

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6年度」

事業報告書

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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
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
SROI	Social Return on Investment	社会的投資収益率
KPI	Key Performance Indicator	重要業績評価指標
CoP	Community of Practice	実践コミュニティ
CPD	Continuing Professional Development	継続的専門能力開発
STFC	Sport for Tomorrow Consortium	スポーツフォートゥモローコンソーシアム

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6年度」

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

【実施主体】 日本体育大学が全体統括

（体育教師教育分野は日本体育大学を、障がい者スポーツ分野は筑波大学を中心に実施）

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。両者の概要は、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（ASEAN各国アクションプランの策定支援と社会実装促進）

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

（ASEAN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スタンダードの策定支援、専門職学習集団（Professional Learning Community：PLC）の持続的発展支援等）

②障がい者スポーツ（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、アンケート調査の実施、結果分析、障がい者スポーツ振興に特化したASEAN各国アクションプラン案の策定支援等）

本事業開始の2021年度（令和3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ワークショップ、セミナー等をオンラインおよび対面式で開催し、2021年度に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、以降各国の課題や社会情勢、必要性、リソース等を踏まえたプラン見直し、社会実装促進、モニタリングやフォローアップを継続している。同時に、筑波大学は障がい者スポーツ分野で、カンボジア、ラオス等の最前線でのアンケートやインタビューを中心に調査研究を実施し、ASEAN各国カウンターパートに共有すると共に学術論文等を通じた発信を行ってきた。この過程で、日ASEANの枠組みにおける体育教師教育改善・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（PLC）形成案が浮上し、以降本事業の核となるコンセプトの一つと設定している。

2024年度（令和6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に基づき、1) ASEANにおける持続可能な相互協働関係の発展努力、2) ASEAN10か国のアクションプランの実施段階のモニタリング、フォローアップ継続、3) ワorkshopを通じたアメリカの体育教師教育スタンダード（SHAPE, 2017）との比較検討を通じたASEANの体育教師教育スタンダード原案の策定支援、4) ブルネイ体育教師教育カウンターパートの本邦招聘、日本国内における学校体育、体育教員のアクションリサーチ実施状況視察、5) 対外的な事業成果発信（学術論文策定、国際学会に於ける口頭発表、ASEAN各国スポーツ高級実務者会議での成果発信）等を主に実施した。

また、障がい者スポーツ分野では、ラオスにおけるアダプテッド体育および障がい者スポーツの現地調査研究、学術論文の公開や国際学会での口頭発表も同時に推進した。加えて、障がい者スポーツ促進のためのアクションプラン案の考案・作成と併せ、概念に対する共通理解を得るための用語集（Glossary）の作成にも取り組んだ。さらに2025年度（令和7年度）にはインドネシアにおいて体育教師教育に関する国際セミナーが企画、運営されるとともにマレーシアにおいて障がい者スポーツ促進に関する国際会議が企画される等、各国の自走化の動きもみられるようになっている。

以上の2024年度（令和6年度）の事業活動を通し、過去3年間で構築されたASEAN各国間および日本人専門家を交えた協働関係を、更に持続可能なものにすることが出来たと考える。それは2024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）に対する各国政府行政官、公的機関関係者を中心とした事業選任代表者（事業カウンターパート）のオーナーシップを醸成出来たことにより裏付けられたと理解している。これらをベースに、次年度以降の日ASEANの枠組みにおける更なる協働並びに当該分野のより具体的な進展が期待される。

日本体育大学は、実施主体としてASEAN Work Plan 2021-2025等に準拠し、持続可能且つ発展的な事業活動を継続することを通じ、インクルーシブで良質な体育（QPE）のための体育教師教育（PETE）および障がい者スポーツ（SPD）の専門職学習集団（PLC）が主体的にそのアウトカム、グッド・プラクティス、各国におけるインパクト、レガシーをASEAN+Japan友好スポーツ協力の枠組みから、世界に向けて発信することを今後の活動のモチベーションとしたいと考えている。また以降、外部組織との積極的な協働に向けたネットワーキングにも努める所存である。

Abstract (English Version)

[Project Framework] ASEAN-Japan Actions on Sports
(The project commissioned by the Japan Sports Agency)

[Project Name] Developing the groundwork for the 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) for overall management (Nippon Sport Science University is in charge of implementing the Physical Education Teacher Education component. In parallel, the University of Tsukuba implements the Sport for People with Disabilities component.)

To contribute to sustainable development and peace with partner countries through sports, this project aims to implement the intergovernmental cooperation initiatives agreed upon during the Japan-ASEAN Sports Ministerial Meeting. Specifically, it focuses on enhancing the capacity development of Physical Education Teachers and advancing Sports for People with Disabilities in ASEAN member states (AMS). The outlines of both component contents are as follows:

- ① Support for the capacity development of physical education teachers who are able to implement inclusive and quality physical education (QPE) classes
 - A) Formulation of a cooperation strategy
(Assistance in developing and implementing Action Plans for each ASEAN country)
 - B) Implementation of a physical education teacher training programs
 - C) Recommendations for future measures that will help establish a sustainable cooperation framework for Japan-ASEAN sports cooperation
(Assistance in formulating ASEAN standards for Physical Education Teacher Education (PETE) for inclusive quality physical education (QPE) and promoting the sustainable development of a Professional Learning Community (PLC) under the ASEAN-Japan, among other efforts.)
- ② Research aimed at enhancing Sports for People with Disabilities (SPD)
 - D) Conducting surveys and research (including developing research designs, implementing needs assessments, interviews, questionnaires, and result analyses, and

supporting the creation of a specialised Action Plan for each ASEAN country to promote Sports for People with Disabilities, among other initiatives.)

Since initiating this project in 2021, Nippon Sport Science University (NSSU) has organised various workshops and seminars focused on Physical Education Teacher Education (PETE) and Sports for People with Disabilities (SPD), conducted both in an online format and in person. NSSU has also facilitated the creation of "Action Plans" aimed at enhancing inclusive PETE across 10 ASEAN member states (AMS). Since its inception, while AMS have consistently reviewed the Action Plans, NSSU has promoted assistance for their implementation and monitored progress, considering each country's unique challenges, social contexts, needs, and resources locally available. Concurrently, the University of Tsukuba has carried out surveys and research in SPD, primarily utilising questionnaires and interviews in Cambodia and Lao PDR. The findings and insights have been shared with the ASEAN project counterparts and disseminated through academic publications and oral presentations at international conferences. Additionally, during this process, a proposal to establish a Professional Learning Community (PLC) focused on improving and enhancing PETE and developing SPD within the Japan-ASEAN framework has emerged, and it has since been set as one of the core concepts of this project.

In FY2024, NSSU focused on addressing issues in PETE across all AMS by implementing several key initiatives: 1) further fostering and developing sustainable collaborative relationships within ASEAN-Japan, 2) monitoring and follow up for the Action Plan implementation in 10 ASEAN member states, 3) providing assistance for the development of the draft ASEAN Physical Education Teacher Education Standards through discussion, group work and a comparative analysis with the American Physical Education Teacher Education Standards (SHAPE, 2017), 4) Invitation of Brunei PETE counterparts to observe school physical education and action research conducted by the Japanese physical education teachers, and 5) disseminating project outcomes externally through the academic papers and oral presentations at international conferences. Additionally, in the SPD component, the University of Tsukuba promoted on-site research surveys in adapted physical education and Sport for People with Disabilities (SPD) in Lao PDR, along with the publication of academic papers and oral presentations at international conferences. In addition to developing an action plan for promoting SPD in AMS and getting a collective understanding of basic concepts in SPD, a glossary on SPD was developed during the workshop. In 2025, an international seminar on physical education teacher education will

be planned and operated in Indonesia, and an international conference on the promotion of sports for people with disabilities will be held in Malaysia; the self-driving promotions of PETE and SPD are under implementation in AMS.

Through the project activities in FY2024, all involved parties, including AMS, have strengthened sustainable collaborative partnerships fostered over the past three years between ASEAN counterparts and Japanese experts. By the end of FY2024, NSSU acknowledged fostered ownership among ASEAN counterparts, mainly government officials and public agency representatives, towards the PLC for PETE for Inclusive QPE and SPD. Based on the ownership, all involved parties continue paving the way for mutual understanding, interactions, further collaboration within the Japan-ASEAN framework and more concrete developments in each area, PETE & SPD.

As the implementing agency responsible for the project, NSSU will continue to advance the initiatives in alignment with the ASEAN Work Plan 2021-2025, other related frameworks, and guidelines. NSSU hopes that the Professional Learning Community (PLC) for Physical Education Teacher Education (PETE) for Inclusive Quality Physical Education (QPE). Also, for Sports for People with Disabilities (SPD), our PLC will actively share and disseminate their outcomes, good practices, and impacts, as well as their legacies, from the ASEAN+Japan Friendship Sports Cooperation framework to the world. NSSU also gets motivated to build networks for active collaboration with external organisations for FY2025.

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。2021 年度（令和 3 年度）の事業開始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

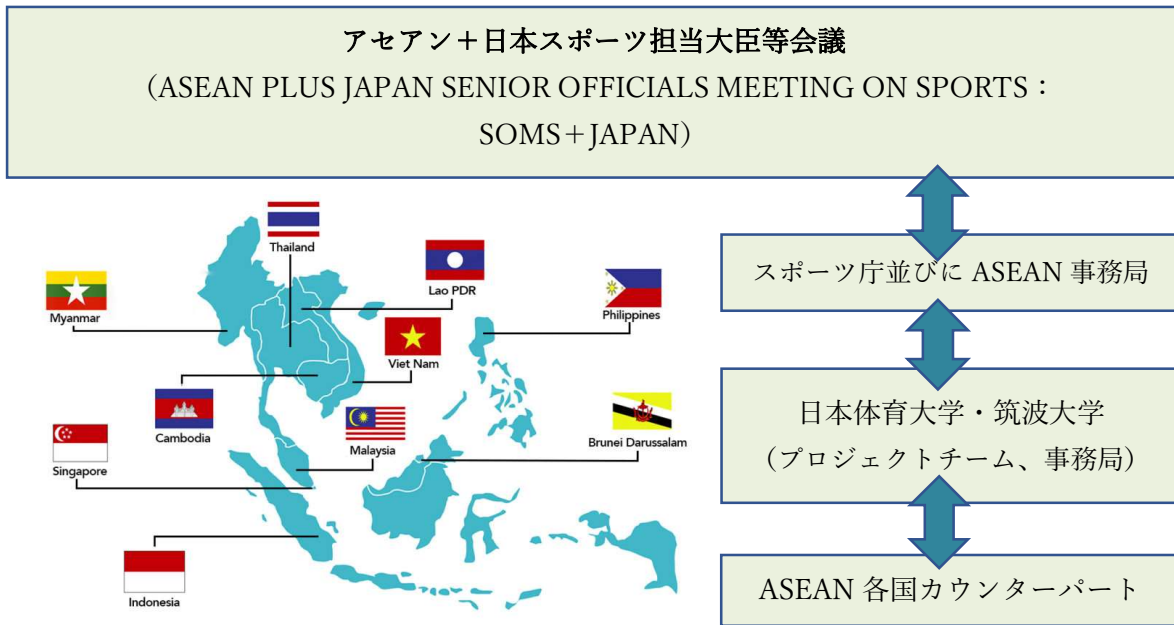
- **障がい者スポーツの発展に寄与する調査研究**
 - ④調査研究（調査デザイン策定、ニーズ調査・インタビューの実施、結果分析等）

2024 年度（令和 6 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（2021 年度（令和 3 年度）事業にて各国が策定、2022 および 2023 年度（4 年度および 5 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継続すると共に本年度は新たに ASEAN における体育教師教育スタンダード原案の策定支援を事業活動の柱の一つと設定した。

障がい者スポーツ分野では、昨年度に引き続きモデル国をラオスと設定し、同国障がい者スポーツ政策を担当する行政官（教育スポーツ省）に対する調査結果、得られた考察やインサイトを政策提言に生かすための支援、対面ワークショップの実施とインタビューおよびアンケート調査、学術論文の国際学会等での発表を継続した。加えて、本年度は ASEAN 各国の障がい者スポーツ振興に特化したアクションプラン案の作成支援も併せて行った。

両分野共通の部分では、過去 3 年間（2021～2023 年）の事業活動を通し、日 ASEAN スポーツ協力の枠組みの下、形成された互いに成長し続ける専門職学習集団（Professional Learning Community: PLC）の将来的自走を視野に入れた支援を継続することを意図した。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6年度(2024年度)事業開始に先立ち、事業方針、実施内容、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途に、オンライン会議を4月18日に実施、合意形成を図った。その際、日本体育大学は、事業活動の継続性の観点から、前年度選任され事業に参画したカウンターパートの継続的な選任をASEAN各国に依頼することを提案、その旨文書に記載することの承認を得た。ASEAN事務局からは、ASEANへの正式加盟を視野に入れ、オブザーバー参加する東ティモール民主共和国(以下、東ティモール)の事業参加が新たに提案され、スポーツ庁および日本体育大学は了承した。

同オンライン会議を経て、ASEAN各国における本事業計画の周知、体育教師教育および障がい者スポーツ・カウンターパート選任確認依頼に係り「Request for Confirmation for ASEAN-Japan “Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)” of ASEAN-Japan Actions on Sports for the Fiscal Year (FY) 2024」を日本体育大学が起案、8月9日付でASEAN事務局よりASEAN各国SOMS(スポーツ高級実務者会議)担当者宛てに発出、回覧した。

また同日付で、令和6年度ASEAN事務局より事業への招待を推奨されたASEAN準加盟国である東ティモールに対して、本事業計並びに同国からの体育教師教育および障がい者スポーツ・カウンターパート新規選任依頼に係り「Request for Nomination for ASEAN-Japan “Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)” of ASEAN-Japan Actions on Sports for the Fiscal Year (FY) 2024」を同国SOMS(スポーツ高級実務者会議)担当者宛てに併せて発出した。

各国カウンターパート選任は例年同様、一部の国で時間を要した。それは、SOMS が設置される省庁とカウンターパート所属の省庁、組織が異なる場合が多く、省庁・組織間での書類のやり取り、コミュニケーションに困難が伴うことが原因であると考えられる。省庁間の連絡窓口担当者の交代等も遠因となっている（インドネシア等）。他方、過去3年間（2021～2023年度）でASEAN各国のSOMSにおける事業のもたらすアウトプット、アウトカムへの理解度が一定程度高まったこともあり、その他の国においては比較的スムーズな選任プロセスを経ることができた。尚、東ティモールはASEAN事務局を通じた再三の事業参加に係る呼びかけに応答することは無かった。

前年度（2023年度）カウンターパートの異動による交代（ラオス）、SOMSによる方針変更に伴うカウンターパート交代（フィリピン、ベトナム）が通知された。ASEAN各国カウンターパートとは、選任に併せてオンラインでのキックオフミーティングを国ごとに開催、令和6年度（2024年度）事業概要、事業実施計画、カウンターパートの役割、過去3年度でもたらされた事業アウトプット、アウトカムについて共有、理解を促した。同時に、体育教師教育改善・強化を目的に令和3年度（2021年度）に策定された各国アクションプラン記載事項の各国内での実施状況、進捗、課題や取り組みの把握に努めた。これらミーティングは、令和6年度活動計画、チェンマイ宣言に基づく令和12年度（2030年度）までの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、合意され、令和6年度事業活動を関係者の深い理解の元、実施する上で、不可欠な手続きであったと考える。令和6年度選任されたASEAN各国カウンターパートは表1の通りである。

尚、インドネシアの障がい者スポーツ・カウンターパート前任者 Mesa Rahmi Stephani 氏は、本事業での活動をきっかけに、インクルーシブな体育教師教育について博士課程での研究を行う目的で渡米し、テキサス州立大学に入学するため、事業を離れた。後任の選任は令和7年（2025年）2月22日付で Irul Trishima Atias 氏の選任がSOMSインドネシアより通知されたが、対面式ワークショップ直前であったため、出席は叶わなかった。それに伴い、令和7年2月24日から開催された対面式ワークショップでは、体育教師教育カウンターパートである Hilda Ilmawati 氏が障がい者スポーツ・カウンターパートも兼任する形を採った。

表1 ASEAN各国カウンターパート（令和6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	Irul	TRISHIMA ATIAS	Ms.	Ministry of Youth and Sports
Lao PDR	PETE	Visith	SENG AMPHANH	Mr.	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	Erika Jane	R. DONOZO	Ms.	Deparo Elementary School, Department of Education
	SPD	Bernadith	MIRAS	Ms.	Cavinti Integral National High School, Department of Education
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	Thanh My	HO	Ms.	National Paralympic Committee of Viet Nam

※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5年度（2023年度）に引き続き、体育教師教育（PETE）分野に関する運営主体を日本体育大学、障がい者スポーツ（SPD）分野を筑波大学と設定、両者を日本体育大学が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、4および5年度（2021～2023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をプロジェクトメンバーとし、有識者会議を形成した。障がい者スポーツも同様に過去3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。

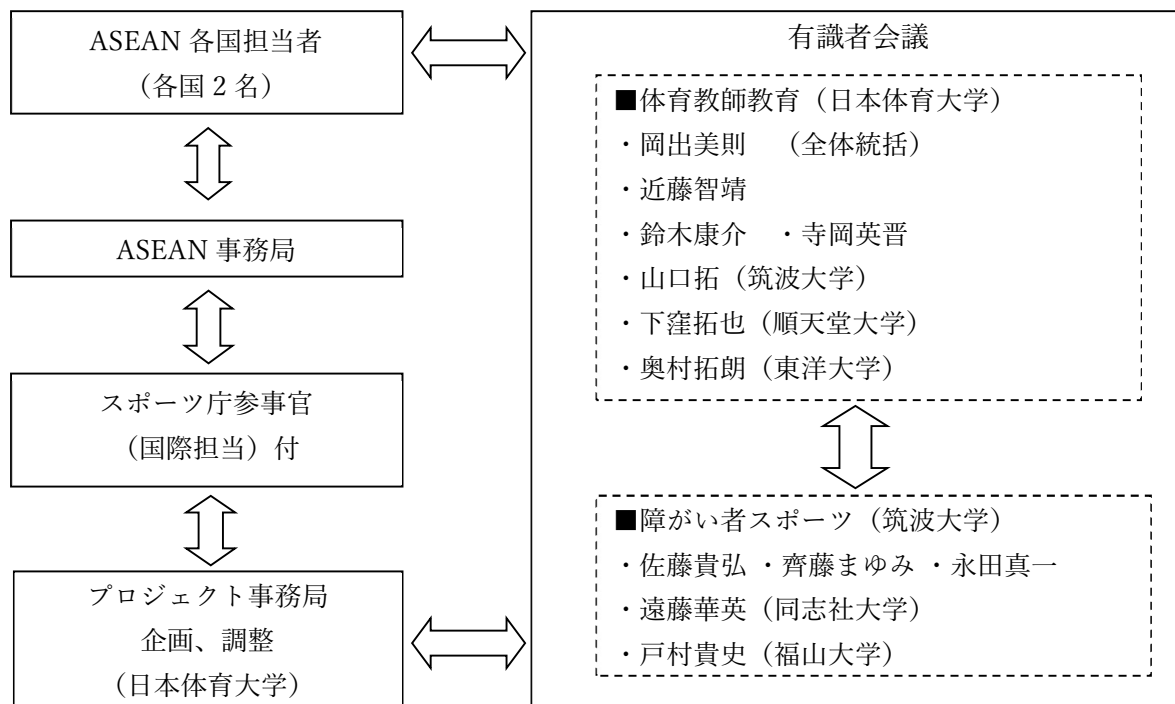
尚、体育教師教育の有識者会議委員長は岡出教授（日本体育大学）が、障がい者スポーツの有識者会議委員長は佐藤教授（筑波大学）が引き続き務めることとした。また岡出教授は、両プロジェクトのスムーズな企画、運営、管理、双方向での意見・情報交換、相互実施促進を図り、全体統括としての役割を過去3年間同様務めた。加えてスポーツ庁およびASEAN事務局への定期的な報告、情報共有および調整依頼等を行うことで関係上層機関との円滑な意思疎通、関係強化に努めた。

体育教師教育分野では、令和3年度（2021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に係り、令和4年度（2022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且つ継続的にモニタリング、プラン改訂を促すと同時に、更新された情報と進捗を共有することを通し、有識者会議メンバー内で共通理解を図った。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、アクションプランを基に政策提言、実施を更に促進すると共に、令和6年度（2024年度）ASEANの体育教師教育スタンダード原案策定を支援する上で必須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（2021年度）以降随時実施してきた調査研究の結果および考察・分析、得られたインサイトを基に、オンライン方式もしくは対面式ワークショップでのプ

レゼンテーション、学術論文の専門誌サイト上での公開、国際学会における口頭発表等を通し、新たな知見や示唆を ASEAN カウンターパートのみならず ASEAN 内外の各国関係者に共有する活動を行った。これは、各国内での障がい者スポーツ並びに障がい者の生活環境を改善・発展させるためのリソースの獲得、効率的な利活用についての他、一般国民の理解、配慮、支援等の向上に向けた障壁・課題を有識者会議が具体的にフィードバックすることで、ASEAN 各国カウンターパートの気づきをもたらし、各国の課題解決に向けたより現実的な取組み、政策提言を促すことに繋がる一連の活動となったものと評価している。

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

本事業における協力戦略については、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（令和3年）以降2023年度（令和5年度）までの本事業活動実績に基づき、2024年4月18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3年間の事業活動、主に2021および2022年度のオンライン・ワークショップ、2023年度の対面式ワークショップのアウトプットである、ASEAN各国の社会情勢、学校体育に関するニーズ、周辺環境、資源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、それらに即した各国での取組みの促進、日 ASEAN スポーツ協力の枠組み内に構築された専門職学習集団（PLC）およびその他収集、蓄積された各国基礎データを事業活動のベースとして、2024年度の体育教師教育分野の事業活動案は検討された。その過程で、本年度新たな活動コンテンツの柱の一つとして、ASEANにおける体育教師教育スタンダード原案の策定支援が意図され、各国選任事業代表者（カウンターパート）の理解促進、合意形成をオンライン・ミーティングにて図った。その実施方法は、オンライン・ワークショップ（全2回）、第3国での対面式ワークショップ開催と設定し、下記を本年度事業活動のアウトプット、アウトカム創出のための個別の実施プログラムとした。

- 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）とのミーティング、本年度協力戦略、事業活動計画の共有、理解促進、合意形成
- ASEAN各国の体育教師教育改善・強化を目途とするアクションプランの実施状況中間報告およびモニタリング、フォローアップの継続
- オンライン・ワークショップ（全2回）の実施を通じた ASEAN 体育教師教育スタンダード原案の為のブレインストーミング、事前情報の整理
- 対面式ワークショップ開催、アクションプランの実施モニタリング、助言および ASEAN 体育教師教育スタンダード原案策定支援
- ブルネイ体育教師教育カウンターパートの本邦招聘（アクション・リサーチ視察等）
- 学術論文の策定と公開を通じた成果発信
- 持続可能な信頼・協働関係の強化
- 専門職学習集団（Professional Learning Community: PLC）確立、オーナーシップの醸成
- アクションプラン実施の効果に対する客観的評価指標設定の模索継続
- その他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作成に当たっては、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。加えて、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。

ASEANにおける体育教師教育スタンダード原案は、本年度実施のオンライン・ワークショップで各国における体育教師に求められる資質、能力、知識、価値観等の情報を整理し、アメリカの体育教師教育スタンダードである SHAPE, 2017 の記載を参考に、対面式ワークショップの場で各国間の議論を深め、先ずは本年度のアウトプットとして「ASEAN 版体育教師教育スタンダード」原案を策定することを意図した。

③連携体制の構築に資する今後の協力策の提案

過去 3 年間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、随時行われる各国の体育教師教育改善・強化アクションプランの実施モニタリング、オンライン・ワークショップでの各国プレゼンテーション等を通して、各国が策定したアクションプラン内容の社会的要請に応じた変遷、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、その解決方法についても助言、情報共有し、継続的にアクションプランに記載される各アクション内容、アプローチ、実施時期等の見直し支援を行ってきた。また、過去 3 年間に引き続き、日本体育大学に特別研究員を 1 名、併せて本年度新たに体育教師教育分野の知見を有する 2 名のスタッフを配置し、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、諸支援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 3 年間の事業活動を通し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更に発展する形で、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、ASEAN+Japan の枠組みにおける専門職学習集団 (Professional Learning Community: PLC) が構築され、メンバーが帰属意識や主体性をもって本年度事業に携われるような大枠での設え整備に努めた。

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)

昨年度に引き続き、本年度も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た。そして同国学校教員、障がい生徒を持つ保護者、障がい者スポーツ関係者を対象に、インタビューおよびアンケート調査、ワークショップ、並びに同国政府の障がい者スポーツ分野の行政官に対して調査で得られるデータ、知見、考察およびインサイトをいかに活用し、社会実装を目的に政策に反映させていくかの助言を対面で実施する計画が、筑波大学関係者により組織された「障がい者有識者会議」が立案された。加えて、岡出教授 (日本体育大学) から ASEAN 各国での障がい者スポーツの更なる振興を目的に、各国事情に即したアクションプラン策定が提案され、本年度の新たな取り組みとして設定。その他、下記項目により本年度障がい者スポーツ分野の事業実施プログラムを構成した。

- モデル国 (ラオス) における学校教員、障がい生徒を持つ保護者を対象としたインタビュー調査の実施
- モデル国におけるスポーツ実施および非実施の障がい者を対象としたアンケート調査の実施
- モデル国障がい者スポーツ関係者を対象とした対面式ワークショップの開催
- モデル国行政官を対象とした調査で得られるデータ、知見、考察およびインサイトをエビデンスとしていかに有効活用し、社会実装を目的に政策に反映、提言してゆくかの助言
- 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を通じた成果発信
- 持続可能な信頼・協働関係の強化
- 専門職学習集団 (Professional Learning Community: PLC) 確立、オーナーシップの醸成
- その他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。

