of Special Education & Department of Co-Curriculum Education, Ministry of Education in sports participation for students with special needs
Spearhead	Spearhead action research with stakeholders
Provide	Provide platform for continuous professional development talks with stakeholders
Discuss	Discuss the viability of new curriculum with stakeholder

## Outcomes in the Action Plan (Achieved)

Success story with action research pilot school project	Coordinated for meeting between 2 ministries challenging	Working plan to utilize logistical resource for NGO SOB use	Touching base on deliverables with Department of Special Education
CPD presentations with stakeholders	Committee that oversees PE in secondary schools	Good reception for PE teachers in joining CPDs and AR presentations	Capacity building for AR presentations



Action Research in pilot school 2023





Working visit SOBD, SEU on logistical training facilities

---

## Evaluation of Outcomes in the Implemented Action Plan

Need training on Action Research for PE teachers

Themes will change annually and in due course will include inclusivity in PE classes

Capacity building

## Future Tasks and Challenges



Research surveys for PE committee to disseminate



Bringing conversation to administrative level on several matters



Collaboration between 2 ministries not as easy as it sounds



Coordinating meet with stakeholders to realize importance of project



Bringing SOBD and Paralympics Brunei to be more present in schools

## Examples of Developed Inclusive PETE Program

1) Karate Club in school accepting special athlete to join training

2) Brunei Darussalam School Games including special athletes in track and field (Secondary Level)

3) Department of Co-Curriculum Education has encouraged the students with special needs to participated in the Kids Athletics Festival for Primary School Level

4) Unified Bocce Competition with mixed of Pre-Vocational students and a mainstream student to play together in a team



• Training together with able-bodied athletes



PCBD Sports Awareness to Parents & Teachers 2023



Unified Bocce 2023



Kids Athletics Festival 2023



BDSG Track & Field 2023

## Outcomes Related to Capacity Building and Networking with Different Stakeholders

1) Providing training for teachers on conducting Action Research will only enhance PETE – shared resources

2) Continuous Professional Development talks locked in the calendar a multi ministry approach to raising awareness

3) Collaboration and conversation

## Good Practices in Inclusive PETE Promoted in Your Country

1) Collaboration with SOBD on use of logistics

2) Collaboration with PCBD on SPD awareness to parents and teachers

3) Brunei Darussalam School Games – annual event end of the year

3) Collaboration with Department of Co-Curriculum Education in planning yearly inclusive sports event

## Para World Badminton Championship, Pattaya, Thailand



Thank you

Questions please

(ワークショップ最終日プレゼンテーション)



# Presentation 2

## Day 4

Questions and Answers from Day 1's presentation

Questions  
received during  
the presentation  
made on [DAY 1]  
and the answers  
to those  
questions



Q:1 How did we get other schools involved in Action Research?



Q:2 How do we evaluate a successful physical education class?



Q:3 What are the instruments in the current literature in PETE and SPD to measure and interpret data

# How did we get other schools involved in Action Research?

Invitation to action research v2.0

Reward with incentives

Coupons

\$\$\$

Sports equipment



**ACTION RESEARCH 2.0**

INVITING SECONDARY SCHOOLS PE TEACHERS FROM ALL CLUSTER / DEPT OFFICERS / SPORTS SPECIALISTS TO PRESENT AN ACTION RESEARCH FOR 2024

THEME: "POSITIVE IMPACT TO STUDENTS IN SPORTS"

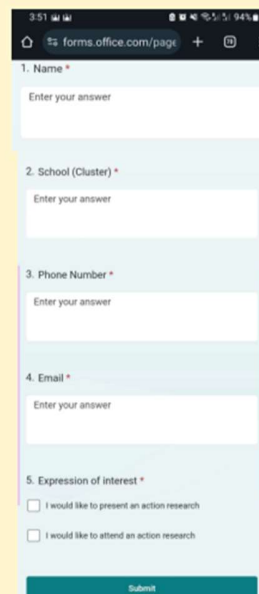
Present your action research in September 2024

Expression of interest to join by 1st March 2024

**Action Research 1.0** (the background)

In hope to raise the standards of Sports and Physical Education in local schools, the coaches conducted and presented Action Research in 2023 which resulted in positive outcome and improvement in trainings.

For more details: +6732384583 @sportschool.bn



forms.office.com/page

3:51 94%

1. Name \*

Enter your answer

2. School (Cluster) \*

Enter your answer

3. Phone Number \*

Enter your answer

4. Email \*

Enter your answer

5. Expression of interest \*

I would like to present an action research

I would like to attend an action research

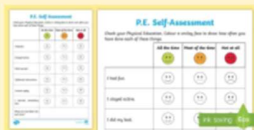
Submit

How do we evaluate a successful physical education class?

Checks and balances  
QR code to be sent to Physical Ed teachers

Exit check mechanisms

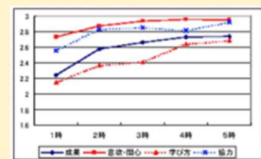
Elementary



High School



Interpretation



What are the instruments in the current literature in PETE and SPD to measure and interpret data



Bridging the gap with the Physical Ed Based Committee



Training on conducting surveys and questionnaires that are suitable for data and interpretation that they can utilize



Reflection session with 5 questions = 2-3 minutes to be completed



Physical Ed teachers gives input and promote reflection

Future issues based on the evaluation of your action plan



Joint accountability between two Ministries in supporting the development of the project: PE framework, pathway for tertiary education



Increase number of students with special needs participation prior to talent identification for SPD athletes to represent Brunei in the local and international stage



To gather resources and identify best practices that could be used as a reference for Physical Education teachers in Brunei





Reflection assessment as a tool to gauge engagement in elementary and secondary schools in Brunei





Expanding Action Research in schools to be a perpetual figure in Brunei education system specifically Physical Education in schools

Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Convince Ministry of Education to play a big role in stakeholder analysis  Involve Ministry of Culture Youth & Sports in discussions and collaboration with stakeholders	Direct	<ul style="list-style-type: none"> <li>Students in schools</li> <li>Athletes</li> <li>MOE</li> <li>MCYS</li> </ul>	KIV	KIV	KIV	1 <sup>st</sup> year program still in its infancy stage	Conducting discussion with high level stakeholders and make them accountable for the development of the project (taskforce SBC)
	Indirect	<ul style="list-style-type: none"> <li>After school athlete program</li> <li>The nation</li> </ul>	KIV	KIV	KIV		
Include Ministry of Culture Youth & Sports Training Department to SPD initiatives	Direct	<ul style="list-style-type: none"> <li>MCYS</li> <li>PCBD</li> <li>SOBD</li> </ul>					
	Indirect	<ul style="list-style-type: none"> <li>SPD Athletes</li> </ul>	20	KIV	KIV	To increase percentage of SPD Athletes	Work closely with: <ul style="list-style-type: none"> <li>Paralympic Council BD</li> <li>Special Olympic BD</li> </ul>
Adopt AMS best practices: Japan Cambodia Indonesia Malaysia	Direct	<ul style="list-style-type: none"> <li>PETE Teachers</li> <li>AR Teachers</li> </ul>	All	KIV	KIV	Internet resources, collaboration with Federation coaches, assessment tools	<ul style="list-style-type: none"> <li>Ask questions to AMS and network</li> <li>Incentivize programs</li> </ul>
	Indirect	<ul style="list-style-type: none"> <li>Phys Ed teachers on inclusive pe</li> </ul>	KIV	KIV	KIV	National survey	YouTube videos available made for teachers

Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
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Adopt AMS best practices: Japan Cambodia Indonesia Malaysia	Direct	<ul style="list-style-type: none"> <li>• PETE Teachers</li> <li>• AR Teachers</li> </ul>	All	KIV	KIV	Internet resources, collaboration with Federation coaches, assessment tools	<ul style="list-style-type: none"> <li>• Ask questions to AMS and network</li> <li>• Incentivize programs</li> </ul>
	Indirect	<ul style="list-style-type: none"> <li>• Phys Ed teachers on inclusive pe</li> </ul>	KIV	KIV	KIV	National survey	YouTube videos available made for teachers

# Saum Arkoun

Questions please

## Future issues based on the stakeholder analysis

When conducting a stakeholder analysis, we would like to require data on the number of beneficiaries to be the core.

- 1) Ministry of Culture, Youth and Sports
- 2) Ministry of Education
- 3) SPD Pathways
- 4) Best practices from ASEAN Member States

■ カンボジア（2023年度アクションプラン実施中間報告）

**ASEAN-Japan Actions on Sports**  
ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023



**Format to Report  
Your Action Plan in 2023**

**Cambodia**  
**HOU Sitthisophealai (PETE),**  
**YI Sopheaktra (SPD)**

※Time for the presentations:  
(DAY1 and 2=Presentation (1)):  
20 mins. for presentation and  
10 mins. for Q&A



Date: February 19 2024  
Place: Phnom Penh, Cambodia

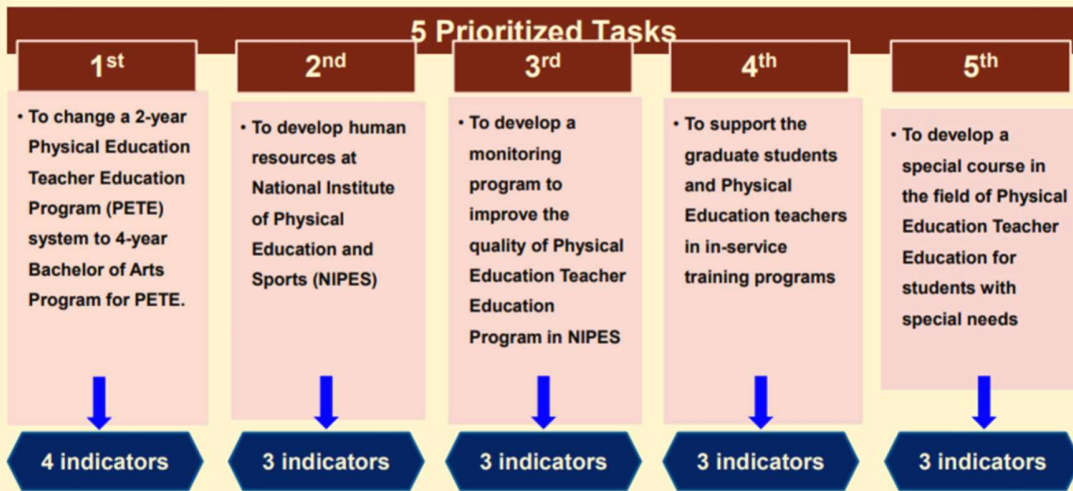
For Presentation (1)

**Summary**

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.







- I Revised Action Plan in 2023**
- II Outcomes in the Action Plan (Achieved)**
- III Evaluation of Outcomes in the Implemented Action Plan**
- IV Future Tasks and Challenges**

# I. Revised Action Plan in 2023



# II. Outcomes in the Action Plan (Achieved)

## 1st Prioritized Task: 4 Indicators (2022-2030)

<p><b>1. 80% of syllabus for all subjects in B.A. in Physical Education Program are developed in consistent with the curriculum framework of this program and shared to teachers and students (2026)</b></p> <p><b>Progress:</b></p>   <ul style="list-style-type: none"> <li>Now, HG and NIPES teacher trainers are revising the year 1 syllabus for the new generation.</li> <li>Next revision will be syllabus for year 4 and followed by year 2 and year 3 syllabus</li> </ul>	<p><b>2. To authorize the Prakas and Curriculum Framework for Credit Transfer (2024)</b></p> <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>1st workshop on credit transfer at NIPES (supported by Hearts of Gold)</li> <li>NIPES is processing these document to Ministry of Education, Youth and Sport with Legislative Department</li> </ul>  	<p><b>3. 90% of applied lecturers pass the Programs for upgrading associate degree lecturers to 4-year bachelor's program. (2025)</b></p> <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>Number of teacher trainers with Bachelor's and Master's Degree related to PE&amp;S are increasing gradually. 5 teachers got Master's Degree in 2023 and 5 teachers got Bachelor's Degree in 2022 came back to work in NIPES. (to pursue for Higher Education Teacher Education from MoEYS in 2024)</li> </ul>	<p><b>4. 50% of textbooks for all subjects in B.A. in Physical Education Program at NIPES are developed in consistent with the syllabus and curriculum framework and shared to teachers and students (2027)</b></p>   <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>5 textbooks (4 in B.A program and 1 in 2-year program) have been developed, printed, and shared among teachers and students.</li> </ul>
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## II. Outcomes in the Action Plan (Achieved)

### 2<sup>nd</sup> Prioritized Task: 3 Indicators (2022-2030)

1. 90% of Teacher trainers at NIPES acquire good ability in teaching in both 2-year and Bachelor Program in Physical Education Teacher Education through utilizing ICT

**Progress:**

- Teacher trainers and management staff have been sent to attend a short-term training courses both overseas (Hearts of Gold's support) and in the country (Hearts of Gold's, TTD, and at NIPES).



2. 80% of students in both program are satisfied with their teachers, administrative staff and the program

**Progress:**

- In 2022: less than 50% of the students in B.A program were satisfied with their teachers, according to the survey.

No.	Indicator	Year Student (2)				
		1	2	3	4	
1	Did you work as before activity?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2	Did you understand the class content?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3	Did you enjoy preparing for the lesson?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
4	Did you like most of the lesson?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	Did you consider the lesson as your best?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
6	Did you practice with thinking time in preparing lesson (AET)?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
7	Did you practice with thinking time in preparing teaching (AET)?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
8	Did you work cooperatively with your friends in a project?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

3. 80% of NIPES staff could complete the questionnaire after attending each workshop at NIPES

**Progress:**

- In 2024: NPO Hearts of Gold's team is drafting the questionnaire to hand out to NIPES staff to complete. This draft will be discussed further with NIPES before sharing it with all the staff.

4. All teacher trainers who teach in B.A in Physical Education Program at NIPES have qualifications which meet the standard of ACC

**Progress:**

- In B.A program at NIPES:
  - 9 teacher trainers have Master's Degree
  - 11 teacher trainers have Bachelor's Degree
  - 2 teacher trainers have associate diploma degree (2-year teacher training certificate)
- So, not all teacher trainers meet the standards of ACC yet.

## II. Outcomes in the Action Plan (Achieved)

### 3<sup>rd</sup> Prioritized Task: 4 Indicators (2022-2030)

1. 90% of teacher trainers of NIPES improve quality of teaching using the syllabus effectively

**Progress:**

- 2022: 2 out of 12 teacher trainers observed get scores above 70%
- 2023: 5 out of 25 teacher trainers observed get scores above 70%



2. 80% of the students have better learning result and obtain at least grade B as the minimum in their GPA.

**Progress:**

- Batch 1: 4 ss get grade B and 16 ss get grade B+ in the GPA (4 year study)
- Batch 2:

3. 90% of the students give positive feedback on their teacher's teaching

**Progress:**

- In 2022: Less than 50% of the students in B.A degree were satisfied with their teachers, according to the survey.
- In 2023: Not done to the students yet. HG and NIPES are reviewing the questionnaires.

4. 75% of the ACC standards will be achieved with the score of 8.

**Progress:**

- 2022: Achieved 59.35% of the ACC standards for 124 standards.
- 2023: new ACC standards: the percentage is still low in compared to 2022

## II. Outcomes in the Action Plan (Achieved)

### 4<sup>th</sup> Prioritized Task: 3 Indicators (2022-2030)

1. More than 70% of graduate students/Physical Education teachers attain higher scores in the assessment sheet through classroom observation (JICA Project)

**Progress:**

- Above 60% of the teachers in 3 target provinces (Battambang, Svay Rieng, and Phnom Penh) assessed by the PE assessment sheet achieve the 70% of the qualified PE classes (JICA Project in Hearts of Gold)
- There has no appropriate data collection on other schools in other provinces throughout the country yet.

\* 60% of teachers assessed by the PE assessment sheet achieve the 70% of the qualified PE classes.

Prov.	Type	Monitored	Achievement	Percentage
PHN	PS	72	31	43%
	LSS (7-9)	15	7	47%
	HS (7-12)	42	24	57%
BTB	PS	115	36	31%
	LSS (7-9)	35	16	46%
	HS (7-12)	15	12	80%
SVR	PS	153	79	52%
	LSS (7-9)	20	8	40%
	HS (7-12)	23	20	87%
<b>Total</b>		<b>329</b>	<b>233</b>	<b>71%</b>

2. More than 70% of children in school involving in PE activities in schools and improve better health both mentally and physically (JICA Project)

**Progress:**

- There has not been a final evaluation on this yet.

3. 10% of all the graduates receive classes to upgrade to bachelor degree.

**Progress:**

- NIPES and HG are working on credit transfer course to collect all the graduates to receive classes to upgrade to bachelor degree.
- 15 PE teachers who graduated Bachelor's or Master's Degree in field related to Physical Education and Sports from abroad were promoted to Higher Education Teachers through one-year extra training at National Institute of Education in Phnom Penh.

## II. Outcomes in the Action Plan (Achieved)

### 5<sup>th</sup> Prioritized Task: 3 Indicators (2025-2032)

1. NIPES has at least 1 specialist in supporting for the development of a special course in the field of Physical Education Teacher Education for students with special needs

This action has not started yet

2. NIPES has adequate number of professional staff/teacher trainers to teach the course/subjects for the students with special needs in the field of Physical Education Teacher Education

This action has not started yet

3. 80% of students with special needs course in the field of Physical Education Teacher Education are well qualified and professional to teach students with special needs in schools (public/private schools/National Institute of Special Education)

This action has not started yet

## Evaluation of Implementation Progress of the Action Plans

Progress Status at the End of FY2023

(PETE)

Action plan	Brought to the Administrative Level	In Process of Preparation	Development of Training Program Started	Training Commenced	Effectiveness Verifications Carried Out	Description/Others
<b>Implementation of PETE Curriculum in National Institute of Physical Education and Sport</b>	In process of preparing the final version of this action plan before submitting to the Ministry of Education, Youth and Sport	Activities to achieve each objectives in the action plan is being done by NIPES	Is going to held one workshop to share the action plan to all stakeholders on 23 <sup>rd</sup> Febuarry 2024. Japanese professors will be the core trainers in this workshop.	The credit transfer course plans to start from 2025, after Prakas and Curriculum Framework is signed by MoEYS. The participants to this course will start from NIPES teachers and will expand to PE teachers in schools throughout the country, based on the budget NIPES obtained from the government.		Compared to the original plan for implementation, some delays are being found, some indicators are being reviewed and changed and some activities are being changed as well based on the real situation at NIPES. However, the process is going step by step.

9

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data

(PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
<b>Implementation of PETE Curriculum in National Institute of Physical Education and Sport</b>	To change a 2-year Physical Education Teacher Education Program (PETE) system to 4-year Bachelor of Arts Program for PETE.	<ul style="list-style-type: none"> <li>- Many subjects in the syllabus are not consistent with the curriculum framework in the B.A in PE program. Therefore, NIPES and HG have to spend more time on working with the teachers to revise the syllabus to make it more consistent.</li> <li>- The teachers' capacity to develop the textbooks on their own is quite limited and challenging. Only after the syllabus is consistent with the curriculum framework when the teachers could step by step develop the right content for the textbooks to teach to the students.</li> <li>- The procedure to issue the Prakas and Curriculum Framework needs cooperation from different stakeholders at Ministry of Education, Youth and Sport</li> </ul>	<ul style="list-style-type: none"> <li>- We need strong commitment from the teachers to revise the syllabus and develop the textbooks with technical support from NPO/NGO Hearts of Gold.</li> <li>- Request for cooperation from stakeholders to support NIPES in issuing the Prakas and Curriculum Frameworks for Credit Transfer in 2024 the latest.</li> </ul>

## **Examples of Developed Inclusive PETE Program**

- 1). MoU between Ministry of Education, Youth and Sport and NPO Hearts of Gold in JICA project on project named, ' Physical Education for All, working on 3 target city and provinces namely: Phnom Penh, Battambang, and Svay Rieng.
- 2). The B.A program in Physical Education at National Institute of Physical Education and Sport includes one subject related to Inclusion and Child-Friendly Schooling to give this concept the teacher trainees at NIPES before they become PE teachers.
- 3). In the last prioritized task in this action plan, we plan to develop a special course in the field of Physical Education Teacher Education for students with special needs (plan to start in 2025)

## **Good Practices in Inclusive PETE Promoted in Your Country**

**We haven't recorded any good practices in Inclusive PETE promoted in Cambodia yet. We hope with this action plan implementation, we could keep some records of good practices in inclusive PETE promoted in Cambodia in the future.**



សូមអរគុណ

Thank you very much for your attention !

(ワークショップ最終日プレゼンテーション)

For the second Presentation [DAY4]

## Questions received during the presentation made on [DAY 1] and the answers to those questions

1). Regarding teacher evaluation, what areas of teaching, implementation of syllabus (teaching content) for instance communication skill..etc, what area that students satisfy? Or area that student are not happy about?

- Many students are not satisfied with the teacher's teaching which includes the way of teaching and the lack of the teaching materials such as books, use of ICT in teaching, etc.

2. You mentioned teachers at NIPES got Master Degrees, in what what fields? Such as pedagogy....etc. They studied in Cambodia? Degree in English or another language?

- Teachers got Master Degrees in Sports Management, Sports Coaching, and Sports Medicine

- They studied in Vietnam and Thailand.

- They studied in Vietnamese and Thai language. The degree certificate was issued in those languages.

Cambodia

## Future issues based on the evaluation of your action plan

- 1) Some of the task need more time to be achieved, even though the policy of the Ministry of Education, Youth and Sport said that by 2030, all teachers in Primary Schools, Lower and Upper Secondary schools must have at least Bachelor's Certificate in their teaching major.
- 2) The time and budget constraint and the limited human resources as well as low determination of some staff may lead to difficulty in achieving the indicators set in each task in the action plan.

Evaluation of your action plan based on Beneficiaries

Task		Beneficiaries	Expected Number	Real Number	Rate of Achievement	Evaluation	Reason	Strategies to achieve tasks	
To change a 2-year PETE Program system to 4-year Bachelor of Arts Program for PETE.	80% of syllabus for all subjects in B.A. in PE Program are developed in consistent with the curriculum framework of this program and shared to teachers and students (2026)	Direct	Teacher trainers and staff in NIPES	80%	25%	31%	This achievement is satisfied. But in 2 years later, we'd like to achieve 80%	Teachers find it difficult to understand the subject matter and to find what content to teach. Most of them were taught how to be a coach rather than PE before.	Do curriculum mapping and PLOs development in order to revise syllabus
		NIPES students							
To authorize the Prakas and Curriculum Framework for Credit Transfer (2024)	90% of applied lecturers pass the programs for upgrading associate degree lecturers to 4-year bachelor's program (2025)	Direct	Teacher trainers and staff with PE and Sport certificate of basic education) in NIPES	100%	50%	50%	We have finished the 1st draft. We'd like to finish it within this year 2024.	We need to held another workshop to discuss on the first draft of the document, with input from Legislative Department.	Cooperate with NPO Hearts of Gold and Legislative Department to write the Prakas and Curriculum Framework and submit for authorization from MoEYS
				38	42	90%	Assessment Criteria	Some teachers may drop out and some may fail thte course	Develop mechanism to provide Credit Transfer Course in NIPES
			PE teachers in Cambodia	3198	3553	90%	Some teachers may not want to come to the upgrading course, some teachers may got retired already		

1	70% of textbooks for all subjects in B.A in PE program at NIPES are developed in consistent with the syllabus and curriculum framework and shared to teachers and students	Direct	Teacher trainers and staff with PE and Sport certificate of basic education in NIPES	70%	11%	16%	As the 1st year achievement, it's satisfied. But in 6 years later, we'd like to achieve 70%	Teachers' ability to develop textbooks are very limited due to their language ability and their current knowledge in the subject area. There are very few documents in Khmer language related to Physical Education and Sports subject area. Moreover, due to the time and budget constraint, it's difficult to hold a workshop to guide teachers to develop the textbook more effectively. From 2019 till 2023, NIPES has to allocate budget for infrastructure development as it's more urgent due to the old condition of the building and the fence.	Form a textbook development committee and provide a training course/workshop to strengthen their capacity in textbook development
			NIPES students (by 2030)	761	846	90%	Assessment Criteria	Some students may drop out and some may fail the course	Do curriculum mapping and PLOs development in order to revise syllabus and develop textbooks
			Indirect	Students in lower and upper secondary schools in Cambodia (statistics in 2022-2023)	42476	47196	90%	Assessment Criteria	
	90% of Teacher Trainers at NIPES acquire good ability in teaching in both 2			90%	20%	22%	The teacher's teaching capacity is improving slowly. But hopefully, from constructive feedback from the assessor, they could improve better in the next 5 years.	Some teachers may need more time to improve themselves than others. And some teachers may need more time to be convinced to change their teaching methodology.	

2	To develop human resources in NIPES	80% of students in both program are satisfied with their teachers, administrative staff and the program	Direct	All staff in NIPES	80%	<50%	50%	Many students are not satisfied with the teacher's teaching. We'd like to increase this percentage to 80% by 2030 at the same time that we're trying to improve our teacher's teaching capacity.	
		80% of NIPES staff could complete the questionnaire after attending each workshop at NIPES.							
		All teachers trainers who teach in B.A in PE program at NIPES have qualification which meet ACC standards							
			Indirect	Students in NIPES					
			Indirect	PE teachers in Cambodia	3553	3553	100%		
			Indirect	Students in lower and upper secondary schools in Cambodia	47196	47196	100%		
3	To develop monitoring program		Direct	All staff in NIPES					
			Indirect	Students in NIPES					
4	To support the graduate students/physical education teachers in		Direct	Physical Education teachers in lower and upper secondary schools					
			Indirect	Students in lower and upper secondary schools in Cambodia					
5	To develop a special course in the field of Physical Education Teacher Education		Direct	Students in NIPES who want to become PE teachers to students with special needs					
			Indirect	All children with special needs in Cambodia					

■ インドネシア（2023 年度アクションプラン実施中間報告）

# ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023



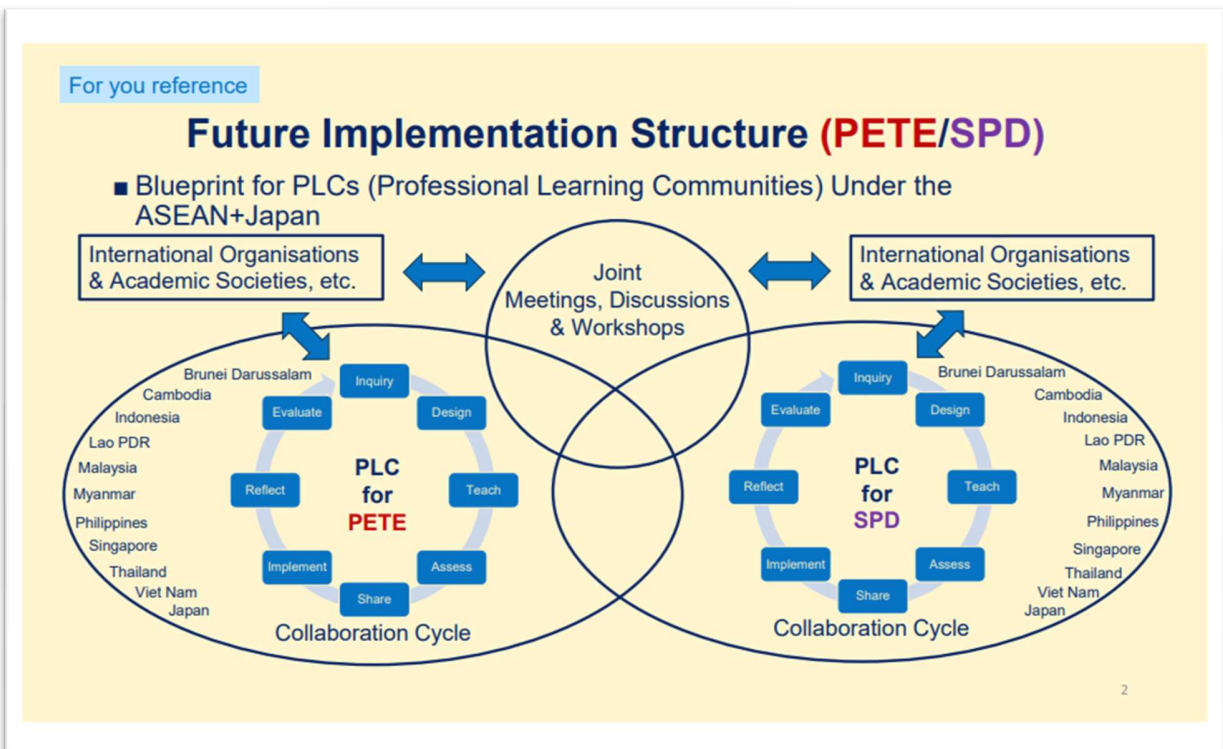
## Format to Report Your Action Plan in 2023

**Indonesia**  
**Hilda ILMAWATI (PETE),**  
**Mesa Rahmi STEPHANI (SPD)**

※Time for the presentations:  
 (DAY1 and 2=Presentation (1)):  
 20 mins. for presentation and  
 10 mins. for Q&A



Date: February 19 2024  
 Place: Phnom Penh, Cambodia



## Output-Updated Action Plans' Contents- Classification by Characteristics of the Contents in the Action Plans Updated FY2022 (PETE)

Country	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Others
Brunei Darussalam	•			•	•	•	
Cambodia	•	•	•		•		
Indonesia	•	•	•	•	•	•	
Lao PDR		•		•	•	•	•*1
Malaysia	•	•	•	•			•*2
Myanmar		•	•			•	
Philippines	•	•					
Singapore		•		•		•	•*3
Thailand		•		•	•		
Viet Nam		•				•	•

•: Newly Introduced Actions/items in FY2022

\*1: Increase no. of PE classes, Update knowledge of SPD, Promote policymaking for SPD, etc.

\*2: Quality development of students with SEN as athletes

\*3: Change of mindset of PE teachers, Enhanced support to students with SEN in PE & extracurricular activities, etc.

3

## Implementation Progress of the Action Plans

### Progress Status at the End of FY2022 (March 2023) (PETE)

Country	Brought to the Administrative Level	In Process of Preparation	Development of Training Program Started	Training Commenced	Effectiveness Verifications Carried Out	Description
Brunei Darussalam	•	•				
Cambodia	•	•	•	•		
Indonesia	•	•	•	•	•	Analyzing the data and developing research using CIPP Evaluation Model
Lao PDR	•					
Malaysia	•	•	-*4	•		
Myanmar	•	•	-*4	•		
Philippines	•					
Singapore	•					
Thailand	•					
Viet Nam	•*5					

\*4: Utilising the training program developed previously.

\*5: Progress NOT Updated. Due to a business trip on an official mission and the schedule for the 2<sup>nd</sup> Online Workshop overlapped, thus PETE representative of Viet Nam could not join it.

4

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### I Revised Action Plan in 2023

#### Action and Advocacy Process

- a) Training needs analysis through surveys.
- b) The team made additional adjustments to the PETE action plan. We added the parties involved to help us realize our program. The Ministry of Education, Culture, Research, and Technology is working with government partners to help implement the PETE.

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### II Outcomes in the Action Plan (Achieved)

- a) Curriculum Revision.
- b) Transformational Pre- and In-service program for Physical Education Teachers.

The competence of teachers and prospective teachers in teaching physical education has improved as seen from the learning outcomes of the program.

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### III Evaluation of Outcomes in the Implemented Action Plan

The team has analyzed the data, and based on the CIPP evaluation model we found that in the product component (learning outcomes) there was an increase in the competence of prospective physical education teachers by 21%. However, for the context, input, and process components, the data is still being analyzed thoroughly.

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### IV Future Tasks and Challenges

There are a series of tasks and challenges that need to be accomplished. These include:

- a) Working on the action plan that has not been completed in 2023.
- b) Evaluate the programs that have been implemented with proper and comprehensive analysis.
- c) Advocate for GTK to integrate the action plan into the programs of the Ministry of Education, Culture, Research, and Technology.
- d) Consistently re-implement the transformational pre-service teacher program in the PETE component in 2024 with improved program evaluation results in 2023.

## Evaluation of Output - Action Plans' Contents-

### Classification by Characteristics of the Contents in the Action Plans Revised in FY2023 (PETE)

Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
Strengthen Physical Education teacher quality both pedagogical and professional through workshops.	The program has been implemented in July 2023	1. Surveys proceeded in September 2023	1. Competency in teaching physical education in all stages of education level.	Differentiated learning for students	Data analysis: 1. Developed research and data analysis using the CIPP evaluation model.	1. In the process of revising teaching resources.	1. Workshop for prospective teachers will be conducted by increasing the number of beneficiaries to 400 prospective teachers.	1. Requires improvement in the context of program process and input.
		2. The pilot program "PPKG" was implemented in November 2023.	2. Student-centered, meaningful, and effective physical education learning.		2. Surveying physical education teachers throughout Indonesia regarding their needs in teaching students in the context of inclusivity.			2. Changing the minimum outcomes in the MERDEKA curriculum.

## Evaluation of Output - Action Plans' Contents-

### Classification by Characteristics of the Contents in the Action Plans Revised in FY2023 (PETE)

Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
Strengthen Physical Education teacher quality both pedagogical and professional through workshops.	The program has been implemented in July 2023	1. Surveys proceeded in September 2023	1. Competency in teaching physical education in all stages of education level.	Differentiated learning for students	3. Analyze the results of tests and surveys to physical education teachers who are PPKG participants.	3. Developing learning modules for teachers in the physical education, sport and health teacher competency improvement program.		
		2. The pilot program "PPKG" was implemented in November 2023.	2. Student-centered, meaningful, and effective physical education learning.					

## Evaluation of Implementation Progress of the Action Plans

Progress Status at the End of FY2023

(PETE)

Action plan	Brought to the Administrative Level	In Process of Preparation	Development of Training Program Started	Training Commenced	Effectiveness Verifications Carried Out	Description/Others
Strengthen Physical Education teacher quality both pedagogical and professional through workshops.	The pre-service for 2024 agenda program will be boarding in July 2024	An in-service program is being prepared. (developing 13 modules and recruit facilitator)	Started in January 2024 both in-service and pre-service	Planned to start around July 2024 for pre-service PE teachers and April 2024 for in-service.	Evaluation analysis is still being analyzed. An improvement in product components.	In-service training has received support and funding from the ministry.

11

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data

(PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
Strengthen Physical Education teacher quality both pedagogical and professional through workshops.	1. Have access, connections, and support from several universities	Conduct research through in-service and pre-service training programs.	Communicating with professors from JAPAN (JAPAN-ASEAN Action on Sport)
	2. Secure funding from the private sector		
	3. Get support from the ministry		

TRANSFORMATIONAL PRE-SERVICE TEACHERS PROGRAM

PETE COMPONENT

Supported by: SAMPOERNA UNIVERSITY

To assist pre-service teachers in organizing meaningful & fun learning and helping career advancement, a robust and intensive program that will inspire pre-service teachers to continuously learn and explore their potential and set an example for students is needed

### Transformational Training Program for Pre-Service Teachers

**Objective:** Developing **Pre-Service Teachers'** profession and pedagogic skills (in the form of SKPI fulfillment) through a focused, contextual and applicative training program and other professional developments to accelerate their teaching performance in developing quality graduates.

#### Output :

1. Improved participants' knowledge and skills on the training materials (which was assessed post-test from the pre-test as much as 2 point);
1. Min 80% of participants develop portfolios as a form of training results\*
2. Min 80% of teachers develop digital literacy and pedagogic competency especially on students' assessment

\*Portfolio is proof of participants' validation in participating in professional development/ SKPI

#### Activities :

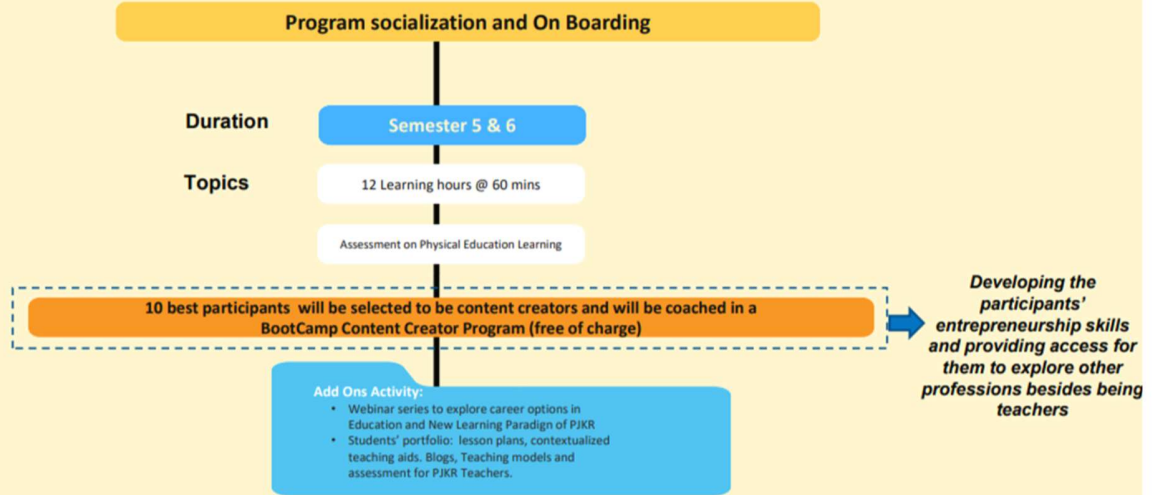
1. Self-pace courses ( up to 12 Learning Hours)
2. Live Coaching & Webinars (up to 6 Learning Hours)

#### Program Characteristics :

1. Designed according to need
2. Support the implementation of National Curriculum (Kurikulum Merdeka)
3. Each training comes with a certificate of completion and authentic portfolio as a form of documentation needed for teacher promotion.
4. Implementation of training materials in learning settings.
5. Measurable: Pre-post test & Portfolio Analysis

3. Developing Learning Portfolios (Lesson plans, Teaching strategies blogs)
4. Talent Scouting for content creators

# PROGRAM FRAMEWORK



- Participants will obtain certificate from Guru Binar, official partner of Kemendikbud Ristek
- Participants have flexibility to accumulate their SKPI to 20 learning hours
- All portfolios are available and can be accessed by the participants mentor (dosen/ Kajar/ Dekan) real time through Guru Binar
- Those who are selected to be content creators will obtain certain amount of fees.

# PROGRAM TIMELINE

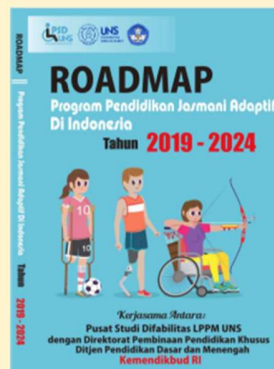
No	Aktivitas	PIC	JP	May				June				July			
				Minggu 1	Minggu 2	Minggu 3	Minggu 4	Minggu 1	Minggu 2	Minggu 3	Minggu 4	Minggu 1	Minggu 2	Minggu 3	Minggu 4
1	Program Preparation	Guru Binar	-												
2	Program Socialization dan Onboarding Session	Guru Binar	-												
3	Courses for Sem 5 and 6 (12 Learning Hours)	Guru Binar	12 JP												
4	Portfolio Dev (Tasks Analysis For 5th, 6th)	Guru Binar													
5	Live Coaching (For 5th & 6th Sem)	Guru Binar	2 JP												
6	WEBINAR 1: Pembelajaran Abad 21 dalam PJOJK	PJKR UPI	2 JP												
7	WEBINAR 2: Implementasi Kurikulum Merdeka dalam PJOJK	PJKR UPI	2 JP												
8	Webinar Exploring Career Options (For 3rd, 4th, 5th, 6th Sem)	Guru Binar dan PJKR UPI	2 JP												
9	Inaugurasi	Guru Binar	-												
10	Reporting	Guru Binar	-												
			20 JP												

- <https://youtu.be/X4S2L1Ekf1Y>

- <https://youtu.be/oQf5ThvdRZY>

## Examples of Developed Inclusive PETE Program

- 1) Roadmap for Adaptive Physical Education Programs in Indonesia by the LPPM Disability Study Center, Sebelas Maret University & ISAPE.
- 2) Bringing in intern students from the Special Education Study Program as accompanying teachers in Physical Education learning.



## Outcomes Related to Capacity Building and Networking with Different Stakeholders Based on Your Implemented Action Plan

- 1) Universitas Pendidikan Indonesia, Faculty of Physical Health, Sports, and Recreation. (Part of Ministry of Education, Culture, and Research.
- 2) Private Sector, Putera Sampoerna Foundation as a partner of Ministry Ministry of Education, Culture, and Research.
- 3) GTK is part of Ministry Ministry of Education, Culture, and Research.
- 4) Inclusion: School-partnership; University.

## Good Practices in Inclusive PETE Promoted in Your Country

- 1) Government policy that requires every school to accept students with special needs.
- 2) There is a guidebook for implementing inclusive education for teachers.
- 3) Teachers can share examples of their learning plans via the gurubelajar.id dan berbagi.kemdikbud.go.id platform



## Q and A

(ワークショップ最終日プレゼンテーション)

**ASEAN-Japan Actions on Sports**  
ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE)  
& Sport for People with Disabilities (SPD) FY2023



## PRESENTATION DAY 4

**Indonesia**  
**Hilda ILMAWATI (PETE),**  
**Mesa Rahmi STEPHANI (SPD)**



Date: February 22 2024  
Place: Phnom Penh, Cambodia

**Questions received during the presentation made on [DAY 1] and the answers to those questions**

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Q: Ms. Kelly (Singapore)

---


The program has contributed to the ability of prospective teachers in entrepreneurship.

---

A: In a program that was conducted last year, the top 10 students were given digital training to create learning videos using Powtoon and cellular media.

**10 best participants will be selected to be content creators and will be coached in a BootCamp Content Creator Program (free of charge)**

**Membuat Media Pembel..**




*Media Pembelajaran Berbasis Video dengan POWTOON*

Durasi: 3 JP

🕒 3 (JP) Jam Pelajaran

**Membuat Media Pembel..**



*Media Pembelajaran Berbasis Video dengan Telepon Selular*

Durasi: 3 JP

🕒 3 (JP) Jam Pelajaran

Questions received during the presentation made on [DAY 1] and the answers to those questions




Q: Prof Eishin Teraoka




How to identify the needs of the training participants



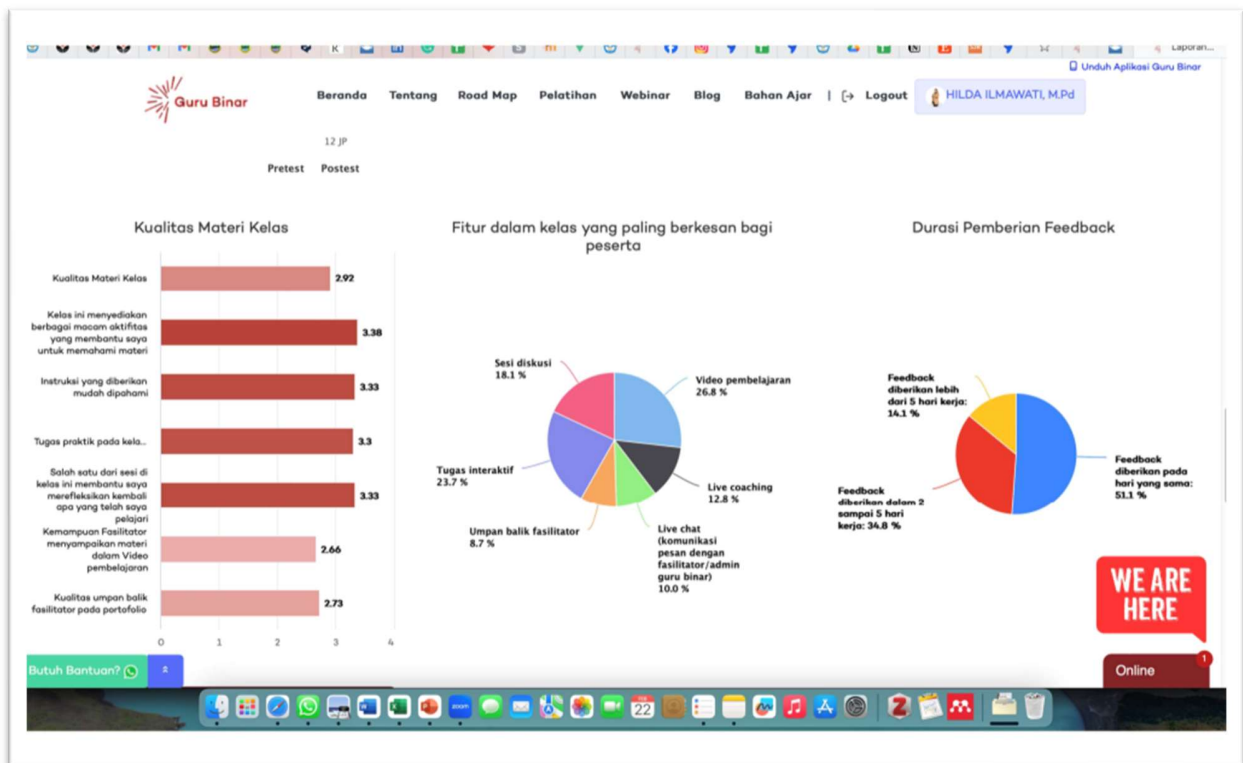
A: Training need analysis.



Q: Prof. Shimokubo



I am asking for some statistical analysis and interpretation.



**Score Table Quiz**

No	Nama Peserta	Jumlah Benar	Jumlah Pertanyaan	Persentase
1	Indri Andriyani	4	10	40%
2	DERIFA SITI MUTHIA	9	10	90%
3	DESRI	7	10	70%
4	Muhammad Ferdy Akbar	7	10	70%
5	Muhamad Rizal Baehaqi	6	10	60%
6	Sinta Tiara Yuniar	10	10	100%
7	Fadillah Jakfar Shodik	8	10	80%
8	Sella Kasua Anggara Reni	10	10	100%

## Future issues based on the evaluation of your action plan

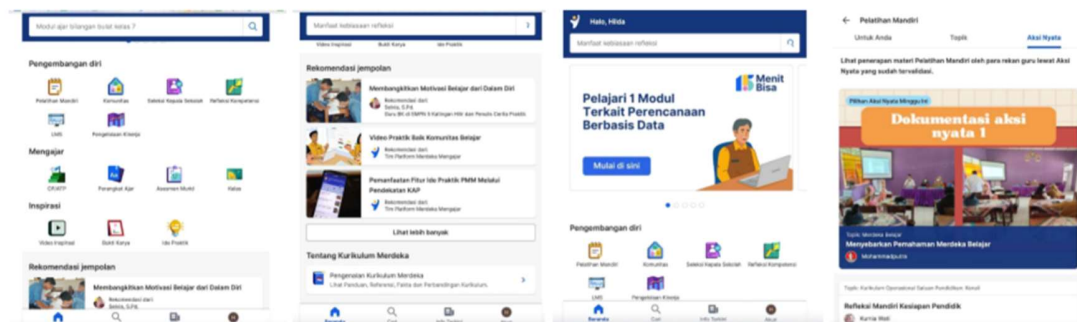
task	Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks	
Standardized Sports Equipment And Facilities (the data)	Direct	1) Schools in Bandung (short-term)	1) 15 elementary schools in Bandung City (pilot project) 2) 86 schools in West Java for elementary and junior, high school	3 elementary school  8 junior and senior high school	Sampling (consider the characteristics of the school)	Getting the data from all schools is quite time-consuming and the sampling method can be an alternative.	<ol style="list-style-type: none"> <li>1. Collecting data on sports facilities owned by each school.</li> <li>2. Searching for student ratio data</li> <li>3. Provide training to physical education teachers to have the ability to modify equipment.</li> <li>4. Establish cooperation with companies that produce sports equipment.</li> <li>5. Identify the needs of sports equipment and facilities from written document analysis by involving experts.</li> <li>6. MoU with owners of sports facilities, such as public swimming pools.</li> </ol>
	indirect	Document on the standardization of sports facilities in each school (the data)					

## continue

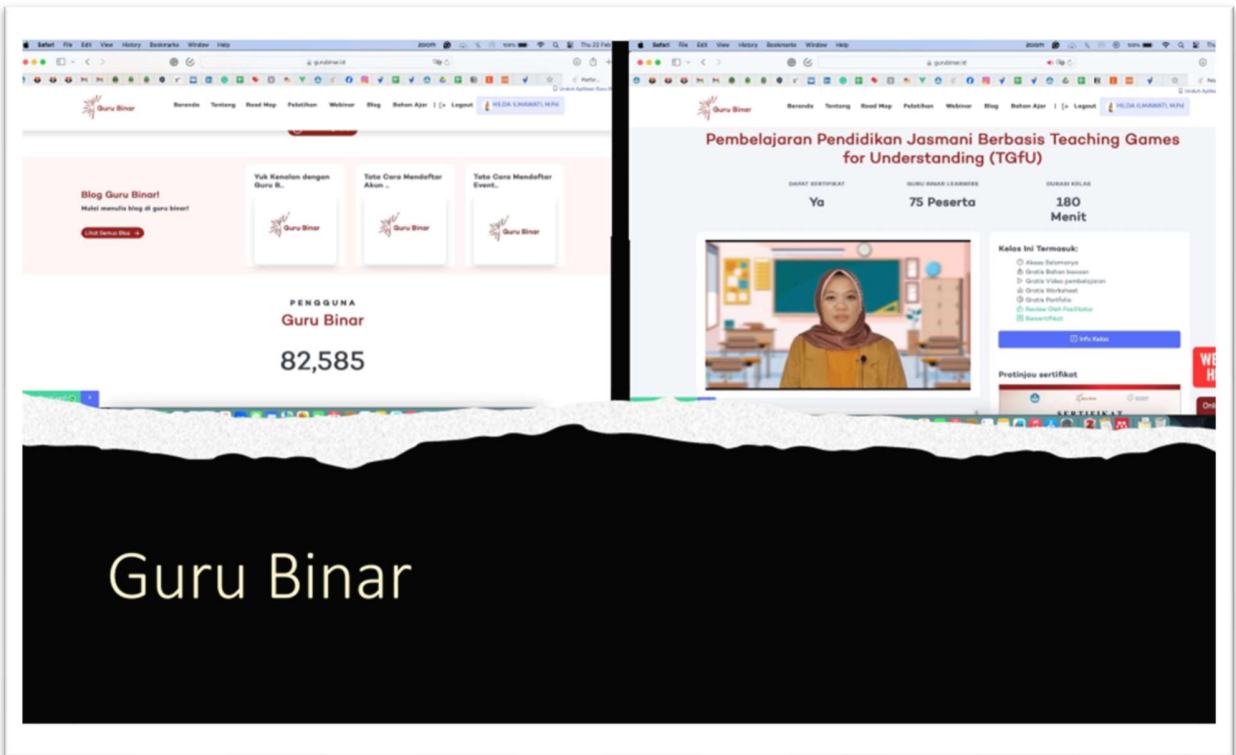
task	Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Workshop for PE Teachers Competency	Direct	1) Physical education teachers in inclusive schools and schools in general. 2) Teacher Candidates at Universities (Indonesia Education University and private universities)	1) 120,000 physical education teachers in all provinces in Indonesia.  2) 400 prospective physical education teachers from 2 universities	70%-80%  80%	Teacher attendance rates and city or district office permits.	<ol style="list-style-type: none"> <li>1. Collaborate with provincial departments (Balai guru penggerak).</li> <li>2. Collaborate with 1 public university and 1 private university.</li> <li>3. MoU with universities</li> <li>4. Prepare a program structure for training physical education teacher candidates</li> <li>5. Conduct training need analysis for pre and in-service programs to determine the competencies that prospective teachers need to learn</li> <li>6. Publicizing activities through the ministry's social media (instagram kemdikbud.ri)</li> <li>7. Publication of activities through social media (instagram gurubinar.id.</li> <li>8. Campaign</li> </ol>
	indirect	Teacher pedagogical competency guides and modules.				

continue

task	Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks	
Teaching Resources	Direct	Physical education teachers in Indonesia Pre-service and in service	1)120,000 physical education teachers in all provinces in Indonesia.	1. 70,000-80,000 physical education teachers 2. 320 prospective physical education teachers	70%-80%  80%	1) ICT Literacy 2) Internet availability	1. Peer tutors to understand web-based features. 2. Video tutorial to understand the features of the website. 3. Printed book for those who cannot access web-based
	indirect	A guide and module of learning materials for physical education teachers.					



Platform Merdeka Mengajar (PMM)



Guru Binar

■ ラオス（2023 年度アクションプラン実施中間報告）

# ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023



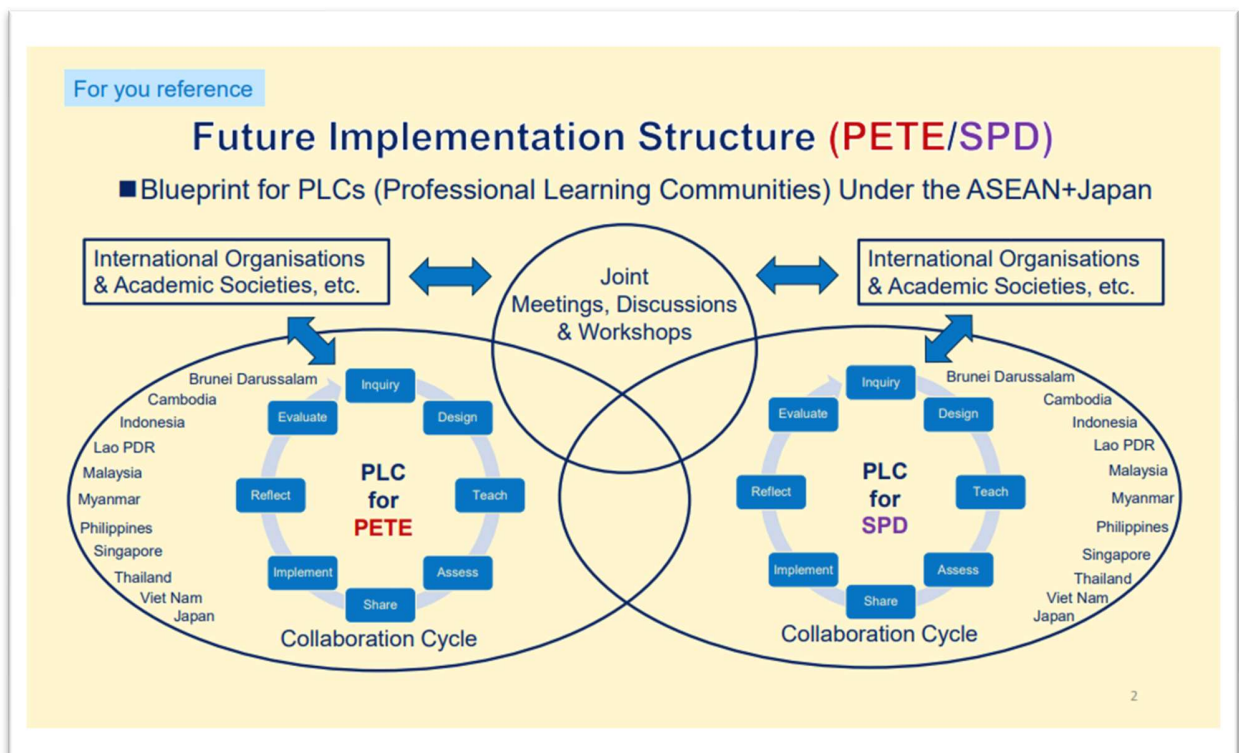
## Format to Report Your Action Plan in 2023

Lao PDR  
Chanhthone KHAMKONG (PETE),  
Latsame VITHAYA (SPD)

※Time for the presentations:  
(DAY1 and 2=Presentation (1)):  
20 mins. for presentation and  
10 mins. for Q&A



Date: February 19 2024  
Place: Phnom Penh, Cambodia



For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### I Revised Action Plan in 2023

- 1) People all ages participated in exercises, normally 4 % of exercising and playing sports reached a target.
- 2) There totally was 588 people to updated of the management and administration, referee, coach-provincial/capital levels in 2022-2023 in the three sports and 5 people of output international level
- 3) Promoted disabled persons come out to physical exercise, play sports and participate in competitions and disability activities yearly in order to celebrate important events at various national and international levels. 2 % of completed.
- 4) Teaching and learning of Physical Education subject in semester 2022-2023
- 5) There was an organized meeting to revise and reflect on the teaching and learning of the bachelor of physical education teachers continuing curriculum.

### II Outcomes in the Action Plan (Achieved)

1. Encouraged and promoted people of all ages to exercise, play sports and process competition of sport for all every year, competition sports of traditional customs and celebrated important for various national and international levels in year 2023. The total is 141 times; there were 21 participants, and the total was 416,095 people (Female= 188,541); if we compared it with Laos, citizens was 5.67 %.
2. There were 29 people encouraging and promoting to update of the management and administration, referee, coach and mass sport activities at the provincial /Capital levels in the year 2023 (female 9 people) of four sport events.
3. Finished a process of exercise activities, exercised for the good health of staff in Lao's Ministry of Education and Sports. 5 times started to implement on thirist May 2023 and every Wednesday of the week until now. There were 245 people.
4. There were 79 new students teaching and learning in the Physical Education College in the semester 2022-2023
5. Completed to revise a bachelor of physical education teacher continuing curriculum (New edition 2023)

### III Evaluation of Outcomes in the Implemented Action Plan

1) As a plan for 2023, found that to be a huge result and reach a goal. However, something was not implemented as a plan such as: 60 targets as ministry of education and sports provided the 6 scholarships to register in the bachelor degree. Next, students who normally study full-time got 30 targets and received 6 scholarships. Finally, the bachelor of physical education teacher continuing curriculum provided 60 targets and got 70 scholarships, showing that physical education teachers are interested in the short-term curriculum.

2) Some activities cannot carry on as planned because of a lack of budget.

### IV Future Tasks and Challenges

- 1) Encouraged and promoted people of all ages to participate in physical exercise and mass-playing sports.
- 2) Encouraged, promoted and updated the management and administration, referee, and coach-provincial/capital levels.
- 3) 60 targets of the implementation have been registering physical education college students (12+4 systems) at the semester 2023-2024; 25 targets of bachelor of physical education teacher continuing curriculum normally were 2 years and short term of continuing a bachelor's degree was 35 targets, and 12+2 was 35 targets.
- 4) Organized students to practice working experience in Vientiane province for the semester 2023-2024;.
- 5) Organized a meeting to improve and revise the curriculum for the bachelor of physical education teacher continuing year 2 by using short term curriculum.
- 6) Develop the curriculum and write the content of teaching in teacher education curriculum for secondary school
- 7) preparing for national school game in 2024

## Evaluation of Output -Action Plans' Contents-

Classification by Characteristics of the Contents in the Action Plans Revised in FY2023 (PETE)

Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
(organization of activity for exerciser, promoting about sports health, trainer about sports word and sports coaches )	Prepare the document and organize the meeting	- The activity for celebrate the important day's - Physical education training course		- Some activity can't organize - For training about physical teacher or coaches aren't enough		- Computer, internet, teaching and learning materials	- Training ICT for teaching and leaning PE - Football referee training for PE and students	
Physical Education teaching and learning in 2023	Open to receive for students	Curriculum Teaching by theory and actual		To update the new knowledge PE for 1 time per year	Getting the information from department of education and sport	- Computer, internet,	N/A	

## Evaluation of Implementation Progress of the Action Plans

Progress Status at the End of FY2023

(PETE)

Action plan	Brought to the Administrative Level	In Process of Preparation	Development of Training Program Started	Training Commenced	Effectiveness Verifications Carried Out	Description/ Others
Public Sports Department, Department of Physical and Art Education, local education sectors and concerned sectors (organization of activity for exerciser, promoting about sports health, trainer about sports word and sports coaches)	<ul style="list-style-type: none"> <li>- Organize the meeting to discuss about activity</li> <li>- Preparing location, making poster</li> <li>- Preparing the people, working plan and budget</li> </ul>		<ul style="list-style-type: none"> <li>- In 2023 organizing activity The total is 141 times</li> <li>- There was 29 people in the encouraging and the promoting to updated of the management and administration, referee, coach and mass sport activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Training ICT for teaching and leaning PE</li> <li>- Football referee training for PE and students</li> </ul>	Not yet	
Physical Education teaching and learning in 2023	Open to receive for students	Connecting to department of education and sport	There are 79 new students in academic year 2022-2023		Not yet	

9

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data

(PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
For the action plan and PE teacher capacity development	<ul style="list-style-type: none"> <li>- Work plan, people plan and budget plan</li> <li>- Organizing the meeting to share idea</li> <li>- Coordinating with related parties</li> </ul>	<ul style="list-style-type: none"> <li>- Communication in a foreign language</li> <li>- <b>The use of ICT in teaching and learning Physical Education</b></li> <li>- <b>Upgrade education qualifications for PE</b></li> <li>- <b>The budget</b></li> </ul>	<ul style="list-style-type: none"> <li>- There should be short-term and long-term foreign language training courses</li> <li>- There should be training in the use ICT in teaching and learning at least once a year</li> <li>- To organize training Physical work, referee and coach</li> <li>- The Knowledge must be upgraded in country or oversea</li> <li>- Provide enough the budget</li> </ul>

## Examples of Developed Inclusive PETE Program

- 1) Bachelor of Physical Education Teacher Continuing Program (New Edition 2023)
- 2) Getting master degree from Vietnam in 2023 total 1 person)
- 3) The work of physical education teacher have been opened 2 Curriculums such as: Bachelor (normal) and Bachelor continuing program
- 4) physical education students have been graduation for Bachelor degree 29 people

## Outcomes Related to Capacity Building and Networking with Different Stakeholders Based on Your Implemented Action Plan

- 1) Physical teacher have been upgraded at the Vietnam, Bacninh Sport University and Hanoi University of Physical Education and sports.
- 2) Physical teacher have been upgraded by TICA project for Masters 4 people and now they have scholarships for Master degrees and short Training for Physical Education teacher
- 3) Studying the possibility for stakeholders with Hunan University, Sungsing University and Kuangsy University (china)
- 4) Ministry of Education and Sports, Department of sport for all, physical and Art Education, Department of Education and Sport (Province), District and village

## Good Practices in Inclusive PETE Promoted in Your Country

- 1) Physical education teacher organized to teaching and learning in Education facilities of all levels, contribute to leading students to participate in local sports competitions and national level throughout the country.
- 2) The physical education teachers can be coaches, referees in local sports competitions and national level throughout the country

(ワークショップ最終日プレゼンテーション)

For the second Presentation [DAY4]

## Questions received during the presentation made on [DAY 1] and the answers to those questions



- 1) How do you training ICT in teaching and learning and Football referee for PETE? Why ?

answer: Because to development knowledge for some teachers not good at ICT to make Google from, Google classroom etc... in the lesson plan for teaching and learning PE.

- Training basis football referee for PETE and students in PEC who interested about football referee

- 2) Do you have any exam before study PETE and how about scholarship ?

Answer: Now no exam, because now we are open for everyone want to study in PETE

- Our government give scholarships for 60% students but they must to exam for scholarships

- 3) After gradation from PETE, where do they work at?

Answer: they can work at the PE teachers, office ,referee, coach, trainer, police, soldier and Etc.....( inspection, monitoring and evaluation are still not implement as well as should be )

- 4) How many section of 79 students in 2022-2023 ?

Answer: There are 3 sections 1) 3 students from high school, 2) 6 volunteers PE teacher , 3) 70 PE teachers or who work with sports

## Future issues based on the evaluation of your action plan

- 1) Government
- 2) Ministry of Education and sports
- 3) Department sports for all, physical and Arts Education
- 4) Physical Education college
- 5) Department teachers training
- 6) Research Institute for Educational Science

task		Benficiaries	Expected number	Real number	Rate of achievement	Reason	Strategiy to achive taks
update primary curriculum content in 2023	Direct	Teachers primary students	100%	100%	100%	- Working and share together with the MOES	
	indirect	society					

## Future issues based on the evaluation of your action plan

task		Benficiaries	Expected number	Real number	Rate of achievement	Reason	Strategiy to achive taks
Open the bachelor continuing curriculum	Direct	PE teachers	60 target	70 target	117%	- PE teacher need to upgrade degree	- Should open this program for next year - continuing bachelor's degree was 35 targets, and higher 35 targets.
	Indirect	Students School society					

## Future issues based on the evaluation of your action plan

task		Benficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achive taks
A number of people practicing exercise and playing sport-gymnastics increase compare to the total population; a number of sporting officers and athletes in all level meet the standard of sub-regional, regional and international level (4%)	Direct	People have good health	4 % of Laos citizen	416,095 people	5,67 % of Laos citizen	organize the activities competition sports of traditional customs and celebrated important day	- To continuing this activities
	indirect	Relaxing, friendship, Economic impact					

■ マレーシア（2023年度アクションプラン実施中間報告）

**ASEAN-Japan Actions on Sports**  
ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023



**Action Plan 2023 Report**

**Malaysia**  
**Solehah MISRON (PETE),**  
**Siti Mariam AHMAD TOBIAS (SPD)**

※Time for the presentations:  
(DAY1 and 2=Presentation (1)):  
20 mins. for presentation and  
10 mins. for Q&A



Date: February 19 2024  
Place: Phnom Penh, Cambodia

For Presentation (1)

**Summary**




※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

- I Revised Action Plan in 2023**
- II Outcomes in the Action Plan (Achieved)**
- III Evaluation of Outcomes in the Implemented Action Plan**
- IV Future Tasks and Challenges**

## Evaluation of Output -Action Plans' Contents-

Classification by Characteristics of the Contents in the Action Plans  
Revised in FY2023 and Progress Status

(PETE)



Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
Developing a module on special education in the Inclusive Education Program (IEP).	N/A	N/A	N/A * Focus for all teachers inc. PETE	•	N/A	•	Produce a module of special education in the Inclusive Education Program 2022-2023	 *Utilising the module developed previously 
Developing a module on teaching PE for pupils with SEN who need maximum support in Inclusive Education Program Guidelines on Pedagogy for Pupils with SEN	N/A	N/A	N/A * Focus for all teachers inc. PETE	•	N/A	•	Plan to carry out two workshops on developing Guidelines on Pedagogy for Pupils with SEN in 2024	Consists of pedagogy for high, medium and low function pupils with SEN. 

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## Evaluation of Output -Action Plans' Contents-

Classification by Characteristics of the Contents in the Action Plans  
Revised in FY2023 and Progress Status

(PETE)




Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
Training for pre-service PETE on special education in IEP (Lead by: Institute of Teachers Education (Malaysia))	•	•	Compulsory for all pre-service teacher in Institute of Teachers Education (Malaysia) inc. PETE	•	N/A	N/A	Ongoing program	Course Content Outline in every teaching options • Introduction • Concepts • Strategies, techniques & assessment • Issues & challenges 
Training for in-service PETE on special education in IEP (Lead by: Teachers Professionalism Division)	•	•	Focus on all teachers IEP, SEIP and SES inc. PETE	•	N/A	N/A	Ongoing program	N/A 

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## Evaluation of Output -Action Plans' Contents-

Classification by Characteristics of the Contents in the Action Plans  
Revised in FY2023 and Progress Status

(PETE)


Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
Training on Individual Educational Plan to PE in IEP for officers at State Education Department and District Education Office	N/A	•	N/A	N/A	N/A	N/A	2022-2023	Need to review the effectiveness of the training 
Training on Individual Educational Plan to PE in IEP for officers at school levels	N/A	•	N/A	N/A	N/A	N/A	2023-2028	Need to review the effectiveness of the training 
Conducting a survey on the effectiveness of IEP in PE among PETE	N/A	Surveys scheduled in 2026	Equip PETE with Individual Educational Plan Applied to PE in IEP	•	Report study on the effectiveness of IEP in PE among PETE	N/A	To be implemented on 2026-2028	

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## Evaluation of Output -Action Plans' Contents-

Classification by Characteristics of the Contents in the Action Plans  
Revised in FY2023 and Progress Status

(PETE)

Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
Conducting Talent Identification Program.	N/A	N/A	N/A	N/A	N/A	N/A	Ongoing program	1. Strengthen inter-agency partnership (between MOE and Minister of Youth & Sports). 2. Develop the quality of pupils with SEN in sports. 
Developing PETE as paralympic sport coaches.	N/A	•	•	N/A	N/A	N/A	Ongoing program	
Increasing the number of pupils with SEN participating in international sports – ASEAN Para Games, Asian Para Games, Paralympics	N/A	N/A	N/A	N/A	N/A	N/A	Ongoing program	

9

## Evaluation of Output -Action Plans' Contents-

Classification by Characteristics of the Contents in the Action Plans  
Revised in FY2023 and Progress Status

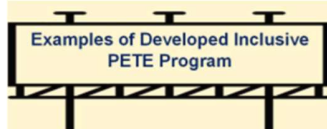
(PETE)

Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
Conducting Seminar / Online Conference. (To be approved by higher level authority)**	•	•	•	•	N/A	N/A	N/A	Need to review the year of implementation
Conducting Town Hall. (To be approved by higher level authority)**	N/A	•	•	•	N/A	N/A	N/A	Need to review the year of implementation

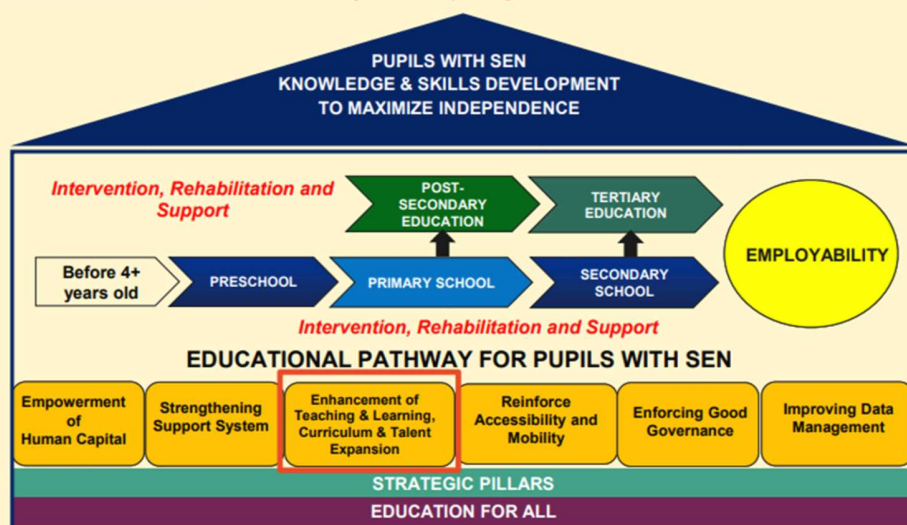
\*\*yet to be implemented whilst MMOE is focusing on early intervention to pupils with SEN in preschool and remedial class.