本年度は前年度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再度設定し、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アダプテッド体育授業における固有の課題を抽出し、課題解決を想定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 3 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立し、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) を持続可能な形で形成し、各メンバーの積極的関与を促進する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 3 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従事した。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 (日本体育大学) が、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 3 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。併せて、ASEAN 版体育教師教育スタンダード原案の策定に向けた ASEAN 全体での議論、個別の助言、支援に備えた。

障がい者スポーツ分野の有識者会議は、ラオスでが小中高各レベルの学校教員、障がい生徒を持つ保護者を対象とした質的調査を目的としたインタビュー調査、並行してスポーツを日常的に実施するおよび実施しない障がい者を対象とした量的調査をアンケート調査として行う目的でインタビュー項目、アンケート調査票の検討、作成等準備を重ね、同じくラオスでのワークショップ、行政官への助言と併せて実施に備えた。加えて、障がい者スポーツ振興に特化した ASEAN 各国アクションプラン策定に向けた支援の為の情報提供を視野に、議論を重ねた。

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、2 回目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

前年度に開催した第 1 回の対面式ワークショップ (カンボジア、プノンペン市で開催) 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促進要因、阻害要因、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。同様に前年度実施したオンライン・セミナー (全 2 回) を通じ障がい者スポーツの発展に向けて解決すべき課題の認識、新たな視座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、ASEAN10 か国および日本人専門家で構成される専門職学習集団 (PLC) がアウトプットとして構築された。本年度活動は、それらの要因を前提に企画、準備された。

また、外部機関である ASEAN Council of Physical Education and Sport (ACPES)、ASEAN 内外の体育教師教育、障がい者スポーツ関連の国際組織、研究機関、国際学会、国際学術誌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キングの可能性に対して具体的なアク

ションをもって模索することを想定した。ASEAN域内外の各機関、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の取組みを、本事業終了が見込まれる2030年度以降も継続、発展することを将来的な事業成果、アウトカムと設定している。

このような取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もしくは日 ASEAN スポーツ高級実務者会議（SOMS）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もしくはタスクフォースを開設し、定期的に ASEAN 各国間のエビデンスに基づいた情報交換、議論と具体的アクションを相互に進める目途にて、その中心的役割を果たして行くことも想定する。また、各国間の日常的で自由な情報交換、議論機会、グッド・プラクティスの共有を担保する目的とした、共通コミュニケーション・プラットフォームの構築、有効活用は、発展的且つ持続可能な互助関係の醸成、日 ASEAN のフレームワークからの世界に向けた発信に今後資するものと考えている。

尚、これらの取組みは、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組み方針（2018）並びに UNESCO の“Fit for Life: sport powering inclusive, peaceful, and resilient societies”（2021）の内容にも合致するものである。将来的には本事業で得られた情報、ノウハウや ASEAN 内外のネットワークを活用すると共に、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、さらには日本国内の連携も見据え、将来に有用なレガシーを継承する動きに繋がるものと捉えている。

5) 事業成果の共有・発信

本事業に関しては、令和5年（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った。本年度は第7回同会議（ベトナム、ヴィンフック県にて開催）にて対面で成果発信、進捗共有する機会を得た。併せて、国際レベル、ASEAN 各国体育・スポーツ関係者、各国政府関係者をターゲットに、ACPES（ASEAN 体育スポーツ評議会）をはじめとした国際学会での口頭発表および国際学術誌への論文投稿、世界に向けた情報発信、ネットワーク構築を実行して行くためのアプローチに着手することを本年度の活動の柱の一つと設定した。

加えて、当初本年度事業計画にはないものの、各国からの要請に随時応じる形で、日本人有識者が国際学会、セミナーに招待を受け、基調講演、講義等を行う機会を想定した。

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 NGO、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3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

本事業はスポーツ庁に提出する委託事業完了報告書、委託事業成果報告書と併せ、事業報告書を過去3年間に倣い、巻頭の抄録（英語版）および一部資料を除き日本語で作成し、完成時期は令和7年（2025年）3月末を目途とした。体育教師教育に関しては、2025年2月実施の対面式ワークショップ期間中にASEAN各国から報告した2024年度の体育教師教育改善・強化アクションプランの取組み内容、進捗等に係る情報、ASEAN版体育教師教育スタンダード原案の議論過程等を反映させたプレゼンテーション資料並びに障がい者スポーツ分野の各資料を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6年度本事業実施計画（概略）

	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	<ul style="list-style-type: none"> 日本側事業関係者ミーティング、実施準備開始 キックオフミーティング開催（スポーツ庁、ASEAN事務局、日本体育大学） 	
5月	<ul style="list-style-type: none"> 事業実施準備 	
6月	<ul style="list-style-type: none"> ベトナム政府との対面式ワークショップ共催に向けた協議の開始 	
7月	<ul style="list-style-type: none"> 対面式ワークショップ共催依頼状の発出（ベトナムSOMS宛て） IAHPEDSにおける成果発信（岡出教授、佐藤教授、永田助教） 	
8月	<ul style="list-style-type: none"> ASEAN各国カウンターパート継続確認状の発出（ASEAN10か国SOMS宛て） 東ティモール・カウンターパート新規選任依頼状の発出（東ティモールSOMS宛て） ASEAN各国カウンターパートとのオンライン打ち合わせ、モニタリング準備 	
9月	<ul style="list-style-type: none"> 第10回ACPES国際学会での成果発信、論文投稿（岡出教授） 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、モニタリング（1） 対面ワークショップ準備、フォローアップ（1） 	
10月	<ul style="list-style-type: none"> 第6回SOMS+Japanでの事業情報・成果発信（岡出教授） 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、モニタリング（2） 対面ワークショップ準備、フォローアップ（2） 	
11月	<ul style="list-style-type: none"> オンライン・ワークショップの開催（全2回） ブルネイPETEカウンターパート本邦招聘、国内視察 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、モニタリング（3） 対面ワークショップ準備、フォローアップ（3） 対面式ワークショップ案内状の発出（ASEAN10か国SOMS宛て） 障がい者スポーツ実地調査研究への協力依頼状の発出（ラオス国政府宛て） 	
12月	<ul style="list-style-type: none"> 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、モニタリング（4） 対面ワークショップ準備、フォローアップ（4） 	
1月	<ul style="list-style-type: none"> 対面ワークショップ準備、フォローアップ（5） 	<ul style="list-style-type: none"> ラオス実地調査研究の実施
2月	<ul style="list-style-type: none"> 対面式ワークショップの開催（ベトナム・ハノイ市） 	<ul style="list-style-type: none"> 学術論文の発表・公開
3月	<ul style="list-style-type: none"> 報告書作成、精算業務 	

第3節 期待される事業成果

● 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、価値観等が異なる多様な 10 ヶ国を対象としている。従って、先ず体育教師教育や障がい者スポーツの現状、課題、取組みを把握し、自国の現状を日 ASEAN の枠組み内で共有し、他国の事情を各国が自国文脈に落とし込んで考える協働作業が不可欠であった。インクルーシブで良質な体育授業実施を目途とした体育教師教育、障がい者スポーツの改善・強化および振興に向けた事業ロードマップ作成に必要な基礎的データの収集・分析を過去 3 年間で実施している。その過程のアクションプラン立案、社会実装、各国カウンターパートの共有する進捗情報および調査を通じ、新たな課題が浮かび上がると同時に、課題解決の優先順位も変遷している。それに応じ、体育教師教育分野ではアクションプランの実施過程にある各アクションのモニタリング、フォローアップと同時に、継続的な同プラン自体の見直し、再検討を各国に促している。

同アクションプランは、物理的な本事業アウトプットであり、社会実装を通じ、アウトカムを生み出し始めており、中長期の実施によるインパクト波及が期待されている。また障がい者スポーツ分野に関するこれまでの調査研究で得た知見、分析で得られた考察、インサイトも、本事業の貴重なアウトプットである。それらの共有、有効活用により、アウトカム、インパクトを ASEAN のみならず、域外に向けて発信できると考えている。令和 6 年度は上記に加え、ASEAN 体育教師教育スタンダード原案、障がい者スポーツ振興アクションプランが、新たな事業活動を通じたアウトプットとして創出することが期待されている。

本事業における ASEAN 諸国および日本の関係はこれまで、折からの世界的な新型コロナウイルス蔓延により、当初オンラインでの活動に限定されたが、その終息により、昨年度（令和 5 年度）以降、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。オンラインと対面機会の使い分けたハイブリッド形式での運営を通じ、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）の自走（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。尚、令和 6 年度（2024 年度）に期待されたアウトプット（概要）は下表 3 の通りである。

表3 令和6年度の事業活動で期待される成果（アウトプット）

■ 体育教師教育
1) ASEAN 各国体育教師教育改善・強化アクションプラン（改訂版）
2) ASEAN における体育教師教育スタンダード原案
3) 事業における体育教師教育分野の活動にまつわる成果（学術論文を含む）
4) 事業における体育教師教育分野に関わる全ての情報、ノウハウ、知見等
■ 障がい者スポーツ
1) ラオス実地調査研究（質的調査および量的調査）により得られら情報、データ、知見等
2) ASEAN 各国障がい者スポーツ振興アクションプラン原案
3) 事業における障がい者スポーツ分野の活動にまつわる成果（学術論文を含む）
4) 事業における障がい者スポーツ分野にすべての関わる情報、ノウハウ、知見等
■ 両部門共通
1) 日 ASEAN スポーツ協力のフレームワーク内で構築された専門職学習集団（PLC）
2) PLC に対する各国カウンターパートのオーナーシップ

● 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3年間（2021～2023年）の事業活動を通じ、ASEAN各国の現行システム、社会情勢、ニーズ、課題および周辺環境等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各国のアクション実施、モニタリング、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が定期的に実施されてきた。

令和3年度（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体育教師教育改善・強化アクションプランを作成した。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、令和3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、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、幼稚園で体育教員専任制等、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組みに着手すると同時に、他国の共有する具体的取組み、課題と対策などに係る情報や、日本人専門家が示す情報、知識および助言を参考に、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他国のグッド・プラクティス、取組みを参考に、自国の社会的要請、資源等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。

特に本年度（令和6年度）は新型コロナ蔓延後、2回目の対面式のワークショップをベトナムで開催し、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、議論等を行うことが出来る。新たな取組みとしてのASEAN体育教師教育スタンダード原案を検討、作成する上で必要且つ建設的な作業、有意義な過程となる。各国カウンターパートにとり、他国の状況、ニーズ等を知り、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るものと期待する。また障がい者スポーツ分野のカウンターパートが体育教師教育の議論、情報共有および岡出教授の講義を受けることで、自身の体育教師教育分野へのコミットの重要性、インクルージョンの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改めて認識することを期待する。今後、ASEAN体育教師教育スタンダード原案の策定により、物理的なアウトプットが創出されると共に、各国カウンターパートがスタンダード考案過程を通し、スタンダード策定能力の開発、ノウハウの蓄積が進み、ニーズ、実態に即した各国独自のスタンダード評価、レビューが行われ、中長期にて各国独自のスタンダード案が策定、承認を受け、社会実装されることをアウトカムとして期待する。

● 障がい者スポーツのアウトカム

障がい者スポーツ分野では、これまで3年間で実施した障がい者スポーツ・カウンターパート対象インタビュー調査、カンボジアおよびラオスの障がい者スポーツ関係者（パラアスリートおよびコーチ）対象のインタビュー調査研究により、各国の障がい者スポーツの概観、各国共通および個別に抱える課題に関する基礎情報、分析結果、考察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。

多くのASEAN諸国には障がいに伴うスティグマ（否定的な考えや行動）の他、差別や偏見は根強く残り、障がい者の社会参加が制限されるケースも依然多くみられる。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する一方、障がい者スポーツに対する関心を高める上で、パラリンピックへの参加、「障がい者スポーツのエリート発掘・育成」促進等、多くの目に触れやすく、可視化された成果により資源が投入される状況が継続し、草の根レベルの取組みにまで、十分な制度設計、支援、配慮が行き届いていない現状が調査の結果明らかになった。本事業の調査研究により、草の根レベルでの障がい者のスポーツへの積極的参画促進、そのための環境整備、官民学連携の重要性を踏まえた、課題解決の方向性が示唆されている。

他方、ASEAN各国で取り組むべき課題は一律ではない上、障がいへの意識・考え方、課題解決に向けた取組み、制度、利用可能なリソースは国により違いがある。本事業で障がい者スポーツ振興に特化した各国独自のアクションプラン案が策定されることを出発点として、各国カウンターパートを通じ、各国の文脈や資源を踏まえた現実的な課題整理、目標設定を行い、先ず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投入、政策提言並びに社会実装が進むことを中長期でのアウトカムとして期待する。加えて、本事業活動で得られた上記の調査・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、カウンターパート自身、所属組織（主に公的機関、省庁等）の課題解決に向けた政策提言・実施能力向上、ノウハウ蓄積等に繋

がることを、別途副次的なアウトカムと見込んでいる。

- **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キング、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、ネットワーキ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3年間で、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内での横の繋がりが、各国政府の選任を受けて、同じような立場、身分と言える省庁および政府機関、教育機関の職員等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た。このネットワークは、令和3年度（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、令和5年度（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。令和6年度（2024年度）は、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・改善および障がい者スポーツ振興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、ASEAN Workplan 2021-2025、Chiang Mai Declarationに準拠し、中長期的な視点から日本を含めたASEAN各国の専門職学習集団（PLC）として、各カウンターパートの積極的関与が醸成され、アウトカムを継続的に創出することを目標としている。

- **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と人材開発**

過去3年間（2021～2023年度）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である大学が関与することは、当該ASEAN諸国はもとより、日本の関係者にも恩恵が大きいと考えている。本事業を通じた個人的、組織的ネットワークの構築過程で、ASEAN各国の文化的、社会的、歴史的資源を踏まえた課題解決を主体的に担える日本人専門家の人材育成も可能になることが期待される。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、ASEAN各国の実情に関するより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）等が各々取り組む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理解される。その意味で、スポーツ庁主導で発足した日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が、互助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考案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。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、情報整理、蓄積、共有、横断的な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、信頼感の高まりが今後期待される。ASEAN における取組み、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、学術面からも政策面にも国際社会に向けて日 ASEAN の枠組みから発信、普及されていくことにも繋がる。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をより一層促進することで、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り得ると考えている。

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してきたことに起因する。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。当該国で日本人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。対応すべき課題把握・解決には、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。

政策実施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、日本では進展していない状況がある。そのため、本事業活動を通じて知識、経験、ノウハウを習得した日本人専門家が、日本の更なる国際貢献の他、日本国内の課題解決でも活躍できる人材に育成されることも、事業の生み出し得るアウトカムの一つであると考えている。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 令和6年度事業概要

令和6年度（2024年度）事業における体育教師教育分野（PETE）では、前年度までに蓄積したASEAN各国内における体育教師教育に関する各国の現状、課題並びに解決策、それらを議論するための基礎データを踏まえ、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（2021年度）事業にて各国が策定）の実施促進（現状把握、問題点の整理、政策提言、ステークホルダー間の合意形成、実施に係る必要な手続きの遂行等）並びに同アクションプランの継続的見直し、改訂を促した。その他、オンライン・ワークショップ（全2回）および対面式ワークショップを通じ、改めて各国体育教員に求められる資質、能力、知識、価値観、ノウハウ等を整理、分類し、アメリカの既存の体育教師教育スタンダード（SHAPE, 2017）との比較検討を通じ、ASEAN域内共通基準となる「体育教師教育スタンダード」原案の策定を令和6年度事業活動における柱の一つと設定した。それらの活動を通じ、持続可能な協働関係から、発展的な専門職学習集団（Professional Learning Community: PLC）へ、各国選任事業代表者（以下、カウンターパート）を中心に、各国内で関係ステークホルダーを巻き込む形で形成されることを目指した。加えて、ブルネイ体育教師教育カウンターパートが策定したアクションプランの内容を踏まえ、本邦招聘し、公益財団法人「日本学校体育研究連合会」主催の研究大会、日本の学校体育の視察を通じ、日本の体育教員が取り組むアクションリサーチのノウハウを学ぶ機会を設けた。

障がい者スポーツ分野（SPD）では、令和5年度（2023年度）に続き、調査対象国をラオス人民民主共和国（以下、ラオス）と設定し、インタビュー手法を用いた質的調査（小中高各レベルの学校教員および障がい生徒を持つ保護者が対象）、アンケート方式を採用した量的調査（スポーツを行う障がい生徒およびスポーツを行わない障がい生徒が対象）を実施し、併せてこれまでの調査データ、考察結果をもとに学術論文の国際学会誌掲載および国際学会での口頭発表を旨とした。併せて、ラオス政府関係者（教育スポーツ省）を主な対象として、ASEAN全域およびラオスでの調査結果、エビデンスに基づく政策立案、提言、実施の重要性を主なテーマに対面式ワークショップを開催した。別途、ASEAN各国カウンターパートを対象に両分野（PETEおよびSPD）共通で開催した対面式ワークショップにて、ラオスにおける調査結果、考察、得られたインサイトを共有し、SPDに特化した各国アクションプラン草案の策定のための参考、導入と位置付けた。

第3章 令和6年度事業実績

以下に令和6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）とのミーティングおよびモニタリング

【実施時期】令和6年（2024年）9月～12月

令和6年度（2024年）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3年間の事業成果、令和6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、実施上の課題等の聞き取り、モニタリングを目的に各国と個別のオンライン・ミーティングを行った。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、円滑な共有が図られ、共通理解を得た。他方、アクションプラン実施の進む国と、選任された個人の職務上の立場、政治体系、省庁組織に係る諸制度、環境等から同実施に困難を伴う国に、大まかに二分される傾向が前年度同様、確認された。この点は、今後体育教師教育に係る政策担当者をステークホルダーとして、本事業で形成した専門職学習集団（Professional Learning Community：PLC）に段階的に巻き込んでゆくこと等対応が想起される。

本年度事業活動を通じ、継続的に同プランの実施促進に努めると共に、各カウンターパート個人の能力開発、所属組織へのノウハウのフィードバック、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解決能力の強化および本事業のもたらすアウトプット、アウトカム、インパクトの客観的評価指標の設定の模索、ASEAN+Japanの枠組みにおける協働関係強化、形成したProfessional Learning Community（PLC）の拡大と自走等を目途に、本年度事業全体を通してどのような方針の下進めていくべきか実施主体（日本体育大学）が客観的視点から、見直す機会となった。詳細は巻末資料（資料5）ASEAN各国打ち合わせ結果概要を参照願いたい。

表4 ミーティングおよびモニタリング実施状況一覧

	国名	ミーティングおよびモニタリング実施日
1)	ブルネイ	令和6年（2024年）11月4日
2)	カンボジア	令和6年（2024年）9月24日
3)	インドネシア	令和6年（2024年）12月12日
4)	ラオス	令和6年（2024年）10月1日
5)	マレーシア	令和6年（2024年）9月17日
6)	ミャンマー	令和6年（2024年）9月8日
7)	フィリピン	令和6年（2024年）12月12日および12月23日
8)	シンガポール	令和6年（2024年）9月26日
9)	タイ	令和6年（2024年）10月7日
10)	ベトナム	令和6年（2024年）10月4日

第2節 事業進捗・成果発表機会

【実施時期】令和6年（2024年）7月、9月および10月

1) 2024 IAHPEDS (International Alliance for Health, Physical Education, Dance, and Sport) WORLD CONGRESS (2024年7月6日)

東京学芸大学で対面形式にて開催された本国際学会に於いて、岡出教授（日本体育大学）が基調講演を行い、佐藤教授並びに永田助教（筑波大学）が本事業の枠組みで実施したラオス人民民主共和国での障がい者スポーツに係る調査研究結果より投稿した論文を口頭発表した。これまで、事業関係者に向けた講義、情報共有、発表は随時実施してきたものの、本事業関係者以外の不特定多数を対象とする発表は、昨年度、永田助教が国際学術専門誌サイト上にオープンアクセスにて公開した学術論文以降、本口頭発表が2回目の機会となった。

2) ASEAN 体育スポーツ評議会 第10回国際学会 (2024年9月20日)

ASEAN Council of Physical Education and Sports (ACPES), 10th ACPES International Conference

過去3年間（2021～2023年）で得られ、本事業内に蓄積されたASEAN各国における体育教師教育強化・改善アクションプランの実施状況に係る情報を基に、岡出教授が学術論文「Building Professional Community For Inclusive Quality PETE System Under ASEAN-Japan Cooperation」を投稿、本国際学会において口頭発表を行った。また同学術論文の学術専門誌「Asian Journal of University Education (AJUE)」上の公開を本国際学会の主催団体 (ACPES) が調整、掲載された（令和7年（2025年）3月24日現在）。ASEAN内外の研究者、教育・体育・スポーツ関係者、学生等約400名が、マレーシアのシャーアラム市にあるMARA工科大学に一堂に会した。本事業における体育教師教育関連の国際学会における情報発信は、上記1)国際学会における岡出教授の発表に次いで本年度2回目となり、シンガポールの研究機関所属、Koh Koon Tech准教授らから様々な観点からの質問が寄せられ、岡出教授が逐次回答した。本国際学会への参加を通じ、ASEAN諸国の研究者、大学関係者とのネットワークが構築され、今後本事業で形成された Professional Learning Community (PLC) へのステークホルダーとしての関与促進、各国カウンターパートとのマッチングの可能性を得たことは、以降の事業運営・実施の可能性の幅を拡大するに資するものと捉えている。

表5 ACPES 渡航日程およびプログラム

日付	曜日	活動内容
2024年 9月18日	(水)	23:30 羽田発 (NH885便)
9月19日	(木)	06:00 クアラルンプール着 車両移動 (クアラルンプール国際空港→シャーアラム市) ・ 第10回 ACPES 国際学会登録受付 (MARA 工科大学工学部) ・ 開会式 ・ 基調講演① ・ ポスター展示 ・ 全体講演①～④ (教室1～4に分かれて) ・ 口頭発表① (教室1～4に分かれて)

		<ul style="list-style-type: none"> 昼食およびポスター発表
		<ul style="list-style-type: none"> 招待講演① 招待講演② 口頭発表②（教室 1～4 に分かれて）、ポスター発表 ポスター発表 車両移動（MARA 工科大学工学部→宿泊先ホテル）チェックイン 車両移動（宿泊先ホテル→歓迎会場）
		<ul style="list-style-type: none"> 歓迎会レセプション 車両移動（歓迎会場→宿泊先ホテル）
9月20日	（金）	チェックアウト 車両移動（宿泊先ホテル→MARA 工科大学工学部）
		<ul style="list-style-type: none"> 口頭発表③（教室 1～4 に分かれて） ポスター発表 基調講演② 閉会式
		<ul style="list-style-type: none"> 昼食
		車両移動（MARA 工科大学→プトラジャヤ市：マレーシア国教育省）
		<ul style="list-style-type: none"> 事業カウンターパートと対面打合せ（マレーシア国教育省）
		車両移動（マレーシア国教育省→プトラジャヤ・サイバージャヤ駅） 電車移動（プトラジャヤ・サイバージャヤ駅→KLIA1 駅）
		19：10 クアラルンプール発（MH607 便） 20：25 シンガポール着/22：10 シンガポール発（NH844 便）
		※MH607 便機材整備不良により、出発時間が変更（19：10→21：45）、シンガポールでの乗り継ぎ不可の為、航空会社との協議の上、航空会社側が翌日の（クアラルンプール→羽田：NH886 便）への振替と 20 日（金）のクアラルンプール宿泊（移動交通費、朝食を含む）の負担を提示、承諾した。
9月21日	（土）	06：20 羽田着 <ul style="list-style-type: none"> 午前 書類整理 14：15 クアラルンプール発（NH886 便） 22：15 羽田着

3) 第 7 回日 ASEAN スポーツ担当高級実務者会議（2024 年 10 月 15 日）

The Seventh ASEAN Plus Japan Senior Officials Meeting on Sports (7th SOMS+Japan) Vinh Phuc, Viet Nam

ASEAN 各国政府関係者、スポーツ高級実務者会議メンバー、日本政府代表者（スポーツ庁）が対面形式で開催する本会議に、実施主体（日本体育大学）より岡出教授が対面参加する目途にて、ベトナム社会主義共和国ヴィンフック県に特別研究員と渡航した。過去 3 年間では、岡出教授の同会議参加はオンラインに限定されていたが、令和 6 年度（2024 年度）は初めて対面参加となり、ASEAN 各国政府関係者、スポーツ高級実務者会議メンバーとの意見交換、議論機会を得た。

同会議で「ASEAN-JAPAN ACTIONS ON SPORTS Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) AGENDA ITEM 5.2」（日 ASEAN スポーツ協力 体育教師教育の強化・改善、障がい者スポーツの推進に係るワークショップの実施）と題し、岡出教授が口頭発表を行い、事業進捗、これまで得られた成果（アウトカム、ア

アウトプット)、期待されるインパクトおよび中長期での事業の方向性等を全体共有した。併せて、ASEAN各国スポーツ高級実務者が各国進捗に係るフィードバック、事業に期待する効果等につき意見を出し合い、前向きかつ有意義な意見交換の機会となった。