## Data Driven Decision Making?

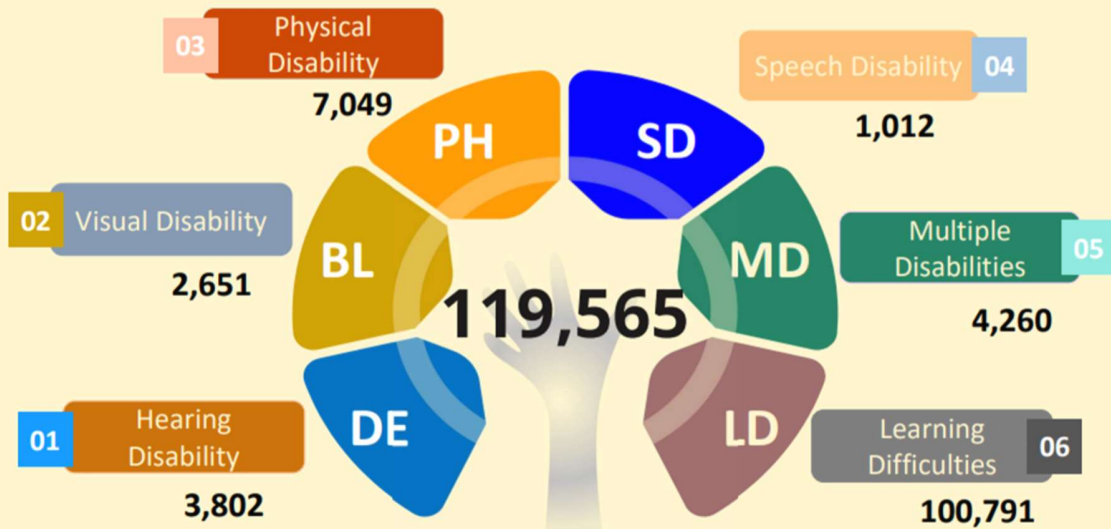
10



### Conceptual Framework Towards Ensuring Inclusive and Equitable Quality Education



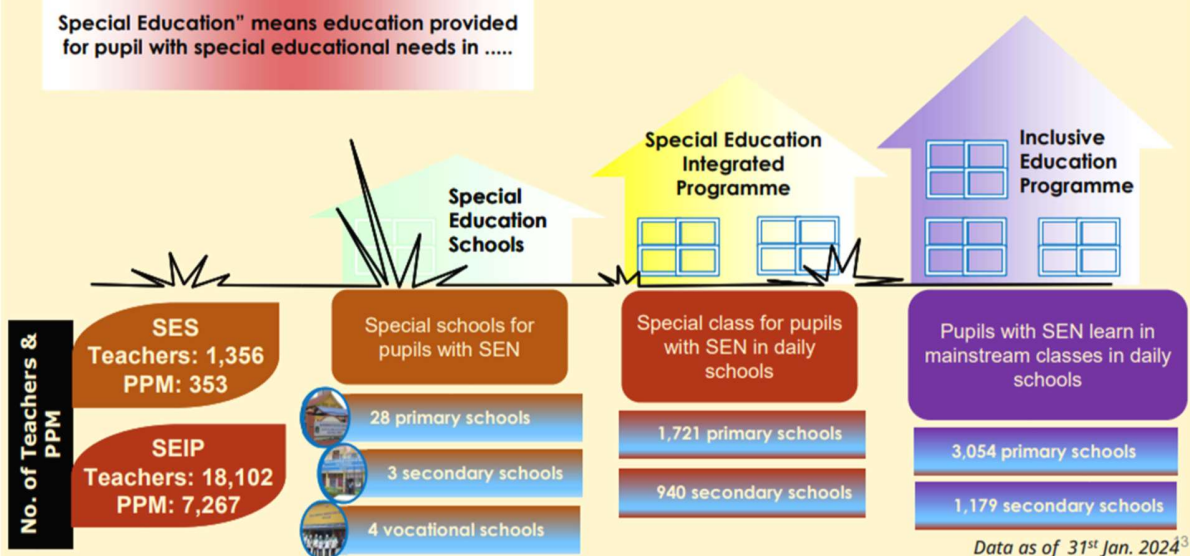
## Numbers of Pupils with SEN by Categories Data as of 31<sup>st</sup> January 2024

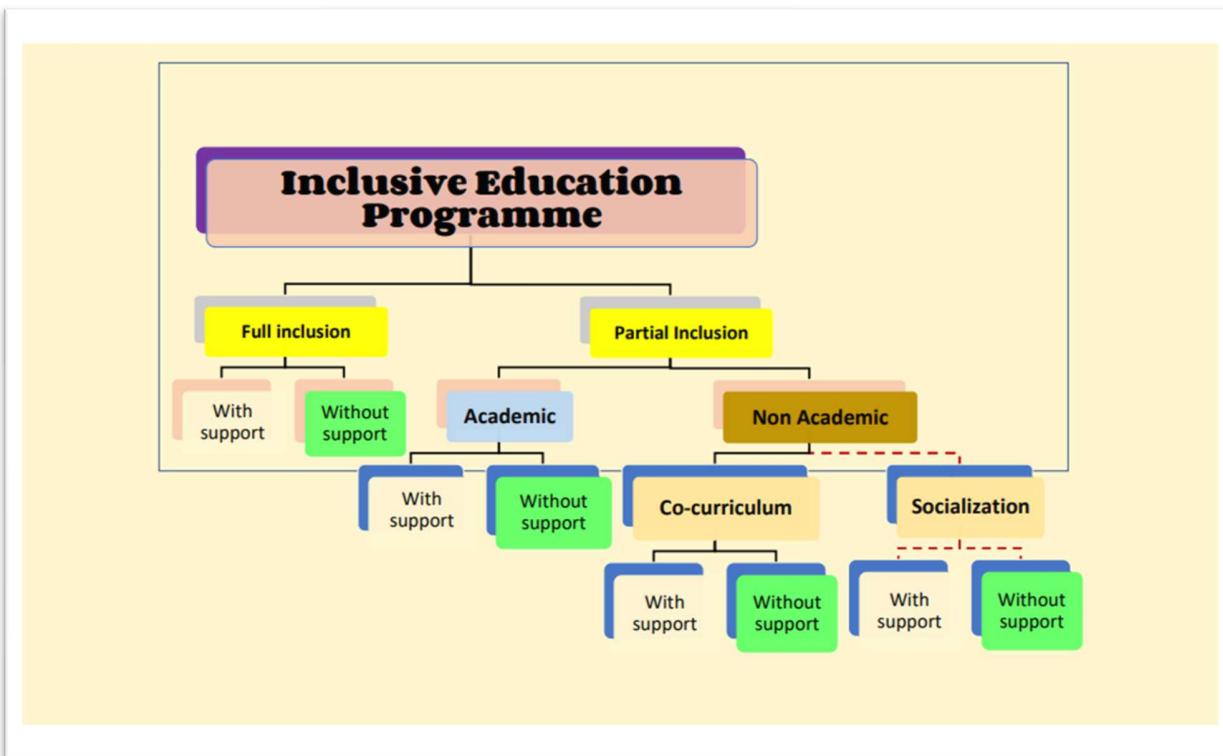
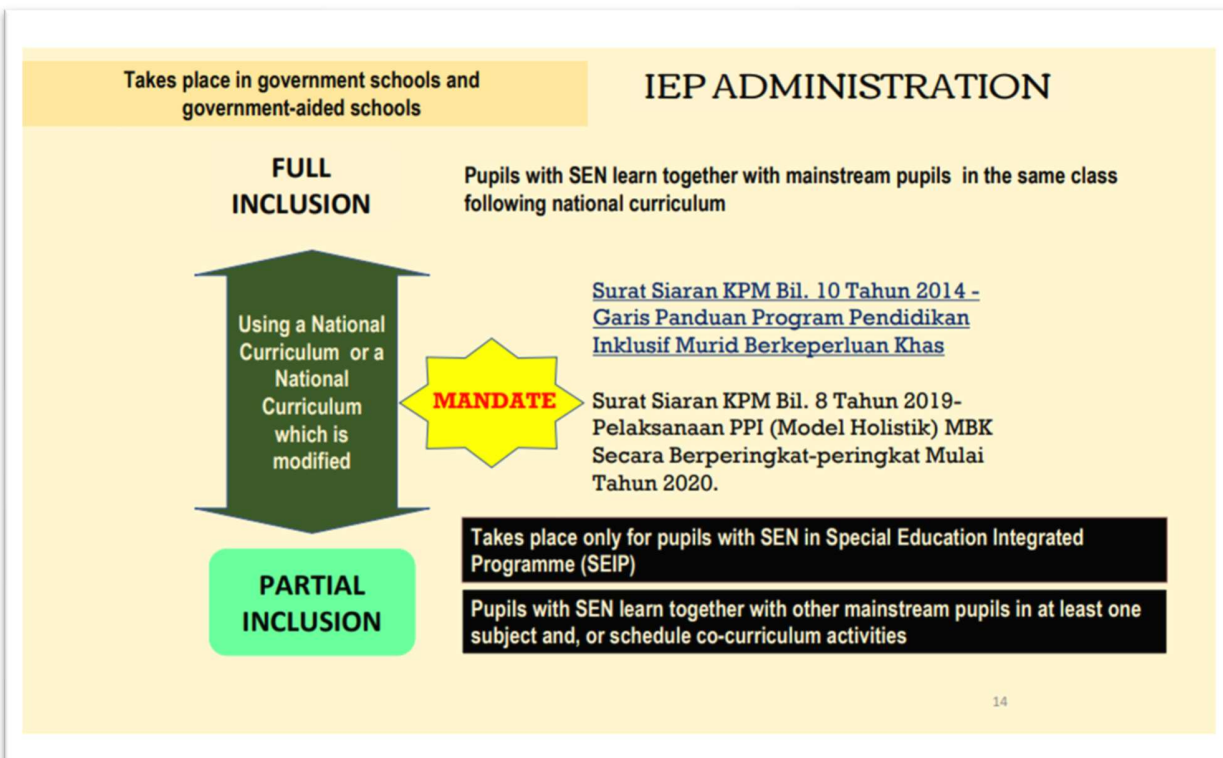


12

## School Settings

Special Education<sup>3</sup> means education provided for pupil with special educational needs in .....





## Curriculum Options for Pupils with SEN

National Curriculum	Modified National Curriculum	Customised Curriculum	Skill-Based Curriculum
<ul style="list-style-type: none"> <li>✓ For IEP pupils</li> <li>✓ Public examinations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Modified curriculum to suit the needs of pupils with SEN</li> <li>✓ Public examinations</li> </ul>	<ul style="list-style-type: none"> <li>✓ National curriculum which is specially developed to suit the needs of pupils with SEN</li> <li>✓ Assessment (Secondary School Alternative Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognized by public or private skills training institutions</li> <li>✓ Approved by the Central Curriculum Committee</li> <li>✓ Malaysian Skill Certificate</li> </ul>

## Special Education Service Centre

13 SPECIAL EDUCATION SERVICE CENTRES

- Screening
- Intervention
- Rehabilitation
- Consultation

- Audiologist (5)
- Speech & Language Therapist (15)
- Occupational Therapist (15)
- Clinical Psychologist (2)
- Educational Psychologists (11)
- Physiotherapist (4)
- Education Interventionist (3)



## Outcomes Related to Capacity Building and Networking with Different Stakeholders Based on Your Implemented Action Plan

- 1) 35 Divisions under Ministry of Education
- 1) 16 State Education Department (JPN)
- 1) 142 District Education Office
- 1) Ministry of Youth and Sports Malaysia
- 1) National Department of Youth and Sports
- 1) State Department of Youth and Sports
- 1) District Office of Youth and Sports
- 1) National Sports Council of Malaysia
- 1) Malaysian Deaf Sports Association
- 1) Malaysian Blind Sports Association
- 1) Special Olympic Malaysia
- 1) Paralympic Council Malaysia

## INTERNATIONAL LEVEL SUCCES STORIES - 2023

### SUKAN STACKING DUNIA 2023



**Pencapaian :** 6 Emas  
**Tarikh :** 6 hingga 10 April 2023  
**Tempat :** Singapore University of Technology and Design, Singapura

### DEAF FUTSAL WORLD UNDER 21 2023



**Pencapaian :** Tempat Ke-7  
**Tarikh :** 24 April hingga 10 Mei 2023  
**Tempat :** Tehran, Iran

### TEMASYA SUKAN PARA ASEAN KE-12 KEMBOJA 2023



**Pencapaian :** 2 Emas, 1 Perak & 2 Gangsa  
**Tarikh :** 3 hingga 9 Jun 2023  
**Tempat :** Kemboja

## INTERNATIONAL LEVEL SUCCES STORIES - 2023

### SUKAN OLIMPIK KHAS DUNIA, BERLIN 2023



**Khairul & Khai Li**

**CONGRATULATIONS!**  
Bowling Men's Doubles D11  
**GOLD**

**Pencapaian : 2 Emas, 2 Perak**  
**Tarikh : 13 hingga 17 Jun 2023**  
**Tempat : Berlin, German**

**Syakila & Safri**

**CONGRATULATIONS!**  
Badminton Mixed Doubles MXD 07  
**SILVER**

**Zafirah, Syafinaz, Raeven, Wan**

**CONGRATULATIONS!**  
Bocce Unified Sports Team, Division M01  
**SILVER**



Tahniah dan syabas diucapkan buat atlet PPKJ SMK.JPP  
**NURASLIZA BT MOHD. SAPRI**  
Pemenang Pingat Emas Lontar Peruru Sukan Olimpik Khas Dunia Berlin, Jerman



### 4TH ASIAN PARAGAMES 2023



**Pencapaian : Gangsa**  
**Tarikh : 22 hingga 28 Oktober 2023**  
**Tempat : Hangzhou, China**

# Terima kasih!

## Any questions?

You can find me at:

[solehah.misron@moe.gov.my](mailto:solehah.misron@moe.gov.my)

(ワークショップ最終日プレゼンテーション)

**ASEAN-Japan Actions on Sports**  
ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE)  
& Sport for People with Disabilities (SPD) FY2023



**Action Plan 2023  
Evaluation on the Report**

**Malaysia**  
**Solehah MISRON (PETE),  
Siti Mariam AHMAD TOBIAS (SPD)**

※Time for the presentations:  
(DAY1 and 2=Presentation (1)):  
20 mins. for presentation and  
10 mins. for Q&A




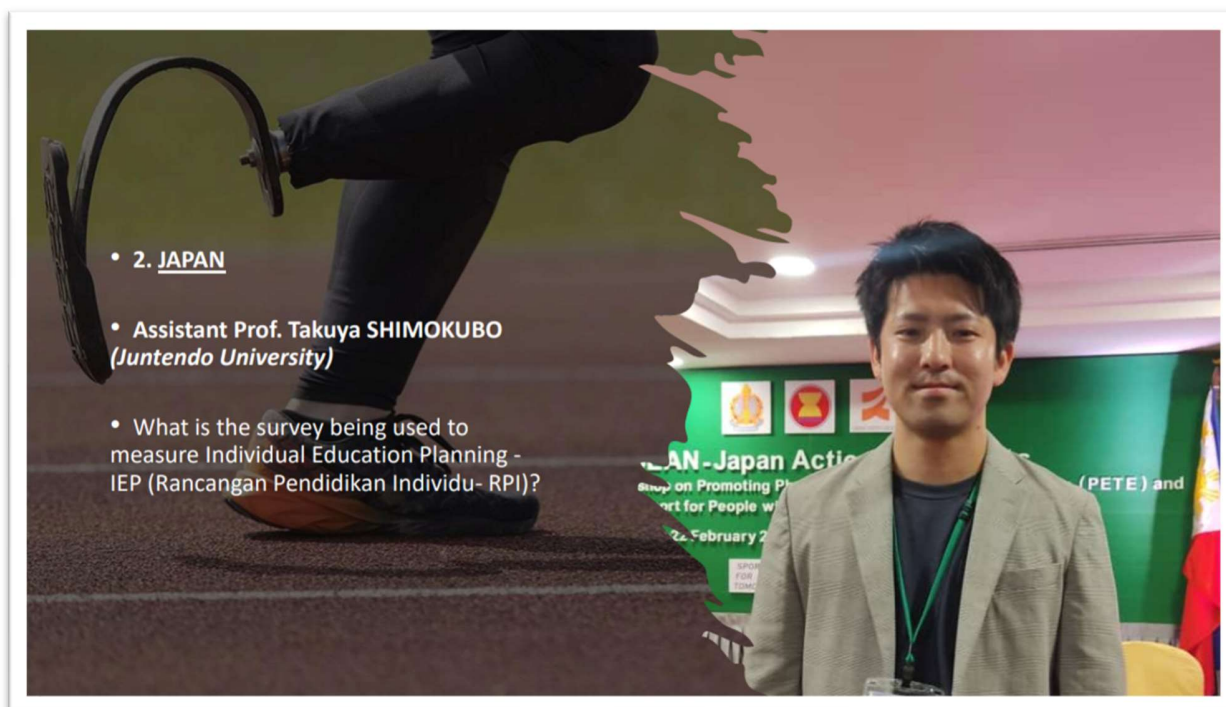
Date: February 22, 2024  
Place: Phnom Penh, Cambodia

**1. MYANMAR**

**Prof. Than Than Htay**  
*(Myanmar Paralympic Sports Federation)*

Appreciation to you. For sharing the integration between Ministry of Education, Ministry of Health, Ministry of Sport. Is a great honored. Excellent presentation! I learned a lot from you.





## Questions received during the presentation made on [DAY 1] and the answers to those questions



Answer:

1. Yet to be developed because it is planned to be carried out in 2026.
2. The timeline of IEP implementation:

2020 -2022	2023	2024	2025	2026	2027	2028
<b>Preparation</b> <ul style="list-style-type: none"> <li>• IEP Guideline 2<sup>nd</sup> Edition</li> <li>• Proposal</li> <li>• Draft of Circular</li> <li>• Presentation - administrative level</li> </ul>	<ul style="list-style-type: none"> <li>• Approval IEP from the higher authority of MOE</li> <li>• Circulating letter to all states</li> <li>• Cascading the implementation - State Education Department and District Education Office</li> </ul>	<ul style="list-style-type: none"> <li>• Training of Trainers</li> <li>• Developing checklist on Monitoring IEP</li> <li>• Developing module on how to write IEP effectively</li> <li>• 12 activities to be carried out (Feb – Aug)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up – Follow through</li> <li>• PLC</li> <li>• Preparation – survey</li> </ul>	Survey on the effectiveness of IEP among PETE		Business as usual (BAU)
Implementation, Evaluation & Improvement of IEP					BAU	

### 3. INDONESIA

**Ms. Hilda ILMAWATI**  
(*Ministry of Education, Culture, Research & Technology*)

3.1	You mentioned IEP is a compulsory subject for university student (teacher). When did it start?
3.2	PE is also a compulsory subject for student with disability?
3.3	What is the IEP curriculum for PE subject. Since you mentioned 4 types of curriculum.



## Questions received during the presentation made on [DAY 1] and the answers to those questions



### Answer Q1:

- i. Inclusive Education Programme in Malaysia started intensively on 2013.
- ii. It is based on the Malaysian Blueprint (MEB) 2013-2025. There is one special chapter on Special Education in the MEB.
- iii. Every pre-service teacher in Institute of Teachers Education (Malaysia) is compulsory to take this subject. Institute of Teachers Education (Malaysia) who leads this program has come out with Course Content Outline in every areas of teaching options. The outline is consisting of 4 main topics:  
Introduction – Concepts – Strategies - techniques & assessment - Issues & challenges

3.2 PE is also a compulsory subject for student with disability?

### Answer Q2:

- i. Yes, it is a compulsory subject for every pupils under MOE including pupils with Special Educational Needs (SEN). For this reason, MOE has come out with a designated national curriculum for PE.

3.3 What is the IEP curriculum for PE subject . Since you mentioned 4 types of curriculum.

### Answer Q3:

Please refer to the following slide.

## Curriculum Options for Pupils with SEN

National Curriculum	Modified National Curriculum	Customised Curriculum	Skill-Based Curriculum
<ul style="list-style-type: none"> <li>✓ For Inclusive Education Program pupils</li> <li>✓ Public examinations – Malaysian Certificate Education (SPM)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Modified curriculum to suit the needs of pupils with SEN</li> <li>✓ Public examinations - Malaysian Certificate Education (SPM)</li> </ul>	<ul style="list-style-type: none"> <li>✓ National curriculum which is specially developed to suit the needs of pupils with SEN</li> <li>✓ Assessment (Secondary School Alternative Assessment &amp; Primary Alternative Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognized by public or private skills training institutions</li> <li>✓ Approved by the Central Curriculum Committee</li> <li>✓ Malaysian Skill Certificate (SKM)</li> </ul>
PE Subject			
<ul style="list-style-type: none"> <li>✓ National Preschool Standard Curriculum</li> <li>✓ National Standard Curriculum for Primary</li> <li>✓ National Standard Curriculum for Secondary</li> </ul>	<ul style="list-style-type: none"> <li>✓ National Preschool Standard Curriculum for Pupils with SEN – Visual / Hearing SEIP &amp; SES</li> <li>✓ National Primary School Standard Curriculum for Pupils with SEN – Visual/ Hearing– SEIP &amp; SES</li> <li>✓ National Secondary School Standard Curriculum for Pupils with SEN – Visual / Hearing – SEIP &amp; SES</li> </ul>	<ul style="list-style-type: none"> <li>✓ National Secondary School Standard Curriculum for Pupils with SEN – Visual / Hearing / LD – SEIP &amp; SES</li> </ul>	<ul style="list-style-type: none"> <li>✓ National Secondary School Standard Curriculum for Pupils with SEN – Visual / Hearing / LD – SEIP &amp; SES</li> </ul>

## Future issues based on the evaluation of your action plan



## Future issues based on the evaluation of your action plan



Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Developing a module on special education in the Inclusive Education Program (IEP)	Direct	Teachers	1 module	1	100%	Building inclusive education system to respond to the diverse needs of disabled children	Upload the module on <i>Digital Educational Learning Initiative Malaysia (DELIMa)</i>
	Indirect	414,355 teachers 10,232 schools					
Developing a Guideline on Pedagogy for Pupils with SEN	Direct	Teachers	1	1	50%	To be finished by 2025	Meeting/workshops/ Approved by MOE
	Indirect	Pupils					

## Future issues based on the evaluation of your action plan



Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Training for pre-service PETE on special education in IEP [Lead by: Institute of Teachers Education (Malaysia)]	Direct	Pre-teachers	TBC	TBC	TBC	Empowerment human capital	Inter-division Training
	Indirect	Pupils					
Training for in-service PETE on special education in IEP [Lead by: Teachers Professionalism Division (Malaysia)]	Direct	In-service teachers	TBC	TBC	TBC	Empowerment human capital	Inter-division Training
	Indirect	Pupils					

## Future issues based on the evaluation of your action plan



Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Training on Individual Educational Plan to PE in IEP for officers at State Education Department and District Education Office	Direct	Officers in SED & DEO	172	32 + 142	100%	Policy	
	Indirect	Teachers	98,782	119,565			
Training on Individual Educational Plan to PE in IEP for officers at school levels	Direct	Teachers who teach pupils with SEN	16 19,458	19,458	4,650 (24%) PETE ?	Policy	<ul style="list-style-type: none"> <li>• ToT</li> <li>• Training</li> <li>• PLC</li> <li>• Workshops</li> <li>• FUFT</li> </ul>
	Indirect	Pupils					

## Future issues based on the evaluation of your action plan



Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Conducting a survey on the effectiveness of IEP in PE among PETE	Direct	MOE PETE	10% of PETE	-NA-	-NA-	To know the effectiveness of IEP in PE among PETE	<ul style="list-style-type: none"> <li>• Problem statement</li> <li>• Research objectives</li> <li>• Research questions</li> <li>• Research Methodology (research design, population, sample size, data collection method)</li> <li>• Data Analysis and Interpretation</li> <li>• Report Writing</li> <li>• Presentation</li> </ul>
	Indirect	Pupils					
Conducting Talent Identification Program	Direct	Pupils with SEN	16 states	240	64	Enhance talent of Pupils with SEN at the early age	<ul style="list-style-type: none"> <li>• Inter-agency collaboration</li> <li>• District TID</li> <li>• State TID</li> <li>• National TID</li> </ul>
	Indirect	Country					

## Future issues based on the evaluation of your action plan

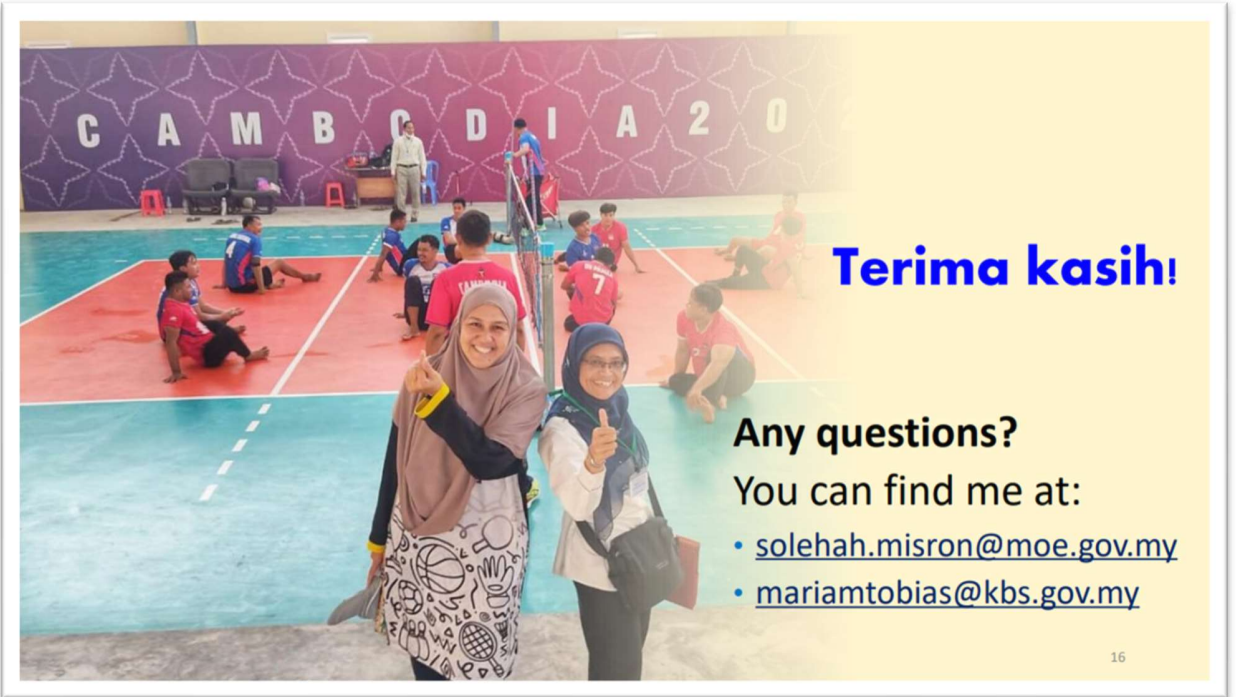
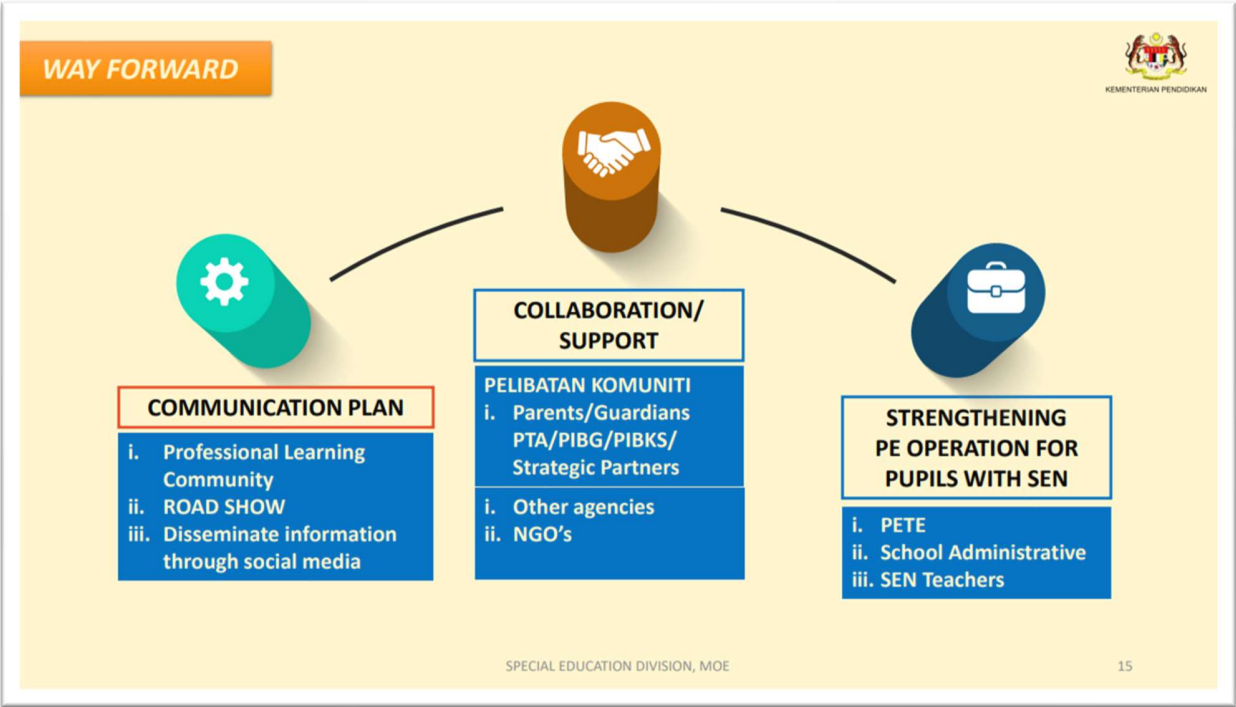


Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Developing PETE as sports personnel.	Direct	PETE	10 SES	20	100%	<ul style="list-style-type: none"> <li>Empowerment of human capital</li> <li>Strengthening support system</li> </ul>	<ul style="list-style-type: none"> <li>Inter-agency collaboration</li> </ul>
	Indirect	Pupils with SEN					
Increasing the number of pupils with SEN participating in international sports  – ASEAN Para Games, Asian Para Games, Paralympics	Direct	Pupils with SEN	37	32	86%	<ul style="list-style-type: none"> <li>Talent and potential development</li> </ul>	<ul style="list-style-type: none"> <li>Inter-agency collaboration</li> </ul>
	Indirect	Country					

## Future issues based on the evaluation of your action plan



Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Conducting Seminar / Online Conference. (To be approved by higher level authority)**	Direct	MOE PETE	1 program	1 program	-NA-	Enforcing good governance on PE for Special Education	
	Indirect	Other agencies					
Conducting Town Hall. (To be approved by higher level authority)**	Direct	MOE	1 program	1 program	-NA-	Enforcing good governance on PE for Special Education	
	Indirect	Other agencies					



■ ミャンマー (2023 年度アクションプラン実施中間報告)

# ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023




## Myanmar Action Plan in 2023 Report

**Myanmar**  
Ko Ko Htay (PETE),  
Than Than Htay (SPD)

※Time for the presentations:  
(DAY1 and 2=Presentation (1)):  
20 mins. for presentation and  
10 mins. for Q&A



Date: February 19 2024  
Place: Phnom Penh, Cambodia

## 2023 Action Plan(Myanmar)

prioritized Task	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence(Date)	Stakeholder you need to advocate
<b>1st prioritized Task</b>	cover up PE teachers by country-wide	Junior PE Teacher Training & Refresher Courses	15% cover by National Level	>Shortage and less cover up all over the country > One intake in a year > 45 days program > Select by fitness Tests	By the guideline of National Task Force for PETE
<b>2nd prioritized Task</b>	Refresh for PE teacher to be QPET	> Budget Allocation > Collaboration for HR	30% of Appointed JPE Teacher	Updated Rules & Regulations in every event	By the guideline of National Task Force for PETE
<b>3rd prioritized Task</b>	Football Field& Gymnasium for school sport	> Budget Allocation by NESP(2021-2030)	18 States& Regional Level of MOE	> No Systematic Field & Gymnasium > Lack of Football Field& Gymnasium for school sport	By the guideline of National Task Force for PETE

## 2024 Action Plan(Myanmar)

	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence(Date)	Stakeholder you need to advocate
<b>1st prioritized Task</b>	cover up PE teachers by country-wide	Junior PE Teacher Training & Refresher Courses	15% cover by National Level	>Shortage and less cover up all over the country > One intake in a year > 45 days program > Select by fitness Tests	By the guideline of National Task Force for PETE
<b>2nd prioritized Task</b>	Refresh for PE teacher to be QPET	> Budget Allocation > Collaboration for HR	30% of Appointed JPE Teacher	Updated Rules & Regulations in every event	By the guideline of National Task Force for PETE
<b>3rd prioritized Task</b>	Football Field& Gymnasium for school sport	> Budget Allocation by NESP(2021-2030)	64 Districts Level of MOE	> No Systematic Field & Gymnasium > Lack of Football Field& Gymnasium for school sport	By the guideline of National Task Force for PETE

- **All the Task in Action Plan in Myanmar are focused on Developing Human Resources & Material Resources**

## **Output -Updated Action Plans' Contents-**

Implementation By the Action Plan in 2023,

- 1. Physical Education Teacher Training (1<sup>st</sup> Prioritized)
- 2. Refresher Course for Sport Coaching (2<sup>nd</sup> Prioritized)
- 3. Infrastructure Resources (3<sup>rd</sup> Prioritized)
- 4. Myanmar Schools Games(2023-2024)

## **Physical Education Teacher Training**

- Physical Education Teacher Training Course(PE-21) (28.6.2023 to 16.8.2023)
- 400 Participants
- PE teaching method, Games for Children, PE class control, Basic Coaching for Football, Volleyball, Basketball, Track&field, Sepaktakraw, Table Tennis, Badminton.

## **Refresher Course of Sport Coaching**

- Football Coaching Course(Participants-45)
- Basketball Coaching Course(Participants-45)
- Volleyball Coaching Course(Participants-45)
- Sepaktakraw Coaching Course(Participants-45)
- Track & Field Coaching Course(Participants-45)
- Badminton Coaching Course(Participants-45)
- Table Tennis Coaching Course(Participants-45)

## **Infrastructure Resources**

- Upgrading the Football field with Track lines to playable in 18 schools.

## Evaluation of Output

- **Fulfilling the vacancy of a Physical Education (PE) teacher** in a lower secondary school.
- **Promoting the sports coaching skills of PE Teacher**
- **Upgrading the Infrastructure**

## Evaluation of Implementation Progress

### Difficulties

- 1. Carried out by the Department of Basic Education
- 2. No place to provide training (No separate entity for training area), it is conducted in the buildings belonging to the Department of Sports and Physical Education ( Under the Ministry of Sport and Youth Affairs).

### Advantages

- 1. Training Manual are already updated

## Promoting QPE

- In coordination with the Department of Basic Education and the Department of Teacher Education, there will be production of PE teachers.
- Physical education curricula in Colleges of education are being developed.

## 2025 Action Plan (Myanmar)

	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence (Date)	Stakeholder you need to advocate
<b>1st prioritized Task</b>	Cover up PE teachers by country-wide	Junior PE Teacher Training & Refresher Courses	30% cover by National Level	> Two intake in a year > 45 days program > Select by fitness Tests	By the guideline of National Task Force for PETE
<b>2nd prioritized Task</b>	Refresh for PE teacher to be QPET	> Budget Allocation > Collaboration for HR	40% of Appointed JPE Teacher	Updated Rules & Regulations in every event	By the guideline of National Task Force for PETE
<b>3rd prioritized Task</b>	Football Field & Gymnasium for school sport	> Budget Allocation by NESP (2021-2030)	330 Townships level of MOE	> No Systematic Field & Gymnasium > Lack of Football Field & Gymnasium for school sport	By the guideline of National Task Force for PETE

*Thank You*

(ワークショップ最終日プレゼンテーション)

## **ASEAN-Japan Actions on Sports**

**ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023**



## FUTURE ACTION PLAN

(1) PE 22 Teacher Training will be doing MAY/JUNE 2024.

Budget allocated already.

(2) Refresher Course for PE teacher will be doing FEB 28 to MARCH 10 2024.

Budget allocated already.

(3) New five Football ground with track line will be opened in Yangon, Mandalay, Pyin Oo Lwin and Kyauk Se.



 **ASEAN-Japan Actions on Sports**  
ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023

**Myanmar Action Plan in 2023  
Report**

**Myanmar  
Ko Ko Htay (PETE),  
Than Than Htay (SPD)**

※Time for the presentations:  
(DAY1 and 2=Presentation (1)):  
20 mins. for presentation and  
10 mins. for Q&A



Date: February 19 2024  
Place: Phnom Penh, Cambodia

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 **Sports For People With Disability  
in Myanmar**

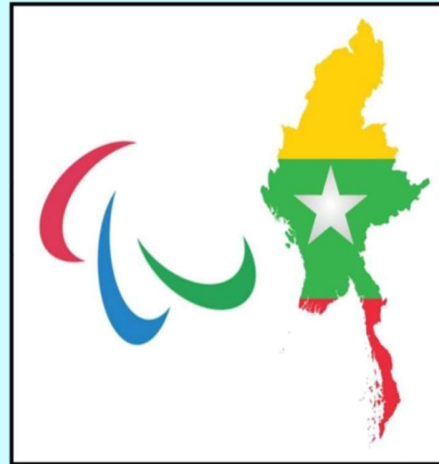
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## Background



- The **Paralympic Sports Federation** was formed in **18<sup>th</sup> October 1989** under the **Ministry of Sports** .
- To enable people with disabilities to participate in sports and exercise in Myanmar.



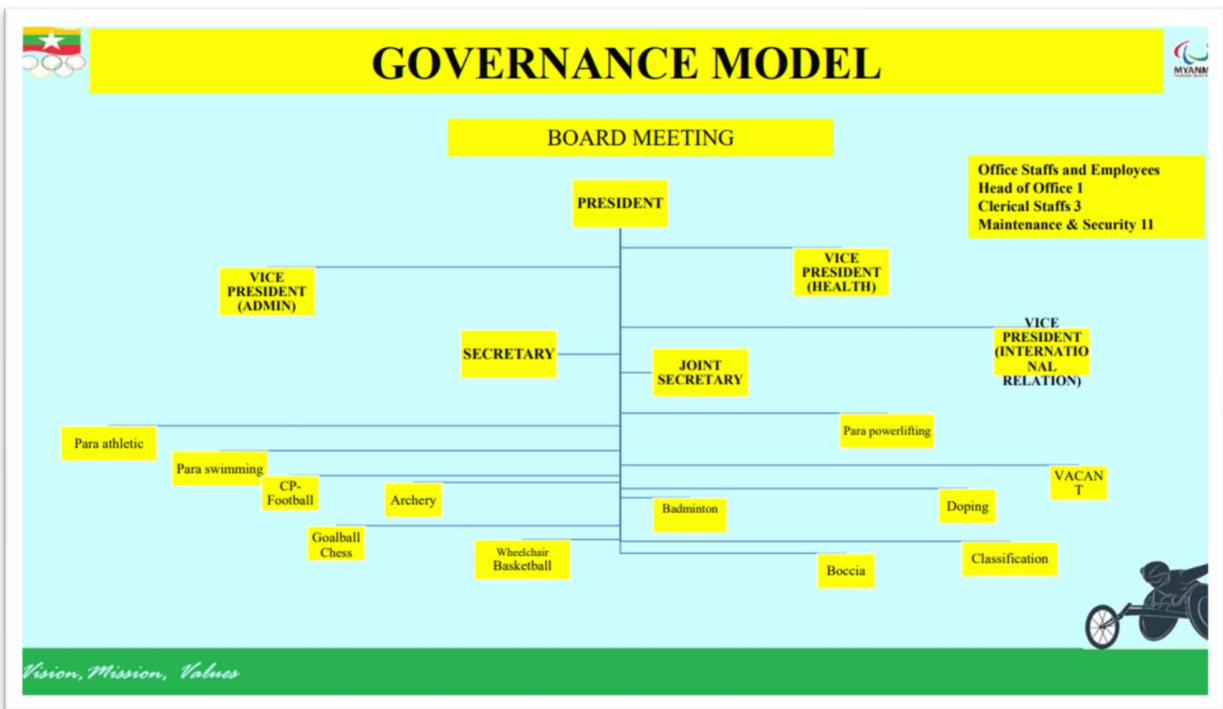
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- Previously, our Federation was situated in Aung San Stadium ( shared with other Sports Organizations only in one place)
- In 2014, we have our own Sports Camps at North Dagon Township, Yangon ( training center for Paralympic Sports)



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## History of Participation in Para Sports



### Medallists [ edit ]

Medal	Name	Sports	Event	Year
1 Gold	Tin Ngwe	Athletics	100 m C1	• 1976
			High jump A3	• 1984
2 Silver			Long jump A3	• 1984
2 Silver	Aung Than	Athletics	100 m C1	• 1976
2 Silver	Aung Gyi	Athletics	High jump A3	• 1984
3 Silver			Long jump A3	• 1984
3 Bronze	Tin Win	Athletics	100m C	• 1976

❖ Under the Ministry of Social Welfare, Relief and Resettlement since 1976



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### 1<sup>st</sup> ASEAN Para Games, Kuala Lumpur, Malaysia, 2001

2001 ASEAN Para Games medal table

Rank	NPC	Gold	Silver	Bronze	Total
1	Malaysia (MAS)*	143	136	92	371
2	Thailand (THA)	119	65	20	204
3	Myanmar (MYA)	36	18	17	71
4	Singapore (SIN)	16	9	12	37
5	Vietnam (VIE)	11	5	6	22
6	Indonesia (INA)	6	5	7	18
7	Philippines (PHI)	5	6	10	21
8	Brunei (BRU)	4	2	7	13
9	Cambodia (CAM)	1	1	1	3
10	Laos (LAO)	0	0	0	0
Totals (10 entries)		341	247	172	760

### 2<sup>nd</sup> ASEAN Para Games, Vietnam, 2003

Rank	Nation	Gold	Silver	Bronze	Total
1	Thailand (THA)	101	61	31	193
2	Vietnam (VIE)*	81	80	86	247
3	Malaysia (MAS)	54	40	46	140
4	Myanmar (MYA)	24	12	12	48
5	Indonesia (INA)	10	11	18	39
6	Singapore (SIN)	10	8	1	19
7	Brunei (BRU)	4	10	5	19
8	Philippines (PHI)	2	15	24	41
9	Cambodia (CAM)	1	5	3	9
10	Laos (LAO)	0	3	1	4
11	East Timor (TLS)	0	0	1	1
Totals (11 entries)		287	245	228	760



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### 3<sup>rd</sup> ASEAN Para Game, Manila, Philippines, 2005

Rank	Nation	Gold	Silver	Bronze	Total
1	Thailand (THA)	139	64	28	231
2	Vietnam (VIE)	80	36	22	138
3	Malaysia (MAS)	75	40	26	141
4	Indonesia (INA)	30	26	20	76
5	Myanmar (MYA)	29	12	4	45
6	Philippines (PHI)*	19	39	37	95
7	Singapore (SIN)	15	9	9	33
8	Brunei (BRU)	7	5	5	17
9	Cambodia (CAM)	0	3	2	5
10	Laos (LAO)	0	2	1	3
11	East Timor (TLS)	0	0	0	0
Totals (11 entries)		394	236	154	784

### 4<sup>th</sup> ASEAN Para Game, Nakhon Ratchasima, 2008

Rank	Nation	Gold	Silver	Bronze	Total
1	Thailand (THA)*	257	109	84	450
2	Malaysia (MAS)	82	74	46	202
3	Vietnam (VIE)	78	66	43	187
4	Indonesia (INA)	33	25	18	76
5	Philippines (PHI)	17	21	21	59
6	Myanmar (MYA)	12	11	12	35
7	Singapore (SIN)	6	8	5	19
8	Brunei (BRU)	3	4	10	17
9	Laos (LAO)	0	1	3	4
10	Cambodia (CAM)	0	1	0	1
11	East Timor (TLS)	0	0	2	2
Totals (11 entries)		488	320	244	1052



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### 5<sup>th</sup> ASEAN Para Game, Kuala Lumpur, Malaysia, 2009

Rank	Nation	Gold	Silver	Bronze	Total
1	Thailand (THA)	157	75	57	289
2	Malaysia (MAS)*	94	81	71	246
3	Vietnam (VIE)	73	57	45	175
4	Indonesia (INA)	29	25	19	73
5	Philippines (PHI)	24	24	26	74
6	Singapore (SIN)	14	5	3	22
7	Brunei (BRU)	9	5	8	22
8	Myanmar (MYA)	8	13	5	26
9	Cambodia (CAM)	1	2	4	7
10	Laos (LAO)	0	1	1	2
Totals (10 entries)		409	288	239	936

### 6<sup>th</sup> ASEAN Para Game, Surakarta, Central Java, 2011

Rank	Nation	Gold	Silver	Bronze	Total
1	Thailand (THA)	126	96	73	295
2	Indonesia (INA)*	113	108	89	310
3	Malaysia (MAS)	51	36	45	132
4	Vietnam (VIE)	44	44	72	160
5	Philippines (PHI)	23	23	18	64
6	Myanmar (MYA)	11	8	12	31
7	Singapore (SIN)	9	10	9	28
8	Brunei (BRU)	3	5	8	16
9	Cambodia (CAM)	0	5	2	7
10	East Timor (TLS)	0	2	4	6
11	Laos (LAO)	0	1	1	2
Totals (11 entries)		380	338	333	1051



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### 7<sup>th</sup> ASEAN Para Game, Naypyidaw, Myanmar, 2014

Rank	Nation	Gold	Silver	Bronze	Total
1	Indonesia (INA)	99	69	49	217
2	Thailand (THA)	96	82	70	248
3	Malaysia (MAS)	50	49	41	140
4	Vietnam (VIE)	48	65	72	185
5	Myanmar (MYA)*	34	26	36	96
6	Philippines (PHI)	20	19	21	60
7	Singapore (SIN)	7	10	10	27
8	Cambodia (CAM)	3	4	2	9
9	Brunei (BRU)	2	3	7	12
10	Laos (LAO)	0	3	3	6
<b>Totals (10 entries)</b>		<b>359</b>	<b>330</b>	<b>311</b>	<b>1000</b>

### 8<sup>th</sup> ASEAN Para Game, Singapore, 2015

2015 ASEAN Para Games medal table					
Rank	NPC	Gold	Silver	Bronze	Total
1	Thailand	95	76	79	250
2	Indonesia	81	74	63	218
3	Malaysia	52	58	37	147
4	Vietnam	48	58	50	156
5	Singapore*	24	17	22	63
6	Myanmar	16	17	29	62
7	Philippines	16	17	26	59
8	Brunei	3	3	6	12
9	Cambodia	1	2	6	9
10	Laos	0	2	3	5
<b>Totals (10 entries)</b>		<b>336</b>	<b>324</b>	<b>321</b>	<b>981</b>



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### 9<sup>th</sup> ASEAN Para Game, Kuala Lumpur, Malaysia, 2017

Rank	Nation	Gold	Silver	Bronze	Total
1	Indonesia	126	75	50	251
2	Malaysia*	90	85	83	258
3	Thailand	68	73	95	236
4	Vietnam	40	61	60	161
5	Philippines	20	20	29	69
6	Myanmar	11	15	17	43
7	Singapore	10	18	24	52
8	Brunei	2	6	6	14
9	East Timor	2	0	1	3
10	Cambodia	0	5	5	10
11	Laos	0	4	4	8
<b>Totals (11 entries)</b>		<b>369</b>	<b>362</b>	<b>374</b>	<b>1105</b>

### 11<sup>th</sup> ASEAN Para Game, Solo, Indonesia, 2022

2022 ASEAN Para Games medal table <sup>[12]</sup>					
Rank	Nation	Gold	Silver	Bronze	Total
1	Indonesia*	175	144	107	426
2	Thailand	117	113	88	318
3	Vietnam	65	62	55	182
4	Malaysia	36	20	13	69
5	Philippines	28	30	46	104
6	Myanmar	14	12	17	43
7	Cambodia	7	10	11	28
8	Singapore	7	9	11	27
9	East Timor	5	2	5	12
10	Brunei	1	0	3	4
11	Laos	0	2	7	9
<b>Totals (11 entries)</b>		<b>455</b>	<b>404</b>	<b>363</b>	<b>1222</b>



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### 12<sup>th</sup> ASEAN Para Game, Cambodia, 2023

2023 ASEAN Para Games medal table

Rank	Nation	Gold	Silver	Bronze	Total
1	Indonesia	159	148	94	401
2	Thailand	126	110	92	328
3	Vietnam	66	58	77	201
4	Malaysia	50	38	35	123
5	Philippines	33	33	50	116
6	Myanmar	15	23	19	57
7	Singapore	12	15	17	44
8	Cambodia*	9	18	44	71
9	Brunei	3	3	2	8
10	East Timor	2	0	5	7
11	Laos	0	2	9	11
<b>Totals (11 entries)</b>		<b>475</b>	<b>448</b>	<b>444</b>	<b>1367</b>



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Para Athletics (2010–2022) [ edit ]  
Source [1921]

Rank	Nation	Gold	Silver	Bronze	Total
1	China (CHN)	238	153	90	481
2	Iran (IRI)	83	89	66	238
3	Thailand (THA)	42	52	55	149
4	Japan (JPN)	41	56	49	146
5	Uzbekistan (UZB)	34	19	22	75
6	India (IND)	28	43	44	115
7	Malaysia (MAS)	22	17	19	58
8	Iraq (IRQ)	14	12	17	43
9	Indonesia (INA)	11	21	24	56
10	United Arab Emirates (UAE)	10	19	9	38
11	Sri Lanka (SRI)	9	14	19	42
12	South Korea (KOR)	8	13	15	36
13	Saudi Arabia (KSA)	7	11	8	26
14	Jordan (JOR)	5	2	2	9
15	Pakistan (PAK)	5	1	3	9
16	Oman (OMA)	3	5	1	9
17	Qatar (QAT)	3	1	4	8
18	East Timor (TLS)	2	1	0	3
19	Kuwait (KUW)	1	7	7	15
20	Bahrain (BHR)	1	5	4	10
21	Chinese Taipei (TPE)	1	3	12	16
22	Philippines (PHI)	1	3	2	6
23	Syria (SYR)	1	2	6	9
24	Kazakhstan (KAZ)	1	1	7	9
25	Myanmar (MYA)	1	0	4	5
26	Paraguay (PAR)	1	0	1	2
27	Vietnam (VIE)	0	6	19	25
28	Hong Kong (HKG)	0	3	6	9
29	Brunei (BRU)	0	2	3	5
30	Mongolia (MGL)	0	2	3	5
31	Kyrgyzstan (KGZ)	0	2	1	3
<b>Totals (31 entries)</b>		<b>573</b>	<b>565</b>	<b>522</b>	<b>1660</b>

### Asian Para Games ( Myanmar Para Athletic and Para Swimming Medals)

Para Swimming (2010–2022) [ edit ]  
Source [NPC Profile] [1921]

Rank	Nation	Gold	Silver	Bronze	Total
1	China (CHN)	191	142	89	422
2	Japan (JPN)	73	80	86	239
3	Uzbekistan (UZB)	26	17	11	54
4	South Korea (KOR)	15	28	20	63
5	Kazakhstan (KAZ)	15	15	19	49
6	Iran (IRI)	13	16	19	48
7	Vietnam (VIE)	13	10	16	39
8	Indonesia (INA)	9	10	7	26
9	Hong Kong (HKG)	7	11	6	24
10	Chinese Taipei (TPE)	6	3	3	12
11	Singapore (SGP)	6	2	7	15
12	Malaysia (MAS)	5	12	18	35
13	Thailand (THA)	4	22	42	68
14	Philippines (PHI)	4	3	9	16
15	India (IND)	1	3	16	20
16	Myanmar (MYA)	0	3	7	10
17	Sri Lanka (SRI)	0	2	2	4
18	Iraq (IRQ)	0	1	1	2
19	Korea (COR)	0	0	1	1
<b>Totals (19 entries)</b>		<b>388</b>	<b>380</b>	<b>379</b>	<b>1147</b>

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### Achievement of Myanmar Paralympic Sports Federation



#### Myanmar secures one bronze medal in track & field event at 4th Asian Para Games

October 24, 2023 Global New Light of Myanmar 204



Two bronze medals in 100 Meter event and 200 Meter event



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### Activities of Myanmar Paralympic Sports Federation



Vision, Mission



- Good history of getting medals in ASEAN games, FESPIC games and Asian games (athletic, swimming ,chess, seven-a-side football and sitting volleyball sports).
- Some difficulties to recruit-PWD for sports because sports school are situated only in big cities and our outreach programs for recruiting PWD are also very limited.



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We have not had a chance to provide well equipment to PWD due to lack of enough funding as well as there is very few numbers of classifier in our country.

- 7 Schools for Blind (GO-2,NGO-5)
- 3 Schools for Deaf (GO-2,NGO-1)
- 1 Training School For Adult Disabled
- 1 Training School For Disabled Children
- 1 Disabled Care Center
- Those Schools Governed by Ministry of Social Welfare, Relief and Resettlement
- No School Based Program for them.
- 28 schools for intellectual disability




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## VISION MISSION VALUE



**VISION**  
TO MAKE  
“PARA SPORT  
FOR ALL”  
ACCESSIBLE  
FOR  
EVERYONE IN  
MYANMAR

**MISSION**  
TO UPLIFT THE  
MORALE AND  
MORALITY OF  
PARA ATHLETES  
AND LEAD THEM  
FROM SUCCESS  
IN COMPETITION  
TO SUCCESS IN  
LIFE


**VALUE**  
HONOUR  
EMPATHY  
RIGHTS  
RESPECT  
DUTY



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## PESTEL ANALYSIS

Political	Myanmar is currently under Caretaker Government which will be ruling till the Election in 2023. The Government has separated Ministry of Health and Sports into two so that with blessings new Ministry of Sports and Youth Affairs actively starts rolling the ball.
Economic	Like in many other countries, Covid 19 did not spare Myanmar's economy. In addition, political transition faces rise in commodities prices based on speculation.
Society	According to Myanmar culture, a child with disability is usually kept at home protected.
Technology	IT and communication develop tremendously over the past decade favoring people get connected day and night. Covid 19 contributes work from home and learn from home make people more dependent on internet.
Environment	Problem of environmental pollution is minimal. Traffic congestion is experienced mostly in the old capital, Yangon.
Legal	There is law supporting the welfare and rights of people with disability. Rule of law is observed in the country.



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# GAP ANALYSIS



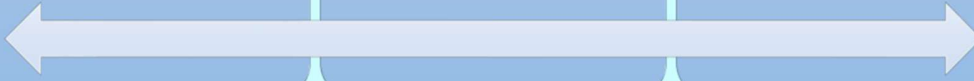
- 1. Number of athletes
- 2. Training vs Covid 19 rules
- 3. Job opportunities for Athletes
- 4. Funding and Income generation



- 1. Fairly recruited.
- 2. Training at the camp was safe.
- 3. Employed by Govt Ministries and NGOs.
- 4. Fairly received.



- 1. Attrition is getting higher.
- 2. Training camp is safe but lacking recreation.
- 3. Employment is uncertain.
- 4. It is going down.



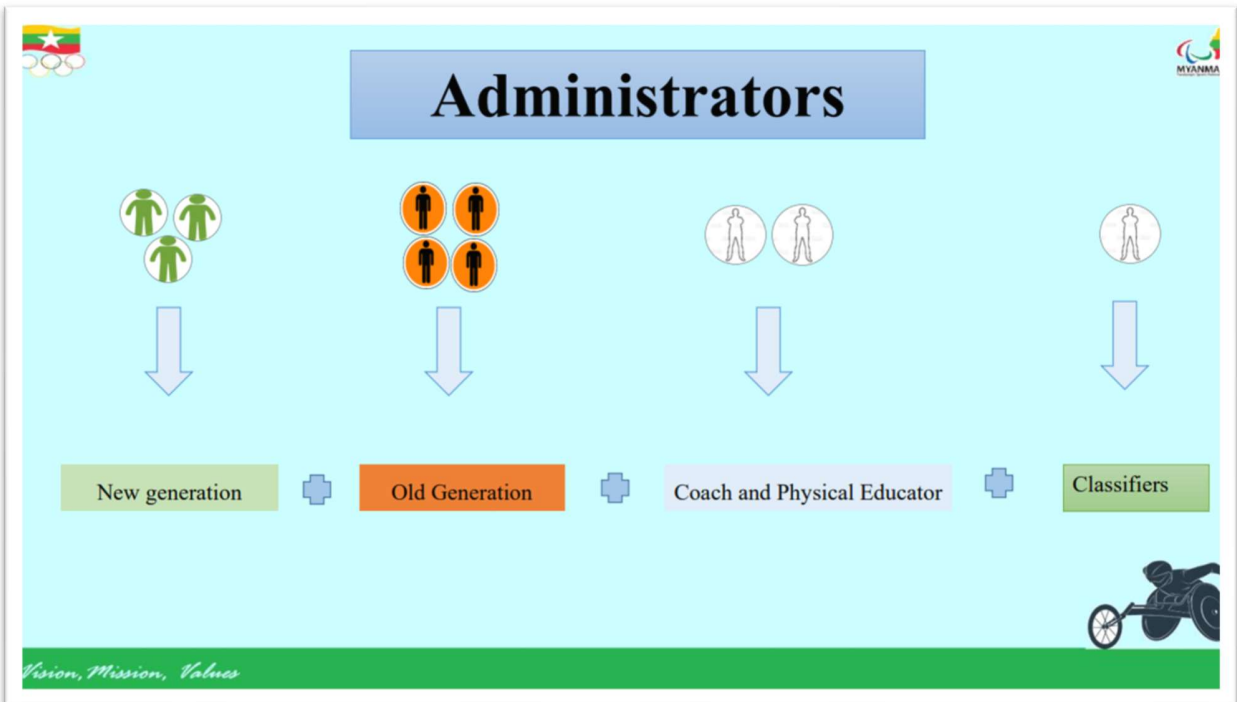
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## Recruitment



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## Prospective Advance in Paralympic Sports Myanmar

- **Increased Classifier Recruitment:**
  - Strengthening the Paralympic movement by recruiting and training more classifiers.
  - Ensuring accurate and inclusive classification for athletes with disabilities.
- **Enhanced Public Awareness:**
  - Implementing comprehensive awareness campaigns to reach potential para-sport participants.
  - Educating the PWD about the opportunities and benefits of participating in Paralympic sports.

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### •National Paralympic Day:

- Establishing a dedicated day to celebrate and promote Paralympic sports.
- Showcasing the achievements and talents of para-athletes, fostering pride and interest.

### •Increased Female Para-Athlete Participation:

- Developing initiatives to encourage and support more female athletes in para sports.
- Creating an inclusive environment that empowers female para-athletes to excel.

### •National Outreach Data Collection:

- Conducting a comprehensive data collection initiative to identify individuals with disabilities interested in para sports.
- Utilizing the collected data for targeted outreach and tailored program development.



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### Technical training and sport equipment for all sports;

- Goal ball field in all schools for the Blind is also needed
- Physical educators are needed in all sports and disabled schools.



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**Our Aim:**

- ❑ A holistic approach to advancing Paralympic sports, encompassing recruitment, awareness, dedicated events, gender inclusivity, and strategic data collection.



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Thank You



*Vision, Mission, Values*


- フィリピン（2023年度アクションプラン実施中間報告）

**ASEAN-Japan Actions on Sports**  
ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023



**Action Plan Report in 2023**

**Philippines**  
**Ma. Vanessa G. VINARAO (PETE),**  
**Walter Francis K. TORRES (SPD)**



Date: February 20 2024  
Place: Phnom Penh, Cambodia

For Presentation (1)

**Summary**

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

- I Revised Action Plan in 2023**
- II Outcomes in the Action Plan (Achieved)**
- III Evaluation of Outcomes in the Implemented Action Plan**
- IV Future Tasks and Challenges**

- *Redirect to the initial AP presentation (March 2023) --- tackle the evaluation of the outputs and action plans' contents as well as its progress*
  - Initial discussions and consultations established with DepEd consultants (Central and Manila office); expressed willingness to support the initiatives and will follow-through accordingly;
  - Most of the action plans are operating within a specified timeline;
  - Note additional details (colored fonts) regarding plans/outcomes that evolved from the initial consultations and discussions;
  - Incorporated notes/ideas/strategies for actual application also within our department and university.

## Evaluation of Output -Action Plans' Contents-

### Classification by Characteristics of the Contents in the Action Plans Revised in FY2023 (PETE)

Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
<b>Assessment and evaluation</b> of Pre-Service curriculum  -To collect authentic data that accurately reflects the current state of inclusive PE in the Philippines	✓	N/A	Yes – designed with a focus on PETE, prioritizing the <b>dev't of skills, knowledge, and pedagogical strategies/approaches</b> essential for prospective PE educators	The concept of inclusion is acknowledged or referenced in the BPE curriculum.  --Assessment/ examination on the lack of clarity or notable gaps on its implementation; --how this principle is put into practice across all HEIs offering PE/Sports degree programs	Research and data collection <b>be enforced</b> to ensure that inclusive practices are effectively and uniformly <b>integrated into the educational experience</b> for all pre-service PE students.	<b>Examine the barriers</b> or obstacles that impede the effective and efficient implementation of inclusive PE pedagogy	Plan, design, and provide professional development initiatives to expand the knowledge, skills, and effectiveness of pre-service administrators/ educators on *policies and best practices on inclusive PE	Collaborate with partners and university programs to enhance the skills of administrators, PE/Sports faculty and support staff

## Evaluation of Implementation Progress of the Action Plans

Progress Status at the End of FY2023

(PETE)

Action plan	Brought to the Administrative Level	In Process of Preparation	Development of Training Program Started	Training Commenced	Effectiveness Verifications Carried Out	Description/Others
Ex. Research survey and data analysis on the real necessity for PE teacher capacity development	Pre-service program will be brought to discussion soon.	In-service program is being prepared.	Anticipating the result of discussion at a higher level, already in process of drafting the program.	Planned to start during 2024 for pre-service PE teachers in the capital tentatively.	Not yet	Compared to the original plan for implementation, some delays are being found, but the process is going step by step.
2. Professional Dev't of PE/Sports Teachers-Trainers 1. Pedagogy a. Revisit training and competency requirements	Initial consultation with DepEd/PSC Sports Division officials – implement MaTaTag Agenda, Special Olympics	Set in a timeline				
2.1.b Strengthen continuing capacity building programs	-Initial discussions and consultations established					
2.1.c. Provide access to teaching resources, such as use of IT/ICT systems						
						8

## Evaluation of Implementation Progress of the Action Plans

Progress Status at the End of FY2023

(PETE)

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2.1.d. Continue to forge strategic partnerships/collaboration with professional associations (local or international) in PE, sports, ILRC/SPED *including education professionals, curriculum developers, and experts in inclusive education	-Important initiative: ASEAN-Japan involvement and participation  -Initial discussions set	-Participate in a focus group discussion (FGD) on experience of teaching this school year. This is in aid of research and may be used in policy decision-making.				
2.1.e. Conduct of studies/research • Formulation of research agenda		-Undertake the research following consultative meetings and subsequent collection of relevant info and data through FGDs				
						9

## Evaluation of Implementation Progress of the Action Plans

Progress Status at the End of FY2023

(PETE)

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<b>2.2. Career Development</b>						
<b>a. Elevate ranking of HEIs offering PhD in PE and Sports (for 2025)</b>						
<b>2.2.b. Offer scholarship grants and push for a more competitive compensation package</b>						
<b>2.2.c. Share model/innovative inclusive practices to HEIs</b>						

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## Evaluation of Implementation Progress of the Action Plans

Progress Status at the End of FY2023

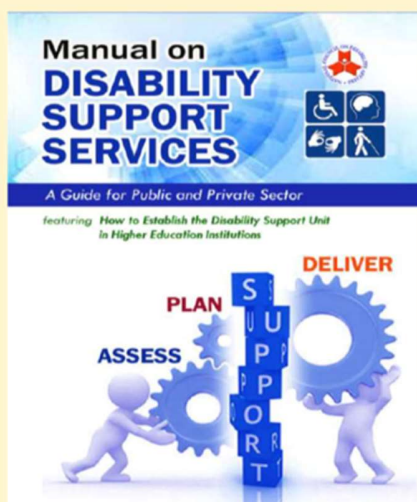
(PETE)

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<b>2.3. Leadership</b>						
<b>a. Bolster and sustain implementation of mentoring program (peer mentoring approach for in-service retention)</b>						
<b>2.3.b. *Crafting a PE Manual or Handbook about Inclusive PE and Sports</b>						
<b>2.4. Health and Well-Being</b>						
<b>a. Promote implementation of programs in HEIs on mental health and wellness (for faculty and students)</b>						

11

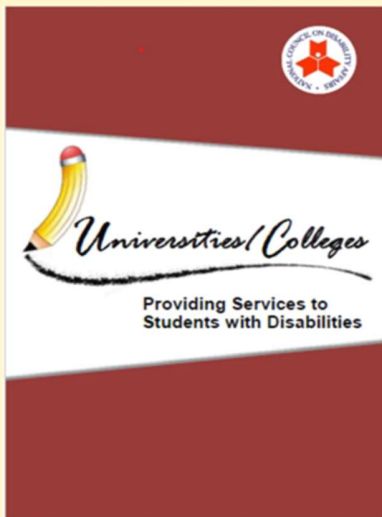
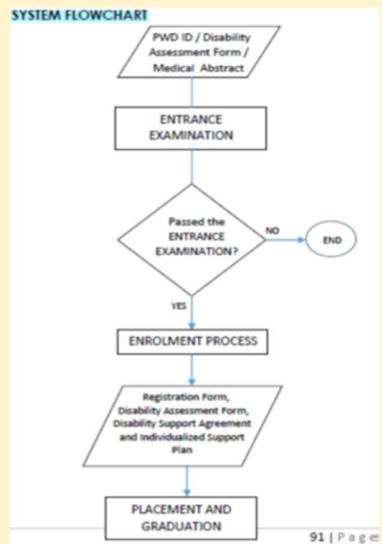
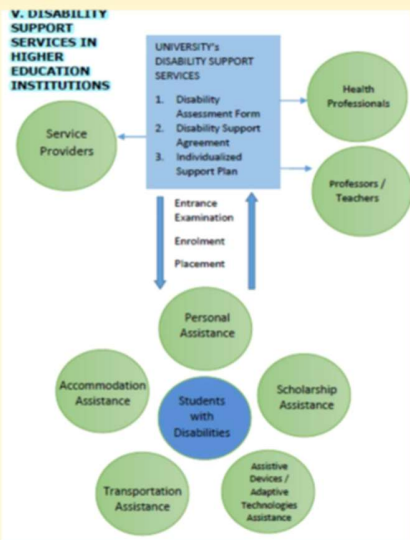
## Highlights/Key Points:

- Established connections with officials from the Department of Education (Central and Manila offices) about inclusive PE/Sports actions and initiatives; generally, the crucial identification of key individuals and establish connections who will eventually contribute to the success of the FGDs, consultative meetings, and workshops
- Department of Education (DepEd) conducted the first-ever National Consultative Workshop on the Implementation of Programs, Projects, and Activities (PPAs) in line with its efforts to harmonize the delivery of learner support programs and services geared towards the MaTaTaG Agenda. (a significant step to help the department to create more child-friendly environments – May 2023, by the BLSS); outcomes to contribute to the holistic development of young learners to prepare them for adulthood)



MANUAL OR HANDBOOK ABOUT INCLUSIVE PE AND SPORTS

--schools and HEIs' accessible for PWDs



**ATENEO DE MANILA UNIVERSITY**  
 Address: Katipunan Avenue, Loyola Heights,  
 Quezon City 1108  
 Website: <http://www.ateneo.edu/>  
 Caters to: Hearing Disability,  
 Psychosocial/Mental Disability, Autism, ADD  
 and ADHD



**ASIA PACIFIC COLLEGE**  
 Address: 3 Humabon Place, Magallanes,  
 Makati City 1232  
 Telephone No./s: 02-852-9232; 852-2648  
 Website: <https://www.apc.edu.ph/>  
 Caters to: Orthopedic Disability



**CAP COLLEGE FOUNDATION INC.** (College  
 for the Deaf)  
 Address: 126 Amorsolo cor. V.A. Rufino Sts.,  
 Legaspi Village, Makati City  
 Telephone No./s: 02-812-6923  
 Email: [registrar@capcow.com](mailto:registrar@capcow.com)  
 Website: <http://www.capcow.com/>  
 Caters to: Deaf and Hard of Hearing  
 Offers: Deaf Student Rate Discounts for  
 Tuition Fee and Rose Lamb Sobrepesa  
 Scholarship/Quota International

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data (PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
Ex. Research survey and data analysis on the real necessity for PE teacher capacity development	Accessibility to higher educational institutes, such as the universities that are responsible for the training of pre-service PE teachers, asking for collaboration and networking	Difficulty in accessing to all the stakeholders at national level for in-service PE teacher professional development	Request to the departmental board of education for cooperation and identification of the real stakeholders for enhancing in-service PE teachers capacity development
<b>1. CURRICULUM ADAPTATION (inclusive PE/Sports Curriculum)</b>			-Gain recognition and support for the integration of PE-Sports-Allied Programs in the midst of comprehensive reforms: <ul style="list-style-type: none"> <li>✓ Proposal for integration</li> <li>✓ Advocacy campaigns (an impact on the student's overall dev't</li> <li>✓ Stakeholder engagement</li> <li>✓ Professional development of school/dep't leaders – equipped to meet the evolving needs of students</li> <li>✓ Research and data</li> <li>✓ Pilot programs</li> <li>✓ Continuous communication/collab</li> </ul>
<b>1.a. Conduct review/assessment and enhancement of the PE/Sports course learning offerings</b>	-Aligned with the overarching goal of comprehensive educational curriculum reforms; ensuring that resources and attention are strategically directed toward fostering a more inclusive approach in PE-Sports-Allied programs.	-Receives less attention from the educational agencies, given the pressing demand for comprehensive reforms in the overall educational curriculum.	
<b>1.b. Develop PSGs on adopting and implementing the enhanced inclusive PE curriculum (for 2027)</b>		-Lacks current emphasis/not a focal point from educational agencies (2023-2024) due to the needed	
<b>1.c. Undergo CHED/PAASCU/DepEd accreditation requirements for quality assurance (for 2028)</b>	-Demonstrate/fulfill commitment to educational excellence – ensure quality standards and promoting continuous improvement in education delivery	-Resource constraints – limited financial and human resources in meeting stringent requirements of the agencies	-Adopt a strategic and collaborative approach via the ff: resource allocation, fundraising initiatives, cost-efficiency measures, phased approach, collab/resource sharing,

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data (PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
<b>2. Professional Dev't of PE/Sports Teachers-Trainers</b> <b>1. Pedagogy</b> <b>a. Revisit training and competency requirements</b>	-Commitment to educational inclusive innovation practices ensuring that educators are equipped with the latest skills to adapt to evolving teaching landscape to meet the diverse needs of students	-Resistance/reluctance to change – to new training and competency standards	-Engage stakeholders (foster open commn) – esp in the decision-making process; provide a roadmap for the transition; pilot programs, incentives and recognition, support structures, flexibility in the implementation timeline, continuous feedback mechanism, highlight success stories
<b>2.1.b Strengthen continuing capacity building programs</b>	-Continued strategic alignment with the evolving needs of educators; -Fostering continuous PD and adaptability in response to changing educational landscapes; -Establishment of the Bureau of Inclusive Education as the implementing bureau that will contribute positively to the implementation of the action plan (new Senate Bill 1907, 2022) -Establish an office/program/coordinator within the HEI PE Department on Inclusive PE-Sports	<ul style="list-style-type: none"> <li>• Limited resources</li> <li>• Resistance to change</li> <li>• Lack of awareness and understanding</li> <li>• Policy barriers</li> <li>• Inadequate training</li> <li>• Infrastructure challenges</li> <li>• Social stigma and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Human and physical resources: additional funding, lobby in budget planning season, create partnerships, seek grants or sponsorships</li> <li>• Education and advocacy are crucial to overcoming this challenge</li> <li>• Regular professional development opportunities for school leaders, teachers, and support staff</li> <li>• Coordinate with NCDA, CHED, DepEd</li> <li>• Advocacy and targeted efforts to change perceptions and fostering a more inclusive and a supportive culture (i.e. diverse representation, forming affinity groups, inclusive events, counseling and support services, etc.)</li> </ul>

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data (PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
<b>2.1.c. Provide access to teaching resources, such as use of IT/ICT systems</b>	-Offer accessibility to technological inclusivity – educators should have the tools and resources needed to address diverse learning needs; creating inclusive and engaging learning environment for all students	-Technological disparities in access to these resources including infrastructure, devices, and even internet connectivity	-Offer technology training programs – to build the digital literacy of educators and supports staff; -Accessibility and compatibility of digital platforms; -Equitable access to technology and implementing distribution strategies; -Collaborative partnerships and engagement; -Initiate mobile learning initiatives; -Establish remote support services; -Commitment to improvement/enhancement of infrastructures; -Strengthen/implement blended learning approaches or flexible learning modes; -Conduct regular needs assessments by adapting strategies accordingly and ensure responsive interventions.