今回、対面する機会を得て、信頼関係、協働関係を醸成する契機を与えていただいたと認識している。また岡出教授が本事業の進捗詳細、令和6年度の方向性、中長期的な事業ビジョンを明確に共有したことで、体育教師教育並びに障がい者スポーツ分野で本事業が担う各国制度の強化・改善を促すアクションプランの作成、それによりもたらされるアウトプット、アウトカム、社会実装とその効果のイメージをASEAN各国政府関係者と共有し、事業全体に係る理解と関心を高めることができた。この意義は、今後令和12年度(2030年度)までの事業企画、運営、実施に向けて追い風になるものとする。今後、それと併せ、ASEANカウンターパートとの良好な関係の下、ASEAN全体としての体育教師教育スタンダードを確定、それを基にASEAN各国の社会的背景、資源、需要等を踏まえ落とし込むプロセス、より現実的且つ発展的な事業コンテンツの開発、実施、推進を、岡出教授をはじめとする日本人専門家、各国カウンターパートが一体となり進めて行く事を想定している。「教える立場」、「教わる立場」ではなく、Professional Learning Community(PLC)に対するオーナーシップ(帰属意識、当事者意識、主体性)に根差した全員がプレイヤーとしての意識、マインドセットを共有し、日ASEANスポーツ協力下におけるコミュニティを拡大、成熟させてゆくことが、ASEAN全体の体育教師教育、障がい者スポーツの持続可能な発展に資するものとする。期待している。

表6 第7回日ASEANスポーツ担当高級実務者会議 渡航日程およびプログラム

日付	曜日	活動内容
令和6年 (2024年) 10月14日	(月)	10:00 成田 発 (VN311便)
		13:35 ハノイ着 車両移動 (ハノイ国際空港⇒Vinh Phuc 県) (入国後、主催者側手配の交通手段にて移動) 到着後、会議会場兼宿泊先である Flamingo Dai Lai チェックイン ・ 発表準備
10月15日	(火)	・ 第7回日ASEANスポーツ高級実務者会議 (SOMS+Japan) 並びにオープンセッション (10:10~10:50: 岡出教授による本事業に係る発表、質疑応答) ・ 昼食
		・ ホテル内の会議スペースにて用務 ・ 歓迎晩餐会 (岡出教授帰国の為、19:45にて中座) 車両移動 (Vinh Phuc 県⇒ハノイ国際空港) (主催者側手配の交通手段にて移動) 岡出教授とハノイ国際空港まで移動、その後ハノイ市街へ移動 (夫戸) 車両移動 (タクシー: ハノイ国際空港⇒ハノイ市宿泊先) 宿泊先到着 (ワークショップ開催候補ホテル: Army Hotel)
10月16日	(水)	(岡出教授) 00:20 ハノイ発 (VN310便) 07:00 成田 着 (夫戸)

		<ul style="list-style-type: none"> 24年度ワークショップ開催候補ホテル内外の視察 同ホテルにて用務、現地オンラインサポート会社等の情報収集
		<ul style="list-style-type: none"> 昼食
		<ul style="list-style-type: none"> 実地・打合せ準備 ホテル関係者との打合せ、ホテル内施設実地確認、質疑応答等 同ホテル内にて用務 車両移動（ハノイ市街⇒ハノイ国際空港） 空港内搭乗ゲート付近にて用務 (ASEAN事務局、ベトナム政府関係者への感謝を伝える、帰国前挨拶等)
10月17日	(木)	00:20 ハノイ発 (VN310便) 07:00 成田 着

第3節 オンライン・ワークショップの展開

【実施時期】令和6年(2024年)11月5日(火) および19日(火)

1) 第1回オンライン・ワークショップ 令和6年(2024年)11月5日(火)

(議題)

- あなたの国でどのような人材が体育教師を務めているか。
- あなたの国で体育教師に求められる証明書、ライセンスは何か。
- あなたの国は国としての体育教師教育スタンダードを有しているか。
(時間の関係で今回は議論せず)
- あるとすれば、だれが(どの組織が)そのスタンダードを作ったのか。
(時間の関係で今回は議論せず)
- だれが(どの組織が)そのスタンダードを認可したのか。(時間の関係で今回は議論せず)

(グループ1:ブルネイ、カンボジア、ベトナム)

議題1および2について、ブルネイ、カンボジア両国の違いが大きく、共通項を見つけるには至らなかった。他方、違いから学ぶべき点は、今後の議論の中で見つけて行くことが出来る。大学の卒業要件と教員認定要件が互いにリンクする、しないによる違いもある。カンボジアは体育教員の人員不足を、大学卒業証明書の発行を容易に運用することで埋め合わせている現状がある。国外の体育・スポーツ領域の1~2年の追加履修などの特別措置を設けるか否かによる養成段階での違いも明らかになった。

(グループ2:インドネシア、マレーシア)

議題1および2は、両国比較的似通った人材、証明書、ライセンスが体育教員になるために要されていることが判明した。両国とも就学前教育では体育教員は置かず、小学校以上には体育関連の大学を卒業し、一定の訓練を受け、省庁の認定を受けた人材が体育教師を務めている。マレーシアでは小学校レベルでは教員養成機関、中学校レベルでは大学の卒業証明が要求されている。また同国には General Teacher Standard という体育に特化しないもののスタンダードが既に策定、運用されている。他方、インドネシアは大学の体育を専科とした卒業証明が要されるのみで、現状体育教師教育に特化したスタンダードの設定は無い。

(グループ3：ラオス、タイ)

ラオスとタイについても、議題1および2でほぼ同様の回答が得られ、最低限大学の体育およびスポーツ専科の修了証が、体育教師になる為に要求されている。タイでは、その他教育省発行の教員証明の取得も併せて要されている模様。タイでは小学校レベルの体育は他教科の教員が担当している場合が多いのが現実であり、ラオスでも規則上、小中高の体育教員は、体育大学での修了が条件と設定されているものの、実際には他教科教員が体育を担当する場合が多いのが実情の様である。

(グループ4：ミャンマー、シンガポール：(不参加) フィリピン)

議題1につき、シンガポールの主要学校は国家教育機関のトレーニングを受けた教員が体育を専科として受け持ち、特別学校では他教科の教員もしくは理学療法士が障がい生徒の体育を担当している。ミャンマーでも大学での体育、スポーツ専科の修了が体育教員になる条件とされている。議題2の証明書、免許はシンガポールで教育分野での学部修了もしくは修士課程修了、ミャンマーでは学位の他、トレーニング修了証明が要されている。その他、National Qualification Frameworkが別途設定され、体育教員になった後の定期的なトレーニングを修了してゆくシステムが構築されている。議題3、4は、両国にスタンダードがあり、シンガポールでは教育省の下、国家教育機関がシラバスなどを策定、運用している。ミャンマーでは Teacher Competency Standards Framework (TCSF)が策定、運用されており、体育教員に求められる能力が細かく規定されている。これは教育省によって策定、運用が進められている。議題5はシンガポールでは教育省、ミャンマーでは教育省および National Taskforce for Physical Education が、既述スタンダードの認可を担当している。

2) 第2回オンライン・ワークショップ 令和6年(2024年)11月19日(火)

(議題)

1. あなたの国で養成段階の体育教員に求められる能力、知識やスキルは何か。
2. あなたの国で現役体育教員に求められる能力、知識やスキルは何か。
3. インクルーシブで良質な体育教師教育のための ASEAN スタンダード原案策定はどのように行うべきか。(時間の関係で今回は議論せず)
4. インクルーシブで良質な体育スタンダードを ASEAN 各国で機能させるには、どのような方法があるか。(時間の関係で今回は議論せず)

■ (グループ1：ブルネイ、カンボジア、インドネシア、ミャンマー)

議題1) に対する各国の回答(まとめ)

(人格・メンタリティ) 体育を教える熱意、体育教員としてのプロ意識、人間としての成熟・人格、責任感、(技術面) シラバスやカリキュラム作成能力、生徒の安全確保(応急処置と心肺蘇生)の知識・技術、保健体育およびコーチング・スキル、体育・科学に関する基礎知識、計画と実行能力、授業評価能力、ICTを扱うスキル、教授法の理解、授業マネジメント能力、生徒に関する知識(スキル) 教員同士のチーム作り(協働)能力、生徒のやる気・自発性を引き出す力、体育の価値に対する理解、21世紀能力(下記参照)、コミュニケーション能力、適応力、様々な生徒に

対する理解、（フィジカル面）体力およびいくつかの種目の技術、（資格）高校修了、体育に関する学術面における高い能力等

議題 1 について、各国で共通して指摘された項目は、熱意、体力、教育学、カリキュラム等に関する知識であった。ITC 活用能力についてはインドネシアより提案、強調されていた。カンボジアからは ICT 活用能力、クリエイティビティや批判的意見を変えてゆく総合的能力（21st Century skills）の必要性が提示された。ブルネイは現状教員養成制度が国内に設置されていない。ミャンマーには教員養成制度自体はあるものの、小学校に体育専科の教員を置いていない。授業の計画能力並びに生徒に関する知識については提案されていなかったため、その必要性について確認した。特に、生徒の多様性に対する知識や多様性に対応した指導法に関する知識の重要性についても論議した。その結果、これら二つの能力も重要であるとの合意を得た。併せてブルネイからは、インクルーシブな体育の実践において、生徒の障がいの種類、程度の特定制とカリキュラムのバリエーションの必要性も提言された。また、養成段階と現職段階では求められる能力のレベルが異なるのではないかという点を指摘した。

（岡出教授コメント）現役体育教員は現場で様々な生徒に接する機会に恵まれる一方、養成段階の体育教員は生徒の多様性や異なる発達段階に対する理解が進んでいない場合が多い。今後、制度が進むシンガポールから情報共有してもらおう。また SHAPE AMERICA（2017）の内容にも照らし合わせ、ASEAN スタンドアードが各国で機能する上で、必要なドキュメント、手続き等について、2025 年 2 月の対面機会でも議論を深める。

■ （グループ 2：ラオス、マレーシア、タイ、ベトナム）

議題 1) に対する各国の回答（まとめ）

（知識・技術面）生徒に関する理解、政策や規範理解、健康増進やフィットネスの原則の認識、国の定めるカリキュラムとスタンダードの理解、教育的知識、生理学、心理学、運動学の理解、理論的知識

（スキル）指導スキル（導入、指導、実践、応用、評価等）、コミュニケーション能力
<寺岡助教の提案>

- 身体活動やゲームを効果的に指導する
- スキルや動きの正しいテクニックをモデル化する
- 生徒の進歩とフィードバックに基づいて指導方法を調整する

<評価とは？>

- パフォーマンスベースのタスクとルーブリック設計
- 生徒のパフォーマンスデータの記録と分析をする能力

（フィジカル面）フィジカル・リテラシー、基本的な運動能力

（能力）指導の習熟度、態度（どのような？）、コミュニティへの関与、振り返りと実践

（人格・メンタリティ）道徳観念と倫理、

（その他）身体活動、健康に関する議論に生徒を参加させる

議題 2) に対する各国の回答（まとめ）

(知識・技術面) 生徒に関する理解、政策や規範理解、健康増進やフィットネスの原則の認識、国の定めるカリキュラムとスタンダードの理解、教育的知識、生理学、心理学、運動学の理解、理論的知識

(スキル) 指導スキル (授業運営、生徒指導、リーダーシップ、教える内容と技術の習得)、評価スキル、コミュニケーションスキル

<評価とは?>

- ・ パフォーマンスベースのタスクとループリック設計
- ・ 生徒のパフォーマンスデータの記録と分析をする能力

(フィジカル面) フィジカル・リテラシー

(能力) コミュニティへの関与、指導スキルの向上と開発、指導計画、実施、管理、リーダーシップとメンターシップ

(人格・メンタリティ) 良好な人間関係を構築する

(その他) 身体活動、健康に関する議論に生徒を参加させる

(寺岡助教コメント) 議題 1 および 2 を中心にアイデアを出し合い、話し合った。最終的には体育を取り巻く環境、資源、文化背景の多様性から、各国の文脈で取捨選択ができるような自由度の高い ASEAN スタンダードの設えでも良いかとの考えを持った。

本オンライン・ワークショップで各国より提示された情報をベースに、令和 7 年 (2025 年) 2 月の対面式ワークショップでは、インクルーシブ且つ良質な体育のための ASEAN 体育教師教育スタンダード原案の策定に努めた。

第 4 節 ブルネイ体育教師教育カウンターパートの本邦招聘

【実施時期】 令和 6 年(2024 年)11 月 11 日(月)~17 日(日)

(実施目的)

- ・ 「全国学校体育研究大会」山口大会に出席する。
(日本国内で実施中のアクションリサーチに関する発表からインサイトを得る)
- ・ 日本の専門家と体育教師教育に係る情報交換を行う。
- ・ 日本の学校を訪問し、学校体育、体育教師教育の優れた実践例と課題を確認する。

令和 3 年度 (2021 年度) に本事業にて策定、その後継続的に改訂されているブルネイ国の体育教師教育改善・強化を目的としたアクションプランには、国内パイロット校 (小学校および中学校) での現役体育教員らによるアクションリサーチの実施が提唱され、各ステークホルダーの理解・協力のもと、実施が開始され、第 3 フェーズを迎えている。現役体育教員の個人の持つ知見、研究データ、グッド・プラクティス等が他の教員に幅広く共有されることで、同国体育教員の能力の底上げを図る取組みが進められている。加えて、本事業の同国体育教師教育カウンターパートも本事業で得た知見を教育省体育関連部局職員や現役体育教員に共有する機会としていることも確認している。

その様な中、公益財団法人「日本学校体育研究連合会」主催の研究大会の視察を通し、日本の体育科教育現場で行われるアクションリサーチの実施方法、その中で発表される様々な取組み、試行錯誤、課題解決等から着想を得て、ブルネイに持ち帰り、共有することで、同国内の二次裨益として現役体育教員の能力が継続的に向上するとともに、児童がより良質でインクルーシブな体育授業を受ける機会が拡大することを、事業の将来的なインパクトとして期待する。また併せて、日本の学校の視察、体育施設視察の機会も設け、客観的視点から、日本の学校体育のグッド・プラクティスや課題を考察する機会と意図した。招聘されたブルネイ体育教師カウンターパートからは、「日本の体育科教育が児童の人格形成や課題解決能力の習得等を明確に意図している点に感銘を受けた。研究大会を通したスポーツ庁の政策の周知プロセスの効率の高さは、大いに注目すべき点だと感じた。ブルネイは日本の学校・教育周辺環境、資源、文化背景と異なるものの、自国の教育省上層部に日本で得た知見を報告したい。」とのフィードバックを受けている。

表7 ブルネイ・カウンターパート本邦招聘期間プログラム

日付	曜日	活動内容
令和6年 (2024年) 11月11日	(月)	(午前) 07:30 成田 着 (BI695 便) ブルネイ政府関係者 都内への移動 (午後) 都内ホテルに荷物を保管 昼食 日本体育大学世田谷キャンパスへ移動 事務手続き 岡出美則教授を表敬訪問、ブルネイ関係者が講義受講 岡出美則教授の大学院学生らを対象とした講義に参加、ブルネイ関係者が発表を実施 【タイトル】ASEAN-Japan (Actions on Sports/ (PETE & SPD) Action Plan in 2023 夕食
11月12日	(火)	神奈川県川崎市柿生駅へ移動 小田急線柿生駅にて岡出美則教授、ブルネイ関係者と待ち合わせ 川崎市立柿生小学校を訪問 同学校長からのブリーフィング 同校体育授業2コマを視察
11月13日	(水)	宿泊先よりブルネイ関係者を羽田空港へ移動 12:45 羽田 発 (ANA3813 便) 14:30 山口宇部 着 山口宇部空港より山口市内 (新山口駅) 宿泊先へ移動 昼食 11/14~11/15 の活動ブリーフィング 宿泊先にて用務 夕食
11月14日	(木)	KDDI 維新ホールへ移動 第63回全国学校体育研究大会 山口大会への参加 (1日目) 主催: スポーツ庁 公益財団法人日本学校体育研究連合会 受付 開会式 表彰式

		<p>基調報告</p> <p>昼食 解説「改めて考える体育、保健体育の学習で育む資質・能力」 スポーツ庁政策課 教科調査官 綱島毅氏</p> <p>シンポジウム「誰一人取り残されず、すべての子供の可能性を引き出す共生の視点に立った体育・保健体育における学習指導の工夫」 ファシリテーター：早稲田大学准教授 吉永武史氏その他パネリスト6名</p> <p>特別講演「ブラインドマラソンの魅力 選手とガイドランナーの関係」 株式会社カムラック 堀内規生氏 道下美里選手</p> <p>夕食</p>
11月15日	(金)	<p>山口県山口市立小郡南小学校へ移動</p> <p>第63回全国学校体育研究大会 山口大会への参加(2日目)</p> <p>受付</p> <p>公開授業の視察①「ゴール型ゲーム」</p> <p>公開授業の視察②「器械運動、跳び箱運動」</p> <p>昼食</p> <p>研究協議・受指導への参加</p> <p>閉会式</p> <p>山口県山口市立小郡南小学校から宿泊先へ移動(荷物のピックアップ)</p> <p>山口市内(新山口駅) 宿泊先より山口宇部空港へ移動</p> <p>17:50 山口宇部 発(ANA700便)</p> <p>19:25 羽田 着</p> <p>羽田空港より都内宿泊先へ移動</p>
11月16日	(土)	<p>国立競技場へ移動</p> <p>国立競技場「ENJOY リレーマラソン大会」運営・実施状況を視察</p> <p>オリンピック・ミュージアムを見学</p> <p>秩父宮ラグビー場を見学</p> <p>昼食</p> <p>その他都内体育関連施設を視察</p> <p>夕食</p> <p>都内より成田空港付近宿泊先へ移動</p>
11月17日	(日)	<p>成田空港付近宿泊先より成田空港へ移動</p> <p>11:45 成田 発(BI696便)</p>

第5節 体育教師教育、障がい者スポーツ促進に関する対面式ワークショップの展開

【実施時期】令和7年(2025年)2月24日(月)～27日(木)

(実施目的)

- 体育教師教育(PETE)分野：令和3年度(2021年度)策定の体育教師教育改善・強化アクションプラン実施状況の全体共有
- ASEANにおける体育教師教育スタンダード原案の策定支援
- 障がい者スポーツ(SPD)分野：これまで行ったASEAN障がい者スポーツに係る調査結果の共有
- それらを踏まえた各国障がい者スポーツの発展を目途としたアクションプラン案の策定支援

新型コロナウイルス蔓延が落ち着きを見せた令和5年度（2023年度）、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式ワークショップ開催が、第3国開催を条件に許可され、同年度（2024年）2月、カンボジア王国プノンベン市にて、同国政府（教育青年スポーツ省）と第1回の対面式ワークショップを共催する機会を得た。

令和6年度（2024年度）は、ASEAN スポーツ高級実務者会議（SOMS）の議長国をベトナム社会主義共和国（以降、ベトナム）が務めることから、同国でのワークショップ開催が ASEAN 事務局より推奨され、日本側はそれを受け入れた。それに伴い、令和6年度6月以降、ベトナム政府関係者と日本体育大学の間で第2回対面式ワークショップ開催に向けた組織委員会が発足した。他方、同国の ASEAN スポーツ協力の担当機関である Sports Authority of Viet Nam（日本のスポーツ庁に該当、同国文化スポーツ観光省管轄下）が第7回 ASEAN スポーツ高級実務者会議（SOMS）の企画立案、準備、実施運営で多忙なため、本事業ワークショップの為の準備は、実施主体である日本体育大学が担当、オンライン会議、文書、メール等で密なやり取りを行うことで進めた。その過程で、ベトナム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 Disability (SPD)” of ASEAN-Japan Actions on Sports FY2024, Hanoi, Viet Nam, 24 - 27 February 2025」を日本体育大学が起案し、11月20日付でベトナム国政府を代表し Sports Authority of Viet Nam 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。

本事業の過去3年間（2021～2023年）で活動を通じ、ASEAN 各国の体育教師教育（PETE）並びに障がい者スポーツ（SPD）に係る情報・知見、両分野における課題解決を目的とした政策提言、アクションプラン案の策定と実施に向けた取組み等グッド・プラクティス、ノウハウを積み重ね、日 ASEAN スポーツ協力の枠組みにおける専門職学習集団（Professional Learning Community: PLC）構築等の個人レベルおよび組織としてのアウトプット、アウトカムを創出してきた。その過程で、令和5年（2024年）2月のカンボジアにおける本事業初めての対面式ワークショップ開催は、日 ASEAN の枠組下における一つのコミュニティとして、より明確な課題解決のための意見交換、双方向且つ活発なディスカッション、各国間の協働の重要性を再認識することに資するものであったと捉えている。また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実施過程で共有された各国の取組み、グッド・プラクティス、課題解決例等は、対面形式で全参加国に共有されることで、各国カウンターパートの理解度はより高まったものと捉えている。それらを各カウンターパートが知見として自国に持ち帰り、所属組織内で共有、ステークホルダーの輪を拡大すると同時に、各国事情に落とし込み、新たな課題が見え、既存の政策の改善の参考として活用することで、本事業のもたらすインパクトが一層広がりを見せることが期待された。その意味で対面式への移行は有意義なターニングポイントとなった。

令和6年度（2024年度）実施した第2回対面式ワークショップ日程は表2の通りである。大幅な遅れやアクシデントもなく順調に進み、ベトナム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47名（内3名は業務で一部不参加）が一堂に会し実施された。尚、前半2日間をインクルーシブな体育教師教育、後半を障がい者スポーツを主テーマとすること

と設定、周知した。初日、ベトナム政府による開会セレモニーを皮切りに、本事業全体統括を務める岡出教授が冒頭に、令和6年度の体育教師教育分野の活動の柱の一つである「ASEANにおけるPETEスタンダード原案」策定支援に係り、令和6年11月のオンラインワークショップ（全2回）で得た、議論のベースとなる各国データについての解説、分析結果の共有等を行った。各国からも、11月に提示した情報の補足と併せ、ワークショップ用に事前提出が課された情報に関するプレゼンテーションと併せ、体育教師教育改善・強化アクションプランの実施状況に関し、全体共有がなされた。また、開催国であるベトナムの学校訪問の機会を設け、実際に行われている体育授業の様子を視察、併せて学校長および教員とのディスカッションを行い、ベトナムにおける学校体育の実情、グッド・プラクティスと課題を認知することができた。同国の体育授業内容、進め方、体育教員に求められる能力、知識、スキル等を一例とし、各国が自国の体育授業、体育教師教育を再考する契機となったものとする。

ワークショップ実施後の各国カウンターパートおよびオブザーバーを対象としたアンケート調査結果より、①対面実施の意義の大きさ、②各カウンターパートの専門職学習集団(PLC)に対するオーナーシップの増大、③各国間コラボレーション機会増加を受けた取組への意思・具体的な動き、④次期事業への積極的参画の姿勢、⑤インクルーシブな体育教師教育および障がい者スポーツの両コンポーネントをリンクさせながら同事業を進めることの意義の理解、⑥日本におけるワークショップ開催への希望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、各カウンターパートの身分や立場、各国政府組織間の連携・協働体制の有無、ステークホルダーを取り込むプロセス、政策の採択から実施に向けた手続きやメカニズムに相違や格差があることを実施主体（日本体育大学）として認識を新たにすることができた。

本ワークショップで策定された ASEAN 共通の体育教師教育スタンダード原案は、現状アメリカのスタンダード（SHAPE, 2017）との比較検討を通じ、各国カウンターパートが考案、第1案を提示、全体共有後、第2案までが整えられている。次年度（2025年度）以降の事業活動を通じ、ASEANとしての同スタンダードを確定することを意図したい。その確定された ASEAN スタンダードが、各国事情や文脈、ニーズ、活用可能な資源、文化、価値観などに応じ、落とし込まれ、改編され社会実装されることが期待される。その方向性に沿った各国内での承認手続きの確認、官民学ステークホルダーによるレビュー、各国単位でのフォローアップ、社会実装化に向けた、中長期でのより具体的支援が求められる。

他方、今般のワークショップの後半2日は障がい者スポーツを主題に、筑波大学所属の有識者を中心に企画・運営を行った。尚、当該分野のワークショップ展開にあたっては、本事業を統括する岡出教授助言の下、事前に障がい者スポーツ分野の有識者会議で綿密にプログラム内容、進め方が練られた。本事業の障がい者スポーツ分野では過去3年間（令和3年～5年度：2021～2023年度）調査研究、その結果や得られたインサイトの ASEAN カウンターパートへの情報共有、学術論文のオープンアクセスでの公開および国際学会における口頭発表による発信を柱に事業活動が展開されてきた経緯があった。令和6年度（2024年度）は対面式のワークショップの実施、将来的な ASEAN における障がい者スポーツおよびアダプテッド体育スタンダード原案の考案を見据え、その

前提と位置付けた障がい者スポーツの振興に特化した各国アクションプランの策定という、新たな試みを併せて行う運びとなった。そのプロセスとして、先ず障がい者スポーツに係る用語の各国での理解、解釈の違いを明確にする目途にて Glossary（用語一覧）案を提示、各用語理解の統一の重要性が説かれた。併せて、一般的な障がい者スポーツ振興および学校体育によりリンクする Adapted Physical Education（アダプテッド体育）の普及に分けた形で、概念整理を行うことをベースに、アクションプラン案を各国カウンターパートに策定してもらうよう促した。その過程で、障がい者スポーツが既に一定程度発達したマレーシア、シンガポールおよびタイのカウンターパートが他国カウンターパートのアクションプラン策定を補助できる設えを意図した。併せて、ベトナム国ハノイ市の障がい者スポーツ・トレーニング・センターを訪問・視察し、同国のパラリンピック委員会、障がい者スポーツ関係者、パラ卓球現役アスリートとの交流、意見交換の場も設けることができた。同国の障がい者スポーツの実態を垣間見ると共に、各国カウンターパートが興味深い取り組みや課題を認知し、自国に持ち帰り、フィードバックすると共に、自国の障がい者スポーツの現状、取り巻く環境を客観的視点から見直す契機とすることを意図した。