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data (PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
<b>2.1.d. Continue to forge strategic partnerships/collaboration with professional associations (local or international) in PE, sports, ILRC/SPED</b> <i>*including education professionals, curriculum developers, and experts in inclusive education</i>	<i>**factors same as: 2.1.a-b</i> -ASEAN-Japan Integration -FGDs, consultative workshops		
<b>2.1.e. Conduct of studies/research</b> • Formulation of research agenda	-The research is informed by insights gained through consultative meetings and the comprehensive collection of relevant information and data during FGDs.	-Challenges due to potential limitations in the availability, accuracy, or depth of insights obtained from the FGDs and consultative meetings, impacting the thoroughness and reliability of the research.	-Use of diverse data collection – e.g., surveys, interviews, case studies for comprehensive understanding; -Increase participant engagement; -Experts consultations – some experts with specialized knowledge may not be fully captured in general consultative meetings; -Pilot testing – identify potential limitations and then refine approaches; -Iterative approaches – researchers adapt their methods based on emerging findings and challenges; -Communications platform – regular; proper dissemination; Share preliminary findings to participants then seek feedback to ensure alignment of interpretations; -Ethical practices – ensure participant trust and cooperation (transparency, confidentiality, and consent)

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data (PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
Ex: Research survey and data analysis on the real necessity for PE teacher capacity development	Accessibility to higher educational institutes, such as the universities that are responsible for the training of pre-service PE teachers, asking for collaboration and networking	Difficulty in accessing to all the stakeholders at national level for in-service PE teacher professional development	Request to the departmental board of education for cooperation and identification of the real stakeholders for enhancing in-service PE teachers capacity development
<b>2. 2. Career Development</b> <b>a. Elevate ranking of HEIs offering PhD in PE and Sports (for 2025)</b>	-Commitment focusing on Academic Excellence and eventual Research Contribution – attract high-caliber faculty, researchers, and students in Inclusive PE/Sports (fostering a dynamic environment for advanced studies and increase inclusive PE/Sports research initiatives in the country	-Resource limitations ( <i>same as those above items</i> ) – especially the human resource factor	-Overcome resource limitations and enhance the overall quality/reputation (mostly same items as above-mentioned); aside from the strategic resource allocation – prioritizing esp on faculty dev't programs, research initiatives, and infrastructure dev'ts;
<b>2.2.b. Offer scholarship grants and push for a more competitive compensation package</b>	**same as 2.1.a – Incentives and Recognition program	**	-Enhance/Implement grant writing workshops; research collaborations; scholarships and fellowships; advocacy for institutional support

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data (PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
<b>2.2.c. Share model/innovative inclusive practices to HEIs</b>	**same as 1.1.c. Collab/resource sharing → share resources, knowledge, and best practices in navigating inclusive PE/Sports setting; -Establish/conduct blended platforms for dissemination	**same as the example above -Lack of awareness – insufficient commn channels; resistance to change; limiting adoption of models/practices due to insufficient training, organizational culture; policy barrier, limited collab, absence or lack of monitoring & evaln mechanisms -Competing priorities – HEIs/PE-Sports Dep't face multiple priorities and initiatives (diverting attention & resources); -Models/practices may be perceived as challenging to implement	** -Implementor share through different levels: via schools-based districts, divisions, regional, then national level; -Involve targeted efforts such as increasing awareness, providing relevant resources and training, fostering a culture of innovation, revising/strengthening policies, facilitating regular collaboration with HEIs and other stakeholders.

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data (PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
<b>2.3. Leadership</b> <b>a. Bolster and sustain implementation of mentoring program (peer mentoring approach for in-service retention)</b>	*(HEI institution): Formation of an Inclusive Education Management Office in Higher Ed institutions or within the PE Department; appointment of an Inclusive PE Coordinator; -Establishment and continuous support (i.e., mentoring program) that will contribute to the dev't of leadership capacity within the educational institutions; -Facilitate a transfer of knowledge, skills, and leadership best practices among the professionals and staff, fostering a culture of continuous professional growth and enhancing service-retention through effective mentorship.	<b>**same as factors as mentioned from previous items;</b> -Mismatches mentor-mentee pairs – whether in terms of expertise, personalities, or expectations; -High rates of professionals and staff turnover – make it difficult to establish long-term and impactful mentoring program;	-Allocating adequate resources providing effective training, foster a culture of mentorship, implement effective monitoring mechanisms, and aligning inclusive PE/Sports program with broader institutional goals; • Certification and credit points be awarded to support staff and volunteers extending services to students with disabilities
<b>2.3.b. *Crafting a PE-Sports Manual or Handbook on Inclusive PE and Sports</b>	-Serve as a valuable resource for educators, coaches, professionals, support staff in the field; -Promote ongoing professional development equipping practitioners with the knowledge, skills, and best practices necessary to deliver inclusive PE/Sports programs effectively	<b>**same common factors as previously mentioned;</b> -Other include: expertise gaps, time constraints, limited accessibility for wider audience reach, outdated information (revise latest research, trends, best practices, etc).	-Enforce strategies such as securing additional resources, fostering collab, providing training on manual usage, implementing effective communication platforms, ensure up-to-date information and content.

## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data (PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
<b>2.4. Health and Well-Being</b> <b>a. Promote implementation of programs in HEIs on mental health and wellness (for faculty and students)</b>	-Implementing on mental health and wellness programs tailored for inclusive PE/Sports emphasizes the commitment to holistic development; it also promotes mental and emotional resilience creating an inclusive environment that caters to the needs of all individuals participating in PE and sports.	<b>**same as most of the items already mentioned;</b> -Proper metrics or mechanisms (measuring the effectiveness of the programs may impact the willingness of HEIs to invest in and sustain initiatives; -Adapting to diverse cultural contexts and that these Initiatives are sensitive to the unique needs and perspectives of all participants.	<b>**some previous items may be applied;</b> -Conduct awareness campaigns, provide training, advocating for policy changes, securing adequate resources, fostering collaboration, and conducting ongoing evaluations to exhibit the positive impact of mental health and wellness programs in inclusive PE and sports.

## Examples of Developed Inclusive PETE Program

1. "Inclusive interpretation" --- not only focusing on PWDs but also on gender-equality, religion ... --

- a. Manual of 2016 (direction for inclusivity)
- b. Directory of Universities and Schools providing support services

2. Policy statement: ex. on Gender - in PE we are offering co-educational courses and a Co-Ed system soon will be implemented in (Gr. 1, Gr.7 – a former exclusive school for boys); it started with the Senior High School (2016) ; transgender ; all-gender facilities have been constructed including PE/Sports complex

THE ATENEO DE MANILA UNIVERSITY  
HIGHER EDUCATION POLICY STATEMENT ON BUILDING A GENDER  
INCLUSIVE, GENDER RESPONSIVE, AND GENDER SAFE COMMUNITY

### Outcomes Related to Capacity Building and Networking with Different Stakeholders Based on Your Implemented Action Plan

	TASK	OBJECTIVE	OUTCOMES
1	Improve the quality of education for students in PE, Sports, and Allied Degree Programs	<ul style="list-style-type: none"> <li>➢ Revitalize/ Enhance the Physical Education-Sports curriculum for pre-service degree program in PE, Sports, and Allied fields</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Development and Advocacy</li> <li>• Inclusive Curriculum Development</li> <li>• Enhanced Teacher/Trainer Competence</li> <li>• Strengthened Professional Networks</li> <li>• Student-Teacher-Trainer Leadership and Empowerment</li> </ul>
2	Professional Development of Teachers and Trainers	<ul style="list-style-type: none"> <li>➢ Enhance PE/Sports Teachers-Trainers' pedagogy to promote student learning</li> <li>➢ Promote establishment of PhD programs in PE and Sports in more HEIs in the Philippines</li> <li>➢ Strengthen professional leadership roles and responsibilities</li> <li>➢ Promote and provide support for the positive mental health and wellbeing in HEIs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Awareness and Advocacy</li> <li>• Parent and Community Engagement – Disaster and Risk Mgt</li> <li>• Professional Development Opportunities</li> <li>• Accessible Facilities, Equipment, and Programs, Transportation, Technology</li> <li>• Research and Evaluation – R&amp;D</li> <li>• Positive Inclusive School/Gym Culture</li> </ul> <p><i>*these outcomes will collectively contribute to the creation of an inclusive and supportive environment in PE and Sports benefiting all students, educators, parents, support services, and the broader</i></p>

## Good Practices in Inclusive PETE Promoted in Your Country

1. Harmonization initiatives – through consultative fora, workshops from the school-levels, district, division, regional, and national focal persons/groups and implementers (harmonization be reflected in the policies, programs, approaches, and milestones)
2. DepEd Inclusive Education Policy Framework – implemented within the context K-12 Basic Education Program/K-10 Matatag PE & Health/HOPE Curriculum:
  - broadened the goals of basic education -- providing a wider range of options not only preparing them for higher education, but also opportunities in employment and entrepreneurship;
  - implementation of programs that address the various physical, intellectual, psychosocial, and cultural needs of learners in diverse contexts. These programs are anchored on inclusion which is a core principle of the Enhanced Basic Education Program (DepEd Order No. 43, s. 2013);

- the perspective and relevance of PE/PETE is embedded in the curriculum framework itself --- (through the development of learning resources, learner-centered pedagogy, educational assessment, learning environment, teacher/non-teaching professional development, school leadership and management (e.g. LAC sessions, In-Service Trainings, mentorship, support the development of research-based improvements in instruction and school management for Inclusive Education, SBM shall strengthen the implementation of Inclusive Education, which shall be duly reflected in the School Improvement Plan (SIP), then later on be appraised by the Division Appraisal Committee (DAC)), partnerships for inclusive education, governance support,
- monitoring and evaluation – the BLD and other department organizational strands, regional and division offices shall ensure that schools and programs are inclusive in terms of the curriculum and its support systems.

3. Validated Philippine Professional Standards for School Heads and Supervisors -- contain competencies related to supporting Inclusive Education in schools

4. CHED's MO 39 – Tertiary PE offering of the PATHfit course/Senior HS – H.O.P.E Curriculum

- to ascertain that engagement opportunities are inclusive of all contexts and learners

5. DepEd's Matatag Portal --- Professional Development-Learning Management System

6. CHED's SIKAP Grant and Merit Scholarship Program (CMSP)

7. The Manual (issued by the NCDA) served as a guide for an inclusive HEI (e.g., Ateneo de Manila University);

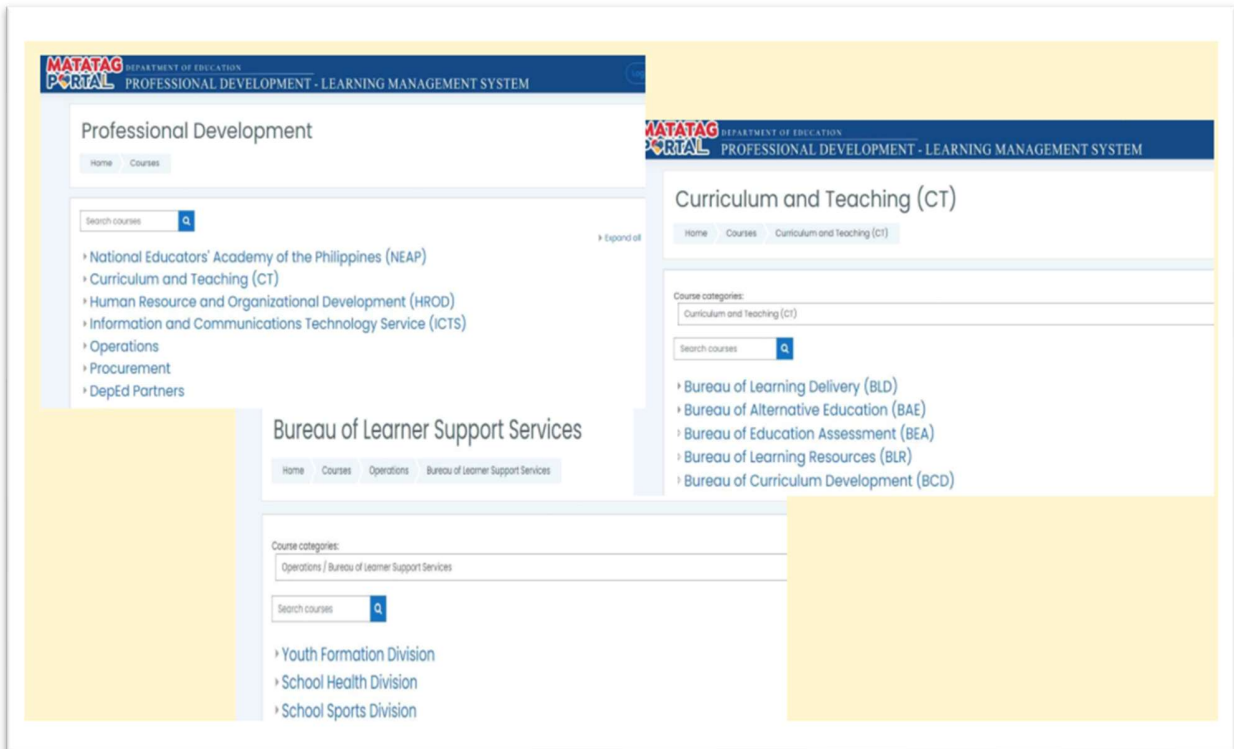
➤ Improved level of inclusive responsiveness – there has been growth or improvement in the ability to respond effectively and inclusively to diverse needs and circumstance

## Future Tasks and Challenges:

- actively engage in advocating/continuous effort for the integration of the **Adapted Physical Education, Sports, and Wellness course into the core curriculum** of the Bachelor of Physical Education (BPE) degree and related academic programs (i.e., BPE-SPE, BPE-SWM, teaching education and administration degrees); required **immersion activity** embedded into the core curriculum. My efforts involve lobbying stakeholders and providing recommendations to underscore the importance of incorporating this specialized course, aiming to enrich the educational experience and better prepare pre-service students for diverse and sustained inclusive practices in the field of physical education and allied disciplines

--- current status: the BPE curriculum program only carries 2 subjects for Adapted PE and is still part of the ELECTIVE COURSES

--- this will address Outcome 1.1.a



## Future Tasks and Challenges:

- Execute a Memorandum of Agreement with DepEd Manila office – 3 division schools...
- Risk Management and Contingency Protocols or Strategies – evacuation procedures (an institutional system/protocols) of the institution/organizations
- Budget allocation and institutional funding – reduce financial constraints
- Strengthening and sustaining programs and initiatives;
- Capacity strengthening of staff, volunteers or board members on policies, procedures, strategies

## Future Tasks and Challenges:

- Resource mobilization strategies, communication strategies, NCDA-DepEd-CHED strategies/directions
- Provision of mental health trainings and psychosocial support for staff and volunteers
- Embed in the curriculum/course for data collection and archiving of data (inclusive PE/PETE research, etc) – integrating research-related practices/procedures into the curriculum;
- Research and development (R&D) initiatives will be elevated by establishing or upgrading dedicated R&D and innovation units, with appropriate funding support for the effective implementation of R&D-related projects; Promote data management and data science, emphasizing their role in informed decision-making, fostering data-driven approaches and research-oriented policies and programs (include in NCDA, CHED, and DepEd's agenda)

## Future Tasks and Challenges:

- Valuing the process of professional development or creating ideal conditions for PD --- **ideal timing** of in-service professional learning within the school calendar; **relevant topics** offered; adjustment to strategy; the right mindset to receive PD; the **right “experts”** (outside or in-house consultants)
  - blended platform (i.e. DepEd's MaTaTag Portal)
- A regular agenda: Call for Proposals or information on External Research Grants (SIKAP grants), Fellowships, and Conferences (local and international)
- Ongoing optimization or continuous improvement – iterative approach -- Benchmarking will likewise be regularly conducted to identify best practices and enhance operational efficiency.

## Future Tasks and Challenges:

- Establishing a policy statement – HEIs/PE Departments (pre-service and in-service) for inclusive PE and Sports:
  - (diagram) this proactive measure demonstrates a commitment to creating an inclusive learning environment and aligning the curriculum with inclusive practices from the outset; also, ensuring that the policies are in place to support inclusive education within the context of Physical Education and Sports programs.

## Future Tasks and Challenges:

- HEIs: crafting/implementation their own **handbook or manual** (including assessment tools/forms, protocols, and mechanisms) about Inclusive PE and Sports based on their own context, school culture, practicality, and relevance – incorporating best/inclusive practices, strategies, and considerations for catering to diverse needs in the PE/Sports setting; aligns with educational standards and addresses the unique challenges of inclusive PE/Sports; and, that the handbook reflects diverse perspectives and meets the needs of all involved parties.
- PE Departments: clear and enhanced Grade Assessment Forms for student with disability's engagement and participation in class (assessment and pedagogy); increased funded research on Inclusive PE/Sports; improve student portfolio; regular collaboration with the different faculty and offices for improved/effective learner support services (update persons-in-charge, protocols and systems); classroom observation; invite resource persons/specialists (blended platforms);

## Future Tasks and Challenges:

- PE Associations/Organizations: to incorporate more inclusive PE or Adapted PE/Sports topics and program activities in their agenda; spearhead consultative workshops, fora among stakeholders (school, district, division, regional, and national-based level)

## Future Tasks and Challenges:

- The inhibiting factors stated above involves a comprehensive approach, including advocacy, training, policy reform, and most importantly fostering a “culture of inclusivity” within educational institutions and the broader community.

## Questions received during the presentation made on [DAY 1] and the answers to those questions

### 1) How many HEIs are offering Adapted PE in the Philippines? (Dr. Eishin Teraoka)

Answer/s: Across the country will be around 200? Will get back to you about the actual data. These HEIs offering Bachelor's degree programs – only offer Adapted PE as an elective course and not part of the core course wherein all degree students should be getting/taking.

### 2) A focus on Health and Well-being action plan item: is this part embedded into the curriculum? How is this implemented? (Ms. Hilda Ilmawati – Indonesia)

Answer/s: This is more on equipping and this part be a qualification and/or a focus as a skill/training a quality inclusive PE teacher so that when they conduct classes they may be able to cater to the needs of those students with psychosocial disabilities. In our university, a system/mechanism is in place upon enrolment (disclose their special needs/services or restrictions) and then be directed to the Office of Guidance and Counseling --- our partners in order to cater to their needs when they are participating in PE classes. There is communication and constant monitoring of the student with PS disability throughout the semester or throughout their academic journey in the university.



## References:

- Llego, M. DepEd Inclusive Education Policy Framework. Retrieved from <https://www.teacherph.com/deped-inclusive-education-policy-framework>
- Commission on Higher Education. Retrieved from <https://ched.gov.ph/wp-content/uploads/2017/10/Sample-Curricula-Bachelor-of-Physical-Education.pdf>
- Rabino, V.S. (2020). Manual on Disability Support Services: A Guide for Public and Private Sector. Retrieved from: <http://www.ncda.gov.ph>
- National Council on Disability Affairs (NCDA). (2020). Directory: Universities and Colleges – Providing Services to Students with Disabilities. Retrieved from: <http://www.ncda.gov.ph>

(ワークショップ最終日プレゼンテーション)

## ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023





# Action Plan Report in 2023

**Philippines**

**Ma. Vanessa G. VINARAO (PETE),**

**Walter Francis K. TORRES (SPD)**



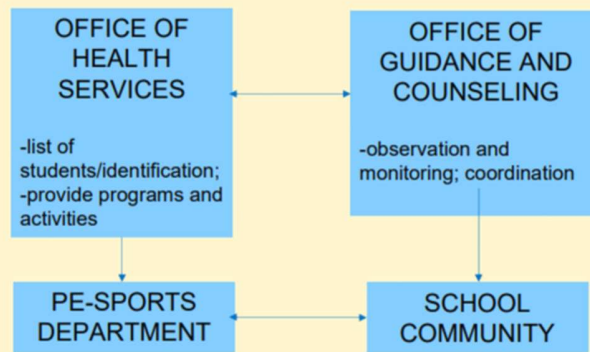
Date: February 20 2024

Place: Phnom Penh, Cambodia

Questions received during the presentation made on [DAY 1] and the answers to those questions

Question	Answer
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #4a86e8; color: white; padding: 5px; margin-right: 10px; border-radius: 50%; width: 20px; text-align: center;">1</div> <div> <p style="margin: 0;">How many HEIs are offering Adapted PE in the Philippines? (Dr. Eishin Teraoka – Japan)</p> </div> </div>	<ul style="list-style-type: none"> <li>➢ Collect and gather actual data: HEIs with Adapted PE as a degree or offering it as a (core or an elective course)</li> <li>➢ Currently: HEIs offering Bachelor's degree programs – only offer Adapted PE as an elective course and not part of the core course wherein all degree students should be taking</li> </ul>
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #4a86e8; color: white; padding: 5px; margin-right: 10px; border-radius: 50%; width: 20px; text-align: center;">2</div> <div> <p style="margin: 0;">Health and Well-being action plan item: is this part embedded into the curriculum? How is this implemented? (Ms. Hilda Ilmawati – Indonesia)</p> </div> </div>	<ul style="list-style-type: none"> <li>➢ a qualification and/or a focus as a skill/training a quality inclusive PE teacher</li> <li>➢ system/mechanism is in place upon enrolment (disclose their special needs/services or restrictions) and then be directed to the OGC + OHS</li> <li>➢ Future plan to initiate: dev't of framework, engage with educational agencies on the use of the framework; refer to other schools/HEIs framework (locally or abroad); integrate; pilot test</li> </ul>

## Students Affairs Office/Academic Affairs



## Action Plan

### Task 2: Professional Development of PE/Sports Teachers-Trainers

Period: 2023-2028

Year	Goal/Objective	Action	Outcome	Evidence	Stakeholder
2023	<p><b>4. Health and Well-being</b></p> <p>Promote and provide support for the positive mental health and wellbeing in BasicED schools/HEIs</p>	<p><b>a. Promote implementation of programs in HEIs on mental health/psychosocial and wellness (for faculty and students)</b></p> <ul style="list-style-type: none"> <li>&gt; Infuse mental health/psychosocial in syllabus, curriculum and learning activities</li> <li>&gt; Conduct MH promotion activities in schools</li> </ul>	<p>Mental health and wellness programs/ activities are implemented in HEIs</p> <p><b>*psychosocial and overall well-being programs (e.g., Ateneo programs)</b></p> <p><b>*strengthen the integration psychosocial wellness in Health subjects then infuse activities in PE/Sports</b></p>	<p>Report on BED schools/HEIs implementing mental health and wellness programs/activities</p>	<p>Responsible unit: HEIs (Administration and PE Department)</p> <p>Beneficiaries: Pre-service candidates, In-Service teachers, other personnel involved in the teaching-learning environment</p>

## Evidence-Based

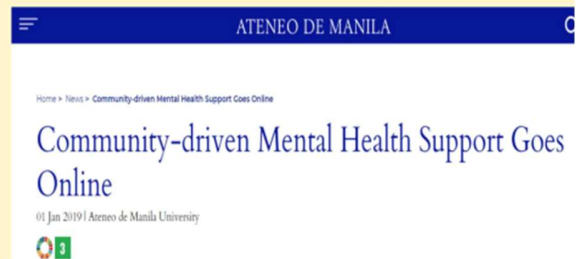
1. Philippine HEIs who have Adapted PE degrees, Adapted PE subjects into the BPEd curriculum
  - future consultation/discussion: with the Commission on Higher Education and the National Council on Disability Affairs (identify the schools/HEIs through their directory of schools) to collect actual/authentic data
  - there are schools/HEIs that offer Adapted PE degrees and schools/HEIs that cater to PWDs --- gather data

## Evidence-Based

2. Infuse mental/psychosocial wellness in programs and learning activities. Future action and a well-developed plan in PE curriculum...

-Higher Education Guidance and Counseling (OGC) and the Office of Health Services (OHS)

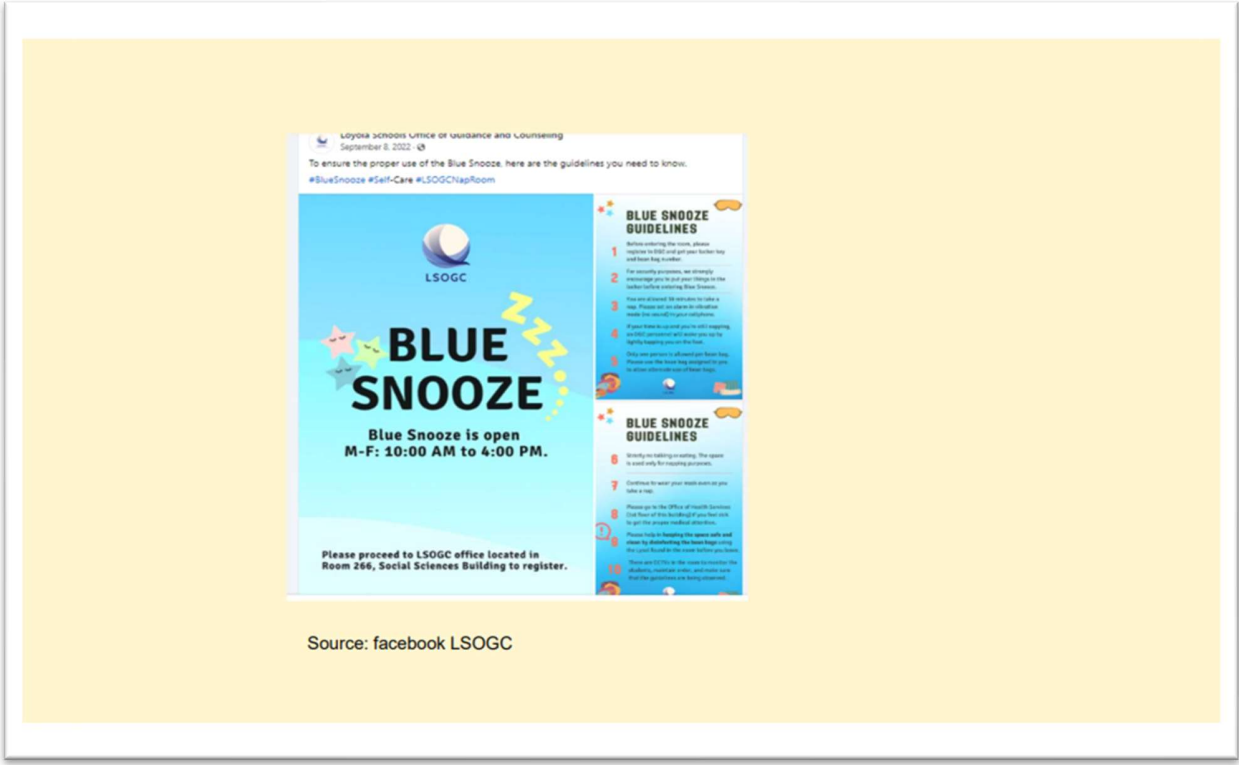
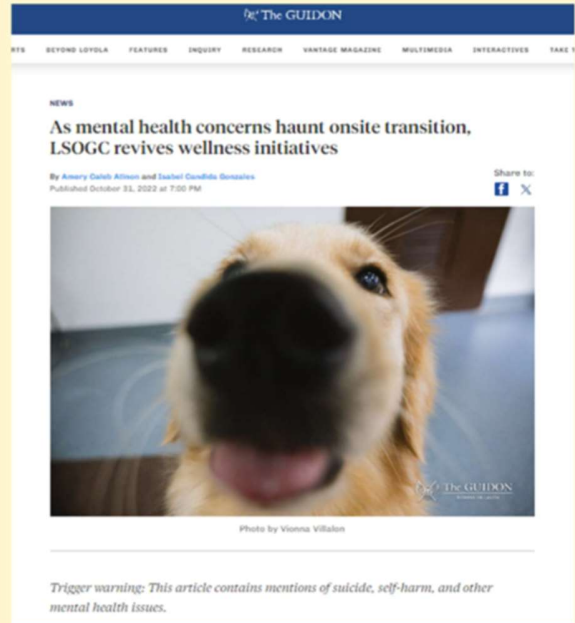
- offering services and programs** that emphasize formation in the context of life skills and psychoeducation;
- One-on-one consultation and counselling sessions** with school psychologists are kept accessible to students in an online setup;
- provides a 24/7 volunteer hotline for emergency situations;
- programs, talks, workshops and webinars that used to be held within the campus have now been adapted blended Platform; continue the programs for students, teachers, Non-teaching staff, professionals, support services staff (community)



- various onsite mental health interventions: the [Animal-Assisted Activity \(AAA\) program](#), [Blue Snooze](#), and the 24/7 [crisis line](#);






Source: facebook LSOGC



Source: facebook LSOGC



Organization  
for Economic  
Cooperation  
and  
Development  
(106 pages)

MINEPS VII  
BAKU OUTCOME DOCUMENT

FIT FOR LIFE ALLIANCE

*The Ministers meeting at the Seventh International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VII), held in Baku, Republic of Azerbaijan (26-29 June 2023),*

1. Welcoming Decision 215 EX/42 of the UNESCO Executive Board: "Implementation of Fit for Life and MINEPS VII" adopted at its 215<sup>th</sup> session;
2. Also welcoming Decision 216 EX/40 of the UNESCO Executive Board: "Bicycle for all - Bicycle for sustainable and healthy lifestyles" adopted at its 216<sup>th</sup> session;
3. Considering that the 2030 Agenda for Sustainable Development recognizes sport as an important enabler;

13. Noting that the COVID-19 pandemic has overlapped with the physical inactivity pandemic and that these two pandemics have exacerbated the three interrelated crises of declining physical health, deteriorating mental health, and increasing inequalities; and recognizing that integrated interventions in sport, education, health, and social inclusion are needed to address these crises, as well as other emerging crises related to climate change and sustainability;

14. Emphasizing the particular relevance of sport and quality physical education in building physical, mental, and social resilience; and noting that the COVID-19 pandemic has impeded access to physical activity in general and specifically for youth, girls and women, persons with disabilities, and people in vulnerable situations;

For the second Presentation [DAY4]

## Future issues based on the evaluation of your action plan

1) The lead government agency (CHED) may not prioritize the development of an inclusive/adapted curriculum in PE

Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve task
1. Improve and strengthen inclusive PE/Sports curriculum for pre-service students (curr.adaptation)	Direct	CHED (QC area)	5	2	*revision to be initiated/not implemented yet	-Receives less attention/not a priority from the educational agency given the pressing demand for disciplinal/core courses	-need to include the Adapted PE courses to train the pre-service teachers; to make it one of the core subjects (not only elective); propose the adapted curr. via FGDs; best models/practices to adopt; pilot test
	Indirect	PE pre-service students (UP Diliman and UST)	300	100			

For the second Presentation [DAY4]

## Future issues based on the evaluation of your action plan

2) Creation of a Technical Working Group (CHED) to develop a balanced curriculum === due to the lack of PhDs in the field of PE and Sports (proper direction on current/relevant concerns)

task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve task
2. TWG to develop curriculum + pre and in-service training for PE/Sports teachers	Direct	CHED	5	3	*to be initiated/not implemented yet	-imbalanced curriculum; not a priority (don't see the need)	-discuss/lobby to existing PhDs (discuss the need to initiate) necessary requirements (funds and budget); engage stakeholders
	Indirect	PE pre and in-service teachers (2 schools)	300 + 40	100 + 40			


## References:

- Llego, M. DepEd Inclusive Education Policy Framework. Retrieved from <https://www.teacherph.com/deped-inclusive-education-policy-framework>
- Commission on Higher Education. Retrieved from <https://ched.gov.ph/wp-content/uploads/2017/10/Sample-Curricula-Bachelor-of-Physical-Education.pdf>
- Rabino, V.S. (2020). Manual on Disability Support Services: A Guide for Public and Private Sector. Retrieved from: <http://www.ncda.gov.ph>
- National Council on Disability Affairs (NCDA). (2020). Directory: Universities and Colleges – Providing Services to Students with Disabilities. Retrieved from: <http://www.ncda.gov.ph>
- The Guidon. Retrieved from: <https://www.ateneo.edu/news/2019/01/01/community-driven-mental-health-support-goes-online>
- Ateneo de Manila Loyola Schools Office of Guidance and Counselling. Retrieved from: <https://www.facebook.com/LSOGC/posts/pfbid0bpYjkW76kBFijdFfQ1Xhe4JHhwRutBJFqLWbmBbUhc2G1k9vcJ4jGxTyDA33Qjl>

■ シンガポール（2023 年度アクションプラン実施中間報告）

# ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023

## Format to Report Your Action Plan in 2023

Singapore  
Derrick CHEE (PETE),  
Kelly FAN (SPD)

※Time for the presentations:  
(DAY1 and 2=Presentation (1)):  
20 mins. for presentation and  
10 mins. for Q&A



Date: February 19 2024  
Place: Phnom Penh, Cambodia

### Evaluation of Output -Action Plans' Contents-

Classification by Characteristics of the Contents in the Action Plans Revised in FY2023 (PETE)

Action plan	Enhance Pre-Service Program	Enhance In-Service Program	PETE Centered	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources (curriculum revision, networking, material, infra, etc.) Provision	Implementation of Workshop	Others
<p>Cement awareness by PE teachers and review current set-up</p> <p>Ensure resource network for PE teachers</p> <p>Establish milestones for students with disabilities</p> <p>Support students with disabilities in PE and outside the conventional school curriculum</p>	Completed	Completed	Yes, given the importance of the application for success	Yes – aligned with the national narrative that everyone has the right to enjoy sports by lowering or eliminating the barrier of access to sports and physical activity	Continual process that involves fine-tuning of pedagogy applications to suit evolving demands and needs. Drawing as well from latest literature review and expert opinion.	Physical Education and Sports Education Academy (PESTA)'s professional development package on inclusive PE and organised training session.	In-process	Concurrent efforts exercised in learning from best practices worldwide instead of reinventing the wheel

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## Evaluation of Implementation Progress of the Action Plans

Progress Status at the End of FY2023

(PETE)

Action plan	Brought to the Administrative Level	In Process of Preparation	Development of Training Program Started	Training Commenced	Effectiveness Verifications Carried Out	Description/Others
<p>Cement awareness by PE teachers and review current set-up</p> <p>Ensure resource network for PE teachers</p> <p>Establish milestones for students with disabilities</p> <p>Support students with disabilities in PE and outside the conventional school curriculum</p>	Well supported by administration	Established in standing curriculum by Ministry of Education.	Currently developing new PE Teaching and Learning Syllabus (TLS) to be launched in later part of 2024. Key approach and findings and recommendations of TLS aligned to Enabling Sports Taskforce	Continual process for SPED teachers and allied educators. Every sch with inclusive PE trained teacher as in service add-on to assist with design of appropriate curriculum for students with disabilities nationwide	To be determined by consultant review and feedback in due course.	To look into other concurrent factors e.g. design of community sports facilities to support students with range of disabilities and (2) professional development of staff at such sports settings

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## Considering Promoting and Inhibiting Factors Based on Evaluation of Each Taken Action: Sharing Your Experience and Data

(PETE)

Action Plan	Promoting Key Factor	Inhibiting Factor	Solution
<p>Cement awareness by PE teachers and review current set-up</p> <p>Ensure resource network for PE teachers</p> <p>Establish milestones for students with disabilities</p> <p>Support students with disabilities in PE and outside the conventional school curriculum</p>	Recognition and acceptance of need to put in place concerted effort to promote sports participation for PWDs in school and beyond school settings, in addition with the commitment to required resources to do so.	Consider possibility of ignorance of potential stakeholder groups that may inhibit the collective progress of achieving inclusivity targets in PE and sports participation.	Explore viability of raising both explicit and subtle awareness exercises to sensitise the wider public to the existence of such underprivileged groups and the challenges faced.

## **Examples of Developed Inclusive PETE Program**

1) Adoption by Ministry of Education's Physical and Sports Education Academy (PESTA) of professional development package on inclusive PE and organised training sessions on the topic of inclusion. Alignment with "I'm Possible" toolkit designed by the International Paralympics Committee (IPC) to provide teachers with lesson ideas that are imbued with Paralympic values.

2) Currently practised in public schools nationwide in Singapore - ensuring there is at least 1 inclusive PE-trained teacher in every school as part of the Ministry of Education's policy strategy

## **Outcomes Related to Capacity Building and Networking with Different Stakeholders Based on Your Implemented Action Plan**

1) Continually raising the professionalism standards of PE teachers with regard to educating Students with Special Needs and strengthening teacher solutions

2) Widening the Community of Practice from the Govt public school fraternity to the private sector and NGOs

3) Retain self reflection mode in finetuning polices based on the contemporary demands of the times

## Good Practices in Inclusive PETE Promoted in Your Country

- 1) Collaboration with like-minded partners between Govt and quasi- or non-Govt organisations e.g. Singapore Physical Education Association (SPEA), which is committed to promotion of high standards and sound practices in the local PE community. Sharing sessions on how to engage students with special education needs are commonplace for the SPEA for local and allied educators
- 2) Disability Sports Masterplan and Enabling Masterplan (2030) – sets out the vision for Singapore as a inclusive society in 2030, which is developed by, for and with Persons with Disabilities and their caregivers.

(ワークショップ最終日プレゼンテーション)

For the second Presentation [DAY4]

### Questions received during the presentation made on [DAY 1] and the answers to those questions

- 1) Sharing of Singapore's experience in coordinating and pushing the (i) national narrative, (ii) the stakeholder engagement, and (iii) development and implementation of recommendations and solutions with regard to PETE and SPD.

-----

- ❖ Singapore's unique situation as a small country with a history of strong alignment between government agencies
- ❖ Able to push through with the government direction on providing the **RIGHT** support, based on stakeholders' feedback, for People with Disabilities (PWD) across the spectrum of their lifetimes – from school to work life and old age
- ❖ Nimble approach in working with agencies, be it Govt to Govt or with NGOs
- ❖ Allocation of resources
- ❖ Sustainability in solutions and the willingness to refine as we go along



For the second Presentation [DAY4]

## Future issues based on the evaluation of your action plan

Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Continually raising professional standards in educating Students with Special Needs and strengthening teacher solutions	Direct	Teachers	TBC	TBC	NA	Teachers first line of imparting correct knowledge of engaging people with special needs	Developing new PE Teaching and Learning Syllabus in later part of 2024. Aligned to Enabling Sports Taskforce
	Indirect	Students	TBC	TBC	NA		

For the second Presentation [DAY4]

## Future issues based on the evaluation of your action plan

Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Widening the Community of Practice from the Govt public school fraternity to the private sector and NGOs	Direct	Schools NGOs	TBC	TBC	NA	Alignment of efforts to broaden outreach of solutions and ensuring more consistent progress	Disability Sports Masterplan
	Indirect	Parents Caregivers PWDs	TBC	TBC	NA		Enabling Sports Taskforce

For the second Presentation [DAY4]

## Future issues based on the evaluation of your action plan

Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achieve tasks
Retain self reflection mode in finetuning polices based on the contemporary demands of the times	Direct	Government Teachers	TBC	TBC	NA	Improve to close gaps, check blindsides, no one left behind	Stakeholder groups – PE teachers associations and NGO groups  Best practices picked up internationally and if these are <b>RELEVANT</b> to our ASEAN context
	Indirect	PWDs Caregivers	TBC	TBC	NA		

■ タイ (2023 年度アクションプラン実施中間報告)

# ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023




## Format to Report Your Action Plan in 2023

Thailand  
Chalitpol SUEBMAI (PETE),  
Taweechoak PONGDEE (SPD)

※Time for the presentations:  
(DAY1 and 2=Presentation (1)):  
20 mins. for presentation and  
10 mins. for Q&A



Date: February 20 2024  
Place: Phnom Penh, Cambodia

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information.  
If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### I Revised Action Plan in 2023

**Background:**

**Obstacles and Issues**

- After the government reformed in 2002, DPE was no longer under MOE's jurisdiction. PETE production is not the main issue, but caring for PE teachers in schools across the nation is no longer the mission of DPE.
- Since 2002, PE is not a priority issues under MOE's responsibility until nowadays.
- PETE development requires more collaboration between relevant organizations.
- The National Sports Development Plan or the National Education Plan does not determine the promotion of a PE curriculum for disabled students.
- There are no qualified or certified PE teachers at most primary schools.
- The Department of Physical Education was trying to develop a curriculum for teaching physical activities for disabled students in primary schools (an ongoing project).

For Presentation (1)

## Summary

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### I Revised Action Plan in 2023

#### **Background:**

#### **PE teacher statistics in Thailand**

No.	Type	State Agency	Number	Students	PE. Teacher
1	Sport Schools (Upper Secondary)	Ministry of Tourism and Sports	11 campuses	4,664	511
2	Thailand National Sport University (Undergraduate Degree)		17 campuses	13,544	725 (Lecturers)
3	Office of the Basic Education Commission (Kindergarten/Elementary/Lower Secondary/Upper Secondary)	Ministry of Education	29,583 schools	6,612,199	15,831
			Inclusive Schools 24,319 schools	- Students with Special needs = 402,897 - Intellectual disabilities = 17,037	N/A

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### I Revised Action Plan in 2023

#### **Goal**

- Improve and ensure equal the accessibility to PE for both normal and disable students
- Develop and improve the potential of teaching and learning for Non-PE certified teachers in primary school (special education needs schools and inclusion schools)
- Promote physical fitness and health for both normal and disable students in primary schools across the country

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information.  
If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### I Revised Action Plan in 2023

#### *Outcome*

- Both normal and disable students in special schools and inclusion schools improve their physical fitness and health
- Continuously support both normal and disable students' basic movement and motor skills to be further success as national athletes

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information.  
If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### I Revised Action Plan in 2023

#### *Outcome*

- Both normal and disable students in special schools and inclusion schools improve their physical fitness and health
- Continuously support both normal and disable students' basic movement and motor skills to be further success as national athletes

#### *Evidence*

- Physical Fitness Testing for both normal and disable students
- Qualities of Non-PE teachers' lesson plan

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### I Revised Action Plan in 2023

#### *Outcome*

- Both normal and disable students in special schools and inclusion schools improve their physical fitness and health
- Continuously support both normal and disable students' basic movement and motor skills to be further success as national athletes

#### *Evidence*

- Physical Fitness Testing for both normal and disable students
- Qualities of Non-PE teachers' lesson plan

#### *Stakeholders*

MOE, MOTS, National Sports Policy Committee, National Disable Sports Associations, NPC-Thailand, ThaiHealth Promotion Foundation, Dept. Empowerment of Persons with Disabilities

For Presentation (1)

## Summary

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### I Revised Action Plan in 2023

#### *Action Plan*

##### *Short:*

- Integrating with relevant organizations;
  - 1 project fund from ThaiHealth Promotion Foundation
  - 2 seek schools networking under MOE's supervision
  - 3 establish the Committee for deciding the PE curriculum by inviting relevant stakeholders (PE experts, Bureau of Academic Affairs, MOE)
- Develop two PE curriculums with PE experts;
  - 1 Teaching physical activities for disable students
  - 2 Teaching PE for Non-PE teachers

For Presentation (1)

## Summary

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### I Revised Action Plan in 2023

#### *Action Plan*

#### *Middle:*

- Conduct and evaluate training course (as a pilot project) in primary schools nationwide (special education needs schools and inclusion schools)
- Expand training courses in schools nationwide (special education needs schools and inclusion schools)

#### *Long:*

- Coordinate MOE to disseminate curriculum to schools under their supervision
- Conduct and evaluate training course (as a pilot project) for Non-PE teachers
- Expand training courses in schools nationwide

For Presentation (1)

## Summary

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### II Outcomes in the Action Plan (Achieved)

#### **Physical Activity for Children with Special needs (Elementary schools) (Intellectual Disability) Project: implementation processes**

*Budget Supported by ThaiHealth Promotion Foundation.*

- Establish working groups from relevant sectors.
- Convene the working group meetings to plan all work processes.
- Convene the advisory committee and PE expert focus groups to prepare the curriculum.
- Prepare the curriculum's manual and teaching materials.
- Coordinate with the Ministry of Education to discuss the teacher training pilot project activity in the regional area.

For Presentation (1)

## Summary

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### II Outcomes in the Action Plan (Achieved)

#### **Physical Activity for Children with Special needs (Elementary schools) (Intellectual Disability) Project implementation processes**

- Convene the training program for 50 teachers (teaching PE classes but may not be PE certified) from 25 regional schools.
- Assign trained teachers to prepare eight weeks of lesson plans and implement plans at their schools.
- Assign trained teachers to conduct pre-post physical fitness tests for PE class students.
- Monitor teaching activities and student physical fitness test results in schools.
- Conduct the public hearing with relevant sectors to improve the curriculum.

For Presentation (1)

## Summary

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### II Outcomes in the Action Plan (Achieved)

- The curriculum's manual and teaching materials.
- All 50 PE teachers passed the training evaluation. (70% female/82% non-PE certified)

For Presentation (1)

# Summary

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## II Outcomes in the Action Plan (Achieved)



For Presentation (1)

# Summary

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## II Outcomes in the Action Plan (Achieved)



For Presentation (1)

## Summary

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### III Evaluation of Outcomes in the Implemented Action Plan

- PE teacher can prepare eight weeks of PE lesson plans.
- 53% of students with special needs (Intellectual Disability) in PE classes from 25 schools get better scores on physical fitness test.

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

### IV Future Tasks and Challenges

- The budget proposal to be submitted/sent/requested to the government or related stakeholders to conduct more PE teacher training in all regional areas.
- Inclusive Schools 24,319 schools/Students with Special needs = 402,897/  
Students with Intellectual disabilities = 17,037. That is a large number of population to implement the project.

## Examples of Developed Inclusive PETE Program

### Physical Activity for Children with Special needs (Elementary schools) (Intellectual Disability) Project



## Outcomes Related to Capacity Building and Networking with Different Stakeholders Based on Your Implemented Action Plan

- DPE, MOTS
- ThaiHealth Promotion Foundation
- Regional schools, Office of the Basic Education Commission , MOE

## Good Practices in Inclusive PETE Promoted in Your Country

### The Thailand Sports Festival for Students with Disabilities

- The Department of Physical Education has been organizing the Thailand Sports Festival for Students with Disabilities for over 15 years now. The festival features over ten different sports and provides a competitive stage for physical education teachers across the country to teach, coach, and train students with disabilities to become school-level athletes.
- About five years ago, the department's budget was cut by the government, resulting in only two sports being organized to date. This has caused a decrease in physical education teachers' interest in developing special needs children.

(ワークショップ最終日プレゼンテーション)

For the second Presentation [DAY4]

### Questions received during the presentation made on [DAY 1] and the answers to those questions

1) Q: Who takes responsibility for the curriculum "Physical Activity for Children with Special needs (Elementary schools) (Intellectual Disability) Project" ?

A: After the Department of Physical Education was separated from the Ministry of Education, PE teachers seemed to be abandoned from the basic education system, and the responsibility for developing physical education (PE) teachers in the basic education system needs to be addressed. As a result, the Department of Physical Education is now taking responsibility for this matter instead of the Ministry of Education.

2) Q: How can you evaluate the teachers and children in the pilot training course project?

A: For the teachers, we let them take a multiple-choice exam and assigned them to make an 8-week lesson plan to teach their students in the inclusive PE class. For the students, both normal and disabled, we took a pre-post physical fitness test after they learned an 8-week PE lesson.

3) Q: How can we increase stakeholder participation in establishing a curriculum and manual?

A:

4) Q: How could we disseminate the training course to all the teachers in an inclusive school nationwide if we need more budget to do so?

A:



## Future issues based on the evaluation of your action plan

**1) Q: How can we increase stakeholder participation in establishing a curriculum and manual?**

A: Initially, DPE organized a seminar to create a curriculum and manual by inviting experts from universities in physical education and teaching children with disabilities to brainstorm and develop a curriculum and manual.

After consulting with Prof. Yamaguchi, it was suggested that stakeholders who will be using the curriculum and manual in the regional area should have greater involvement, specifically PE teachers in inclusive schools from those region.

DPE will consider organizing a workshop and inviting PE teachers from inclusive schools in the regional area to improve the curriculum and manual, making it more suitable for them.

**2) Q: How could we disseminate the training course to all the teachers in an inclusive school nationwide if we need more budget to do so?**

A: DPE did not receive a budget from the government to start this project. However, it received a cooperation budget from the ThaiHealth Promotion Fund. However, DPE will continue to request annual budgets from the government.

After consulting with Prof. Yamaguchi, we have come up with a plan to invite 5 to 8 physical education teachers from each region to attend training courses. Once they have completed the training, they will become regional trainer teachers and be able to expand the network even further. DPE will consider creating more teaching materials, manuals, and video clips to provide additional support and improve communication.

## Future issues based on the evaluation of your action plan

Task		Beneficiaries	Expected number	Real number	Rate of achievement	Reason	Strategies to achieve tasks
1) Organizing a workshop and inviting PE teachers from inclusive schools in the regional area nationwide to improve the curriculum and manual, making it more suitable for them.	<b>Direct</b>	PE Teachers	50 PE teachers	N/A (24,319 inclusive schools)	0.2%	DPE needs a larger budget to organize many workshops in the regional area. Therefore, we may organize only one workshop by asking for some budget from our partners.	- DPE Collaborates with MOE to provide a PE teacher selection process to be an effective trainer.  - DPE collaborates with MOE to support the teachers in their supervision to participate in the workshop with DPE.
	<b>Indirect</b>	- Other teachers in regional area -Students in Inclusive Schools	- 150 More PE teachers  - 7,500 students both normal and intellectual disability	N/A (17,037 students with intellectual disability)			
2) Convene the training course by inviting 5 to 8 physical education teachers from each region nationwide to make them a regional trainers.	<b>Direct</b>	PE Teachers	50 PE teachers	N/A (24,319 inclusive schools)	0.2%		
	<b>Indirect</b>	- Other teachers in regional area -Students in Inclusive Schools	- 150 More PE teachers  - 7,500 students both normal and intellectual disability	N/A 17,037 students with Intellectual Disability			

■ ベトナム（2023年度中間報告）

※PETE カウンターパート不参加の為アクションプラン実施報告は無し

## ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2023




# Action Plan in 2023

**Viet Nam**  
**NGUYEN Trong Kien (PETE),**  
**DANG Van Sau (SPD)**

※Time for the presentations:  
 (DAY1 and 2=Presentation (1)):  
 20 mins. for presentation and  
 10 mins. for Q&A



Date: February 20 2024  
 Place: Phnom Penh, Cambodia

For Presentation (1)

## Summary

※In your presentation, please mention each of the following matters according to the progress you made in 2023, with the aim of updating the contents of Slides 3 and 4 with supporting information. If necessary, you are permitted to add pages after this page to refer to each matter based on your necessity.

**I Revised Action Plan in 2023**

**II Outcomes in the Action Plan (Achieved)**

**III Evaluation of Outcomes in the Implemented Action Plan**

**IV Future Tasks and Challenges**

It was not updated due to representative of PETE so busy with his own work at the Ministry he belongs.

## Examples of Developed Inclusive PETE Program

As I mentioned at the previous slide. Due to some objective reasons. We did not update and complete the Action Plan as requirement. Therefore, with using the previous presentation along with my personal knowledge and opinions about PETE, I would like to share with all of you some views as follows:

### **Challenges and tasks being implemented currently in PE in Vietnam:**

#### **i. Lack of PE teachers compare to the current demand:**

- + 15.492 Kindergarten schools do not have PE teachers.
- + There are 40.361 PE teachers / 26.347 Elementary/High Schools.
- + Estimate: Lack of 8.700 PE teachers.

**ii. There are not PE specified teachers in the kindergarten and some elementary school:** About 20% of Elementary Schools do not have PE teachers. PE is taught by General teachers so they did not implement PE lessons in accordance with regulations.

## Examples of Developed Inclusive PETE Program

#### **iii. Time allocation for PE:**

- The time allocation for PE subject is too low in the school curriculum:
  - Kindergarten: 30 minutes/ day.
  - Elementary - High school: 02 sessions/week (each session is 40 mins) = 80 mins/week.

**iv. Lack and/or quality of facilities/equipment in school does not allow for the teaching of the full program.** Estimate: about 36% of schools lack indoor facilities/equipment.

## Examples of Developed Inclusive PETE Program

v. MoE should cooperate with the relevant authorities in improving PETE:

- Improving the quality of PE in order to enhance the health and well-being of students through evidence-based curriculum reform.
- Raising awareness of PE to all classes of people by Implementing community wide communication campaigns and Increasing public policy advocacy efforts to advance Physical Education reform.

vi. Advising people to increase physical activities, especially after covid-19: Spending more time on walking, cycling, swimming and the other physical activities.

## Good Practices in Inclusive PETE Promoted in Your Country

### Developing the good relations with the other organizations.

- Since FY 2018: Vietnam has cooperated with Mizuno Corporation by Introducing the "Mizuno Hexathlon Program" to the Public Elementary Schools in Vietnam



## Good Practices in Inclusive PETE Promoted in Your Country

Mizuno has contributed to solving the problems of physical education classes in primary compulsory education by introducing the exercise program “Mizuno Hexathlon” to public elementary schools throughout Vietnam. The purpose of this project is to deliver a fun and entertaining way of exercising for all elementary school students in Vietnam.



From November 2018, the project has been able to offer classes using the Mizuno Hexathlon Exercise Program at 126 elementary schools in 63 cities in Vietnam under the official approval of the Ministry of Education and Training of Vietnam. The project will make further efforts to expand our programs to about 15,000 elementary schools throughout Vietnam, and more Vietnamese children will feel the joy of exercising and smiling from the bottom of their hearts.

## Running movement - a push for the Vietnam Marathon

- The number and achievements in running events increasing in 2023, leading to major social, economic changes and potential development in Vietnam.
- In 2023, 41 full marathon (FM) running events was held in Vietnam, sharply increasing compared to the other years. These tournaments attracted more than 264,000 runners and took place in 27 provinces and cities in Vietnam



## Some information regarding SPD in Vietnam

\* The National Committee for People with Disabilities was established in 2015.

\* Currently, in Viet Nam there is about 7 million people with disabilities (PWDs), accounting for 7.06% of the population and about 58% (female), 28.3% (children), 10.2% (elderly). It is predicted that the number of people with disabilities will continue to be increased in the coming years due to population aging trends, environmental pollution, climate change, traffic accidents, working accidents, etc.

## Advantages, challenges and orientations in the future:

### Advantages

- Many legal documents, regimes and policies for people with disabilities have been issued:
  - (i) Law of sports (2006) and revises (2018).
  - (ii) Law for people with disabilities (2010).
- Vietnam is one of the countries has also ratified the United Nations Convention on the Rights of Persons with Disabilities.
- The awareness of the society and of people with disabilities has changed in health care, perfecting impaired functions, and confidently integrating into the community of people with disabilities.

## **Advantages, challenges and orientations in the future:**

### **Challenges**

- Many localities do not have sports facilities and clubs for people with disabilities to practice.
- Lack of coaches and guides for PWDs and less equipped with specific knowledge about classification and rehabilitation through sports activities.
- Some localities have not really paid attention to physical training and sports activities for people with disabilities
- The number of people with disabilities participating in sports activities is still small.

## **Advantages, challenges and orientations in the future:**

- The majority of families of people with disabilities is still poor, so it is not enough for family members to have the conditions to participate in training and competitions..
- Propaganda and counseling activities on sports for people with disabilities have not achieved high efficiency; physical facilities and equipment for people with disabilities to practice in localities are lacking and inconsistent; there are no separate programs and documents to guide people with disabilities...

## **Advantages, challenges and orientations in the future:**

### **Orientations in the future**

- (i). Developing mechanisms and policies for PWDs.
- (ii). Raising awareness, promote information and communication.
- (iii). Renovating the work of Training and developing human resources.
- (iv). Promote socialization.
- (v). Promote international cooperation.
- (vi). Focus on inter-sectoral coordination between the Ministry of Culture, Sports and Tourism and relevant ministries, authorities and organizations to maintain and integrate sports activities for people with disabilities.

**THANKS FOR YOUR ATTENTION!!!**

(ワークショップ最終日プレゼンテーション)

**ASEAN-Japan Actions on Sports**  
ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE)  
& Sport for People with Disabilities (SPD) FY2023



**Action Plan in 2023**

**Viet Nam**  
**NGUYEN Trong Kien (PETE),**  
**DANG Van Sau (SPD)**

※Time for the presentations:  
(DAY4=Presentation (2)): 10  
mins. for presentation and  
5 mins. for Q&A



Date: February 22/2024  
Place: Phnom Penh, Cambodia

For the second Presentation [DAY4]

**Questions received during the presentation made on [DAY 1] and the answers to those questions**

1) About Current situation of **Mizuno Hexathlon Program (request from Malaysia-Facilitator).**

Actually, since September 2018, Mizuno held a cooperation agreement with the Ministry of Education and Training of Vietnam to introduce the “Mizuno Hexathlon Exercise Program” in the new course of study, which is scheduled to be revised locally.



For the second Presentation [DAY4]

## Questions received during the presentation made on [DAY 1] and the answers to those questions

The agreement ceremony was held at the Ministry of Education and Training (Hanoi) in the presence of officials from the Embassy of Japan in Vietnam, JETRO, Japan Sports Agency, and the Japan Sport Council. Soccer balls and shoes were donated to 1,000 local public elementary schools.

From November 2018, the project has been able to offer classes using the Mizuno Hexathlon Exercise Program at 126 elementary schools in 63 cities in Vietnam under the official approval of the Ministry of Education and Training of Vietnam. The project will make further efforts to expand our programs to about 15,000 elementary schools throughout Vietnam, and more Vietnamese children will feel the joy of exercising and smiling from the bottom of their hearts.



For the second Presentation [DAY4]

## Questions received during the presentation made on [DAY 1] and the answers to those questions

### As Feedback from Local Contacts

Mrs. Nguyen Thi Nghia, the Vice Minister of Education and Training: She said that Mizuno Hexathlon has many advantages in terms of combinations of basic movements, competitions, and teaching methods. It can improve the basic athletic abilities of elementary school students. Children are having fun exercising with a sense of play at the elementary school that introduced verification. The Ministry of Education and Training of Vietnam is grateful for Mizuno's activities related to physical education and will instruct related organizations such as the Physical Education Bureau to work closely with Mizuno in order to ensure the development of this program. We truly hope that Mizuno Hexathlon will bring practical benefits to elementary school students in Vietnam and contribute to the improvement of the quality of primary education as a whole.

## Questions received during the presentation made on [DAY 1] and the answers to those questions

And the newest information, on 27<sup>th</sup> July 2023 had a meeting between the Ministry of Education and Training of Vietnam with representative of Mizuno Group to evaluate the effectiveness of application 'Mizuno Hexathlon Exercise Program' in Vietnam since running. Accordingly, 126 primary schools across the country have received Mizuno Hexathlon primary school kits. Departments of Education and Training deploy and apply the Mizuno Hexathlon program into local Physical Education classes.



## Questions received during the presentation made on [DAY 1] and the answers to those questions

The results show that, with the advantage of organizing basic movement activities, combining diverse movements and play with simple tools, students studying the Mizuno Hexathlon program have had educational classes. Exciting physical exercise, maximizing potential and interest in training. The Minister highly appreciated the fact that Mizuno Group was designated by the Japanese Ministry of Education as a coordinating unit to promote the implementation of the program to introduce and expand Japanese-style physical education activities abroad within the framework of the Program. Edu-Port.



## Questions received during the presentation made on [DAY 1] and the answers to those questions

2) Do you have any PE Teacher appointed from MoE? Request from Myanmar

The Ministry of Education and Training, the state management authority for vocational education at the Central level, according to its authority, promulgates regulations on employment positions and provides specific guidance on determining employment positions and the number of employees. jobs, including the position and number of teachers, physical education and sports instructors for public schools only. It means that MoE appoint PE Teachers for Public Schools at the Central level only.

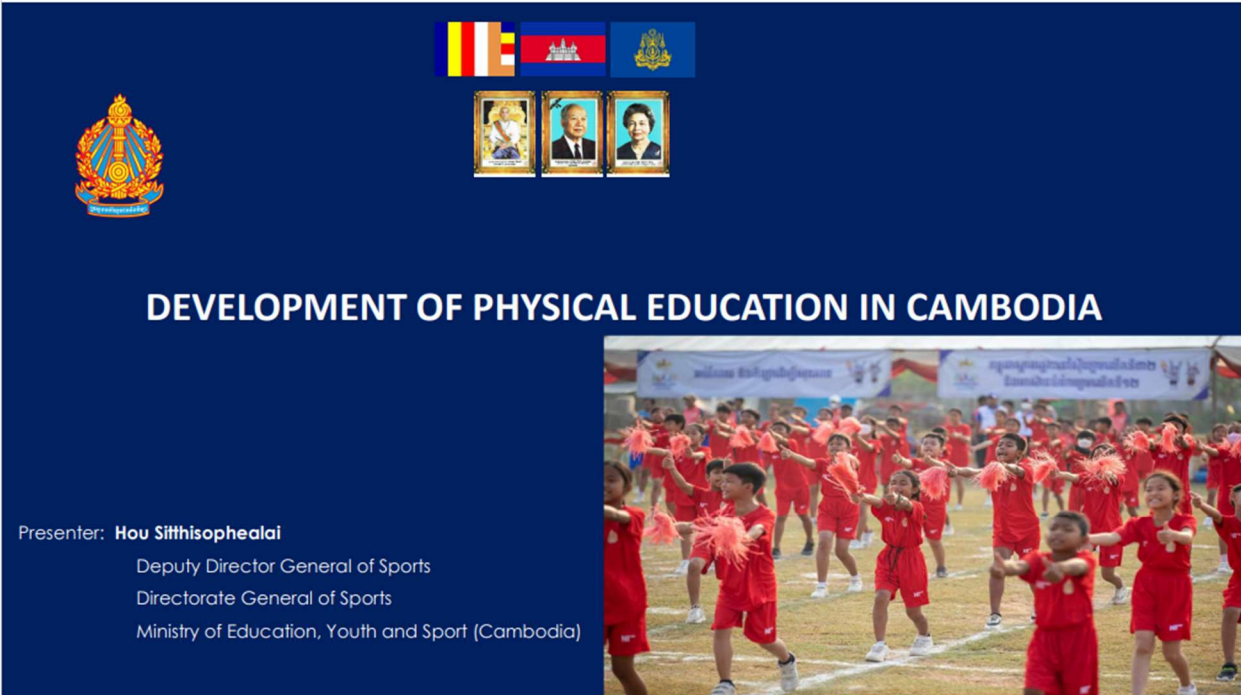
## Future issues based on the evaluation of your action plan

1) MoE should suggest some changes in the PETE policy, curricula and practice from UNESCO quality PE guidelines perspective.

2) MoE should cooperate with the relevant authorities in improving PETE

task		Benficiaries	Expected number	Real number	Rate of achievement	Reason	Strategy to achive tasks
MoE should suggest some changes in the PETE policy, curricula and practice	Direct	Students from schools at all levels; all public schools	- At the first stage: pilot in 100% schools from kindergarten to high schools in the big cities - At the next stage:	According to the current situation of each school	NA	Belonging to each school's current situation	Promoting school autonomy so that MoE can get feedback information from different schools. Because to enhance the Strategy/ideal among the Government

第7章 カンボジア体育教師教育、障がい者スポーツ現況に係るプレゼンテーション資料  
体育教師教育



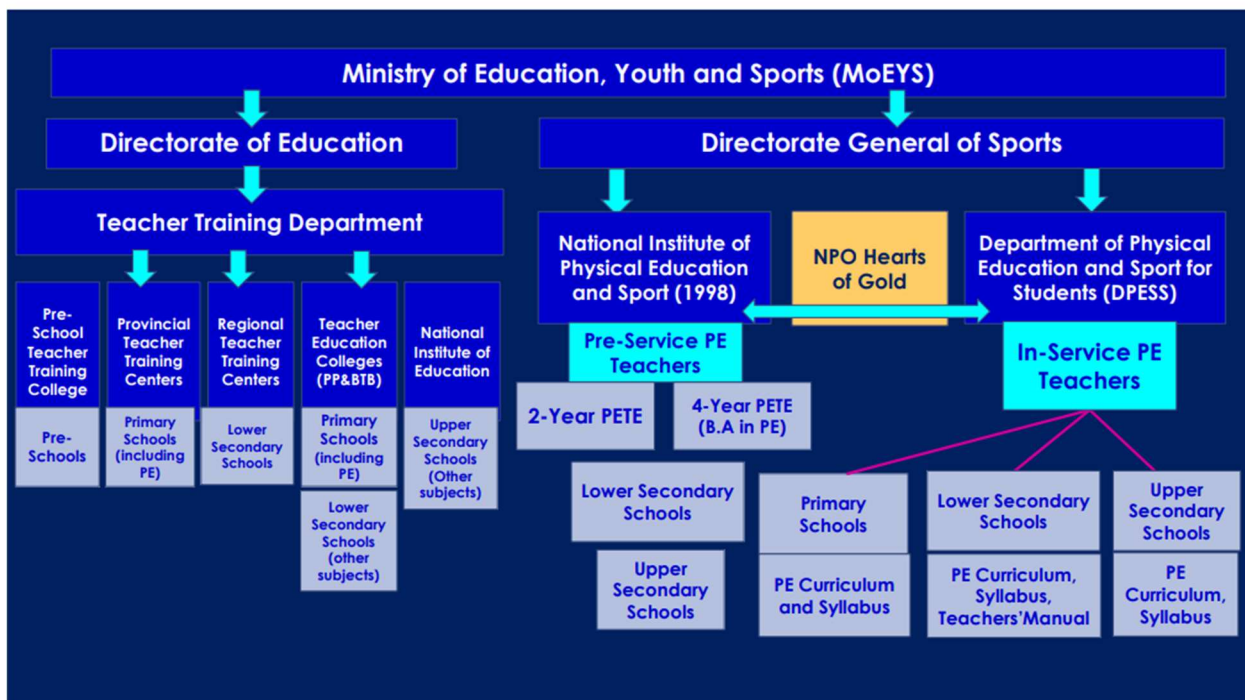
The slide features a dark blue background. At the top left is the emblem of the Ministry of Education, Youth and Sport of Cambodia. To its right are the national flag of Cambodia and the royal coat of arms. Below these are three framed portraits of officials. The main title 'DEVELOPMENT OF PHYSICAL EDUCATION IN CAMBODIA' is centered in white. On the right side, there is a photograph of a large group of children in red athletic uniforms performing a synchronized exercise on a grassy field. On the left side, below the title, is the presenter's name and affiliation.