令和 6 年度（2024 年度）の対面式ワークショップは、過去 3 年間（2021～2023 年度）で基盤を確固たるものとした専門職学習集団（Professional Learning Community: PLC）に対する各国カウンターパートのオーナーシップ（帰属意識、当事者意識、主体性）と次期事業への参画モチベーションを総じて高め、次期事業のベースとなるアウトプットを創出できた点で、有意義であったと評価している。これは事後アンケートの結果から、各国カウンターパートが、今後自国が取り組むべき課題が明確になったことに起因するものと考えている。

今後チェンマイ宣言を踏まえ、令和 12 年度（2030 年度）に向けた事業活動の持続可能性と発展性を念頭に置きつつ、その過程で得られる新たな知見、グッド・プラクティス、革新的な取り組みの他、今般策定された ASEAN の体育教師教育スタンダード原案、障がい者スポーツ・アクションプランの今後の実施状況等を日 ASEAN の枠組みより世界に向けて発信して行けるよう、尚一層、有効な事業企画、実施方法を模索して行きたい。また、組織のみならず、各国カウンターパート個人レベルでの ASEAN 各国の体育教師教育、障がい者スポーツの実情や課題に係るより深い理解、知見の獲得、その他政策立案、提言、ステークホルダーとの関係構築、施策、見直し等、一連のノウハウ習得、能力開発に繋がった事も、事業アウトカムとして一定評価している。今後各国カウンターパートの自発的な事業活動、コミュニティへの貢献を促すと共に、客観的指標に基づき、事業の実施状況、アウトプット、アウトカム、インパクトを実施主体（日本体育大学）が評価して行けるよう、引き続きその方法を模索して行きたい。

表 8 対面式ワークショッププログラム

日付	活動内容
令和 7 年 (2025 年) 2 月 24 日 (月)	1. 開会セレモニー (ベトナム社会主義共和国政府主催) 2. 午前セッション (1) イントロダクション -インクルーシブな体育教師教育 (PETE) に関する岡出教授基調講義 -オンライン・ワークショップで寄せられた ASEAN 各国で求められる体育教師の知識、能力に係るフィードバック

	<p>昼食</p> <p>3. 午後セッション (2) -各国が策定した PETE アクションプラン実施状況に関するプレゼンテーション</p> <p>4. 午後セッション (3) -インクルーシブな体育教師教育の ASEAN スタンダード原案策定に向けたグループワーク、ディスカッション</p>
2月25日(火)	<p>5. ベトナム国ハノイ市内学校視察 ハノイ市内私立校(Everest School) -体育授業の視察 -学校長および体育教員への質疑応答、ディスカッション</p> <p>昼食</p> <p>6. 午後セッション (4) -インクルーシブな体育教師教育の ASEAN スタンダード原案策定に向けたグループワーク、ディスカッション</p> <p>7. 午後セッション (5) -インクルーシブな体育教師教育の ASEAN スタンダード原案策定に向けたグループワーク、プレゼンテーション</p>
2月26日(水)	<p>8. 午前セッション (6) -ASEAN の障がい者スポーツ・スタンダード原案策定目的 (遠藤助教、戸村講師) -理解の統一を目途とした障がい者スポーツ Glossary (用語集) 作成の勧め</p> <p>9. 午前セッション (7) -米国 Adapted Physical Education National Standards の記載を踏まえ、ASEAN で求められる部分に係るグループディスカッション (遠藤助教、戸村講師)</p> <p>昼食</p> <p>10. ベトナム国ハノイ市内障がい者スポーツ施設視察 -ベトナムのパラアスリートの練習の視察 (パラパワーリフティング等) -ベトナムの障がい者スポーツに係る概要説明および質疑応答</p> <p>11. 午後セッション (8) - ASEAN Persons With Disabilities in Sports Conference 2025 に関するプレゼンテーション (Ms. Siti Mariam マレーシア青年スポーツ省)</p>
2月27日(木)	<p>12. 午前セッション (9) -ASEAN 障がい者スポーツ、アダプテッド体育アクションプラン策定を視野に入れた講義、グループディスカッション、グループワーク -ASEAN 障がい者スポーツもしくはアダプテッド体育振興を目途とした各国アクションプラン案策定のためのグループワーク(佐藤教授、永田准教授)</p> <p>13. 午前セッション (10)</p>

	-障がい者スポーツ・アクションプラン策定のためのグループワーク
	昼食
	14. 午後セッション（11） -ASEAN 各国の障がい者スポーツ・アクションプラン案に関するプレゼンテーション
	15. 午後セッション（12） 総括 -ワークショップ総括および次年度事業方針の共有（岡出教授）
	16. 閉会セレモニー（ベトナム社会主義共和国政府主催）
	参加者による歓談・交流機会

表9 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【29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. Noorfairuzah Hani binti Haji Mohamad Haji Zaini	Ministry of Youth, Culture and Sports	OBS
2)	カンボジア	Ms. HOU Sithisophealai	Ministry of Education, Youth and Sports	PETE
		Mr. YI Sopheaktra	National Paralympic Committee of Cambodia	SPD
		Ms. Phon Bophatheavy	Ministry of Education, Youth and Sports	OBS
3)	インドネシア	Ms. Hilda ILMAWATI	Ministry of Education	PETE
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	Erika Jane R, DONOZO	Deparo Elementary School, Department of Education	PETE
		Bernadith MIRAS	Cavinti Integrated National High School, Department of Education	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
		Ms. Paveena SIRISUTHIKUL	Ministry of Tourism and Sports	OBS
		Ms. Surangkana SURIYAKHAM	Ministry of Tourism and Sports	OBS

10)	ベトナム	Mr. NGUYEN Trong Kien	Ministry of Education and Training	PETE
		Ms. HO Thanh My	National Paralympic Committee of Viet Nam	SPD
		Ms. LUYEN Thi Hong Hanh	Sports Authority of Viet Nam	OBS
		Mr. DANG Van Sau	Sports Authority of Viet Nam	OBS
		Mr. NGUYEN Hoang Phuong	Viet Nam Football Federation	OBS
		Mr. DUONG Manh Thang	Da Nang Sports University	OBS
		Mr. HUYNH Viet Nam	Da Nang Sports University	OBS
		Mr. DINH Ngoc Quang	Sports Authority of Viet Nam	OBS

※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、上記参加者に含めていない。

2) 日本人専門家（プロジェクトメンバー）【7名】

	氏名	所属先
1)	岡出美則（事業統括、PETE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)	下窪拓也（アドバイザー）	順天堂大学（体育教師教育）
4)	佐藤貴弘（SPDリーダー）	筑波大学（障がい者スポーツ）
5)	永田真一（アドバイザー）	筑波大学（障がい者スポーツ）
6)	遠藤華英（アドバイザー）	同志社大学（障がい者スポーツ）
7)	戸村貴史（アドバイザー）	福山大学（障がい者スポーツ）

3) 日本側関係者【2名】

	氏名	所属先
1)	根井礼子（事業担当者）	スポーツ庁
2)	兼本智仁（スポーツ・フォー・トゥモロー事務局）	日本スポーツ振興センター

4) ベトナム運営スタッフおよび特別研究員【9名】

	氏名	所属先
1)	Ms. NGUYEN Ngoc Huyen Trang	Sports Authority of Viet Nam
2)	Ms. HA Thuy Phuong	Sports Authority of Viet Nam
3)	Ms. VU Thi Lan Huong	Sports Authority of Viet Nam
4)	Ms. DAM Thanh Xuan	Sports Authority of Viet Nam
5)	Mr. NGUYEN Thanh Long	Sports Authority of Viet Nam
6)	Ms. HIEU Linh	Sports Authority of Viet Nam
7)	Ms. PHUONG Anh	Sports Authority of Viet Nam
8)	Ms. TRAN Dieu Anh	Sports Authority of Viet Nam
9)	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5章）
- 2) 佐藤教授、永田准教授、遠藤助教、戸村講師：障がい者スポーツ分野プレゼン資料（第6章）
- 3) 各国プレゼンテーション資料（第7章）

以下、体育教師教育アクションプランの実施報告概要を記載する。

- ブルネイでは体育教員、スポーツコーチによるアクションリサーチが第3フェーズを終えた。2024年11月のSchool Gamesでは障がい生徒が陸上競技に参加する等、インクルージョンの具体的なアクションが取られはじめており、2025年の次回アクションリサーチでは学校体育におけるインクルージョンもテーマの一つに設定されることとなった旨報告された。
- カンボジアでは体育教員養成機関である国立体育スポーツ研究所（NIPES）で当初プランに沿い、2箇年の教師教育を4年間のカリキュラムに発展させ、シラバスが改訂され、テキストが開発された。併せてNIPESの教員、トレーナーのContinuing Professional Development (CPD)も順調に進展している。
- インドネシアは養成段階の体育教師向けトレーニング・プログラムの実施が進み、効果検証の基礎となるモニタリングが実施されている。併せて、現役体育教員を対象としたCPD、国内でのProfessional Learning Community (PLC)、Community of Practice (CoP)形成、カウンターパートの国外・ネットワーキングも着実に進展している。
- ラオスは体育教師教育カウンターパートの交代に伴い、アクションプラン実施の進展は見られなかったものの、2024年12月のSchool Gamesは成功裏に行われた旨、報告された。
- マレーシアでは2024年に体育指導法のガイドラインが新たに策定され、運用開始されている。加えて、Inclusive Education Programの一環で学校体育に関するIndividual Education Planの作成・活用方法に係るトレーニングが実施中、2026年の効果検証、評価を計画している。その他、教育省と青年スポーツ省の協働の具体的な動き、Special Educationについての啓蒙の一環で講演会が開催されている。
- ミャンマーは、2024年も養成段階の体育教員向けのトレーニングと並行して現任教員再教育プログラムが実施された。加えて、独自の体育教師教育スタンダードがTeacher Competency Standards Framework (TCSF)として、National Taskforce for Physical Educationにより策定、運用が進められ始めている。
- フィリピンは体育教師教育カウンターパートの交代に伴い、アクションプラン実施の進展は見られなかったものの、国内の課題として慢性的な教員不足、予算不足、体育授業用の用具、設備の老朽化などの課題が報告された。
- 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。加えて、現役体育教員、有識者で構成されるCommunity of Practice (CoP)が形成され、国内のPLCとして学びの機会提供とネットワーキング機能を果たし始めている。加えて、各政策の社会的投資収益率（Social Return on Investment: SROI）の検証が将来的に検討されている。
- 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、実施を通し改訂を継続している。加えて官民学によるワーキンググループが形成され、本事業アクションプランの内容で協働を要するアクションについて具体的な動きが始められている。体育教

師教育に関する国家予算付けは無いものの、半官半民の組織 ThaiHealth Promotion Foundation からの予算拠出が安定的に行われるようになった。

- ベトナムは学校体育およびスポーツに係るガイドラインの策定、現任教員向けの CPD、体育用具・施設整備が進められている。同時に、教員と保護者の「学校体育の重要性」の啓蒙を図り、学校体育のステータス改善に努める方針が共有された。

表 10 2024 年体育教師教育アクションプラン内容の変遷（緑字が 2024 年更新箇所）

Country	Enhance Pre-Service Program	Enhance In-Service Program	PETE Program Reform Priority	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources Provision (curriculum revision, networking, material, infra, etc.)	Collaboration with other stakeholders	Inclusive PE Classes, Sports etc. Implementation	Monitoring, Assessment	Others
Brunei Darussalam	●	●		●	●	● ✓ Action Research ✓ H.E. curriculum development	● Stakeholders Involvement promoted	● Inclusive School Games	● PE teacher survey & findings	● Inclusivity will be a topic in 2025
Cambodia	● Developed B.A syllabus	●	●	●	●	● Capacity building for trainers of PE institute	● Promoting collaboration w/ stakeholders		●	
Indonesia	●	●	●	●	●	● ✓ CPD for PE teachers ✓ Learning modules for PE teachers	● ✓ Domestic PLC formed ✓ International connections		● Monitoring ongoing	
Lao PDR	●	●		●	●	●				● Not updated
Malaysia	●	●	● Guideline on PE pedagogy	●	●	● Training on Individual Education Plan (IEP)	● MOE with MOYS	● Colloquium for special education	▲ Planned for 2026	●*2
Myanmar	●	● Training manual for PE teachers updated	●			● ✓ Annual CPD done ✓ Refresher course	● Teacher Competency Standards Framework (TCSF)			
Philippines	●	●		●	●	●	▲			● Not updated
Singapore		● AI use for policy reform	●	●	●	● Community of Practice functioning		● Trained staff allocation in every school	▲ Return on investment Assessment	●*3
Thailand		● Sport activity manual		●	●	● A working group formed for AP implementation	● Collaboration of Thaihealth PR.	● Promotion inclusive SP	▲	
Viet Nam		●	▲ Development of guidelines for PE & SP			● ✓ CPD for PE teachers done ✓ Facility and equipment provision	▲ Raise awareness of PE teachers & communities			●*4

ワークショップ開催により判明した事項は以下の通り。

- インクルーシブな体育教師教育強化・改善を目的としたアクションプラン（令和 3 年度策定）の実施状況が、各国の政治体制、意思決定プロセス、教育における体育の位置づけ、利用可能なリソース、人々の体育の重要性の認識度、カウンターパートの所属機関や立場等により大きく異なる。
- インクルーシブな体育教師教育の ASEAN スタンドアートの策定に対する高い意欲・期待感が各国カウンターパートに共通してみられる。
- 体育の重要性、インクルーシブの観念が反映、考慮されることの大切さの認識が令和 5 年度以降カウンターパート間で醸成、共有された。
- 他国のインクルーシブな体育教師教育におけるグッド・プラクティスから学びたいという意識が多く、ASEAN 諸国に見られる状況が当初より継続的にあり、日本のそれらを学びたいという意見が、事業を進めるに伴ってより強まっている。
- 事業カウンターパートの政策提言の意義、方法、ノウハウが個人の能力として向上してきた。
- 事業の方向性、自国の課題、自身の行うべきことがより明確になってきたことに伴い、事業カウンターパートに本事業活動を通じ構築された PLC に対するオーナーシップ（帰属意識、当事者意識、主体性）が萌芽し始めた。

- 体育教師教育、障がい者スポーツ分野において本事業カウンターパートを中心とした専門職学習集団（Professional Learning Community：PLC）が確立、機能し始めた。他方、将来的な自走の為にはリーダーシップを取ることができる人材の育成も今後必要になる。
- 各国カウンターパートおよび各自の所属機関間の協働関係が自然発生する状況が散見され始めた。
- 本事業で投稿された障がい者スポーツに係る学術論文を発端に、障がい者スポーツが進む国マレーシアで ASEANA 域内全体のレベルアップを目的とした国際会議が主催される動きが出始めた。また本事業カウンターパートが同会議の企画・運営を主導、深く関与し始めた。
- 障がい者スポーツとアダプテッド体育の概念整理ができ始めている。併せて、障がい者スポーツに特化したアクションプラン案の策定が進められ、今後各国で具体的な実施に繋げる必要がある。
- 本事業への関与、岡出教授（日本体育大学）をはじめとする日本人有識者の指導、助言等を受け、当該分野を深く研究したいという人材が現れ始めた。前任のインドネシア障がい者スポーツ・カウンターパートは、事業をきっかけに留学を決意し、現在テキサス州立大学博士課程にてインクルーシブで良質な体育教師教育に係る研究を開始している。またタイ体育教師教育カウンターパートは、自身のスキルアップの為、日本への短期留学および研修を希望、岡出教授に相談を寄せている。
- 事後アンケートにより、総じて次期事業への積極的参画の姿勢が確認されるに至った。

・障がい者スポーツ分野

第6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】令和7年（2025年）1月6日（月）～11日（土）

令和6年度（2024年度）は、前年度に引き続き、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、1月月上旬に同国を訪れ、実地調査の実施と併せ対面式ワークショップを開催した。調査では、小中高校の教員および障がい生徒を持つ保護者を対象にインタビュー方式での質的調査を、並行して、スポーツを行う障がい者とスポーツを行わない障がい者それぞれにアンケート方式で量的調査を行った。併せて、教育スポーツ省関係者をはじめとする公的機関、政策担当者、学校関係者、保護者、パラアスリート、コーチらを招き、有識者会議が昨年度来継続的に行ってきたラオスにおける障がい者スポーツに係る調査結果、結果から見えてくる課題とその根本的な解決方法案等について、ワークショップを開催した。尚、訪問に際しては11月25日付文書「Visit of Japanese Experts for the “ASEAN-Japan Actions on Sports” – Physical Education Teacher Education (PETE) and Sports for People with Disabilities (SPD) FY2024, Vientiane, Lao PDR, 5 – 11 January 2025」にてラオス教育スポーツ省宛てに協力依頼を、実施主体（日本体育大学）を代表し岡出教授名にて、ASEAN事務局を通じ同国教育スポーツ省宛てに発出した。訪問中のプログラムは下表11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、表敬訪問時には同省副大臣からも高い評価を得て、日本人専門家に対して感謝の意が表された。尚、調査結果は分析を経て、上記対面

式ワークショップにて ASEAN カウンターパートに共有、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 11 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
令和 7 年 (2025 年) 1 月 5 日 (日)	日本発 ラオス着 (佐藤教授、永田准教授はフライトの遅延により 1 月 6 日着)
1 月 6 日 (月)	-質的調査 (インタビュー) と量的調査 (アンケート) を並行して実施
1 月 7 日 (火)	-質的調査 (インタビュー) と量的調査 (アンケート) を並行して実施
1 月 8 日 (水)	-質的調査 (インタビュー) と量的調査 (アンケート) を並行して実施
1 月 9 日 (木)	-教育スポーツ省副大臣を表敬訪問 (佐藤教授、永田准教授) -質的調査 (インタビュー) と量的調査 (アンケート) を並行して実施
1 月 10 日 (金)	-対面式ワークショップの開催 -質的調査 (インタビュー) と量的調査 (アンケート) を並行して実施
1 月 11 日 (土)	-質的調査 (インタビュー) と量的調査 (アンケート) を並行して実施 -教育スポーツ省職員に対する本調査研究により得られるデータ、成果物と活用方法に係る説明と質疑応答の実施 ラオス発
1 月 12 日 (日)	日本着

調査により判明した事項は以下の通りである。

- ・ ラオスの教員は障がいを持つ生徒に対し、インクルーシブ体育教育において他者とのコミュニケーションを通じた自己表現力を体得してほしいと考えている。
- ・ 障がい生徒の成績評価には別途基準を設ける必要があると教員は考えている。
- ・ ラオスでは教員は持っている免許に拘わらず、複数の教科を担当している。
- ・ ラオスでは知的障がいを表す用語は無く、多くのケースを自閉症と広義で捉えている。
- ・ 知的障がい (自閉症) を持つ生徒の有効な指導法への関心が高い。
- ・ ラオスでは障がい生徒を持つ保護者は、児童の将来の就職、社会的自立を見据えた社会的スキル向上を体育・スポーツに期待している。
- ・ ラオス国教育スポーツ省、学校、障がい者支援団体等の官民学連携、施策が求められる。
- ・ 障がい生徒指導について、教員と保護者の協働、コミュニティ・リソース活用の必要がある。
- ・ 教員養成課程におけるインクルーシブ教育の導入、学習リソースの充実化が必須となる。
- ・ 障がい生徒を持つ保護者間での児童支援に関する情報共有、保護者教育の拡充が肝要となる。
- ・ ラオスでは障がい者スポーツアスリートのセカンド・キャリア、就労支援が ADDP 等日本の NGO 等が主体となり促進されている点は、他国にとってグッド・プラクティスとなりうる。

第 7 節 障がい者スポーツに関する学術論文の投稿、公開

【公開時期】 随時

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3年間（令和3年～5年度：2021～2023年度）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（2022年度）は調査対象国をカンボジアに、令和5年度（2023年度）はラオスに設定し、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）を実施した。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「It's about inspiring the greater community to continue supporting this sector: Elite sport success as a main policy objective for disability sport promotion in ASEAN member states」として永田准教授（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中、令和6年度（2025年）3月22日時点で1,961回の閲覧回数となっており、同知見、本事業の実施効果に併せ、日本政府の当該分野での貢献についても、国際レベルで一定の周知を得ているものと捉えている。

また別途、佐藤教授（筑波大学）はラオスでの調査結果を受け「Physical education teachers' experiences in teaching lower secondary students in Lao People's Democratic Republic」と題し、Routledge Taylor & Francis Group誌にて、永田准教授（筑波大学）はカンボジアでの調査結果を受けて投稿した学術論文「Parasport development; Cambodia, Athletic career pathway; Sustainable policy (Managing Sport and Leisure誌にて)、前者が査読完了で公開され、後者は現在査読中、近日査読を了し、アクセプトされる見込みである。その他、令和7年（2025年）1月実施のラオス国実地調査研究での結果を受け、佐藤教授を中心に「Teachers' positioning in teaching students with autism spectrum disorder in inclusion at one secondary school in in Lao PDR」と題し、新たな論文作成が着手されている。

第4章 本事業における成果と今後の課題

1) 事業成果

令和5年度(2023年度)は、折からのコロナ禍以降初めて対面でのワークショップを令和6年(2024年)2月にカンボジア国プノンペン市にて開催し、令和3年度(2021年度)からオンラインでの活動を展開してきた本事業にとって新たな段階へと移行する節目となった。対面での事業活動は、本来あるべき事業の実施方法であり、単に平常時へ回帰したに過ぎないが、コロナ禍という逆境からの始動を余儀なくされた事業には思いのほか、苦労が伴ったこともあり、既述の対面機会を経ることで、本令和6年度(2024年度)以降の事業方向性により大きな期待が寄せられていた。それと同時に、ASEAN各国カウンターパートの期待に応え、モチベーションをより一層上げてゆく上で、本令和6年度は過去3年間で積み上げた事業成果(アウトプット、アウトカム、インパクト)を踏まえ、異なる視点からの課題へのアプローチ、新たな方向性を示すことが必要であった。

その為、令和6年度日ASEANスポーツ協力の「体育教師教育(PETE)」および「障がい者スポーツ(SPD)」各分野では、これまでの事業活動と並行し、インクルーシブ且つ持続可能な体育教師教育の為のASEANスタンダード原案策定と障がい者スポーツ分野に特化した各国アクションプラン考案を活動の新たな2つの柱と設定し、事前情報収集のためのオンライン・ワークショップを踏まえ、令和6年度事業活動を展開してきた。本令和6年度の事業活動の集大成として、第2回対面式ワークショップをベトナム国ハノイ市で開催したことは、結果的に、ASEAN各国カウンターパートのニーズに応えると共に、事業および事業内で形成された専門職学習集団(Professional Learning Community: PLC)に対するより深いオーナーシップ(帰属意識、当事者意識、主体的活動、積極性)をASEANカウンターパート間に醸成することに繋がったと考えている。このアウトプットは、令和12年度(2030年度)に向けた事業の持続可能性並びに既述のPLCの自走を踏まえると、重要な成果であったと評価している。

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各国政府上層部に対面で共有、理解され、高い評価を得ていることが令和6年(2024年)10月「第7回日ASEANスポーツ高級実務者会議(SOMS+Japan)」で再確認され、本令和6年度および今後の中長期での事業方向性、ビジョン共有が出来たことも、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で、本事業で自身の果たす役割の重要性、事業のもたらす効果の理解度向上、自国内での自身の職務ステータスや事業に関与するモチベーション向上に寄与したものとする。具体的には、インドネシア・カウンターパートが、本事業有識者兼リーダーである岡出教授(日本体育大学)および佐藤教授(筑波大学)に、インドネシア教育大学で開催された体育、スポーツに係る国際学会への登壇を依頼する等の動きも派生した。加えて、本事業への関与、岡出教授をはじめとする日本人有識者の指導、助言等を受け、当該分野を深く研究したいという人材が現れ始めた。これらの動きも事業のもたらす重要なアウトカムの一部、専門職学習集団(PLC)の活動範囲の拡大と理解している。

本令和6年度(2024年度)も昨年度に引き続き、2回目の対面でのワークショップ開催、事業により構築されたコミュニティ全体での議論、学びの機会を得た。過去3年間(令和3年~5年度:

2021～2023年度) 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、変わらず最も強く要請された事項でもあった。令和7年(2025年)2月開催のベトナムでの対面式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、各カウンターパート間の協働関係構築に対する満足感、日ASEANスポーツ協力の下形成された専門職学習集団(PLC)に対するオーナーシップの高まり、次期事業参画への前向きな姿勢を読み取ることが出来た。PLCの持続的発展に向けた環境が整ったものと理解している。これらを踏まえ、実施主体(日本体育大学)が考える本令和6年度の事業活動を通じもたらされた成果(アウトプット、アウトカム)は、下表12の中央列に記載する通りである。

表12 過去4年間の事業活動によりもたらされたアウトプット、アウトカムおよび期待されるインパクト等

令和5年度(2023年度)までの事業成果 (アウトプット、アウトカム)	本令和6年度(2024年度)の事業成果 (アウトプット、アウトカム)	令和7年度(2025年度)以降期待される事業成果(アウトプット、アウトカム、インパクト)
(体育教師教育:PETE) ✓ ASEAN各国の体育教師教育改善・強化アクションプラン、ステークホルダー分析結果、裨益者等による各アクションの客観的評価	✓ アクションプラン実施に関するモニタリング結果の把握と一部アクションの社会実装化の促進、一部の国におけるPETE制度改善アウトカム	✓ アクションプランで提唱する政策の社会実装化促進および既存の政策の改善・強化、体育教員の能力開発、裨益者数の段階的増大 ✓ カウンターパート能力開発
✓ アクションプラン実施の促進要因および阻害要因の区分明確化、全体共有	✓ 他国のグッド・プラクティス、課題解決の取組などからの学習 ✓ 体育教員に求められる資質、知識、価値観の客観的整理(ASEANのPETEスタンダード原案ベース)	✓ 体育教員の社会的ステータス向上 ✓ 良質な体育教員養成(大学コース)、現役体育教員向けトレーニング・プログラムの充実等
—	✓ ASEANにおけるインクルーシブな体育教師教育スタンダード原案の整備	✓ ASEANにおけるインクルーシブな体育教師教育に係るスタンダード確立に向けた各国内でのレビュー実施 ✓ ASEANスタンダードをベースとした各国版スタンダードの国内での策定、承認、運用開始、ASEAN域外への発信
✓ 正しい包摂の概念の理解	✓ 包摂と多様性の概念のアクションプランへの反映	✓ ASEAN各国のインクルーシブ体育、体育教師教育の質の向上、普及 ✓ 一次および二次裨益者数の段階的な増大
	✓ ASEAN各国における体育・スポーツにおける包摂の概念を反映させた政策実施ステークホルダー拡大	✓ 日ASEAN傘下PLCの拡大、更なるグッド・プラクティス、ノウハウ蓄積・共有機会の増加
(PETE・SPD共通) ✓ Professional Learning Community(PLC)の基盤形成	✓ PLCの確立 ✓ 強固な信頼関係 ✓ コラボレーション事例増加 ✓ 相互に励まし合う関係性	✓ 事業成果のASEAN各国内における周知・普及 ✓ 各国内のPLC形成進展 ✓ 二次裨益者数の段階的増大