**DEVELOPMENT OF PHYSICAL EDUCATION IN CAMBODIA**

Presenter: **Hou Sithhisophealai**  
Deputy Director General of Sports  
Directorate General of Sports  
Ministry of Education, Youth and Sport (Cambodia)

- After 1979: **Physical Studies** was taught in schools, but only 10 to 15 minutes before class started in the morning and before going home in the afternoon.
  - No proper training of teachers
  - No pedagogical teaching method
  - No clear lesson objectives
  - Only teach the students how to do exercises

Students only have PE lesson of 15mins **per day**. The students in all grades were only taught how to raise their hands and legs. It was usually called 'Doing Exercises'



- Before 2004: PE in school (1 hour per week)
  - Not implemented well
  - No standard curriculum, no syllabus

## **What have we done to promote Physical Education and Quality Physical Education(QPE) in Cambodia?**

**MoU between Ministry of Education, Youth and Sport with NPO Hearts of Gold under JICA Project (2006 – 2024)**

**Project on Physical Education for All (2021-2024)**



Books for Primary Schools  
(2006 – 2008)

1. Syllabus
2. Teacher's Manual in Physical Education (grade 1 to 6)



Curriculum Framework in Secondary School and Technical Education was developed in 2015:

Stage of school	Name of subject or content area	Time allocation in school curriculum
Kindergarten	Psychomotricity	6 hours per week
Elementary school	Physical Education and Sport	2 hours per week
Lower Secondary School	Physical Education and Sport	2 hours per week
Upper Secondary school	Physical Education and Sport	2 hours per week

### Time Allocation for Each Subject (Grade 1 to Grade 6)

No	Subject	Grade					
		1	2	3	4	5	6
1	Khmer Language	11	11	11	9	9	9
2	Mathematics	7	7	7	6	6	6
3	Science	3	3	3	3	3	3
4	Computer	0	0	0	1	1	1
5	Social Studies	3	3	3	3	3	3
6	Art Education	1	1	1	1	1	1
7	Physical Education and Sport	2	2	2	2	2	2
8	Health Education	1	1	1	1	1	1
9	Foreign Language	2	2	2	2	2	2
10	Basic Life Skills	0	0	0	2	2	2
<b>Total Hours Per Week</b>		30	30	30	30	30	30

9

### Time Allocation for Each Subject (Grade 7 to Grade 9)

No.	Subjects	Grade		
		7	8	9
1	Khmer Language	7	7	7
2	Foreign Language	6	6	6
3	Mathematics	7	7	7
4	Science	6	6	6
5	Social Studies	7	7	7
6	ICT	2	2	2
7	Physical Education and Sport	2	2	2
8	Art Education	1	1	1
9	Health Education	1	1	1
10	Basic Life Skills	1	1	1
<b>Total Weekly Hours</b>		40	40	40

10

### Time Allocation for Each Subject (Grade 10 to Grade 12)

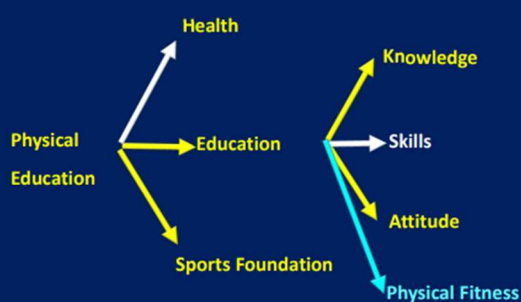
No.	Subjects	Grade		
		10	11	12
1	Khmer Language	5	5	5
2	Mathematics	6	6	6
3	Foreign Language	6	6	6
4	Physical Education and Sport	2	2	2
5	Home Economics	1	1	1
6	Physics	4	4	4
7	Earth and Environmental Studies	2	2	2
8	Chimistry	3	3	3
9	Biology	3	3	3
10	History	2	2	2
11	Geography	2	2	2
12	Morality and Civics	2	2	2
13	ICT	1	1	1
14	Health Education	1	1	1
Total Weekly Hours		40	40	40

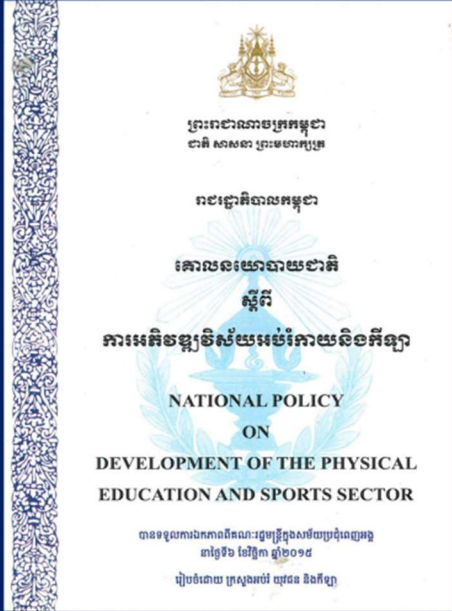
11

### Physical Education Subject:

#### AIM:

To cultivate culture of physical education and sports for students to have good health, strong body, intelligence, good discipline, get wisdom to become an effective resources to contribute to the development of the nation.





**National Policy on Development of the Physical Education and Sports Sector**



**Lower Secondary Schools:**

1. Syllabus for Physical Education
2. Teachers' Manual on Physical Education (Grade 7 – 9)



Upper Secondary Schools

1. Syllabus in Physical Education
2. Teachers' Manual on Physical Education (Grade 10 to 12)



Teacher Education Colleges, PTTCs, and RTTCs

1. Teacher's Manual in Physical Education (Year 1 – 2)



## THE 3<sup>RD</sup> NATIONAL PHYSICAL EDUCATION DAY 2023



Z

## Workshop on Diffusion of Teachers' Manual in PE Subjects to the Provinces







**Monitoring the Teaching and Learning PE in Schools (JICA Project – MoEYS and HG)**





### Short-Term Training on Physical Education in Japan (HG in JICA Project)



**Develop the 4-year Bachelor's of Art Program in Physical Education  
at National Institute of Physical Education and Sport**

- 1. Project 'Developing National Institute of Physical Education and Sport to become a 4-Year University' (2019 – 2022)**
- 2. Project on 'Developing 4-Year Quality Physical Education Teacher Education University through Utilizing ICT' (2023-2026)**

**To ensure that the curriculum at the PE Teacher Education Institution is consistent with the curriculum of PE subject in lower and upper secondary schools, ensuring that all PE teachers are competent in knowledge, skills, and attitude and have good ability to teach PE to students in schools.**

**Teaching and Learning Physical Education in Schools**









# CHALLENGES (1)

- Among 1,248 Lower Secondary Schools and 571 Upper Secondary Schools in Cambodia (2023):
  - There are still **shortage** of PE teachers in **Upper Secondary Schools**, but **excess number** of PE teachers in **Lower Secondary Schools**.
  - The number of PE teachers recruited to study at NIPES depends on the number of Quota provided by Ministry of Education, Youth and Sport and Ministry of Civil Service.

ស្ថិតិ លេខស្ទួន ប្រៀបធៀបនៃកម្រិតគ្រូបង្រៀនកីឡាស្រី និងកម្រិតគ្រូបង្រៀនកីឡាស្រីក្នុងសាលាមត្តេយ្យ និងសាលាមត្តេយ្យខ្ពស់ ឆ្នាំ ២០២៣

ល.រ	កំណត់ ខ្លី	កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត		កម្រិត	
		មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន	មុន	បច្ចុប្បន្ន		
1	កំណត់ ខ្លី	131	95	96	91	55	-29	23	-21	-73	72	69	73	66	48	62	51	-17	49	58	84	10	29	39	-7	-74	53	-16	-60	16	96	-37	-20	408	604
2	កម្រិត	0	68	-7	-20	-11	-22	8	22	-63	60	17	15	9	10	11	39	-11	9	20	113	-28	-3	-21	-16	-66	29	-14	-58	16	-17	-32	-56	-171	173
3	កម្រិត	2	11	0	5	1	13	0	-2	-3	9	1	7	-1	-1	1	5	2	-2	3	9	0	-1	2	-4	-3	0	1	-3	-1	6	-2	-1	2	52
4	កម្រិត	-10	-1	-10	-11	-9	7	1	-2	-8	8	1	1	-5	1	3	3	-4	-1	-5	5	-4	-3	-5	-6	-9	5	-2	-8	0	-3	-5	-8	-70	-15
5	កម្រិត	-3	29	-7	-2	-10	11	0	11	-14	2	2	21	9	0	0	27	-7	-2	-9	37	-11	-7	-11	-17	-16	3	-5	-18	-2	-8	-10	-16	-83	73
6	កម្រិត	-54	74	-40	-33	-32	-12	3	9	-54	13	2	24	-11	5	-11	24	-31	-9	-16	69	-46	-1	-53	-47	-61	-15	-19	-47	-14	-36	-29	-43	-464	-25
7	កម្រិត	-20	0	-1	-54	-18	13	0	9	-28	9	3	14	11	-1	8	16	-8	4	1	35	-15	-21	-13	-14	-30	16	-7	-27	13	-7	-9	-7	-112	-17
8	កម្រិត	-24	-17	-27	-67	-24	-12	0	3	-32	8	-1	-6	-4	0	0	2	-9	-10	-3	33	-10	-35	-13	-43	-37	5	-8	-37	-12	-33	-17	-31	-221	-242
9	កម្រិត	-8	8	-2	-2	-5	-2	-2	10	-28	30	13	6	4	1	11	21	1	0	2	51	-14	-16	-5	-13	-28	17	-3	-36	-4	-19	-10	-30	-76	-16
10	កម្រិត	-2	52	8	-20	-16	16	-1	14	-33	122	10	20	9	2	14	15	0	-10	4	82	-11	-21	-4	-28	-38	1	-8	-33	0	-25	-13	-23	-78	165
11	កម្រិត	-20	32	-25	-68	-29	-7	4	31	-63	112	-3	-4	0	-19	14	9	-10	-56	-1	77	-20	90	-23	-111	-74	-42	-9	-59	-27	-50	-37	-56	-323	-302
12	កម្រិត	-39	-36	-32	-68	-21	20	0	1	-33	-6	2	-5	-4	-17	-8	-18	-11	-27	-11	16	-23	-44	-18	-68	-38	-12	-17	-36	-13	-19	-20	-35	-285	-391
13	កម្រិត	-26	19	-8	-44	-20	-10	0	5	-32	-9	-9	19	5	4	4	7	-24	-2	-8	33	-33	-24	-26	-38	-36	3	-1	-35	4	-26	-18	-28	-226	-125
14	កម្រិត	-2	19	-1	9	-7	23	0	2	-4	4	3	8	1	7	1	7	-2	5	-2	12	-3	4	-3	4	-4	4	-2	-5	-2	-1	-3	-2	-27	102
15	កម្រិត	-42	58	-14	-82	-33	-39	5	20	-49	6	9	15	-6	-21	1	20	-18	-26	-15	53	-32	-54	-33	-54	-51	-2	-4	-53	-14	-30	-27	-49	-344	-235
16	កម្រិត	-26	38	-3	-29	-12	6	2	17	-24	-2	5	13	1	6	4	19	-8	-3	5	41	-17	-5	-12	-16	-25	11	-8	-25	-10	-15	-14	-17	-143	39
17	កម្រិត	-25	-87	-33	-132	-42	-70	-1	14	-54	-1	-7	-25	-10	-22	1	-4	-22	-21	-6	27	-34	-35	-38	-49	-62	-12	-15	-52	-22	-42	-31	-55	-400	-565
18	កម្រិត	-21	-13	-14	-27	-15	11	0	4	-14	2	-3	18	-4	-8	1	22	-4	-9	-7	25	-12	-14	-10	-23	-16	-1	-1	-16	-5	-12	-1	-11	-124	-52
19	កម្រិត	-4	20	7	12	-1	4	1	11	-11	10	11	16	10	-4	2	9	-1	0	-2	28	-6	-4	-6	-12	-11	3	-1	-11	-3	-9	-8	-9	-23	63
20	កម្រិត	-14	-20	-7	-32	-7	-9	-2	3	-11	1	-1	0	-6	1	-2	1	-3	-7	-7	14	-13	-10	-5	-14	-12	0	-3	-11	4	-6	-5	-11	-63	-100
21	កម្រិត	-53	-23	-32	-82	-45	-39	5	11	-55	-17	-7	-14	-4	-22	-6	-7	-32	-28	-24	42	-50	-58	-40	-78	-64	-32	-25	-54	-12	-47	-40	-53	-481	-510
22	កម្រិត	-5	19	-2	-9	-5	9	0	3	-6	1	3	14	-2	-3	0	21	-3	-7	-4	24	-4	-10	-9	-14	-8	-6	-2	-8	-1	6	-4	-6	-51	33
23	កម្រិត	-6	14	2	-39	-12	6	-2	2	-31	17	2	-6	7	-5	21	-10	-7	-8	8	26	-9	0	-17	-31	-32	22	-7	-32	3	-19	-11	-31	-91	-94
24	កម្រិត	-17	-18	-13	-30	-13	-8	0	0	-12	-2	-4	0	-2	-8	-7	2	-6	-9	-8	7	-10	-20	-9	-20	-13	-9	-4	-13	-3	-6	-8	-12	-130	-146
25	កម្រិត	-6	-6	-5	-10	-4	-1	0	-1	-5	4	-2	5	0	-4	2	7	-4	-5	-1	10	-2	-8	-3	-8	-6	0	-3	-5	-2	0	-4	-4	-45	-26
	សរុប	-293	336	-167	-794	-334	-159	43	175	-736	451	98	231	74	-50	127	289	-237	-174	-27	950	-395	-453	-335	-728	-814	41	-181	-741	-92	-321	-393	-613	-3861	-1555

(Reference: Staff Department, Ministry of Education, Youth and Sport, 2023)

## CHALLENGES (2)

- Not enough Physical Education and Sports Equipments and Facilities in schools, so PE teachers have to be creative and flexible



## CHALLENGES (3)

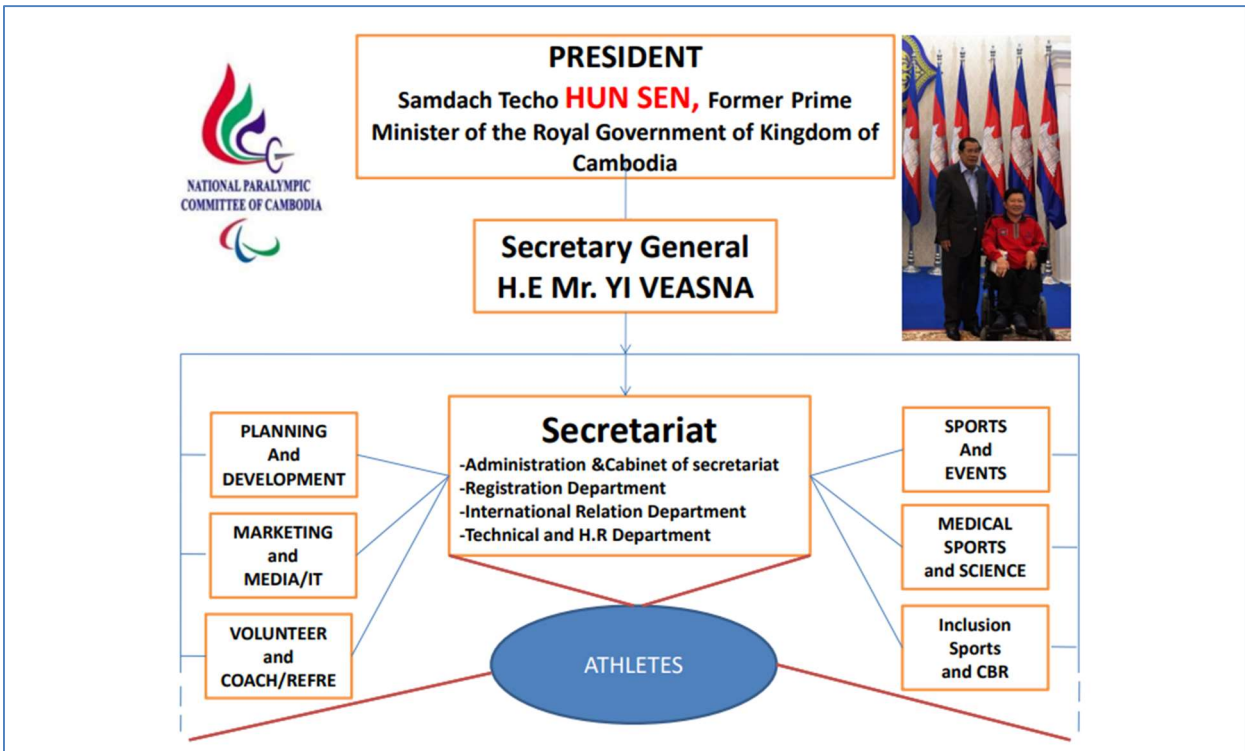
- Most PE teachers have Certificates of Teachers with Basic Education Degree (2-year training program); therefore, they need to be upgraded to Bachelor's Degree Certificates to meet the new reform policy of the MoEYS.
- Not all schools implement the new style of PE teaching and learning effectively as in JICA Project with HG and MoEYS, the diffusion of new style PE is done in only 3 target city and provinces (Phnom Penh, Battambang, Svay Rieng). It also depends on the school principal and the determination and professional conscience of the PE teachers themselves.
- The budget for DPSS to diffuse this activities to other provinces are still very limited
- NIPES is still in the process of the development to a qualified Higher Education Institution and need an acknowledgement from ACC.



សូមអរគុណ

どうもありがとうございました

Thank you for your attention!





## Para-Athletic



## Para-Badminton





## Boccia



## Para-Chess





## Football-5-aside



## Football-7-aside





## Goalball

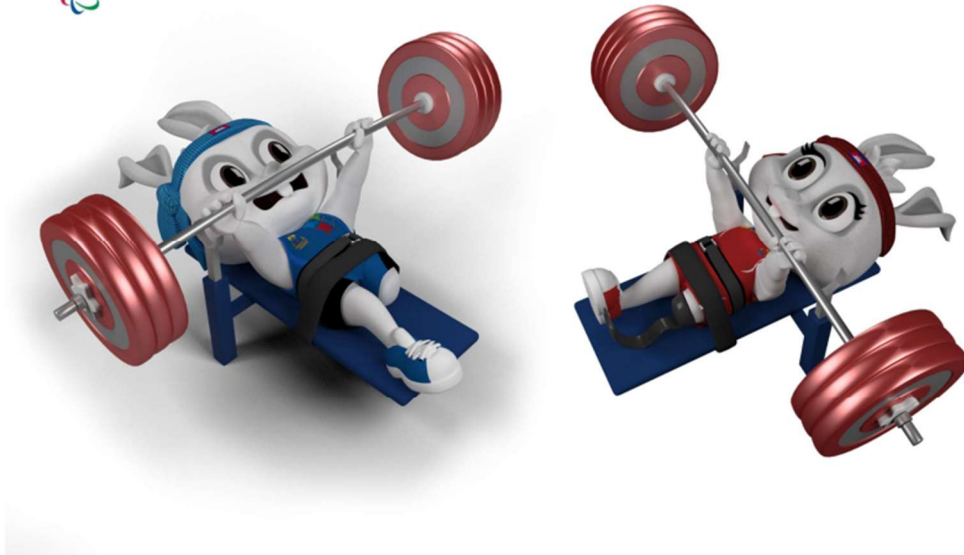


## Para-Judo





## Para-Powerlifting



## Para-Table Tennis





## Sitting Volleyball



## Para-Swimming





## Wheelchair Basketball



## Promoting Sports

- Para-Tenpin Bowling
- Para-Esports



## NATIONAL PARALYMPIC COMMITTEE OF CAMBODIA





## Accommodation



## Para-Powerlifting





## Boccia



## Para-Chess





## Sitting Volleyball



## Para-Table Tennis





## Wheelchair Basketball

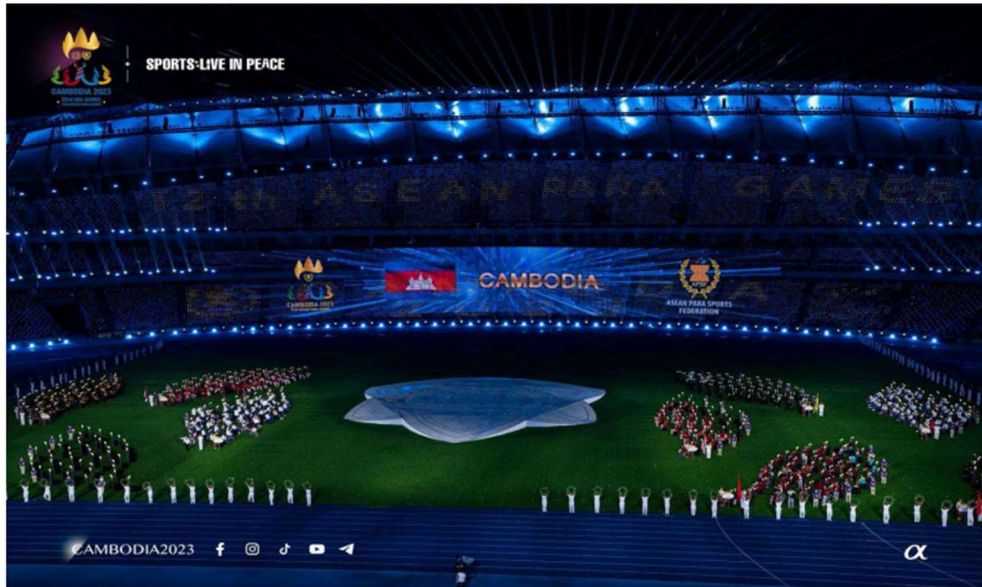


## 12<sup>th</sup> Asean Para Games

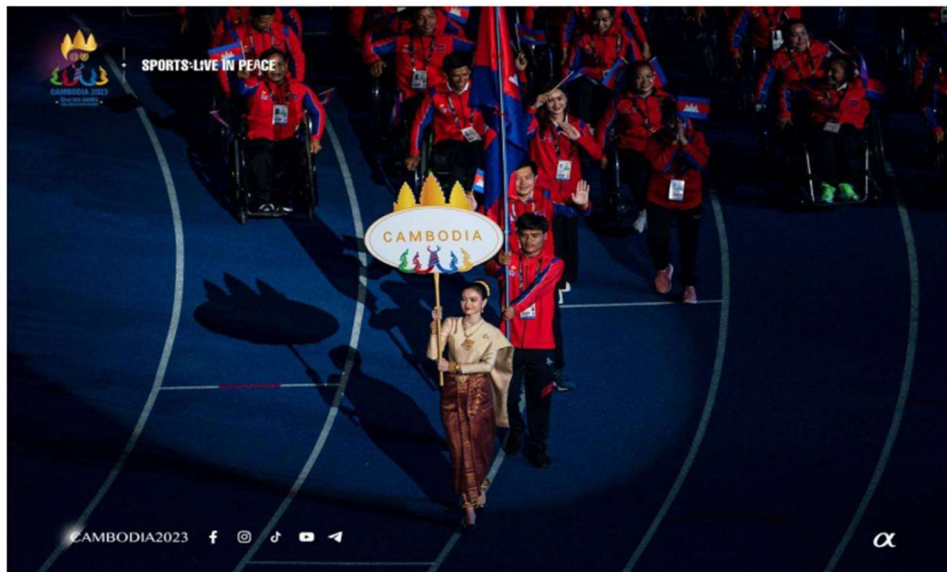




## 12<sup>th</sup> Asean Para Games

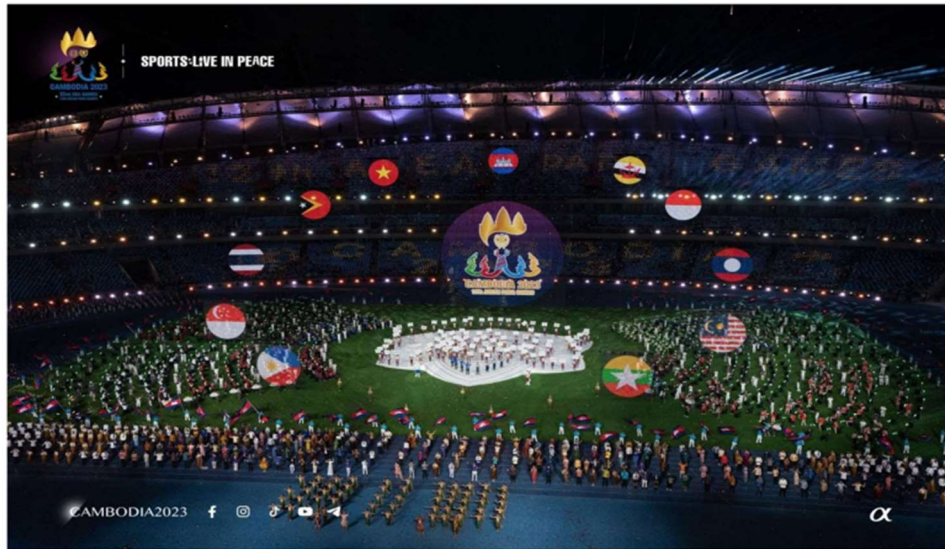


## 12<sup>th</sup> Asean Para Games

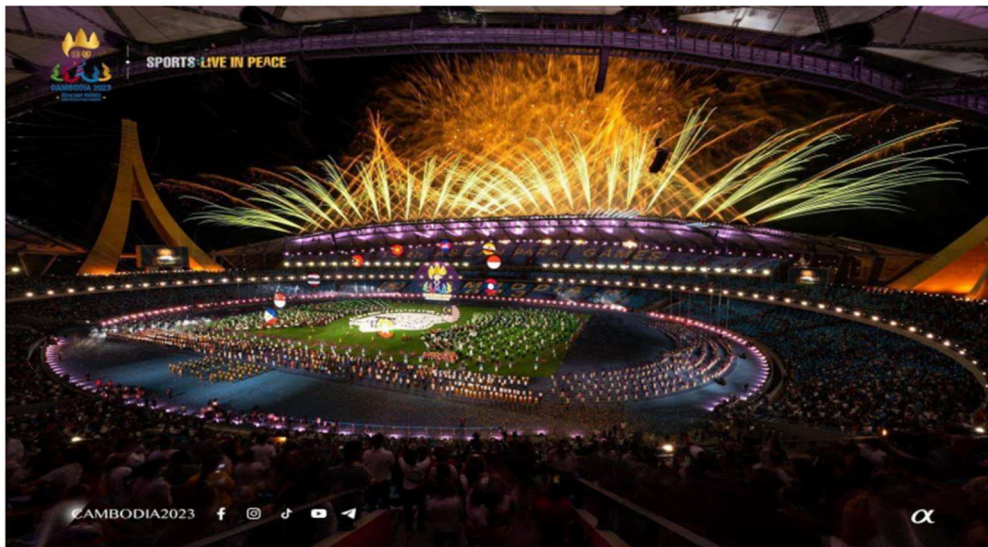




## 12th Asean Para Games



## 12th Asean Para Games





## 12<sup>th</sup> Asean Para Games



## 12<sup>th</sup> Asean Para Games





## 12<sup>th</sup> Asean Para Games



## Capability Development of Cambodian Para Sports







**សូមអរគុណ**

***Thank you***

## 第8章 令和5年度対面ワークショップ参加者アンケート回答結果

### ● アンケート概要

2024年2月19日から22日まで4日間開催された、体育教師教育（PETE）と障害者スポーツ（SPD）の推進に関する対面式ワークショップについて、私たち（日本体育大学）はASEAN10か国から参加者を対象に、ワークショップの参加状況、内容、運営に関する事後アンケート調査を実施した。回答は概ね、4つの選択肢（例：2つは肯定的、残りの2つは否定的、一部例外あり）から選択式および自由記載形式の設問とした。結果として19名の参加者全員から回答を得た。ASEAN加盟10か国それぞれから少なくとも1人の回答者から回答を得た旨、申し添える。

### ● 実施期間: 2024年2月23日（金）～3月7日（木）

● アンケート実施目的: 結果を踏まえ、改善点を抽出し、次年度のプロジェクトやワークショップの内容、実施、運営に反映し、改善して行くことを目的とする。

### ● 回答状況:

回答者: 19名 / 19 ASEAN 事業選任代表者（カウンターパート）

回答率: 100% (19名 / 10か国 x 各2名 - 欠席者1名)

### [ワークショップの背景および回収結果の理解]

ベトナム体育教師教育カウンターパート1名が、所属するベトナム教育訓練省での担当任務のため欠席しなければならない状況は発生したが、本事業初めての対面式ワークショップは大きな遅延やアクシデント、体調を崩す参加者も出ず、概ね順調に開催、実施された。

まずは、対面式ワークショップの開催を可能にくださったASEAN各国事業選任代表者（カウンターパート）の皆様並びに所属先関係者の皆様、準備、運営に携わったカンボジア政府職員の皆様へ深く感謝の意を表したい。一方、日本体育大学はプロジェクトの実施主体として、今後のよりよいワークショップの運営を目途に、回答者の皆様からいただいた率直なご意見、ご指摘や要望を謙虚に受け止めていきたいと考えている。

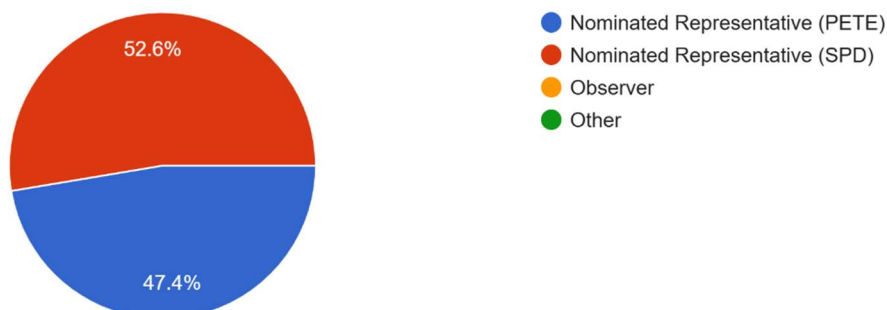
カンボジアでの対面ワークショップ開催は、ASEAN各国カウンターパートと日本側の双方に良好な印象を残したが、本アンケート結果からは、体育、体育教師教育の改善・強化や障がい者スポーツ振興のより進む国での視察、ワークショップ開催を通してグッド・プラクティスを学ぶことを望む声も散見される結果が得られた。日本でのワークショップ開催、視察を想定したものとするが、ミャンマー問題が続く限りは、日本政府の同国問題への対処方針とASEAN事務局の要請する「10か国一律の対応」との両立の必要性から、第3国開催が現実的であることは否めない。他方、来年が本事業実施の4年目となることや、「チェンマイ宣言」に基づく2030年までの中長期での事業実施ロードマップを踏まえ、より効果的、発展的かつ持続可能な事業運営、ワークショップ開催方法、時期、場所等の諸条件について、この度得られたASEAN各国カウンターパートの意見を精査、慎重に検討の上、総合的に判断していきたいと考えている。

(アンケートの設問および回答)

## 1. 回答者の属性

### 1. Please select your participation status.

19 件の回答

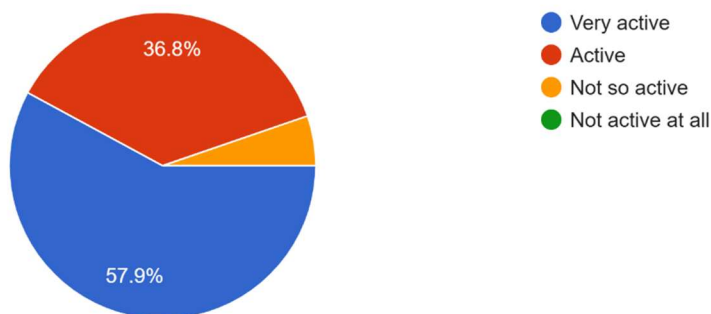


不参加だった 1 名（ベトナム PETE カウンターパート）以外、カンボジアで開催されたワークショップに参加した体育教師教育（PETE）部門から 9 名、障害者スポーツ（SPD）部門から 10 名の ASEAN カウンターパートが本アンケートに回答した。同ワークショップは 2021 年度の本事業実施開始以降、初めて対面式で行われた旨申し添える。

## 2. ワークショップにおける自身の活動に対する評価

### 2. Could you actively work in this in-person workshop in Cambodia?

19 件の回答

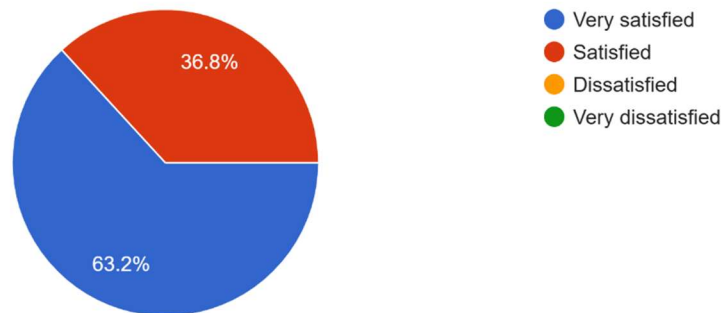


ASEAN カウンターパートのほとんど（94.7%）は、カンボジアでの対面ワークショップにおける自身の参加は積極的だったと評価している。これは過去 2 年間で実施したオンライン・ワークショップ後の聞き取り結果を大きく上回る結果となった。一方で、ベトナムの SPD カウンターパートのみが「あまり積極的ではなかった」と回答した。これは同国 PETE カウンターパートの欠席とベトナムにおける PETE 強化・改善のために策定したアクションプランの実施状況を事前に把握できず、他の ASEAN 各国に十分に紹介できなかったと自身の参加状況を評価していることが考えられる。実施主体である日本体育大学は、同氏が PETE カウンターパートに代わり、独自に事前調査・準備し、PETE に関するプレゼンテーション、議論や質疑応答対応に努力を惜しまなかった姿勢を高く評価すると共に、感謝したい。よって、同氏の参加姿勢は前向きなものであったと考えている。

## 3. 他国や日本人専門家により提供された PETE の知見に対する満足度

### 3. Are you satisfied with the knowledge and information about PETE provided by other ASEAN representatives and Japanese professors?

19 件の回答

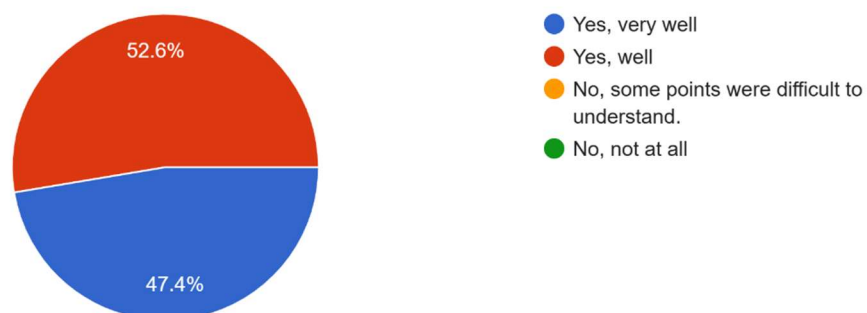


ASEAN 各国カウンターパートは、対面ワークショップに際し他の参加国や日本人専門家から提供された知識、情報、フィードバックに、6 割以上が高い満足度を感じ、残りの約 4 割も満足していることが、本結果から伺える。過去 2 年間で行われたオンライン・ワークショップの結果と有意な差は見られなかったが、これら回答の違いは、情報量と質が各カウンターパートの求めるレベルの差に起因するものと考えられるが、前回のワークショップ以降、提示された知識、情報が十分にアップデートされ、各国のグッド・プラクティスの他、課題や解決の取り組みまで網羅されていたこと、日本人専門家の提供した情報がカウンターパートに新たな視座と深い理解をもたらしたこと、並びにそれらにより議論、質疑応答が活発化したことが全体的な高い満足度に繋がったと推察される。殊に岡出教授からはカンボジア、ミャンマーの良質な体育授業 (QPE) が行われるまでの過程、取り組み、カリキュラム作りや体育コミュニティ形成の重要性、正義 (Justice)、公平 (Equity)、多様性 (Diversity) 並びに包摂性 (Inclusion) の概念の正しい理解、継続教育制度 (Continuing Professional Development) のメカニズム等が参加者に対して詳細に説明が行われた。今後とも事業実施過程における各国カウンターパートおよび日本人専門家間お互いの情報共有の質と量をいかに維持し、参加者全員の能力開発、引いては各自の所属組織のノウハウ蓄積に繋ぐかを念頭に、実施主体は継続的努力を行うことが求められる。

### 4. アクションプランの更新、改訂方法に関する自身の理解度

#### 4. Did you understand the methodology for effectively revising and updating the Action Plan?

19 件の回答

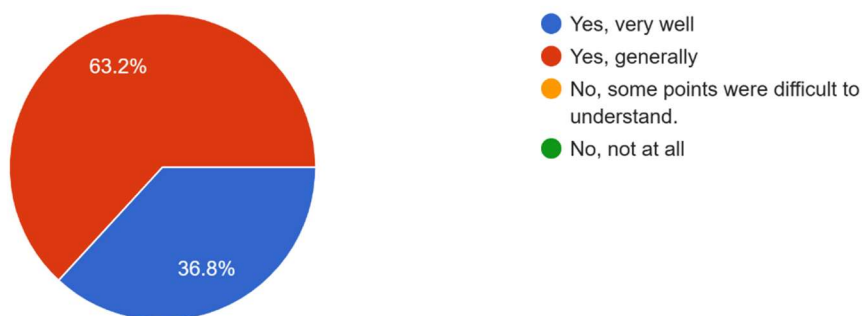


この結果は、ASEAN カウンターパートは、既存の制度に対する政策立案、提言、実施の一連の過程におけるアクションプランの更新、改訂のための方法論とメカニズムを概ね理解し、スキルを習得したことを示唆している。エビデンスに基づいたデータ評価と分析のメカニズムと具体的な方法の他、念頭に置くべき SDGs やインクルーシブの概念等も概ね理解されたものとする。関連して、時間的な制約により、ASEAN 各国のアクションプラン自体の改訂作業のための時間は、ワークショップ期間中に確保することができなかった点は、実施主体として反省したい。今回のワークショップで新たに提示された各国の課題と取り組み、促進要因と阻害要因、客観的評価を踏まえ、次期本事業では、アクションプラン自体の改訂版を今一度整備することも視野に入れたい。それらは事業アウトプットであり、各国におけるアウトカムを長期的には創出することが期待されるためである。

## 5. プロジェクト・サイクル・マネジメントの概念に関する自身の理解度

### 5. Did you understand the concept of "Project Cycle Management (PCM)"?

19 件の回答

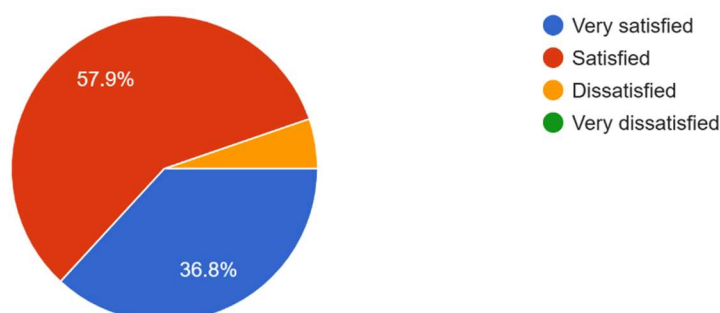


上記の結果から、参加したカウンターパートの全員がプロジェクト・サイクル・マネジメント (PCM) の概念、情報の整理手法、ステークホルダー分析等を概ね理解したことが伺える。前出の問 3 と比べ、最も理解度の高い回答の割合が下降傾向(63.2%に対し 36.8%)にあるのは、筑波大学の山口拓助教にご担当いただいた講義に充てた時間が 40 分程度と、カウンターパートの求めるレベルより短かったことが原因であると推察する。ワークショップのプログラムを考案する過程で同講義は主要トピックの一つと位置付けられていたものの、カンボジアにおける様々な活動予定の調整により、結果的に幾つかの活動に関し、時間を限定せざるを得ない状況が発生した背景があった。実施主体は、次期事業においてワークショップやセミナーなどを開催する際の時間配分につき要改善事案として、念頭に置くことが求められる。講義時間や PCM をアクションプランの改訂プロセスに生かす時間を長く確保することで、参加者全体の理解度は自ずと高まるものとする。

## 6. 自国のアクションプラン改訂のための更新内容、アイデアに対する満足度

### 6. Are you satisfied with your update and idea for revision of the Action Plan?

19 件の回答

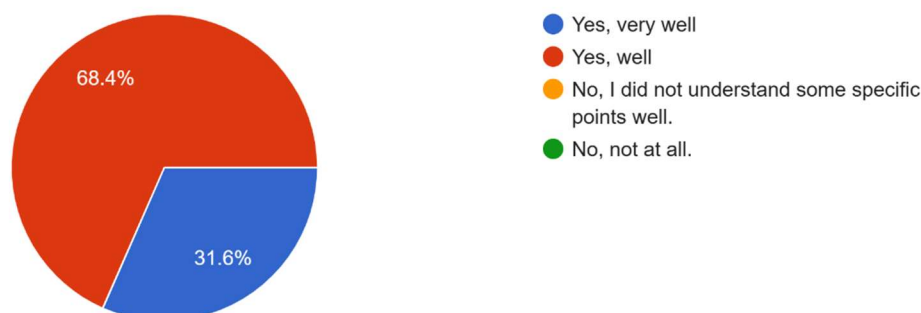


前出の問 2 同様、殆どの ASEAN カウンターパート（94.7%）が自国のアクションプランを改訂する上で各自が得た新しいアイデア、インサイト、それらを用いた更新内容に一定の満足度を示す結果となった。一方でベトナムの SPD カウンターパートは「満足できなかった」と回答した。これは自国の PETE カウンターパートが不参加であり、アクションプランの内容、取り組みなどに関する議論の機会を持てなかった上に、他国カウンターパートや日本人専門家が提供した知見、情報を十分に反映できなかったことを反省する姿勢を示していることが直接的原因となっていると考えられる。次期本事業においては、同国アクションプランの改訂、実施のための筋道をつける支援等を必要に応じ実施できるよう、特別な配慮を検討したい。その他、各国のアクションプランは、各国の社会の趨勢、需要を加味しつつ、本ワークショップへの参加およびアクションプランの実施過程を経て、インクルーシブの概念や他のエッセンスを加え、より現実的且つ実効性の高い案となってきたと捉えている。

## 7. カンボジアの PETE 現況に関する自身の理解度

### 7. Did you understand the current situation regarding PETE in Cambodia?

19 件の回答



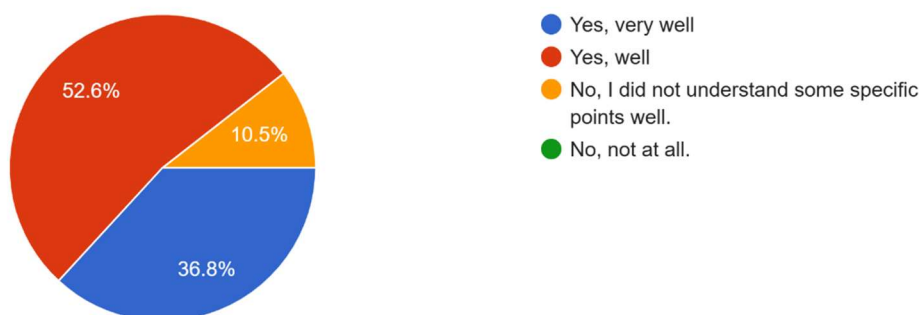
上記の結果から、すべての ASEAN カウンターパートはグッド・プラクティス、課題と取り組みを含め、カンボジアにおける体育教師教育の現況を概ね理解することが出来たと判断する。カンボジア小学校、高校における体育授業の視察、両校における学校関係者との質疑応答、カンボジア・

カウンターパートから同国の体育、体育教師教育の基礎情報が事前共有されたこと等が深い理解の促進と自国の状況の見直しに役立ったものとする。これらの活動は、オンラインでは叶わなかった部分であり、本事業に新たな経験、切り口、各自が考える機会をもたらしたことは間違いないものとする。ASEAN10 か国並びに日本における体育、体育教師教育を取り巻く状況は千差万別ではあるものの、カンボジアの一例を各自が客観的視点から観察し、得た洞察、アイデアを自国の文脈に反映する作業は、今後の事業展開を考慮すると不可欠なプロセスであったと考えている。また最も評価の高い選択肢の割合を増やす上では、視察回数、視察計画の中身を改善すること等の対応が今後の対策と考えられる。

## 8. ASEAN 各国の PETE 現況に関する自身の理解度

### 8. Did you understand the current situation regarding PETE in other ASEAN countries?

19 件の回答

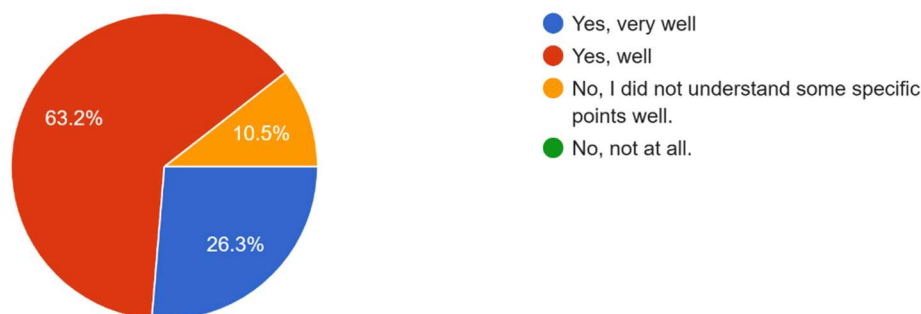


上記から、89.4%の ASEAN カウンターパートが、各国のプレゼンテーション、アクションプラン実施経過報告を通じ、他国の体育教師教育の現況を概ね理解したものと捉えている。他方で、カンボジアとタイの PETE カウンターパートは「いくつかの点についてよく理解が出来なかった」と回答した。それは、彼らが他国のプレゼンテーションで深掘りを望んでいた点、質疑応答で明らかにされることを希望した点が十分に言及、回答されなかった部分があったことが推察される。この種のプレゼンテーションやディスカッションにおいて、情報提供側と受取手の間に需給のミスマッチが生じることは常に発生する可能性を含んでいる。他方、このようなギャップを極力低減し、提供される情報や知見に対する参加者全体の満足度を上げる為に必要な対策・工夫を実施主体は検討し、講じることが求められる。これはワークショップの質向上に欠かせない点の一つである。例えば、ファシリテーション担当者のスキルアップ、的を射たタイミングで求める回答を引き出しなどの機転も要される。また、ワークショップ期間中に特定のテーマに関する全体および複数国で形成するグループ単位でのディスカッションのための十分な時間を確保することも、この問題の解決策の一案となり得ると省察する。

## 9. カンボジアの SPD 現況に関する自身の理解度

### 9. Did you understand the current situation regarding SPD in Cambodia?

19 件の回答

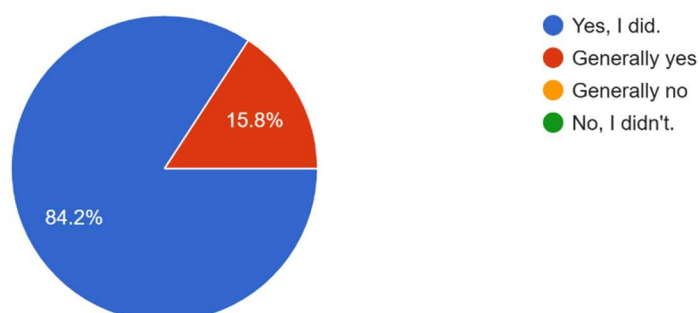


前出の問 8 と同じく、殆どの ASEAN カウンターパート（89.5%）がカンボジアの障がい者スポーツの現況を概ね理解することが出来たことが示唆された一方、カンボジアとタイの PETE カウンターパートは、「幾つかの特定の話題について十分理解が出来なかった」と回答した。実施主体としては、カンボジア SPD カウンターパートの事前情報共有、カンボジア・パラリンピック委員会会長からの説明、質疑応答、議論の他、障がい者スポーツのトレーニングセンターおよびパラ・スポーツ・ナショナル・チーム練習の視察を通じ、ASEAN カウンターパート全体に理解する十分な機会を提供できたものと考えていた。本件については、カンボジア、タイの PETE カウンターパートからの聞き取りにより、十分な理解が出来なかった点、その原因を特定し、より良質なファシリテーション、議論進行等、次期の事業において必要な対策を講じ、より多くのカウンターパートの事象理解のレベルアップに努めるものとする。

## 10. 他 ASEAN 各国カウンターパートとの交流を主体的に行えたか。

### 10. Did you get along with the representatives from the other ASEAN countries?

19 件の回答



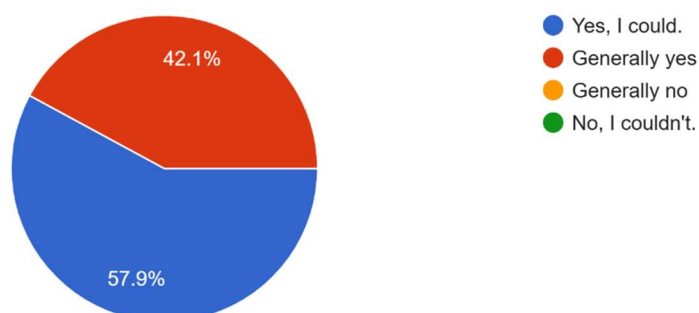
他国カウンターパートとの交流や協働については、実施過程で頻繁に見られた通り、全体的に活発な交流や協働が行えたと考えるカウンターパートの割合が非常に高い結果（84.2%）となった。これは過去 2 年間の結果と比較しても有意に高い数字となった。まずは対面式のワークショップ開催が直接的な要因となったことは想像に難くない。過去 2 年間の事業実施過程は、新型コロナウイルスの蔓延によりオンラインでの事業活動に限定されてきたものの、本年度は事業全体を通して対



## 12. 自身の設定した対面式ワークショップの主な参加目的は達成できたか。

### 12. Could you achieve your main purpose of attending this in-person workshop?

19件の回答



半数以上のASEANカウンターパートは今般の対面式ワークショップにおける自身の主要な参加目的を達成し（57.9%）、その他のカウンターパートも概ね達成した（42.1%）と回答した。この結果より、カンボジアと日本により共催された、本事業開始以降初めての対面式ワークショップの開催に一定の成果を確認するに至った。これによりASEAN+Japanの枠組みにおける体育教師教育改善・強化並びに障がい者スポーツ振興を、本年度事業をベースに検討できるメリットがもたらされたと考える。また次期の事業活動方法、内容を更に発展させてゆくための参考もしくは一つの指針となったと認識する。他方で、今般開催・運営に尽力下さったカンボジア政府職員の方々に対し、ここに謝意を述べたい。彼らの助力、配慮、日本側から見えない部分での調整、努力や配慮が無ければ、対面式ワークショップをこれほどまでにスムーズ且つ効果的に開催することは不可能であったと確信している。

## 13. オンライン・ワークショップと比較した対面式ワークショップの利点

### 13. According to your opinion, what is the advantage of attending an in-person workshop, compared to an online workshop?

19件の回答



本設問13の回答は、大きく分類して3つに分かれる結果となった。

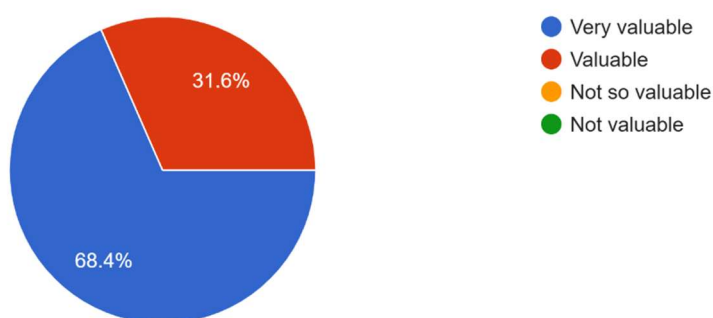
- 1) 他のASEANカウンターパート、日本人専門家との良好な関係構築（47.4%）
- 2) 他のASEAN各国のPETE/SPDの現状から学びを得る（31.6%）
- 3) PETE/SPDに係る新しい知見やインサイトを獲得する（15.8%）

一方で、「自国の PETE/SPD を客観的な視点から見直す」との選択肢を選んだ回答は見られなかった。上記結果から、対面式ワークショップは、ASEAN 各国参加者間におけるより強固で持続可能な信頼関係の醸成に高い割合で繋がった点が、過去2年間のオンラインでの事業活動と大きく異なる点であると確認できた。過去2年間で構築した参加者間の関係性からも協働関係が生じるなど一定のアウトプットを生み出して来たが、今般の信頼関係の深化により、国境を越えた形での一段上の人間関係に昇華することが出来たと、事業主体は評価している。またこれは ASEAN レベルでの PETE 並びに SPD の専門職学習集団 (Professional Learning Community: PLC) の形成に欠かせない基盤、前提条件の整備に繋がったものと考えている。他方、本設問に「その他 (Others)」と回答したシンガポール SPD カウンターパートには、その内容について別の機会に意見聴取をしたいと考えている。

#### 14. ASEAN における PETE、SPD の PLC 形成に対する評価

##### 14. How do you evaluate the formation of a Professional Learning Communities (PLC) of PETE and SPD in ASEAN?

19 件の回答



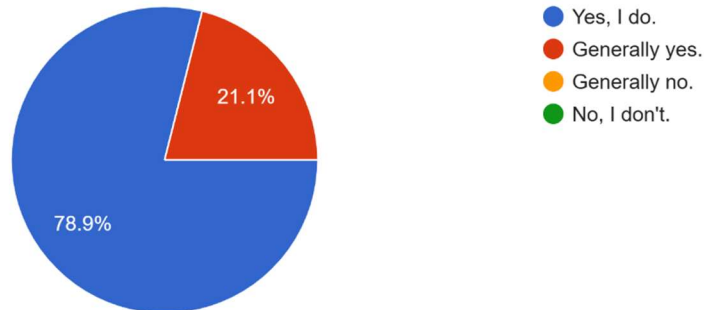
過去2年間の事業活動を通じ、専門職学習集団 (Professional Learning Community: PLC) の域内形成の意義がより明確になって来たことに伴い、本年度事業活動を通して ASEAN カウンターパートにはその構想、目的並びに重要性について説明を重ねてきたが、今般全てのカウンターパートの合意が形成され、前向きな理解を得たものと判断している。これにより同コミュニティの形成が本事業の新たなゴールの一つと設定され、今後の事業活動の方向性、指針となる。またこの結果により、ASEAN 各国のインクルーシブで良質な体育授業のための体育教師教育の改善・強化並びに障がい者スポーツの発展にとり、各カウンターパート自身が長期的に互いに学び合う機会が必要であると考え始めていることを知ることは、実施主体にとっても重要な意味を持っていた。この点を踏まえ、事業主体は次期事業の実施内容、計画を検討、決定すると共に、ASEAN+Japan の枠組みにおける各国間の互惠関係と主体性に基づく PLC の運営に係る条件、制度整備並びに各国の積極的関与の促進とリーダーシップの醸成に努めるものとする。



16. 対面式ワークショップに参加して次期プロジェクトへの参加意欲が湧いたか。

16. Do you get motivated to be involved in this project for the next year through this in-person workshop?

19 件の回答

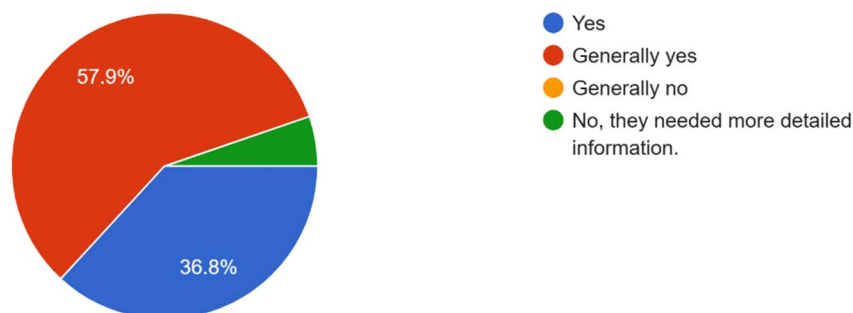


上記結果より、今年度カンボジアで開催した対面式ワークショップへの参加を通じ、次年度事業への参加意欲が湧いたと回答した ASEAN カウンターパートの割合（78.9%）が高いことが確認された。また、概ね参加に向けたモチベーションを得たと回答した（21.1%）も含めると参加者全員が前向きな姿勢を示した。一つには、オンライン・フォーマットから対面式への移行によりもたらされた効果であると示唆される。もしくは、チェンマイ宣言に裏打ちされ、岡出教授より提示された事業の中長期での実施方向性を理解出来たことが ASEAN カウンターパート間のより確かな手ごたえとして受け取られたことにも起因すると推察する。事業主体として、次年度以降の事業のより具体的且つ発展的な計画考案に努めるものとしたい。

17. 本事業への選任、ワークショップへの参加が自身の職場でよく理解されているか。

17. Is your assignment in this project and your participation in this workshop well-known or understood in your workplace?

19 件の回答



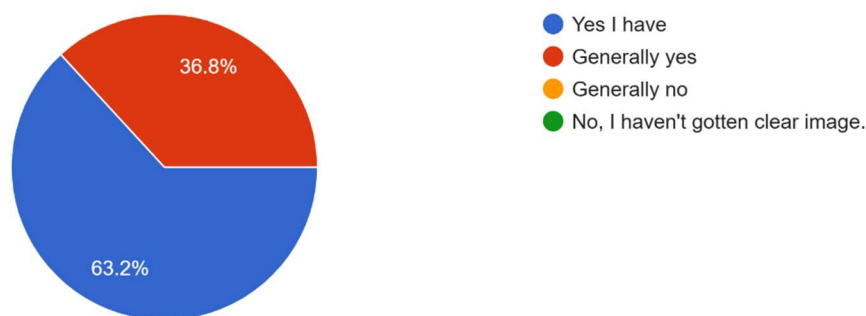
殆どの ASEAN カウンターパート（94.7%）は、自身の本事業への選任とワークショップへの参加が各自の職場である一定の理解と周知を得ている旨、回答した。一方、タイの PETE カウンターパートのみが、周知が得られておらず、より詳細な情報の事前共有を求める回答をしている。これに応じ、実施主体は同氏の状況と、所属機関における要請事項の的確な把握に努めることとしたい。実施主体は、各カウンターパートの所属先、上司および同僚の適正な事業主旨、活動内容、目的に

対する理解は不可欠で、また本事業で得られる知見、情報をカウンターパートが上司、同僚に発信、共有することで間接的な裨益効果拡大に資するものと考えている。よって、次期に向けた具体的かつ迅速な改善策の実行が求められる。

18. ワークショップを通じ自身の行うべきことが明確になったか。

18. Have you gotten more clear image on your task in this workshop?

19 件の回答

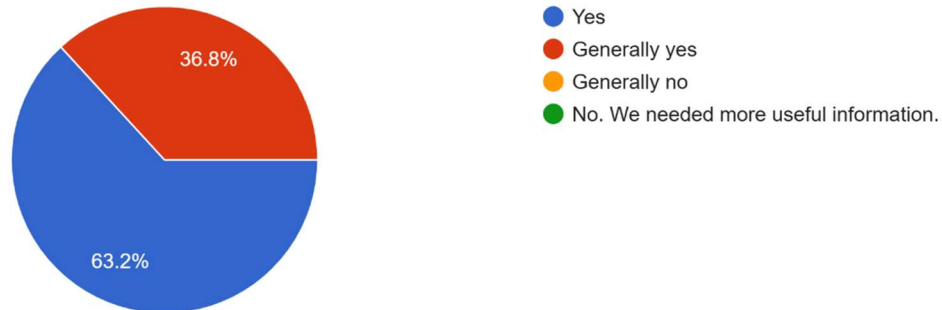


回答者の半数以上（63.2%）が今般の対面式ワークショップへの参加を通じ、本事業において自身が行うべきことがより明確になったとの考えを示し、残りの約 4 割（36.8%）も概ね明確になったと回答した。実際、PETE、SPD それぞれのコンポーネントのカウンターパートは部分的に各自が独立してタスクを行いつつ、議論を通して必要な情報や知識を補完しあっているのが事業のこれまでの経緯であった。仮に PETE 関連分野を主要テーマに掲げるワークショップを行う場合、参加する SPD カウンターパートはそのワークショップの中で、どのように行動し、貢献すべきかの明確なイメージを失いかねない懸念があった。そのため、事業主体は両コンポーネントの関係性や求められる役割を、殊に SPD カウンターパートの参画、持ち合わせる経験、知識、情報はインクルーシブな体育教師教育の改善・強化を各国で進めるにあたって不可欠な存在である旨は、折を見て情報共有に努めて来た。本設問に対する回答で、各役割の理解は進んだと捉える一方で、今後も SPD カウンターパートが抱きかねない不安感や迷いに今まで以上に敏感でなければならないと考えている。他方、ASEAN 各国における国際大会への参加などを通じた障がい者スポーツの振興に PETE カウンターパートが関与することは難しい。今年度は SPD に関連したオンライン・ワークショップを別途開催したが、両者が個別に参加するテーマや両者が揃って参加するテーマの整理や運営体制を整える。実施主体には、今後継続的に行うべきタスクをより明確に区別して提示する等、これまで以上に体系的な事業企画・運営が求められる。

19. ワークショップで提供された情報や文書は自身の職務、研究に有用か。

19. Will the information and documents shared before/during this in-person workshop be helpful/useful for your work/research at your organisation/institution?

19件の回答

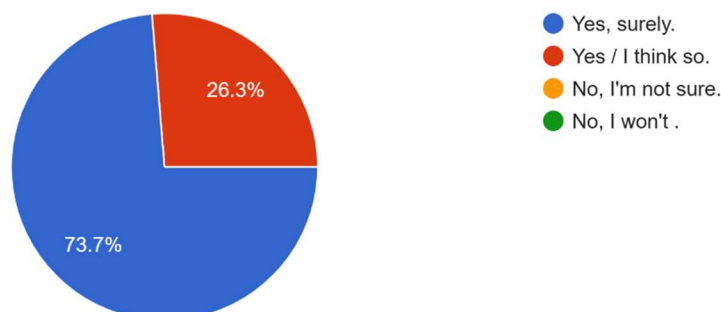


半数以上の ASEAN カウンターパート（63.2%）が今般カンボジアで開催した対面式ワークショップ前および期間中に提供された各種情報や文書を、自身の所属先における職務や研究に有用であったと評価し、残りの約 4 割（36.8%）も概ね有用と回答した。同ワークショップでは、インクルーシブの正しい解釈を分かりやすく示す図や詳細説明、プロジェクト・サイクル・マネジメントの方法論、ステークホルダー分析やアクションプランに記載されるアクション（政策提言内容の実行）の客観的評価指標の一つである裨益者数（直接裨益および間接）等が日本人専門家より提示された。その他、本年度実施したオンライン・ワークショップでは、研究デザイン方法やデータ分析の概論も提供された。実施主体は、各 ASEAN カウンターパートがそれらの知見を今後徐々に自身の所属組織の業務に導入し、自国の既存の政策や制度に対する改善・強化を行う上での政策立案、提言、実行および見直し等に生かすことを事業のアウトカムとして期待している。

20. 自身の職場の上司、同僚にワークショップで得た知見、情報を共有する機会があるか。

20. Will you have the opportunity to share the information and knowledge you obtained through this in-person workshop with your supervisors and colleagues?

19件の回答



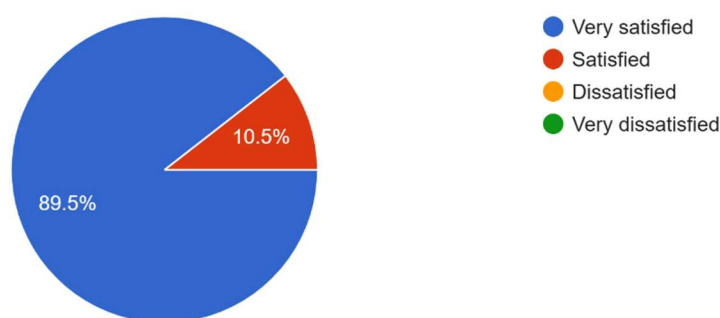
殆どの ASEAN カウンターパート（73.7%）が対面式ワークショップで得た情報や知識を職場の上司、同僚らに共有することに前向きな姿勢を示した。このような行動は、本事業で特筆すべき点の一つであると同時に、事業コンテンツの理解の輪を拡大する他、当該組織内の知見、ノウハウの

蓄積、各国内でのネットワーキング構築に資するものとする。また同時に、本事業に直接関与しないにせよ、ASEAN各国内に本事業の間接裨益者の数を段階的に増やしてゆくことにも自ずと繋がることとなる。実施主体は、様々な側面から本事業の発展性を意識し、事業自体の質と量（大きさ）の改善努力を継続的に行うことが求められる。その上で、現在事業への参加を頼っている公共部門の人材のみならず、民間および学術部門から人材をワークショップに招待する等、新たな取り組みの可能性についても検討したい。

## 21. カンボジア-日本の共催で行われたワークショップの全体運営、準備に対する満足度

### 21. Are you satisfied with the overall operation and coordination of this in-person workshop, which Cambodia and Japan co-hosted?

19件の回答



約90%のASEANカウンターパートがカンボジア・日本の共催で行われた対面式ワークショップの事前準備、コーディネートおよび会の運営パフォーマンスに対する高い満足感を示した。事前の両国間の打ち合わせ、調整はオンラインに限定され、少なからず文化・習慣の違いに起因する相互間の誤解が生じる場面もあったが、カンボジア政府職員の努力、チームワーク、ホスピタリティの他、カンボジアPETEカウンターパートである Hou Sittthisophealai 氏のリーダーシップと責任感、同国教育青年スポーツ省スポーツ部局秘書である Phon Bophatheavy 氏の親切な配慮とタイミングを得た指示出し、同国ナショナル・パラリンピック委員会国際課長である Yi Sopheaktra 氏の調整能力とすべてのカウンターパートや日本人専門家に対するフレンドリーな対応が、同ワークショップが成功裏に行われた大きな要因且つベースであったと実施主体は考えている。実施主体として日本体育大学は、この場を借りて、彼ら全員のご尽力と多大なる貢献に深い感謝と敬意を示したい。ASEANカウンターパートも同様の気持ちをこの設問の回答で示してくれたことをうれしく思い、前向きに解釈している。日本側の運営担当者には、ホスト国側の親切心、理解や助力に依存することに終始せず、各セッションの割り当て時間の最適化をはじめ、今後のワークショップ並びに事業の質の向上に向けたこれまで以上の努力と発案が要される。

## 22. 本事業に将来最も期待することは何か。(自由記述)

22. Please freely describe what to expect the most from the project and the contents, etc., in the future.

本設問への回答については、下記の回答例をまず参照されたい。

- 1) 日本、米国およびヨーロッパにおける PETE、SPD のグッド・プラクティス、情報や知見の共有（タイ PETE カウンターパート）
- 2) 他の国での PETE および SPD の進んだ実践の場、改善・強化の為の具体的な活動の視察（ブルネイ SPD カウンターパート）
- 3) 次期では是非日本を訪問し、日本の教育やスポーツのスタンダードを実際に目で見て、経験したい。ASEAN 各国カウンターパートは、その経験から多くの価値観、学びを自国に持ち帰り、周知することが出来、最も有効な実施になると考える。（ブルネイ PETE カウンターパート）
- 4) PETE や SPD がより進んだ国を訪問することでより多くの学びが得られると考える。（マレーシア SPD カウンターパート）
- 5) 承認されたアクションプランの継続的实施（マレーシア PETE カウンターパート）

日本をはじめとした PETE が発展し、また SPD が促進される国への訪問、視察が最も求められる回答となった。また、既に策定され、毎年改訂を続けているアクションプランの引き続きの実施促進も同様に求められている。これらのフィードバックは、今後の事業方向性や次期の実施計画検討の参考にする次第である。尚、本設問回答のテキストマイニングによる可視化された解析結果は下記の通りである。ピンク色が動詞、緑が形容詞、青が名詞、文字の大きさが各意見で言及された頻度の多さを示している。一方で、ワードの配置とワード間の関係性は表していない。



以上