✓ 事業活動、進捗および成果	<ul style="list-style-type: none"> ✓ SOMS および ACPES 等対外的な事業進捗・成果発信 ✓ ASEAN 域内 (SOMS) の事業に対する関心の向上 ✓ ネットワーキング拡大 	<ul style="list-style-type: none"> ✓ ASEAN 域外組織への成果発信 ✓ PLC のステークホルダー増大および協働、共同研究の実施促進
✓ 事業目的の明示・共有	<ul style="list-style-type: none"> ✓ 事業内の各自の果たす役割の明確化 ✓ 次期事業参画に対する積極的な姿勢 ✓ 次期事業実施継続の方向性に関する ASEAN カウンターパート間の理解促進 	<ul style="list-style-type: none"> ✓ 各国での個人の職能範囲の拡大 ✓ PETE 改善・強化、SPD 促進に係る政策提言、実施、見直しなどに係る個人能力の更なる向上
	<ul style="list-style-type: none"> ✓ 日 ASEAN スポーツ協力の枠組下の専門職学習集団 (PLC) への各国カウンターパートの積極的貢献、オーナーシップ向上 	<ul style="list-style-type: none"> ✓ 2030 年度以降、ASEAN カウンターパート自身による PLC 自走化 ✓ ASEAN 域内外組織との交流・協働、リーダー人材の育成
✓ 他国の取組から学ぶことの重要性の認識向上	<ul style="list-style-type: none"> ✓ 各国カウンターパートの自国制度の客観視、自身の活動振り返り ✓ より広範な個人能力向上 (政策提言、制度改革等) 	<ul style="list-style-type: none"> ✓ カウンターパート所属先組織におけるノウハウ、知識、情報の蓄積 ✓ ステークホルダーの能力開発の進展
—	<ul style="list-style-type: none"> ✓ ネットワーキング 	<ul style="list-style-type: none"> ✓ ASEAN 各国の体育・スポーツ政策に係る関係省庁・組織間の協働関係の改善
—	<ul style="list-style-type: none"> ✓ 国境を越えた個人レベルでの協働関係確立 	<ul style="list-style-type: none"> ✓ ASEAN 内外の各国組織間の体育・スポーツ分野協働事例の更なる増加と協働モデル確立
—	<ul style="list-style-type: none"> ✓ インクルーシブで良質な体育の為の体育教師教育にかかる研究を行う人材の創出 	<ul style="list-style-type: none"> ✓ 本事業進捗・成果の対外的発信ルート拡大 ✓ 研究内容の本事業 PLC へのフィードバック、それに伴う PLC の学習機会増大
✓ 学術論文の発表	<ul style="list-style-type: none"> ✓ ASEAN 各国への体育教師教育および障がい者スポーツに係る知見の共有 	<ul style="list-style-type: none"> ✓ 世界的にブラックボックスとされる ASEAN 各国の PETE・SPD に係る知見の ASEAN 域内外への共有、外部組織との協働機会増加
✓ 調査・研究デザイン、エビデンスの重要性の認識、エビデンス有効活用法の周知	<ul style="list-style-type: none"> ✓ カウンターパート (行政官や政府機関職員) の調査・研究に基づくエビデンスを用いた社会包摂促進に向けた諸政策提言能力向上 	<ul style="list-style-type: none"> ✓ カウンターパートを通じた ASEAN 各国当該省庁の PETE 強化・改善、SPD 振興に向けた組織の政策提言におけるエビデンス有効活用促進、活用能力向上
(障がい者スポーツ:SPD) ✓ ASEAN 障がい者スポーツ・カウンターパートを対象としたインタビュー調査結果および分析結果・共有	<ul style="list-style-type: none"> ✓ ASEAN カウンターパートの障がい者スポーツの社会的役割、重要性の認識向上 ✓ 自国の障がい者スポーツを取り巻く環境の客観視 	<ul style="list-style-type: none"> ✓ ASEAN カウンターパート自国内へのフィードバック ✓ ASEAN 各国民の障がい者スポーツの社会的役割、重要性の認識向上
—	<ul style="list-style-type: none"> ✓ ASEAN 各国の障がい者スポーツ、アダプテッド体育 	<ul style="list-style-type: none"> ✓ ASEAN 各国の障がい者スポーツ、アダプテッド体育

	推進を目的とするアクションプラン案	に係る政策提言による制度改善・強化、周辺環境改善
✓ カンボジアのパラアスリート、コーチを対象としたインタビュー調査結果および分析結果	✓ ASEAN カウンターパートへの調査・分析結果の共有、フィードバック	✓ ASEAN 各国における障がい者スポーツ政策に係る新たな視座の提供、革新的政策の社会実装化
✓ ラオスのパラアスリート、コーチを対象としたインタビュー調査結果および分析結果	✓ 調査・分析結果の共有（ラオス教育スポーツ省行政官へのフィードバック、同国人材の課題把握）	✓ ラオスにおけるエビデンス活用、課題解決に向けた具体的動き ✓ ASEAN 各国における障がい者スポーツで使用可能な資源の質・量の改善
—	✓ ASEAN 域内の障がい者スポーツに係る調査研究の進展、世界的に未解明な知見の獲得	✓ ASEAN における障がい者スポーツに係る情報の世界的に向けた発信機会 ✓ ASEAN における SPD の幅広い認識向上
—	✓ ラオスの学校教員、障がい生徒を持つ保護者を対象とした質的調査結果および分析結果	✓ ASEAN 各国における草の根レベルでの障がい者スポーツの課題明確化、振興に向けた国民の意識、理解向上
—	✓ ラオスのスポーツ実施および非実施の障がい者を対象とした量的調査結果および分析結果	✓ ASEAN 各国においてスポーツを行うことによる障がい者の生活の質（QOL）改善、社会進出促進
—	✓ ASEAN 各国事情に即した障がい者スポーツ振興アクションプラン案	✓ ASEAN 各国におけるアクションプランの定期的改訂 ✓ アクションの実施・社会実装促進 ✓ グッド・プラクティス共有

令和3年度（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・強化を目的としたアクションプランは、中長期での社会実装化を目的とするが、令和4年度（2022年度）以降、各国の実施過程のフォローアップ、モニタリング、促進要因並びに阻害要因の整理、グッド・プラクティスや課題解決法の全体議論・共有を通じ、各国の社会要請、文脈、使用可能な資源に応じ、より実現可能なプランに改訂する過程を経てきた。また令和5年度（2023年度）には、ASEAN カウンターパートが Project Cycle Management の方法論を学び、自国のアクションプラン実施に係るステークホルダー分析、裨益者数のカウントを通じ、各アクションの客観的な評価の指針を共有した。令和6年度（2024年度）はアクションプランの継続的な実施促進、フォローアップ、モニタリングと並行して、良質且つインクルーシブな体育授業の実施を目的とした体育教師教育の ASEAN におけるスタンダード原案の年度内策定を念頭に、全2回のオンライン・ワークショップで各国の体育教師教育の現状を再度把握、養成段階および現役の体育教員に求められる資質、能力、知識、価値観等を整理、共有する機会とした。各国より提供された情報について岡出教授を中心に、アメリカの体育教師教育スタンダード（SHAPE, 2017）を比較対象に設定し、分析、考察を行い、それをベースに令和6年度（2025年）2月の対面式ワークショップ内で、グループワークを通じ、ASEANとしての体育教師教育スタンダードに向けた各国内向けの原案を策定するに至った。

同スタンダード原案は、次年度（2025年度）以降、各国が実態に応じて、より適切な各国版を作成するための手掛かり、ベースとなる文書であることは ASEAN 各国間で深く理解されたとの手ごたえを感じている。対面式ワークショップでは、他国の体育教師教育に対するコンセプト、体育教員の求める資質等を共有し合い、どのような事項がスタンダード原案により盛り込まれるべきか、ASEAN各国および日本人専門家を交え、率直で建設的な議論、意見交換を、一堂に会して行えたことの意義は大きいと評価している。他国の体育教師教育システムの実情を知ることと、自国制度を客観的視点から見直すことは、自国の課題が発見しやすくなることは勿論、他国の事例はエビデンス・根拠として、自国の制度改善を目途とした政策提言の推進に繋ぐリソースとなることから、スタンダード原案策定の一連の過程とアクションプランの継続的な改訂、ブラッシュアップと実施促進は、本事業の枠組み内で関連付けて進めてゆく。またスタンダード原案は各国内での評価、フィードバックを受けることを通じ、相互に精度を高めてゆく作業と社会実装に向けた手続きの確認等を次年度以降行ってゆくことになる。

他方、本事業障がい者スポーツ分野では、前年度（2023年度）に引き続きラオスを調査対象国として設定。令和6年度（2025年）1月に佐藤教授チームが小中高校教員並びに障がい生徒を持つ保護者を対象に質的調査をインタビュー形式で実施し、永田准教授チームは、スポーツを行う障がい者およびスポーツを行わない障がい者を対象に量的調査をアンケートおよびインタビュー形式で並行実施した。昨年度（2023年度）ラオスで実施した障がい者スポーツ競技者（アスリート）および指導者（コーチ）を対象としたインタビュー調査結果、分析および考察をラオス国教育スポーツ省職員（障がい者スポーツ政策担当者等）に共有し、同国障がい者スポーツの好事例、課題、課題解決に向けた提言をフィードバックする機会を設けた。尚、令和7年（2025年）1月の調査結果、分析、考察は、2月にベトナムで実施した第2回対面式ワークショップでASEAN各国カウンターパートに共有され、各国の障がい者スポーツに特化したアクションプラン策定に活かされた。また次年度以降に学術論文および口頭発表等を通じ、国際レベルでの発信に努める予定である。

本令和6年度（2024年度）は例年に増して、本事業の枠組みを超えて、対外的に事業の進捗や成果、ビジョンを発信、周知する機会をより多く設けることに努めた。世界的にも、ASEANの体育教師教育、障がい者スポーツはブラックボックスと捉えられており、本事業のコンテンツ、アウトプット、アウトカム、インパクトには、政策面のみならず学術的にも新規性があるものと思われる。次年度（2025年度）も国際学会誌における学術論文の公開、国際学会での発表を通じ、ASEANを含めた国際的な場で広い発信機会を継続的に創出する次第である。

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いる。ASEANのみならず世界各国において重視される「多様性と包摂」の概念を共通項とし、スタンダード原案やアクションプランを基にした各政策立案・提言と実施促進、事業カウンターパートの人材能力開発に、今後も有効に働くものと捉えている。また、各国に本事業のアウトプットが波及し、一次裨益が拡大することをアウトカム、それによりもたらされる二次裨益をアウトプット、各国の児童がより良質なインクルーシブな体育を享受し、障がい者がスポーツを通じ生活の質や社会参加を改善する機会が増大することを本事業延長線上のインパクトとして期待する。

更に本事業活動を通し、各国カウンターパート個人間の協働関係の醸成から、ASEAN各国の高級実務者会議（SOMS）、体育教師教育と障がい者スポーツの各担当省庁間のパートナーシップが、強化・改善しているブルネイ、マレーシア等の国が確認されることもポジティブな動きである。また、インドネシアは結果的に派遣できなかつたとはいえ、タイ、ブルネイのように自国経費で対面式ワークショップへのオブザーバーを送る国も出ている。さらに、タイにおける独自の予算確保に基づく事業の推進や、ミャンマーにおけるインクルーシブな体育教師教育推進に向けた対応組織の設定といった本事業活動の範囲に限らず、当該国の様々な分野の政策提言過程においての合意形成、網羅的な施策に少しでも前向きな影響を及ぼすことを期待する。これら成果を年度末の今の時期に今一度整理し、それらを踏まえ、次年度（2025年度）のより持続的且つ発展的な事業企画、実施、運営に役立てるものとする。

2) 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挙する（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。

a)事業カウンターパートの選任および事業参加に係る問題

（想定する対策）同国スポーツ高級実務者会議（SOMS）への適正なカウンターパートの再選任依頼、当該担当省庁（教育訓練省）へのASEAN事務局を通じた説明、実施主体（日本体育大学）の事業趣旨説明

ベトナム教育訓練省の行政官である体育教師教育分野カウンターパートは、令和4年度（2022年度）以降、限定的な事業活動に留まっていた。令和6年度（2024年度）も同氏の選任が難しい場合は、他の人材を選任するようベトナムSOMSに促してきた。本令和6年度に判明した事象は、SOMS窓口が置かれるSports Authority of Viet Nam（日本のスポーツ庁に該当）は、同国文化スポーツ観光省の管轄下であり、体育教師教育を司る教育訓練省との円滑な意思疎通が難しいことであった。令和6年12月に漸く、同国教育訓練省が同じ人材を体育教師教育カウンターパートに再任するに至ったものの、日本体育大学およびSports Authority of Viet Namさえも、同氏と直接の連絡を取ることに困難が伴った。理由の一つとして、選任を受けた同氏は当該部署の中間管理職の立場にあり、非常に多忙であることは、これまでの現地側への聴取で判明している。加えて、同国教育訓練省上層部に事業参加メリット、事業実施意義についての理解が充分得られていないことも遠因としてあるように考えられる（結果的に、令和7年（2025年）2月にベトナムで開催した対面式ワークショップに、同氏は参加することが出来た）。

他方、令和6年度（2024年度）はインドネシアの障がい者スポーツ・カウンターパートは令和7年（2025年）2月22日まで未選任であった。令和6年度（2024年）10月の日ASEANスポーツ高級実務者会議の場をはじめ再三、同国SOMSを担当する同国青年スポーツ省へ選任を直接依頼、またはASEAN事務局を介しリマインドを試みたものの、このような結果となった。その後、同国の新大統領就任による省庁組織の改編、承認フローの変更、適正な人材選任の困難さがあつた旨、説明がなされた。その他、ASEAN事務局より事業への招待が推奨された東ティモールからのカウンタ

ーパート選任も叶わなかった。上記の3件については、ASEAN事務局、スポーツ庁を交えた令和7年度（2025年度）初頭のキックオフミーティングで、今後の対応につき相談機会をいただきたい。

b)各国間のアクションプラン実施進捗格差

（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、個別の実施促進、フォローアップ

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。例えば、前任のラオス体育教師教育カウンターパートの様に、政策立案・提言、実施可能な立場に無い場合、同国省庁（教育スポーツ省および労働福祉省）における当該政策立案・提言、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ク支援、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支援を行う。また進捗する国に対しても継続的に実施モニタリング、フォローアップ、助言を行うとともに、個別の相談機会を設ける等、本事業における活動の実施促進を継続する。

c)各国内の政策決定機関、制度と事業カウンターパート職務および所属組織の不一致

（想定する対策） 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 b)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（日本体育大学）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、実施の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に係る支援を行う。

d)アクションプランの進捗管理、アウトカム、アウトプット評価指標の開発の未了

（想定する対策） モニタリングの継続を通じた進捗のフォローアップ、評価指標の設定・共有、ASEAN各国実施アクションからのサンプル抽出、試験的な評価の実施、評価対象国との協働

アクションプランの実施管理につき、実施主体（日本体育大学）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、フォローアップすることとする。また事業実績の評価、効果検証については、令和5年度（2024年）2月開催の第1回対面式ワークショップで、ステークホルダー分析後、裨益者数という客観的評価指標をASEANカウンターパートに提示した。しかしながら、ASEAN各国の各アクションがその時点で実施途上であり、一時的且つ限定的な評価であったことが実情であった。その他 KPI（Key Performance Indicator：重要業績評価指標）、SROI（Social Return on Investment：社会的投資収益率）等、経済面での費用（投資額）と社会的便益（インパクト）を数値化し、社会的価値の評価を客観的に示す手法を検討していたが、指標設定、評価実施は一定の専門的知識が必要であり、簡単にできるものではないことも、情報収集の過程で判明した。その上、日本人専門家および特別研究員が他業務で多忙であったことが直接的な原因となり、本年度内の評価実施には至らなかった。

いずれにせよ、体育教師教育の強化・改善、障がい者スポーツの振興をもたらす ASEAN 各国内の社会的インパクトは、非財務的価値（Non-Financial Value）である場合が多い故、定量化が一つの課題となる。既述の SROI の他、True Value Methodology 等も参考に、次年度（2025 年度）は継続的な検討、その他の方法を含めた試験的評価実施の模索に尚一層努める。

具体的には、令和 4 年（2022 年）以降、アウトカムを生み出しているブルネイの体育教師教育の一環で実施される「アクションリサーチ」をピックアップし、試験的な評価サンプルとする案も併せて検討したい。教育・スポーツ分野における SROI 手法による評価は前例が少なく、非財務要素（金銭的価値で評価しにくい事項）の貨幣価値への換算、評価への反映等は困難を伴うチャレンジと想定しているが、対象となるアクションの実施国と協働、検討の上、実施の筋道を定められる様、模索を継続したい。

e) 専門職学習集団（Professional Learning Community: PLC）における関心の分極化

（想定する対策）研究・調査により得られたエビデンスに裏付けられる政策提言、立案の重要性認識促進

本事業の PLC は、大きく分けて①政府機関職員（省庁、NPC 等）と②それ以外（大学関係者、研究経験者および学校教員）の属性を持つカウンターパートにより構成されている。従って、今後事業コンテンツにおいて、よりアカデミックな内容にフォーカスする際、日常業務でそれらに触れる機会の限られる①政府機関職員の興味、関心、モチベーションが低下する可能性が考えられる。幸い、これまでの本事業展開でそのような事象は発生していない。それは公的機関の行政官をはじめとする各国カウンターパートが、調査・研究により得られるデータの分析や考察、学術的な知見、根拠の重要性、利用価値、理論を実践に繋げる作業の必要性への認識、理解を高めていることが功を奏していると捉えている。今一度、実施主体（日本体育大学）には逐次、アカデミックな知見、データもエビデンスとして省庁における実務に有用であり、且つ必須となり得ることの丁寧な説明、継続的な理解促進が求められる。

f) 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機会の創出、学会参加および人脈作り

令和 6 年度（2024 年度）は、日本国内で開催された国際学会、インドネシア教育大学主催の国際セミナー、マレーシアで開催された ACPES（ASEAN Council of Physical Education and Sport）国際学会等に日本側有識者会議メンバーが参加した。次年度（2025 年度）も本事業の枠組みを超えて、対外的なネットワーキングを目的に、フィリピンのミンダナオ島で 10 月開催予定の ACPES 学会をはじめ、日本人専門家の参加を通じた ASEAN 内外の研究者、学術セクターの関係者との関係構築を促進し、更なる連携体制強化を図ることが求められる。尚、次年度 6 月にマレーシア政府主催で開催予定の「ASEAN Persons with Disabilities in Sports Conference 2025」には ASEAN 各国政府関係者に加えて、岡出教授、永田准教授が招待参加を予定しており、約 300 名の参加者を見込んでおり、ASEAN 内外の人脈作りが期待される。

g) 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

令和5年度(2023年度)以降、対面でのワークショップ開催はASEANカウンターパートや参加者の事業参加モチベーションの向上、協働関係構築、専門職学習集団(PLC)に対するオーナーシップの醸成に資する結果となった。他方、事業予算には限りがあるため、活動内容、効率性や必要性に応じ、次年度も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。

h) 事業進捗および成果の対外的発信機会の創出

(想定する対策) 実施主体による各種ツール利活用努力

情報発信についてはSNS等のソーシャルメディアを活用した発信はマンパワーの制限もあり、これまで行ってこなかった。今後はFacebook、X(旧Twitter)およびInstagram等、それらの有効活用も含め、検討の上、ASEANカウンターパート、ステークホルダーおよび外部組織・個人に向けた発信機会を模索、創出して行く。またそれらを手掛かりに、全世界でのネットワーキングを図る。

i) 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) 日本国内の日ASEANスポーツ協力スキーム内のステークホルダーとの関係強化、スポーツ庁主催日ASEANスポーツ協力情報交換会での情報共有

令和5年度(2023年度)以降、本事業障がい者スポーツ分野でモデル国と設定されたラオスにて実施された調査研究の結果分析により、本事業では対応できない、同国障がい者スポーツにおけるハード面の強化、資金をはじめとした資源確保と環境整備の必要性も同時に明らかとなった。日本国内の支援実施団体に情報共有することで、将来的かつ具体的な支援に繋げることが解決策の一つとして想定される。まずは、スポーツ庁主導で発足した日ASEANスポーツ協力情報交換会、もしくはSFTC事務局等を通じ、より一層の情報共有を図る。

j) 対面式ワークショップにおける視察先の選定、許可取得、視察プログラムの確定の困難さ

(想定する対策) ホスト国における視察目的の十分な理解促進、時間的余裕をもった依頼と手続き

令和5年度(2023年度)実施のカンボジア・プノンペン市での第1回対面式ワークショップ同様、令和6年度(2024年度)ベトナム・ハノイ市で開催した第2回対面式ワークショップでも、同国の学校体育および障がい者スポーツの現場を視察する機会を設けた。同国における学校体育や障がい者スポーツの現状や具体的取組み、体育教師教育および障がい者スポーツ政策の施策側の設定する目的と現場のギャップ、課題とグッド・プラクティスを学び、ASEAN各国の自国政策を客観的視点から見直してもらい、施策に生かしてもらうことを意図した。ところが、当初視察を予定した公立学校管轄のハノイ市教育訓練局、同じく障がい者スポーツ施設管轄の市スポーツ当局の許可が得られなかったことが実施直前に判明し、結果的に私立校および限られた障がい者スポーツ施設の視察のみが許された。

関連し、同ワークショップ事後アンケートでは、一部のカウンターパートより、改善を求める声が寄せられた。ベトナムの政治体制が社会主義であり、外国人の視察許可の取得は煩雑な手続きを要する上、特に公的施設の視察の場合、許可が得られないケースが多いことがベトナム政府窓口を務めた Sports Authority of Viet Nam 担当者より事後報告された。今回は特殊な事情があったものと判断されるが、今後第 3 国で視察を行う場合の管轄当局における許可取得については、当該国政府、担当省庁を通じ、事前に視察目的を明確に伝えた上で、許可を依頼することを今一度徹底して行く所存である。この手続きは各国により対応が異なり、また繊細な部分に関わる可能性に鑑み、実施主体（日本体育大学）の慎重な説明と時間に余裕を持った依頼が要される。

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024

24.02.-27.02.2025

Yoshinori Okade
(Nippon Sport Science University)



Objectives of the Workshop

1. PETE(2/24-25)

- 1) Sharing implementation of the action plan
- 2) Developing tentative inclusive Quality ASEAN PETE Standards based on online workshop in Nov.2024
- 3) Understanding PETE in Viet Nam

2. SPD(2/26-27)

- 1) Developing the action plan for promoting SPD in each AMS
 - 2) Sharing results in research on SPD in LAO PDR
 - 3) Understanding SPD in Viet Nam
-

TEACHERS' QUALIFICATIONS

THE PROPORTION OF TEACHERS WITH THE MINIMUM REQUIRED QUALIFICATIONS IN PRIMARY EDUCATION, BOTH SEXES (%)

	2013	2015	2020	2022
Brunei Darussalam	85.19	81.68	85.18	No data
Cambodia	100.00	100.00	100	100.00
Lao PDR	97.98	98.43	98.84	89.73
Malaysia	96.71	99.93	96.63	88.14
Philippines	100.00	100.00	100	No data
Singapore	No data	No data	98.19	No data
Thailand	No data	100.00	100	100.00
Viet Nam	No data	99.48	99.68	No data

Note: No data available for Indonesia and Myanmar

THE PROPORTION OF TEACHERS WITH THE MINIMUM REQUIRED QUALIFICATIONS IN SECONDARY EDUCATION, BOTH SEXES (%)

	Lower Secondary				Upper Secondary			
	2010	2015	2020	2022	2010	2015	2020	2022
Brunei Darussalam	No data	92.25	No data	No data	No data	90.10	90.53	No data
Cambodia	99.76	100	100.00	100.00	No data	No data	No data	No data
Indonesia	No data	No data	No data	39.74	No data	No data	No data	36.82
Lao PDR	99.35	99.5	99.46	93.67	99.35	98.97	99.46	93.67
Myanmar	98.35	No data	No data	No data	100	No data	No data	No data
Philippines	No data	No data	100.00	No data	No data	No data	100.00	No data
Thailand	No data	100	100.00	100.00	No data	100.00	100.00	100.00
Viet Nam	99.06	99.58	99.89	86.27	No data	No data	No data	99.86

Note:
No data available for Malaysia and Singapore
Both tables refer to the percentage of teachers who have received at least the minimum organised pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country in a given academic year

Source:
UNESCO Institute for Statistics, (n.d.), SDG4 Indicators, Retrieved 24 July 2024, from <https://data.uis.unesco.org/>

Documents for the workshop

● PETE

<https://drive.google.com/drive/folders/1juFlFfA0dpAkGLJAH4xxYM0kY8VY9iY?usp=sharing>



● SPD

<https://drive.google.com/drive/folders/1F67FbYBL08sa-hZDuZpq3P8SJonpyVHr?usp=sharing>



Date	Mon	Time		Venue/Sites	Activities	
2024/2/24 [DAY1]	Mon	6:30	8:30	-	-	Breakfast (@Hotel Restaurant)
		9:00	10:00	60 mins.	Conference Room "Chi Lăng", Army Hotel, Ha Noi	1. Opening Ceremony (operated by the Vietnamese government) 1) ASEAN Anthem 2) Welcome Message from the Sports Authority of Viet Nam 3) Greetings from the Project Leader: Prof. Dr. OKADE (NSSU) 4) Opening Remarks from the ASEAN Secretariat (Pre-recorded) 5) Photo Session
		10:00	10:20	20 mins.		Break
		10:20	10:40	20 mins.		Brief Self-Introduction (All Participants)
		10:40	12:00	80 mins.		2. Morning Session (DAY1-1) INTRODUCTION -Introduction by Prof. Dr. Yoshinori OKADE (PETE) -Feedback information supplied and discussed in the Online workshops (PETE)
		12:00	13:30	90 mins.	-	Lunch Time (@Hotel Restaurant)
		13:30	15:00	90 mins.	Conference Room "Chi Lăng"	3. Afternoon Session (DAY1-2) -Brief Presentation on Action Plan Implementation Progress (PETE)(5 minutes for each AMS) & Q&A Session
		15:00	15:30	30 mins.		Break
		15:30	17:00	90 mins.		4. Afternoon Session (DAY1-3) -Discussion and Group Work for the Development of ASEAN Standards for Inclusive PETE (Ver. 1) Brief Orientation for the Next Day's Activities
		17:00	17:10	10 mins.		
2024/2/25 [DAY2]	Tue	6:30	8:30	-	-	Breakfast (@Hotel Restaurant)
		8:45	9:15	30 mins.	Bus	Going to the school to visit
		9:30	11:15	105 mins.	-	5. Morning Session (DAY2-1) On-Site Visit (1) Local Private Schools (UPDATED) Everest School (1 or 2 PE classes) -Accompany PE classes -See school facilities -Q & A sessions with School Principal and PE teachers
		11:30	12:00	30 mins.	Bus	Going back to the hotel
		12:00	14:00	120 mins.	-	Lunch Time (@Hotel Restaurant)
		14:00	15:00	60 mins.	Conference Room "Chi Lăng"	6. Afternoon Session (DAY2-2) -Presentation of Developed Tentative Inclusive Quality PETE Standards for Your Own Country (UPDATED)
		15:00	15:30	30 mins.		Break
		15:30	17:00	90 min		7. Afternoon Session (DAY2-3) -Finalising the ASEAN Inclusive Quality PETE Standard and Selecting Task Force Members to Develop Tentative ASEAN Inclusive Quality PETE Standards (UPDATED)
		17:00	17:10	10 mins.		Brief Orientation for the Next Day's Activities

2024/2/26 [DAY3]	Wed	6:30	8:30	-	-	Breakfast (@Hotel Restaurant)
		9:00	10:10	70 mins.	Conference Room "Chi Lang", Army Hotel, Ha Noi	8, Morning Session (DAY3-1) -Introduction by Prof. Dr. ENDO and Prof. Dr. TOMURA (SPD)
		10:10	10:30	20 mins.	-	Break
		10:30	12:00	90 mins.	-	9, Morning Session (DAY3-2) -Brainstorming, Discussion and Group Work for the Drafting SPD Action Plan
		12:00	13:30	90 mins.	-	Lunch Time (@Hotel Restaurant)
		13:40	14:00	20 mins.	Bus	Going to the Para-Sports Training Centre
		14:00	15:00	60 mins.	-	10, Afternoon Session (DAY3-3) On-Site Visit (2) Para-Sports Training Centre in Ha Noi -Accompany the training of some para-sports athletes (Para-powerlifting, para-athletics, para-chess, etc.) -Briefing about para-sports in general in Viet Nam -Q&A Session (UPDATED)
		15:10	15:30	20 mins.	Bus	Going back to the hotel
		15:30	16:00	30 mins.	-	Break
		2024/2/27 [DAY4]	Thu	16:00	17:00	60 mins.
17:00	17:10			10 mins.	-	Break
6:30	8:30			-	-	Breakfast (@Hotel Restaurant)
9:00	10:20			80 mins.	Conference Room "Chi Lang", Army Hotel, Ha Noi	12, Morning Session (DAY4-1) -Lectures from Prof. Dr. SATO and Prof. Dr. NAGATA (SPD)
10:20	10:40			20 mins.	-	Break
10:40	12:00			80 mins.	-	13, Morning Session (DAY4-2) -Group Work for drafting the SPD Action Plan (1)
12:00	13:30			90 mins.	-	Lunch Time (@Hotel Restaurant)
13:20	14:00			40 mins.	Conference Room "Chi Lang"	14, Afternoon Session (DAY 4-3) -Group Work for drafting the SPD Action Plan (2)
14:00	15:20			80 mins.	-	15, Afternoon Session (DAY4-4) -Brief Presentation of the SPD Action Plan by country (8 minutes for each AMS, including Q & A Session)
15:20	15:40			20 mins.	-	Break
15:40	15:55			15 mins.	-	16, Afternoon Session (DAY4-5) CONCLUSION -Overall Review & Plan for the Project in 2025 (Prof. Dr. Okade) -Q & A Session
15:55	16:05			10 mins.	-	Break & Preparation for Closing Ceremony
16:05	17:00			55 mins.	-	17, Closing Ceremony (Organized by the Vietnamese government) 1) ASEAN Anthem 2) Gratitude from the Project Leader: Prof. Dr. OKADE 3) Farewell Message from the Sports Authority of Viet Nam 4) Photo Session
17:00	17:10			10 mins.	-	Brief Administrative Communications
17:10	17:30			20 mins.	-	Chatting among the Participants
18:00	-			-	Conference Room "Chi Lang"	Farewell Dinner organised by the Sports Authority of Viet Nam, representing the government of the Socialist Republic of Viet Nam (UPDATED)

Updated as of February 26, 2025

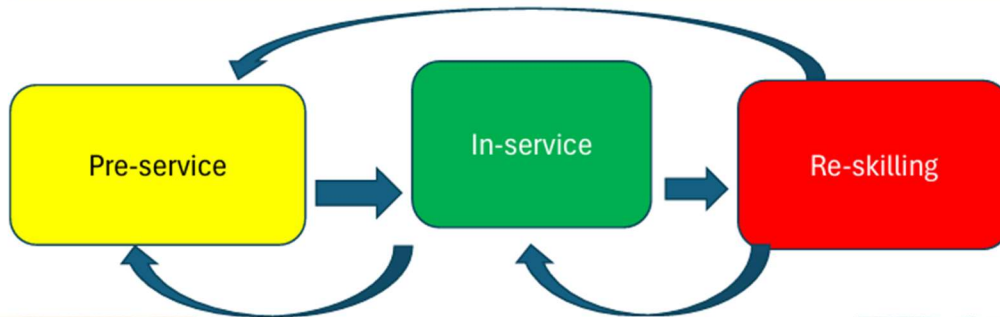


2. Morning Session (DAY1-1) 10:40-12:00

- Introduction (PETE)
- Feedback information supplied and discussed in the Online workshops (PETE)

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 ?



The image features the ASEAN logo on the left, which consists of a red circle with a yellow stylized emblem and the word 'asean' in blue lowercase letters. To the right, several national flags of ASEAN member states are flying against a blue sky with white clouds.

Workshop for Developing Inclusive QPETE ASEAN Standards

Yoshinori Okade (Nippon Sport Science University)
2024.11.5

Objectives of PETE in 2024

1

1) Developing inclusive quality physical education teacher education ASEAN Standards (-2025)

2

2) Making developed document authorised in each AMS (-2027)

Schedule for the Workshops

1) Online Workshop [DAY 1] (Nov. 5, 2024) ; Image of PETE Standards ?
Sharing image of inclusive quality physical education teacher education standards

Meaning of physical education teacher education standards

2) Online Workshop [DAY 2] (Nov. 19, 2024) :Image of expected competencies for PE teachers

- Expected competencies, knowledge and skills for a pre-service physical education teacher?
- Expected competencies, knowledge and skills for an in-service physical education teacher?
- How to develop inclusive QPETE ASEAN Standards?
- How to make inclusive quality physical education standards work in each AMS

3) In-person Workshop (Feb. 24-27, 2025)

Developing inclusive quality physical education teacher education ASEAN Standards

Outline of the Online Workshop [DAY 1]

- 1) Introduction and Lecture (Prof. Dr. Yoshinori OKADE using Attachment 1+2) -20 mins.
- 2) Brief Instruction -5 mins.
- 3) Group Discussion in Break-out Rooms -30 mins.
- 4) Overall Session in the main room -25 mins.
- 5) Q & A Session and administrative information-10 mins.

Questions for the Workshop [DAY 1]

- Who are physical education teachers in your country?
- What kind of certification would be required to be a physical education teacher in your country?
- Do you have any national physical education teacher education standards?
- Who has developed PETE standards in your country?
- Who authorises such documents?

1. Expected competencies, knowledge and skills for a pre-service physical education teacher

Group 1

Brunei Darussalam		Cambodia		Indonesia		Myanmar		Phillipines	
Passionate	Physically fit	content knowledge in PE and academic skills (sports)	high school graduates	Content and foundational knowledge of Physical Education	Fitness & basic skill of some specific sports	Competencies 1. Teaching Delivery 2. Instructional Delivery 3. Student Engagement 4. Assessment 5. Professionalism			
Know the syllabus and curriculum development	classroom management	love PE and know the value of learning PE	knowledge in PE curriculum in lower and upper secondary schools	Planning and implementing teaching (pre-impact and	Mature personality	Knowledge 1. Scientific Knowledge 2. Pedagogical Content 3. Health and Fitness 4. Pedagogy			
first aid and cpr	motivational techniques	love teaching	good attitude and collaboration	Assessment in Teaching PE (Post-Impact in teaching PE)	Responsibility Personality	Skills 1. Personal Skills 2. Classroom Management 3. Communication 4. Adaptability			
team building	sports coaching and health education	independent learners and are ready for 21st century skills	could teach PE in real practice using the school curriculum	IT	Teaching methods/ Teaching Instructional	Open educational resources, and online resources for providing PE Open educational resources for PE Open educational resources for PE Open educational resources for PE			

Frame 1

Similarities	Differences	How to include students with disabilities? QPE?	How to plan the lessons/curriculum to include students with special needs?
<ul style="list-style-type: none"> Passionate PE Teaching methodology Teaching method Skills for performance Curriculum knowledge Knowledge of children, diversity 	IT	<ul style="list-style-type: none"> Identification Modification Teaching methodology Knowledge of diversity Special curriculum 	<ul style="list-style-type: none"> need to know how to write the lesson need to know the student need to know how to include in PE lessons two types of curriculum identify

1. Expected competencies, knowledge and skills for a pre-service physical education teacher

Group 2

Lao PDR	Malaysia	Singapore	Thailand	Viet Nam
Teaching skills Fundamental movement skills and knowledges communication skills Encourage respect and diversity Become a better teacher everyday	know and understand the subject master teaching practices Know the students community involvement helping students		Teaching and Learning Psychology skills Fundamental movement skills and knowledges Physical Fitness for children and youth Teaching evaluation skills Attitude, moral, and ethics Communication skills Theoretical Knowledge	

Frame 1

Knowledge	Skills	Competencies
<ul style="list-style-type: none"> Knowledge of students Policy and regulations Awareness of the principles of health promotion and fitness Knowledge of curriculum framework and national standard for PE Pedagogical knowledge - Physical Literacy Content knowledge - understanding of physiology, psychology, and kinesiology Theoretical Knowledge 	<ul style="list-style-type: none"> Teaching skills -be more specific? <ul style="list-style-type: none"> Introduction Teaching Practicing Applying Concluding and Evaluating Suggestions: <ul style="list-style-type: none"> Leading physical activities and games effectively. Modelling correct techniques for skills and movements. Adjusting teaching methods based on student progress and feedback. <ul style="list-style-type: none"> Assessment skills -Designing performance-based tasks and rubrics? -Recording and analysing student performance data? Communication skills -Engaging students in meaningful discussions about physical activity and health Fundamental movement skills 	<ul style="list-style-type: none"> Instructional Mastery Attitude <ul style="list-style-type: none"> - what attitude do they need? Community Engagement Moral and Ethics Reflective Practice everyday

2. Expected competencies, knowledge and skills for an in-service physical education teacher

Group 1

Brunei Darussalam		Cambodia		Indonesia		Myanmar		Phillipines	
Passionate about sports and pe	knowledge and understanding of curriculum for senior and other sport member states to compare and contrast								
academic proficiency on health and physical education	critical thinking skills								
problem solving skills	differentiation for inclusive qpe								
first aid and cpr	curriculum knowledge throughout the year according to seasons								

Frame 1

2. Expected competencies, knowledge and skills for an in-service physical education teacher

Group 2

Lao PDR		Malaysia		Singapore		Thailand		Viet Nam	
		PLC Upgrade teaching practice	Understand PE trends, policies and curriculum engage the community			Theoretical and Practical Knowledge Communication and Relationship Building Skills	Diversity Management Fundamental movement skills and knowledges		
		Students' assesment	Inspire other PE teachers			Physical Literacy, Physical Education, and Physical Activity Skills and Knowledge	Physical fitness for children and youth		
		Individual Education Planning (IEP)	Coaching and mentoring						

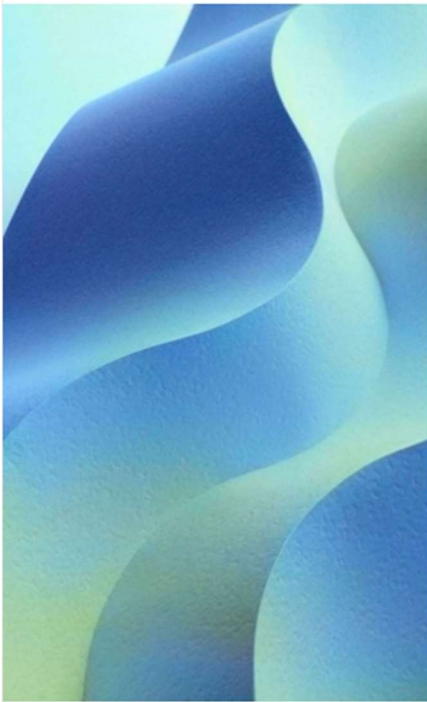
Frame 1

Knowledge	Skills	Competencies
<ul style="list-style-type: none"> Knowledge of students Policy and regulations Awareness of the principles of health promotion and fitness Knowledge of curriculum framework and national standard for PE Pedagogical knowledge - Physical Literacy Content knowledge - understanding of physiology, psychology, and kinesiology Theoretical Knowledge 	<ul style="list-style-type: none"> Teaching skills <ul style="list-style-type: none"> -be more specific? <ul style="list-style-type: none"> Classroom Management Skills Students' management skills Leadership mastering the content and the craft of teaching Assessment skills -Designing performance-based tasks and rubrics? -Recording and analysing student performance data? Communication skills <ul style="list-style-type: none"> -Engaging students in meaningful discussions about physical activity and health -Building good relationships 	<ul style="list-style-type: none"> Community engagement Upgrade and develop teaching skills Instructional Planning, Delivery and Management Leadership and Mentorship

Questions for the Workshop [DAY 2]

- Expected competencies, knowledge and skills for pre-service physical education teachers?
- Expected competencies, knowledge and skills for in-service physical education teachers?
- How to develop inclusive QPETE ASEASN Standards?
- How to make inclusive quality physical education standards work in each AMS

Review of the online workshop		
* Please fill in the following questions. Those who has attended the workshop, you can refer the whiteboard notes attached in PDF.		
* The answers of Q5-Q8 should be described in sentences, not words.		
Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	
Q2	What kind of certification would be required to be a physical education teacher in your country?	
Q3	Do you have any national physical education teacher education standards?	
Q4	Who has developed PETE standards in your country?	
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	
Q7	How to develop inclusive QPETE ASEASN Standards	
Q8	How to make inclusive quality physical education standards work in each AMS	



Check the outcomes in the online-workshop in using excel sheet data

1) Similarity and difference of “Expected competencies, knowledge and skills for a pre-service physical education teacher” (Question 5) among AMS ?

2) Similarity and difference of “Expected competencies, knowledge and skills for an in-service physical education teacher” (Question 6) among AMS ?

3) Similarity and difference between answers on Question 5 and Question 6 among AMS?

What are reasons? Why similar, why different?

SHAPE(2017) National Standards For Initial Physical Education Teacher Education (2017)			Total
Standard 1. Content and Foundational Knowledge	Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.	Candidates will: 1.a Describe and apply common content knowledge for teaching preK-12 physical education.	4
		1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.	0
		1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.	1
		1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.	0
		1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.	2
		1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.	0
Standard 2. Skillfulness and Health-Related Fitness	Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.	Candidates will: 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).	3
		2.b Achieve and maintain a health-enhancing level of fitness throughout the program.	2
Standard 3. Planning and Implementation	Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.	Candidates will: 3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.	3
		3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.	1
		3.c Plan for and manage resources to provide active, fair and equitable learning experiences.	1
		3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.	1
		3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).	1
		3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.	1

SHAPE(2017) National Standards For Initial Physical Education Teacher Education (2017)			Total
Standard 4. Instructional Delivery and Management	Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.	Candidates will: 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	5
		4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.	4
		4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.	1
		4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.	0
		4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.	0
Standard 5. Assessment of Student Learning	Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.	Candidates will: 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.	2
		5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.	2
		5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.	1
Standard 6. Professional Responsibility	Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.	Candidates will: 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.	6
		6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.	4
		6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities	1

Questions left behind for the In-person Workshop in Viet Nam (February 24-27, 2025)

- 1) Who manages the quality of physical education teachers?
- 2) How to manage the quality of physical education teachers?
- 3) Who manages the quality of physical education teacher education?
- 4) How to manage the quality of physical education teacher education?
- 5) Who could be PETE teachers?
- 6) Whom do we need to develop inclusive QPETE?
- 7) What would be the tasks to develop effective quality physical education standards in each AMS?
- 8) What kind of procedures should we follow to develop effective quality physical education standards in each AMS?

How to make inclusive quality physical education standards work in each AMS?(1)

1)Lao PDR:This is quite impossible as different ASEAN countries have their own systemsTo make inclusive quality physical education standards work in each AMS, collaborative and strategic approach in Policy Alignment, Capacity Building, Resource .

2)Myanmar:Allocation,Community Engagement, Monitoring and Evaluation are the key points

3)Thailand:The Ministry of Education should support policies, training sessions, and basic infrastructures for schools, such as PE-certified teachers and proper facilities in schools.

4)Singapore:Need to be practical as different ASEAN countries have respective systems. Also need alignment between countries with education ministries and sports ministries that are not under the same roof. Currently no ASEAN regulation to say that all member countries have to abide with ASEAN sports standards. One example is the ASEAN Physical Fitness Indicator (APFI) by Thailand, which recognises an ASEAN standard but does not impose this on member countries to follow. Suggest to allow member states to adapt the PETE standard, where relevant, as a reference for their respective national standard.

How to make inclusive quality physical education standards work in each AMS?(2)

5)Indonesia

- 1. context-specific framework development for each country
- 2. awareness of the topic of equity and inclusion
- 3. infrastructure support and learning tools for inclusivity
- 4. Integration of inclusivity policies in the physical education curriculum
- 5. Optimizing the involvement of communities of practice as a platform for physical education teachers to learn about inclusive physical education learning.

6)Malaysia

- The successful implementation of inclusive quality physical education standards in ASEAN countries depends on cultural adaptation, collaboration, training, and sustainable practices. By customizing the standards to fit the specific needs of each country while maintaining a shared commitment to inclusivity, ASEAN can create a regional model where physical education is accessible to every student, regardless of their abilities or background. This requires a coordinated effort from governments, educators, families, and communities to ensure that inclusive PE is integrated into the daily fabric of educational systems across ASEAN.

PETE Standards: not to intend one-size-fits-all, but consensus-based guidance

- We hasten to emphasize that standards-based design is **NOT** about creating monolithic, one-size-fits-all”standardized”(Darling-Hammond, Diez, Moss, Pscheone, Pullin, Schafer, and Vickers, 1998), and prescriptive processes and programs.
- On the contrary, standards-based design provides **consensus-based-guidance for configuring professional development program content and experiences that lead to general expectations of practice for beginning teachers**. In addition, such consensus allow prospective teachers and those who hire teachers to expect **some common skills, knowledge, and dispositions among teacher** from different areas and programs. (NASPE, 2003, p.2)

Different concepts on PETE and 3 points to be considered for developing inclusive quality PETE

(1) Different Concepts on PETE

- 1) Physically competent participants
(MaCuaig and Enright, 2019, p. 431)
- 2) Healthy citizenship
(MaCuaig and Enright, 2019, 433)
- 3) Socially critical actors
(MaCuaig and Enright, 2019, p.435)

(2) Points to be considered

- 1) Who should be recruited into PETE programs ?
- 2) What content they should receive ?
- 3) How they should learn this content ?
(MaCuaig and Enright, 2019, p.436)

Competency

- Sufficient ability, skill and knowledge to meet the demands of a specific task or activity. In this book, competency is defined as the ability for individuals to participate at the recreational level with skill and ability in self-selected activities (SHAPE America, 2014, p. 115)

Disposition, knowledge and performance in PETE

- Disposition: Fundamental attitudes, beliefs, and assumptions about teaching and learning in physical education which underlie the professional and ethical basis for practice. (NASPE, 1995, p. 7)
- Dispositions identify the beliefs, attitudes, and behaviors important for the beginning teacher's practice relative to the standard. (NASPE, 2003, p. 4)
- Knowledge: The subject matter a beginning K-12 physical education teacher needs to conceptually know and understand. (NASPE, 1995, p. 7)
- Knowledge identifies what the beginning teacher would need to know and understand to accomplish the standard. (NSPA, 2003, p. 4)
- Performance: Demonstrated outcomes of learning essential to a beginning K-12 physical education teacher. (NASPE, 1995, p. 7)
- Performance represents what the beginning teacher should be able to do in order to demonstrate their knowledge and ability related to the standard. (NSPA, 2003, p. 4)

Relationship between Dispositions, knowledge, and performance

- Dispositions are to be recognized, nurtured, and developed in the education setting through reinforcement, modeling, and support.
- With such dispositions in place, the beginning K-12 physical education teacher will need to possess certain knowledge and, in some situations, be expected to perform based on that knowledge. At the beginning level, all desired knowledge will not lead to an expected performance (NASPE,1995,p.7)

Some questions for inclusive quality ASEAN PETE standards

- 1)Is it meaningful to develop inclusive quality ASEAN PETE standards ?
- 2)For whom should be inclusive quality ASEAN PETE standards developed ?
- 3)Is it impossible to develop inclusive quality ASEAN PETE standards ?
- 4)Is it difficult to develop effective inclusive quality ASEAN PETE standards?
- 5)Is it difficult to develop inclusive quality PETE standards for your own country ?
- 6) Is it difficult to develop inclusive quality PETE standards for your own country with reference to effective inclusive quality ASEAN PETE standards based on your own context ?



Why Standards ? What Standards ? How to work it effective ?

Expected outcomes in person workshop on PETE

- Tentative Inclusive Quality PETE ASEAN Standards will be developed for the review for accreditation in ASEAN
- “Standards, then, serve several roles. They delimit content, chart direction for program development, offer a framework for organizing theoretically derived and empirically verified components of effective teaching, and provide direction for career-long professional improvement”(NASPE,2003,p.1)

Key Components of inclusive, impact-oriented policy development

- 1)**Local ownership**: Policy should meet the local needs and work within local processes.
- 2)**Participation**: All relevant stakeholders should be encouraged to participate in the policy development process.
- 3)**Inclusiveness**: All should feel they have a stake in the policy, including representatives of disadvantaged populations.
- 4)**Gender sensitivity**: Policy development should be viewed through a gender lens.
- 5)**Empowerment**: Policy should empower at-risk or marginalized populations



What you have described as expected outcomes in PETE Standards in the online workshop in Nov.2024

- Checking description based on PETE standards by SHAPE America (2017)
- [Comprehensive School Physical Activity Programs \(Cont.\)](#)

Perceived Reality (Who's ?) vs Ideal (goal)

Who should know inclusive PETE Standards and why?



- Physical education teacher candidates ?
- Physical education teacher educators ?
- Administration staffs in schools and governmental organization ?
- Parents ?
- Sport coaches ?
- Sport organization ?
- Company ?




Definition of QPE by UNESCO(2015)

Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education.


In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life.

(Source: adapted from Association for Physical Education (afPE) Health Position Paper, 2008)





QPE by UNESCO(2021)

- Quality physical education is distinct from physical education. The main differences relate to frequency, variety, inclusivity and value content. Quality physical education places emphasis on **peer-led learning** and **rounded skill development** which can enhance educational and employability outcomes. It is also about **whole body health** which includes physical and psycho-social wellbeing. QPE supports students to develop the physical, social and emotional skills which define healthy, resilient and socially responsible citizens. (UNESCO,2021,p.9)
 - Quality Physical Education drives inclusion and supports empowerment of girls and persons with disabilities, encourages intercultural dialogue and understanding, and challenges stigma. (UNESCO,2021,p.13)
- 

OECD Education 2030 and PE

SOCIAL AND EMOTIONAL SKILLS



Prof. Dr. Ingrid SCHOON, Human Development and Social Policy, The Institute of Education, University of London, UK
Source: www.oecd.org/education/2030/projects/

LEARNING TO LEARN



Learning to Learn, India, Interdisciplinary Learning
Source: www.oecd.org/education/2030/projects/

OECD LEARNING COMPASS 2030




1. DOWNLOAD the free SnapPress mobile app
2. SCAN this page with
3. DISCOVER interactive content

www.oecd.org/education/2030/projects/

OECD FUTURE OF EDUCATION 2030

Making Physical Education Dynamic and Inclusive for 2030

INTERNATIONAL CURRICULUM ANALYSIS







- **three foundations** as particularly important:
- **cognitive foundations**, which include literacy and numeracy, upon which digital literacy and data literacy can be built
- **health foundations**, including physical and mental health, and well-being
- **social and emotional foundations**, including moral and ethics

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



The New Zealand Curriculum - Health and physical education(2017)

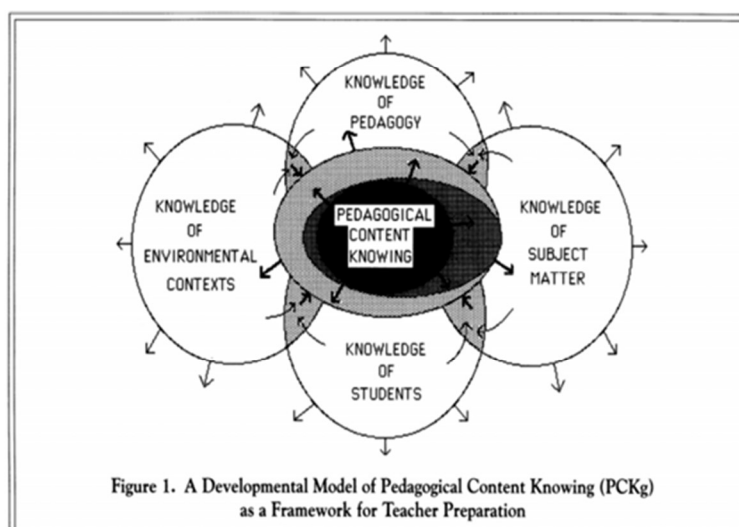
- In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.
- Four underlying and interdependent concepts are at the heart of this learning area:
- Hauora¹: a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values: a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The socio-ecological perspective: a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- Health promotion: a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Components in PL in Sport Australia(2021)and Keegen et al.,(2019)							
Physical		Psychological		Social		Cognitive	
The skills and fitness a person acquires and applies through movement		The attitudes and emotions a person has towards movement and the impact they have on their		A person's interaction with others in relation to movement		A person's understanding of how, why and when they move	
Sport Australia(2021)	Keegen et al.(2019)	Sport Australia(2021)	Keegen et al.(2019)	Sport Australia(2021)	Keegen et al.(2019)	Sport Australia(2021)	Keegen et al.(2019)
Movement skills	Movement skills(Land)	• Engagement & enjoyment	Engagement & enjoyment	• Relationships	Relationships	• Content knowledge	Content knowledge
	Movement skills(Water)	• Confidence	Confidence	• Collaboration	Collaboration	• Safety & risk	
• Moving with equipment	Movement using equipment	• Motivation	Motivation	• Ethics	Ethics	• Rules	Rules
• Object manipulation	Object manipulation	• Self perception	Self-awareness	• Society & culture	Society & culture	• Reasoning	Purpose & reasoning
• Coordination	Coordination	• Self regulation (emotions)	Self-regulation(Emotions)		Connectedness(Community & environment)	• Strategy & planning	Strategy & planning
• Stability/balance	Stability/balance	• Self regulation (physical)	Self-regulation(Physical)		Safety & risk	• Tactics	Tactics
• Flexibility	Flexibility	• Connection to place				• Perceptual awareness	Awareness
• Agility	Agility						
• Strength	Strength						
• Muscular endurance	Muscular endurance						
• Cardiovascular endurance	Cardiovascular endurance						
• Reaction time	Reaction time						
• Speed	Speed						
	Power						

New National Physical Education Standards (SHAPE AMERICA 2024)

Standard	Rationale
1 Develops a variety of motor skills.	Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.
2 Applies knowledge related to movement and fitness concepts.	Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.
3 Develops social skills through movement.	Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.
4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

PCKg (Cochran et al., 1993, p.268)



SHAPE(2017) National Standards For Initial Physical Education Teacher Education

Standard 1. Content and Foundational Knowledge	Physical education candidates1 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
Standard 2. Skillfulness and Health-Related Fitness	Physical education candidates are physically literate individuals who can demonstrate skillful performance3 in physical education content areas and health-enhancing levels of fitness.
Standard 3. Planning and Implementation	Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
Standard 4. Instructional Delivery and Management	Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
Standard 5. Assessment of Student Learning	Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
Standard 6. Professional Responsibility	Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

2017

► National Standards For Initial Physical Education Teacher Education

The SHAPE America Initial PETE Standards and Components were designed to develop pre-service candidates into competent and capable future professionals, and provide a performance-based assessment structure requiring candidates to demonstrate content and foundational knowledge, skillfulness and health-related fitness, planning and implementation, instructional delivery and management, assessment of student learning, and professional responsibility.

Standard 1: Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2: Skillfulness and Health-Related Fitness

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3: Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5: Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6: Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development, and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

**National Standards
For Initial Physical Education Teacher Education (2017)
SHAPE America – Society of Health and Physical Educators**

Standard 1. Content and Foundational Knowledge

Physical education candidates¹ demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Components

Candidates will:

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

¹ Throughout this document, the term candidate refers to an individual in a preparation program, and the term student refers to a preK-12 pupil or learner.

2

Standard 2. Skillfulness and Health-Related Fitness²

Physical education candidates are physically literate individuals who can demonstrate skillful performance³ in physical education content areas and health-enhancing levels of fitness.

Components

Candidates will:

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual performance activities).
- 2.b Achieve and maintain a health-enhancing level of fitness throughout the program.

Standard 3. Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Components

Candidates will:

- 3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

² To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs).

³ Skillful performance: A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

3

Standard 3. Planning and Implementation (Cont.)

- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Components

Candidates will:

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

4

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Components

Candidates will:

- 5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Components

Candidates will:


- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Influence of Teacher Education reform based on Accreditation

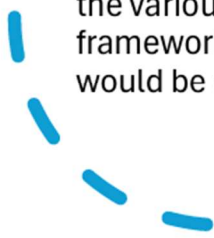
- By the turn of the century, **an increasingly rigorous program of PETE accreditation was to become a global phenomenon**(Ingvarsen et al.,2006).
- While **some countries have been required to meet PETE-specific standards and measures, others have been linked to general standards of teacher professionalism**(Tinning,2006;Ward,2013). In what we suggest was a remarkably prescient observation.Thannehill and O'Sullivan(1990) predicted that, "unless the physical education profession becomes more informed of what is happening in teacher testing at state and national levels, physical educators will be left to react to others' decisions on how teacher of physical education should be judged"(p.238)(MaCuaig and Enright,2019,p.438)

5 assumptions guided the development of standards

- 1)**Centrality/power**: Is this standard central to the role expectation of beginning teacher? Does it represent essential content, concepts, understandings, or abilities that are of unquestionable importance to the beginning teacher?
- 2)**Necessity**: Are these standards necessary for the beginning teacher to execute his or her duties and responsibilities?
- 3)**Sufficiency**: Will the accomplishments of the standard be sufficient in preparing the beginning teacher ? Will it be sufficient in helping teachers get a good start, while encouraging them to continue to grow and learn?
- 4)**Specificity**: Is this standard specific enough to guide the creation of programs and teacher education experiences?
- 5) **Concreteness**: Is this standard clear and unambiguous? (NAPSE,2003,p.5)



Alignment between K-12 Physical Education Content Standards and The beginning Teacher Standards

- The beginning teacher standards were aligned with the K-12 Physical Education Content Standards(NASPE,1995). The importance of this connection cannot be overstated.
 - Creating a congruent bridge between what K-12 students are expected to learn(as guided by NASPE Physical Education Content standards and the various state and local school districts curriculum and assessment framework) and the performance standards their prospective teachers would be expected to meet is critical.(NASPE,2003,p.4)
- 

2 key questions for developing PETE standards in USA

1) **What** should beginning teachers know and understand, be able to do with what they know and understand, and how should they practice as competent and principled professionals? (NASPE,2003,p.1)

2) **How will others(e.g., professors, employers, parents, the public, accrediting agencies) know** that beginning teacher can positively influence student learning and act with knowledge, skill, reason, and conviction in carrying out the duties and responsibilities required of competent and principled professionals? (NASPE,2003,p.2)

Needs of continuous pursuit of knowledge, skills and abilities for professional and profession

- From the initial rights of passage associated with induction into the profession, **teachers continue their professional growth and development once on the job through a variety of professional development opportunities** offered by their employers and often required for continued licensure. In addition, **they may choose to seek the recognition of accomplishment by becoming certificated in Physical Education by National Board of Professional Teaching Standards(NBPTS)**. The NBPTS has become recognized since its inception in 1987 for creating the standards for “accomplished” teaching in more than 20 fields. **The continuous pursuit of improving knowledge, skills, and abilities strengthens and distinguishes both the professional and the profession.**(NASPE,2003,p.4)
-

Aim of the NASPE Beginning Physical Education Teacher Standards in 2003

to provide **a template for clarifying and explicating a board framework for the knowledge, skills, and dispositions** that all beginning physical education teachers should possess and be able to demonstrate in practice.

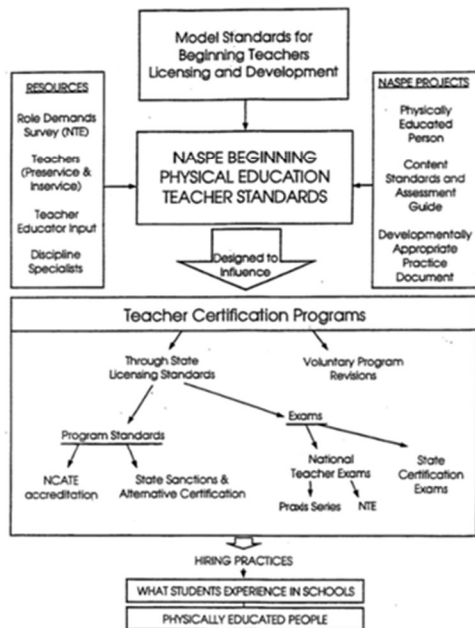
Across various stages of professional development, prospective and practicing teachers **will be assessed on these abilities to determine their levels of accomplishment and mastery** (NASPE,2003,p.2)

PETE Standards: not to intend one-size-fits-all, but consensus-based guidance

- We hasten to emphasize that standards-based design is **NOT about creating monolithic, one-size-fits-all”standardized”**(Darling-Hammond, Diez, Moss, Pscheone, Pullin, Schafer, and Vickers, 1998), and prescriptive processes and programs.
- On the contrary, standards-based design provides **consensus-based-guidance for configuring professional development program content and experiences that lead to general expectations of practice for beginning teachers**. In addition, such consensus allow prospective teachers and those who hire teachers to expect **some common skills, knowledge, and dispositions among teacher** from different areas and programs. (NASPE, 2003, p.2)

Important consideration for developing a standards-based program: realistic for the candidate

- In standards-based program design, the ends we must focus upon are those of student learning-the demonstrable learning of the beginning teacher AND the demonstrable learning of the beginning teacher’s students. Again, the questions for teachers at the beginning of the introduction are fundamental: **”What do our candidates know and understand?”** and **”What can they do with what they know and understand?”**.(NASPE, 2003, p.3)
- Further, **we must design our programs with the conceptual acuity needed to see programs, processes, course, and experiences as a means to the end of candidate learning** , not as an end in themselves.(NASPE, 2003, p.3)



Procedure of developing 1st ver. of National Standards for Physical Education Teacher Education

PETE standards do not stand alone.

How about it in your country ?

How to make our standards approved in your country?

NASPE (1995) National Standards for Beginning Physical Education Teachers

p.3

Procedure to get agreement on Inclusive Quality Physical Education Teacher Education: the case in the USA

- Physical Education Teacher Education programs that are a part of an educator preparation provider (EPPs) seeking CAEP Accreditation undergo the program review process. SHAPE America has partnered with CAEP to provide National Recognition through a Specialized Professional Association (SPA) review. SPAs conduct reviews twice every year—once in spring and once in fall.
- Important review cycle dates are below.**
- Spring cycle:**
 - March 15 – Program reports due
 - August 1 – SPA decision posted in AIMS
- Fall cycle:**
 - September 15 – Program reports due
 - February 1 – SPA decision posted in AIMS
- PETE programs seeking National Recognition will need to request a program report template or shell through [AIMS \(AIMS - Accreditation Information Management System\)](#).
- Shells can be requested year-round. Programs can request shells one year before their report due date. Shells will not be created after the cycle due date. For example, shells for a spring cycle will not be created after March 15 and shells for a Fall cycle will not be created after September 15.
- For more detailed information about the SPA Program Review Process please visit the [CAEP website](#). ([SPA Program Review Process - Council for the Accreditation of Educator Preparation](#)).



CAPE

CAPE:

Council for the Accreditation of Education

[What Is Accreditation - Council for the Accreditation of Educator Preparation](#)

[Home - ASPA-USA](#)



What is Accreditation ?

- Simply put, **accreditation is quality assurance through external peer review**. When an institution or specialized program is accredited, **it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders**. To maintain accreditation the institution or program must undergo a similar review on a regular basis. **Typically reviews are conducted every 7 to 10 years**.
- There are two types of accreditation: **institutional and professional** (sometimes called programmatic).
- **Professional accreditors** review departments, schools, and colleges usually within a higher education institution. **An institution**, especially a larger university, might simultaneously maintain accreditation from a regional accreditor as well as from several professional accreditors.
- CAEP is a professional accreditor because it reviews departments, schools, and colleges which prepare teachers and other educators. After completing a program, teachers seek licensure or certification from the state in which they wish to teach.
- To avoid encountering dubious providers of educational offerings (“degree mills”) or dubious providers of quality assurance (“accreditation mills”), CAEP recommends that students and the public check the list of accredited institutions and recognized accrediting agencies on the websites for the **U.S. Department of Education** and the Council for Higher Education Accreditation (CHEA). For additional information on the harm of degree mills and accreditation mills, visit the **CHEA** website. CHEA is often referred to as an accreditor of accreditors. Under CHEA, professional accreditors undergo a peer review process to ensure the quality and integrity of standards and processes.

The Association of Specialized and Professional Accreditors (ASPA)

- The Association of Specialized and Professional Accreditors <https://aspa-usa.org>
- Home – ASPA-USA ion of Specialized and Professional Accreditors (ASPA)

- About Accreditation – ASPA-USA

Minimum Standards for Accreditation of Higher Education Institutions (MSAHEI) in Cambodia

- 1)Mission, Vision and Goals,
- 2)Governance and Management,
- 3)Academic Staff,
- 4)Academic Program,
- 5)Student Service,
- 6)Learning Resource,
- 7)Physical Resources,
- 8)Financial Resources,
- 9)Internal Quality Assurance)

Quality Physical Education Teacher Education/Training Indicators: Core Principles (1) (UNESCO,2014)

- 1) Training Standards which are accredited or quality assured by the profession/provider institution/relevant responsible statutory authority.
- 2) Recruitment of academically capable, motivated and committed trainees, who have positive attitudes and appropriate aptitudes for undertaking teacher education (training) for preparation as professionals responsible for delivery of physical education in schools. (UNESCO,2014,p.122)
- 3) A focus on equity and inclusion and specifically how to support all children.
- 4) A balanced and coherent Programme of Study that embraces development of subject knowledge and application of differentiated teaching interventions, which are typical of an analytically reflective and professionally effective and ensures professional and academic proficiency appropriate in teaching a progressive and sustainable range of physical activities in PE programmes in schools.
- 5) A Programme of Study that provides opportunities and experiences for enhancement of (subject) knowledge, understanding and movement skills in the full range of Fields of Study.
- 6) A Programme of Study that is formatively/developmentally based, progressively sequenced and links theory and practice, with clearly defined aims and learning outcomes and key concepts that provide a framework to assist in developing student perspectives on learning to teach and commitment.
- 7) A Programme of Study that leads to acquisition and application in school contexts of a range of pedagogical and didactical processes and management techniques/skills that guarantees differentiation of learning tasks and teaching styles, which are appropriate both to the tasks and to the students. (UNESCO,2014,p.123)

Quality Physical Education Teacher Education/Training Indicators (UNESCO, 2014): Core Principles(2)

- 8) A Programme of Study that develops techniques of observing, recording, classifying, analysing, interpreting and presenting information and using them to test the value of scientific, pedagogical and didactical concepts as well as relevant activity principles.
- 9) A Programme of Study that increases knowledge of individual development; developing an understanding of the rationale for individualised approaches to teaching and learning and that the activities engaged in provide an amplification of child-centred approaches in PE.
- 10) A Programme of Study that recognises the development of personal capacities is a central concern of PE and that a pre-requisite of such an approach is the appreciation of the pupil as an active, evolving individual.(UNESCO,2014.p.123)
- 11) 'Outcomes' that relate to generic and specific 'Knowledge' (what teachers should know) and generic and specific 'Competencies' (what teachers should be able to do).
- 12) Supervision of teaching practices by appropriately professionally qualified/experienced provider staff and co-operating school teachers/mentors; induction of trainees into the professional cultures of schools is an imperative in teacher education.
- 13) A Programme of Study that leads to understanding of the essential role of PE in contributing to personal well-being and to a balanced healthy, active lifestyle.
- 14) A Programme of Study that develops ethically and professionally sound values and behaviours. (UNESCO,2014,p.124)

Quality Physical Education Teacher Education/Training Indicators(UNESCO,2014): Core Principles(3)

- 15) A Programme of Study that fosters safe behaviours (teaching and learning, physically and socially) and management of risk-taking.
- 16) A balance in the time and respect for learning content knowledge, learning about pedagogy, pedagogical knowledge, and experience in learning to teach.
- 17) Provision for research and development in teacher education that contributes to development of positive professional attitudes of reflective and research capable practitioners.
- 18) A systematic plan in place for Programme evaluation and quality assurance.
- 19) A standardized exit qualification (a harmonized qualification structure and system along with a common understanding of the minimum requirements for the award of qualifications). Exit qualifications should encompass the Standards for qualified teacher status. However the routes or pathways to such awards require flexibility in recognition of the diverse range of PETE accreditation practices across the world.
- 20) A registration of teachers with relevant statutory authority (e.g. a Teaching Council). (UNESCO,2014,p.124)

Beginning Physical Education Teacher Standards:National Association for Sport and Physical Education(NASPE)(1995)	NASPE(2003) National Standards for Beginning Physical Education Teachers. 2nd ed.	SHAPE(2017) National Standards For Initial Physical Education Teacher Education	NCPEID(The National Consortium for Physical Education for individuals with disabilities)15 Standards of Specialized Knowledge
Standard 1:Content Knowledge	1 Content Knowledge	Standard 1. Content and Foundational Knowledge	Standard 1-Human Development
Standard 2:Growth and Development	2 Growth and Development	Standard 2. Skillfulness and Health-Related Fitness	Standard 2-Motor Behavior
Standard 3:Diverse learners	3 Diverse Learners	Standard 3. Planning and Implementation	Standard 3-Exercise Science
Standard 4:Management and Motivation	4 Management and Motivation	Standard 4. Instructional Delivery and Management	Standard 4-Measurement and Evaluation
Standard 5:Communication	5 Communication	Standard 5. Assessment of Student Learning	Standard 5-History and Philosophy
Standard 6:Planning and instruction	6 Planning and instruction	Standard 6. Professional Responsibility	Standard 6-Unique Attributes of Learners
Principle 7:Learner Assessment	7 Student Assessment		Standard 7-Curriculum Theory and Development
Standard 8:Reflection	8 Reflection		Standard 8-Assessment
Standard 9:Collaboration	9 Technology		Standard 9-Instructional Design and Planning
	10 Collaboration		Standard 10-Teaching
			Standard 11-Consultation and Staff Development
			Standard 12-Student and Program Evaluation
			Standard 13-Continuing Education
			Standard 14-Ethics
			Standard 15-Communication

Beginning Physical Education Teacher Standards-National Association for Sport and Physical Education(NASPE)(1995)	NASPE(2003) National Standards for Beginning Physical Education Teachers. 2nd ed.	SHAPE(2017) National Standards For Initial Physical Education Teacher Education	NCPEIT(The National Consortium for Physical Education for individuals with disabilities)15 Standards of Specialized Knowledge	National Standards for Initial Health Education Teacher Education (2018)
Standard 1-Content Knowledge	1 Content Knowledge	Standard 1. Content and Foundational Knowledge	Standard 1-Human Development	Standard 1. Content Knowledge
Standard2-Growth and Development	2 Growth and Development	Standard 2. Skillfulness and Health-Related Fitness	Standard 2-Motor Behavior	Standard 2. Planning
Standard3-Diverse learners	3 Diverse Learners	Standard 3. Planning and Implementation	Standard 3-Exercise Science	Standard 3. Implementation
Standard4-Management and Motivation	4 Management and Motivation	Standard 4. Instructional Delivery and Management	Standard 4-Measurement and Evaluation	Standard 4. Assessment
Standard 5-Communication	5 Communication	Standard 5. Assessment of Student Learning	Standard 5-History and Philosophy	Standard 5. Professionalism
Standard6-Planning and instruction	6 Planning and instruction	Standard 6. Professional Responsibility	Standard 6-Unique Attributes of Learners	
Principle7-Learner Assessment	7 Student Assessment		Standard 7-Curriculum Theory and Development	
Standard8-Reflection	8 Reflection		Standard 8-Assessment	
Standard9-Collaboration	9 Technology		Standard 9-Instructional Design and Planning	
	10 Collaboration		Standard 10-Teaching	
			Standard 11-Consultation and Staff Development	
			Standard 12-Student and Program Evaluation	
			Standard 13-Continuing Education	
			Standard 14-Ethics	
			Standard 15-Communication	

Changes of standards in National Standards for Initial Physical Education Teacher Education in USA				
Model Standards for Beginning teacher Licensing and Development-A Resource for State Dialogue (1992)	Beginning Physical Education Teacher Standards/National Association for Sport and Physical Education(NASPE)(1995)	NASPE(2003) National Standards for Beginning Physical Education Teachers. 2nd ed.	SHAPE(2017) National Standards For Initial Physical Education Teacher Education	SHAPE(2017) National Standards For Initial Physical Education Teacher Education
Principle1-The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences	Standard 1-Content Knowledge The teacher understands physical education content, disciplinary concepts, and tools of inquiry related to development of a physically educated person.	1 Content Knowledge-Understand physical education content and disciplinary concepts related to the development of a physically educated person.	Standard 1. Content and Foundational Knowledge-Physical education candidates demonstrate an understanding of content and specialized content, and scientific and theoretical foundations for the delivery of an effective K-12 physical education program.	Standard 1. Content and Foundational Knowledge-Physical education candidates demonstrate an understanding of content and specialized content, and scientific and theoretical foundations for the delivery of an effective K-12 physical education program.
Principle2-The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	Standard2-Growth and Development The teacher understands how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.	2 Growth and Development-Understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.	Standard 2. Skillfulness and Health-Related Fitness-Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health enhancing levels of fitness	Standard 2. Skillfulness and Health-Related Fitness-Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health enhancing levels of fitness
Principle 3-The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Standard3-Diverse learners The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.	3 Diverse Learners-Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.	Standard 3. Planning and Implementation-Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.	Standard 3. Planning and Implementation-Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
Principle4-The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Standard4-Management and Motivation The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	4 Management and Motivation-Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social and interaction, active engagement in learning, and self-motivation	Standard 4. Instructional Delivery and Management-Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.	Standard 4. Instructional Delivery and Management-Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
Principle5-The teacher uses an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	Standard5-Communication The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	5 Communication-Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings.	Standard 5. Assessment of Student Learning-Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.	Standard 5. Assessment of Student Learning-Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
Principle6-The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Standard6-Planning and instruction The teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.	6 Planning and instruction-Understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.	Standard 6. Professional Responsibility-Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development, and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.	Standard 6. Professional Responsibility-Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development, and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.
Principle 7-The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Principle7-Learner Assessment The teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.	7 Student Assessment-Understand and use the varied types of assessment and their contribution to overall program and the development of the physical, cognitive, social and emotional domains.		
Principle8-The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Standard8-Reflection The teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	8 Reflection-Understand the importance of being a reflective practitioner and its contribution to overall program and the development and actively seek opportunities to sustain professional growth.		
Principle9-The teacher is a reflective practitioner who continuously evaluates the effects of his or her choices and actions on others(students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	Standard9-Collaboration The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support student's learning and well-being.	9 Technology-Use information technology to enhance learning and personal and professional productivity.		
Principle10-The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being.		10 Collaboration-Understand the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.		

Model Standards for Beginner teacher Licensing and Development:A Resource for State Dialogue (1992)

- Principle1:The teacher understands the central concepts, tools of inquiry, and structures of the dicipline(s) he or she teaches and can create learning experiences
- Principle2:The teacher understands how children learn and develop, and can provide learning opportunities that support that intellectual, social, and personal development.
- Principle 3:The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle4:The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle5:The teacher uses an understanding of individual and group motivation and behavior to create learning environments that encourages positive social interaction, active engagement in learning, and self motivation.
- Principle6:The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle8:The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continues intellectual, social, and physical development of the learner.
- Principle9:The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others(students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle10:The teacher foster relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well being.

Beginning Physical Education Teacher Standards: National Association for Sport and Physical Education(NASPE)(1995)

Standard 1:Content Knowledge	The teacher understands physical education content, disciplinary concepts, and tools of inquiry related to development of a physically educated person.
Standard2:Groth and Development	The teacher understands how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.
Standard3:Diverse learners	The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.
Standard4:Management and Motivation	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
Standard 5:Communication	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.
Standard6:Planning and instruction	The teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.
Principle7:Learner Assessment	The teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.
Standard8:Reflection	The teacher is a reflective practitioner who evaluates the effects od his/her actions on others(e.g., learners, parents/guardians, and other professionals in the learning community) and seeks opportunities to grow professionally.
Standard9:Collaboration	The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well being.

NASPE(2003) National Standards for Beginning Physical Education Teachers. 2nd ed.	
1 Content Knowledge	Understand physical education content and disciplinary concepts related to the development of a physically educated person.
2 Growth and Development	Understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.
3 Diverse Learners	Understand how individuals differ in their approaches of learning and create appropriate instruction adapted to these differences.
4 Management and Motivation	Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social and interaction, active engagement in learning, and self-motivation
5 Communication	Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings.
6 Planning and instruction	Understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.
7 Student Assessment	Understand and use the varied types of assessment and their contribution to overall program and the development of the physical, cognitive, social and emotional domains.
8 Reflection:	Understand the importance of being a reflective practitioner and its contribution to overall program and the development and actively seek opportunities to sustain professional growth.
9 Technology	Use information technology to enhance learning and personal and professional productivity.
10 Collaboration	Understand the necessity of fostering collaborative relationship with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.

SHAPE(2017) National Standards For Initial Physical Education Teacher Education	
Standard 1. Content and Foundational Knowledge	Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
Standard 2. Skillfulness and Health-Related Fitness	Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
Standard 3. Planning and Implementation	Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
Standard 4. Instructional Delivery and Management	Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
Standard 5. Assessment of Student Learning	Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
Standard 6. Professional Responsibility	Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

NCPEID(The National Consortium for Physical education for individuals with disabilities)15 Standards of Specialized Knowledge	
Standard 1-Human Development	The foundation of proposed goals and activities for individuals with disabilities is grounded in a basic understanding of human development and its applications to those with various needs. For the adapted physical education teacher, this implies familiarity with theories and practices related to human development.
Standard 2-Motor Behavior	Teaching individuals with disabilities requires some knowledge of how individuals develop. In the case of adapted physical educators, it means having knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes. It also means understanding the principles behind how individuals learn motor skills and applying these principles of motor learning during the planning and teaching of physical education to students with disabilities.
Standard 3-Exercise Science	As an adapted physical educator, you must understand that modifications to the scientific principles of exercise and the application of these principles may be needed when teaching individuals with disabilities to ensure that all children with disabilities enjoy similar benefits of exercise. While there is a wealth of information in the foundational sciences, the focus of this standard is on the principles that address the physiological and biomechanical applications encountered when working with diverse populations.
Standard 4-Measurement and Evaluation	This standard is one of the foundation standards underscoring the background an adapted physical educator should have in order to comply with the mandates of legislation and meet the needs of students. Understanding the measurement of motor performance, to a large extent, is based on a good grasp of motor development and the acquisition of motor skills covered in other standards.
Standard 5-History and Philosophy	This standard traces facts regarding legal and philosophical factors involved in current day practices in adapted physical education. This information is important to understand the changing contribution that physical education can make in the lives of students with disabilities. Major components of each law that are related to education and physical activity are emphasized. A review of history and philosophy related to special and general education is also covered in this standard.

NCPEID(The National Consortium for Physical education for individuals with disabilities)15 Standards of Specialized Knowledge	
Standard 6-Unique Attributes of Learners	This standard refers to information based on the disability areas identified in the Individuals with Disabilities Education Act (2004). Material is categorically organized in order to present the information in a systematic matter. This organization is not intended to advocate a categorical approach to teaching children with disabilities. All children should be treated as individuals and assessed to determine what needs they have.
Standard 7-Curriculum Theory and Development	As you are planning to teach physical education to students with disabilities, you should recognize that certain curriculum theory and development concepts, such as selecting goals based on relevant and appropriate assessments, must be understood by adapted physical educators. Curriculum theory and development are more than writing unit and lesson plans; they are critical to the development of a comprehensive and developmentally-appropriate program for a student with a disability.
Standard 8-Assessment	This standard addresses the process of assessment, one that is commonly taught as part of the basic measurement and evaluation course in a physical education degree curriculum. Assessment goes beyond data gathering to include measurements for the purpose of making decisions about special services and program components for individuals with disabilities (e.g., eligibility purposes, determining present level of performance, monitoring student progress, etc.).
Standard 9-Instructional Design and Planning	Instructional design and planning must occur before an adapted physical educator can provide services to meet legal mandates, educational goals, and most importantly, the unique needs of individuals with disabilities. Many of the principles addressed earlier in human development, motor behavior, exercise science, and curriculum theory and development are applied to this standard in order to successfully design and plan physical education programs.
Standard 10-Teaching	A major job responsibility for any adapted physical educator is teaching. In this standard many of the principles addressed earlier in such standard areas as human development, motor behavior, and exercise science are applied to this standard in order to effectively provide quality physical education to individuals with disabilities.

NCPEID(The National Consortium for Physical education for individuals with disabilities)15 Standards of Specialized Knowledge	
Standard 11-Consultation and Staff Development	As more students with disabilities are included in the general education program, teachers will provide more consultation and staff development activities for colleagues. This will require sensitivity and excellent collaboration and communication skills. The dynamics of interdisciplinary cooperation in the consultation process requires knowledge of several consultative models. This standard identifies key competencies that an adapted physical educator should know related to consultation and staff development.
Standard 12-Student and Program Evaluation	Student evaluation can be either formative or summative and focuses on measuring individual student changes in knowledge, understanding, and physical and motor performance on the curriculum goals and objectives over time as a function of the physical education program. The importance of student evaluation for individuals with disabilities is highlighted in IDEA in the IEP process and procedures. Program evaluation is the process of using student physical education performance data to determine and communicate the degree to which the physical education program goals and objectives are being achieved across all students. Adapted physical educators must play an active role in ensuring that their students with disabilities, whether in GPE or APE, are achieving both their short-term annual IEP goals as well as their long-term physical education program goals.
Standard 13-Continuing Education	The goal of this standard is to focus on adapted physical educators remaining current in their field. A variety of opportunities for professional development are available with course work at the college or university-level as just one avenue. Adapted physical educators can take advantage of in-service workshops, seminars, professional development podcasts, and presentations at conferences and conventions as well as distance learning opportunities.
Standard 14-Ethics	A fundamental premise within the APENS is that those who seek and meet the standards to be certified as adapted physical educators will strive at all times to adhere to the highest of ethical standards in providing programs and services for children and youth with disabilities. This standard has been developed to ensure that its members not only understand the importance of sound ethical practices, but also adhere to and advance such practices.
Standard 15-Communication	In recent years, the role of the professional in adapted physical education has evolved from being a direct service provider to include communicating with families and other professionals in order to enhance program instruction for individuals with disabilities. This standard includes information regarding the adapted physical educator effectively communicating with families and other professionals using a team approach in order to enhance service delivery to individuals with disabilities.

National Standards for Initial Health Education Teacher Education (2018)	
Standard 1. Content Knowledge	Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.
Standard 2. Planning	Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, resources and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability and physical ability.
Standard 3. Implementation	Health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability. Candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.
Standard 4. Assessment	Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.
Standard 5. Professionalism	Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

Stages of Teaching

1) Induction Stage: Undergraduate practicum experiences in schools, student teaching and the first year of teaching are all included in the category of induction.

2) Consolidation Stage: Knowledge of pedagogical content begins develop

3) Mastery Stage: majority of lessons taught by a master teacher are effective and satisfying for both teachers and students.
(Graham et al., 2016, pp. 240-244)

3 categories to show different expectation to be included

- In this approach, there are three pillars of instruction: mastery-based learning, self-pacing, and blended instruction. This task force has adopted one of the tenets of self-pacing, which is categorization of requirements, using the terms must, should and aspire. In the tables below, this verbiage is used and three columns are presented.
- The **“Must”** categories include what all programs should be incorporating, at a minimum. These aspects of programming are non-negotiable and are the baseline requirements of PETE/HETE programs. These are applicable to all initial credentialing programs (e.g., traditional undergraduate program, post baccalaureate, master’s degrees) regardless of contextual factors.
- The **“Should”** column is the next step up. These aspects are for programs that have capacity to implement the “Must” level aspects and enrich those with further programming.
- Finally, the **“Aspire”** column identifies aspects of PETE/HETE programs that implement all the “Must” and “Should” level components and can enhance student learning even more. All programs should strive to implement the aspects of programming listed in the “Aspire” column, as they represent components that are considered best practices and ideal situations in each given case.
- It is important to note that whether the program is stand-alone or combined, faculty should aspire to ensure teacher candidates (TCs) are fully prepared to teach in each certification area. (SHAPE AMERICA, 2022, p.7)

Best Practices in PETE/HETE by SHAPEAmerica

: Faculty Qualification (SHAPE AMERICA,2022,p.8)

Must	Should (in addition to Must)	● Aspire (in addition to Should)
<ul style="list-style-type: none"> ● Expertise in content area ● Relevant teaching experience in content area ● Master's degree 	<ul style="list-style-type: none"> ● Faculty have the ability to apply content to PETE/HETE curriculum ● Experience teaching content to preK-12 populations ● Experience teaching in higher education ● Master's degree in relevant Field 	<ul style="list-style-type: none"> ● Advanced content coursework ● Teacher preparation degree in PE/HE ● PreK-12 experience (3+years of experience in content area) ● Terminal degree (e.g., Ed.D.,Ph.D.) in related field ● PETE/HETE experience

Best Practices in PETE/HETE by SHAPEAmerica

: Purposeful and Progressive Field Experiences (SHAPE AMERICA,2022,p.9)

Must	Should (in addition to Must)	● Aspire (in addition to Should)
<ul style="list-style-type: none"> ● Include observation, peer teaching, co-teaching preK- 12 small groups ● Provide early field experiences ● Engage the reflective process 	<ul style="list-style-type: none"> ● Include a variety of field experiences, including licensing levels, adapted and diverse settings, traditional vs. specialized schools ● Provide experiences in "other" duties such as field day, health fair, healthy celebrations and fundraisers, recess, bike programs, etc. 	<p>Include both co-teaching and independently teaching preK-12 classes</p>

Best Practices in PETE/HETE by SHAPEAmerica

: Engagement in Holistic Program Assessment Using a Variety of Tools
(SHAPE AMERICA,2022,p.11)

Must	Should (in addition to Must)	● Aspire (in addition to Should)
<ul style="list-style-type: none"> ● Engage in program assessment on a regular schedule ● Have a clear plan for program assessment ● Seek feedback from one or more of the following: <ul style="list-style-type: none"> ○ Pre-service teacher candidates ○ Teacher candidate graduates ○ Cooperating teachers ■ Feedback on teacher candidates ■ Feedback on curriculum/program design ■ University/college supervisors (ideally someone who fits within the Aspire faculty column) 	<ul style="list-style-type: none"> ● Make considerations for institutional accreditation (e.g., shared assessments) ● Seek feedback from all of the following: <ul style="list-style-type: none"> ○ Pre-service teacher candidates ○ Teacher candidate graduates ○ Cooperating teachers ■ Feedback on teacher candidates ■ Feedback on curriculum/program design ■ University/college supervisors (ideally someone who fits within the Aspire faculty column) 	<ul style="list-style-type: none"> ● Seek preK-12 administration feedback about postgraduates ● Host stakeholder feedback events (i.e., advisory council) where a variety of stakeholders can provide feedback in a forum together

Best Practices in PETE/HETE by SHAPEAmerica

: Opportunities for Professional Development and Membership/Involvement in Professional Organization (SHAPE AMERICA,2022,p.16)

Must	Should (in addition to Must)	● Aspire (in addition to Should)
<ul style="list-style-type: none"> ● TCs are encouraged to participate in professional development opportunities (e.g., webinars, workshops, conferences) ● TCs can express the benefits of membership in professional organizations 	<ul style="list-style-type: none"> ● TCs are required to participate in professional development opportunities (e.g., workshops, majors club) ● TCs become member of state or national organization 	<ul style="list-style-type: none"> ● TCs are given the opportunity to lead professional development opportunities (e.g., presenting at conferences) ● TCs become members of both state and national organizations ● TCs attend at least one state or national conference as a part of the preparation process

Best Practices in PETE/HETE by SHAPEAmerica : Content (SHAPE AMERICA,2022, pp.12-16)

- Infuse the following content in some capacity throughout the program. How this is approached will vary depending on contextual circumstances. This is aimed at teacher candidates' (TCs) content knowledge as well as how they infuse it into their teaching.
- Social and Emotional Learning (SEL)
- Trauma-Informed Practices
- Culturally Responsive Teaching
- Social Justice
- Universal Design for Learning (UDL)
- Equity for Diverse Learners
- Education Theory
- Learning Environment
- Technology
- Curriculum and Lesson Development
- Online Teaching

Best Practices in PETE/HETE by SHAPEAmerica

: Opportunities for Professional Development and Membership/Involvement in Professional Organization
(SHAPE AMERICA,2022,p.16)

Must	Should (in addition to Must)	● Aspire (in addition to Should)
<ul style="list-style-type: none"> ● TCs are encouraged to participate in professional development opportunities (e.g., webinars, workshops, conferences) ● TCs can express the benefits of membership in professional organizations 	<ul style="list-style-type: none"> ● TCs are required to participate in professional development opportunities (e.g., workshops, majors club) ● TCs become member of state or national organization 	<ul style="list-style-type: none"> ● TCs are given the opportunity to lead professional development opportunities (e.g., presenting at conferences) ● TCs become members of both state and national organizations ● TCs attend at least one state or national conference as a part of the preparation process

Additional Best Practices: PETE by SHAPEAmerica
 : Appropriate Instructional Practices (SHAPE AMERICA,2022,p.16)

Must	Should (in addition to Must)	● Aspire (in addition to Should)
<ul style="list-style-type: none"> ● Candidates receive instruction on appropriate practices in physical education ● Methods courses are designed in ways that emphasize effective and appropriate practices in physical education ● Required activity courses model appropriate practices ● Appropriate practices are integrated into course assignments and assessed 	<ul style="list-style-type: none"> ● Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison is integrated into course assignments and assessed ● Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison is used to inform lesson and unit planning ● PreK-12 field experiences allow candidates to explicitly make connections to the Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison Document 	<ul style="list-style-type: none"> ● Appropriate practices are scaffolded and assessed throughout multiple courses within the program at various Levels

Additional Best Practices: PETE by SHAPEAmerica
 : Adapted Physical Education (APE) (SHAPE AMERICA, 2022, p.16)

Must	Should (in addition to Must)	● Aspire (in addition to Should)
<ul style="list-style-type: none"> ● Include APE and APA content ● Emphasize UDL throughout multiple program courses 	<ul style="list-style-type: none"> ● Have at least one course dedicated to APE ● Include an APE or APA field experience with preK-12 populations 	<ul style="list-style-type: none"> ● Include an APE field experience within the preK-12 school setting ● Offer credentialing in APE (e.g., minor, licensing, certificate, CAPE)

Supplemental Information (1)

- National Standards For Initial Physical Education Teacher Education (2017) SHAPE America – Society of Health and Physical Educators

[Comprehensive School Physical Activity Programs \(Cont.\)](#)

[Best Practices in PETE/HETE by SHAPEAmerica](#)



Supplemental Information (2)

- SHAPE AMERICA National Physical Education Standards Revision Timeline
https://www.shapeamerica.org/Common/Uploaded%20files/document_manager/standards/pe/PE-Standards-Revision-Timeline.pdf
- SHAPE AMERICA National Standards
https://www.shapeamerica.org/standards?mtm_medium=publication&mtm_source=educator+kit&mtm_campaign=Standards-Launch-2024&mtm_term=PE
[New National Physical Education Standards](#)
- SHAPE AMERICA Physical Education Teacher Education 2017
<https://www.shapeamerica.org/accreditation/peteacherprep.aspx>


Supplemental Information (3)

- SHAPE AMERICA Health Education Teacher Education (HETE) 2018
<https://www.shapeamerica.org/accreditation/heteacherprep.aspx>
- National Dance Education Organization K-12 Dance Standards
<https://www.ndeo.org/Learn/Dance-Education-Standards/K-12-Dance-Standards>



3. Afternoon Session (DAY1-2) 13:30-15:00

- Brief Presentation On Action Plan Implementation Progress (PETE)
(5 Minutes For Each AMS) & Q&A Session
- New Developments
- Good Practices
- Etc.



Expected role as facilitator in the workshop on PETE

- Developing positive atmosphere in the discussion
- Questioning and clarify issues to be discussed
- Facilitating discussion in each country for developing tentative PETE standards
- Offer basic information on PETE for promoting active participation
- Sharing questions, idea and information from each country to all AMS.



4. Afternoon Session (DAY1-3) 15:30-17:00

- Discussion and Group Work for the Development of ASEAN Standard for inclusive quality PETE
 - Fulfill your inclusive quality PETE Standards for your country in the following Google Form
 - <https://docs.google.com/forms/d/19Rhv6loQUH1JtaABQxn2k682b5WdLhyk4ASx3KpVXHQ/edit>
-

Task to develop ASEAN Standards for PETE based on your own context

Standard	Standards for ()		SHAPE AMERICA (US Standards)	
	PE candidates will:	(Detail) PE candidates will:	PE candidates will:	(Detail) PE candidates will:
Standard 1 : Content and Foundational Knowledge			Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.	1.a Describe and apply common content knowledge for teaching preK-12 physical education.
				1.b Describe and apply specialised content knowledge for teaching preK-12 physical education.
				1.c Describe and apply physiological and biomechanical concepts related to skilful movement, physical activity and fitness for preK-12 students.
				1.d Describe and apply motor learning and behaviour-change/psychological principles related to skilful movement, physical activity and fitness for preK-12 students.
				1.e Describe and apply motor development theory and principles related to fundamental motor skills, skilful movement, physical activity and fitness for preK-12 students.
				1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

Tentative PETE Standards in Indonesia (1)

Standard	Indonesia's Standards		SHAPE AMERICA (US Standards)	
	PE candidates will:	(Detail) PE candidates will:	PE candidates will:	(Detail) PE candidates will:
Standard 1 : Content and Foundational Knowledge	Physical Education teachers candidates demonstrate a deep understanding of and be able to practice various aspects of Physical Education learning. These aspects include motor learning theory, movement learning, movement concepts, physical literacy, social justice, meaningfulness, and inclusivity in Physical Education.	1.a. Understand and apply the teaching content of primary to secondary physical education.	Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.	1.a Describe and apply common content knowledge for teaching preK-12 physical education.
		1.b. Understand motor learning theory according to the learners' education level.		1.b Describe and apply specialised content knowledge for teaching preK-12 physical education.
		1.c. Describe the concept of physical literacy and integrate it in the learning process of physical education at primary to secondary levels.		1.c Describe and apply physiological and biomechanical concepts related to skilful movement, physical activity and fitness for preK-12 students.
		1.d. Create learning that accommodates the needs of learners according to the diversity of learners.		1.d Describe and apply motor learning and behaviour-change/psychological principles related to skilful movement, physical activity and fitness for preK-12 students.
		1.e. Facilitate meaningful physical education learning by accommodating learners' choices and voices.		1.e Describe and apply motor development theory and principles related to fundamental motor skills, skilful movement, physical activity and fitness for preK-12 students.
		1.f. Possess philosophical values in physical education teaching that form the basis for the implementation of physical education teaching.		1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

Tentative PETE Standards in Indonesia (2)

Standard 2: Skillfulness and Health-Related Fitness	Physical education teacher candidates are physically literate, skilled in demonstrating motor skills, and able to design fun physical activities that support students' meaningfulness and fitness as dispositions for active lifestyles outside of school as a positive impact of physical education learning.	2.a. Demonstration of various motor skills, starting from fundamental motor skills to more specific skills.	Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.	2. Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
		2.b. Physically fit and able to engage the school community through before or after school programs to optimize the fitness quality of learners.		2.b Achieve and maintain a health-enhancing level of fitness throughout the program.

Tentative PETE Standards in Indonesia (3)

Standard 3: Planning and Implementation	Physical education teacher candidates are capable of planning and implementing teaching in accordance with the curriculum, optimizing various learning resources, and applying learning approaches that are aligned with the learning content, characteristics and development of learners. In addition, they are also able to reflect on teaching and make improvements to enhance the quality of planning and implementation of physical education in subsequent teaching.	3.a. Understand the content of the physical education curriculum and its learning outcomes.	Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.	3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
		3.2. Capable of designing learning starting with analyzing objectives, how to assess objectives, and planning learning to achieve learning objectives (backward design).		3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
		3.c. plan and implement learning according to the development and characteristics of students at primary and secondary education levels.		3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
		3.d. Reflecting independently on the process and results of the planning and implementation of learning, and capable of improving learning planning.		3.d Plan and implement individualised instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
		3.e. Integrating the use of learning tools and technology for learning effectiveness.		3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
		3.f. Optimizing the existing learning resources, including natural resources that can support physical education learning (asset-based thinking).		3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyse their own performance results.

Tentative PETE Standards in Indonesia (4)

Standard 4: Instructional Delivery and Management	Physical education teacher candidates are knowledgeable and skilled in applying various instructional models in teaching, aligned with the learning objectives that are designed at the planning stage.	4.a. Using instructional models or learning methods that are appropriate to the learning objectives, content and learner characteristics.	Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.	4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
		4.b. Conduct learning that accommodates social justice and meaningfulness.		4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
		4.c. Providing learning feedback, including general and specific feedback to improve the quality of student learning (skill, cognitive, social, and affective).		4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
		4.d. Assertive and respectful communication with students.		4.d Implement transitions, routines and positive behaviour management to create and maintain a safe, supportive and engaging learning environment.
		4.e. Create and maintain a safe and supportive physical education learning environment for students.		4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Tentative PETE Standards in Indonesia (5)

Standard 5: Assessment of Student Learning	Physical education teacher candidates are good at assessment literacy and can analyze assessment results as a basis for improving learning to achieve learning objectives, not just for grading.	5.a. memahami tujuan asesmen dan menggunakan Assessment as Learning, Assessment of learning, dan Assessment for learning secara tepat.	Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision-making related to instruction and learning.	5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
		5.b. Mampu melakukan perbaikan pengajaran berdasarkan hasil asesmen.		5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
		5.c. Mampu menggunakan assesment untuk domain skill, pengetahuan, sosial, dan afektif secara tepat.		5.c Implement a reflective cycle to guide decision-making specific to candidate performance, student learning, and short- and long-term plan objectives.

Tentative PETE Standards in Indonesia (6)

Standard 6: Professional Responsibility	Physical education teacher candidates know their professional, pedagogical, social and professional roles and responsibilities.	6.a. Physical education teacher candidates have professional responsibility in accordance with ethics and culture in the educational environment.	Physical education candidates demonstrate behaviours essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development, and	6. Engage in behaviour that reflects professional ethics, practice and cultural competence.
		6.b. Motivated to join and be actively involved in teacher learning communities and actively involved in building collaborations with fellow teachers, parents and the community.	demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.	6.b Engage in continued professional growth and collaboration in schools and/or professional organisations.
		6.c. Demonstrate good social skills and a positive self-image as a physical education teacher.		6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities

Tentative PETE Standards in Singapore (1)

Standard	Your Country's Standards		SHAPE AMERICA (US Standards)	
	PE candidates will:	(Detail) PE candidates will:	PE candidates will:	(Detail) PE candidates will:
Standard 1 : Content and Foundational Knowledge	Undergo curriculum on Introduction to Physical Education and Sport to build background domain knowledge	Understand the context of the basis of PE and how it complements the wider education development of students against other academic subjects	Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.	1.a Describe and apply common content knowledge for teaching preK-12 physical education.
		Align the PE syllabus to the wider national curriculum philosophy		1.b Describe and apply specialised content knowledge for teaching preK-12 physical education.
		Support enactment of the PE philosophy consisting of the following goals: (1) movement competence; (2) healthy lifestyle practices; (3) safety mindset; (4) core values e.g. sportsmanship, mutual respect, resilience; and (5) enjoyment of lessons.		1.c Describe and apply physiological and biomechanical concepts related to skilful movement, physical activity and fitness for preK-12 students.
				1.d Describe and apply motor learning and behaviour-change/psychological principles related to skilful movement, physical activity and fitness for preK-12 students.
			1.e Describe and apply motor development theory and principles related to fundamental motor skills, skilful movement, physical activity and fitness for preK-12 students.	
			1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.	

Tentative PETE Standards in Singapore (2)

Standard 2: Skillfulness and Health-Related Fitness	Deepen understanding of Principles of Games, and the contributory factors of PE to overall fitness and health	Demonstrate competent grasp and application of principles pertaining to the design of sports/game programmes	Physical education candidates are physically literate individuals who can demonstrate skilful performance in physical education content areas and health-enhancing levels of fitness.	2. Demonstrate competency in all fundamental motor skills, as well as skilful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
		Application of PE as a lifelong contributory component to an individual's health and fitness journey		2.b Achieve and maintain a health-enhancing level of fitness throughout the program.

Tentative PETE Standards in Singapore (3)

Standard 3: Planning and Implementation	Undergo modules related to Theory and Practice in Outdoor Education as well as on-the-job practicals on classroom and lesson management	Develop competencies in integrating classroom applications with outdoor activity experience to create a lasting and enjoyable experiential learning environment	Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.	3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
		Plan and implement progressive content to fulfill short- and long-term plan objectives and addresses the diverse needs of students		3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
		Understand the criticality of resource management for best return of investment (of such resources)		3.c Plan for and manage resources to provide active, fair and equitable learning experiences. 3.d Plan and implement individualised instruction for diverse student needs, adding specific accommodations and/or modifications for all students. 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyse their own performance results.

Tentative PETE Standards in Singapore (4)

Standard 4: Instructional Delivery and Management	Hone skills in two major aspects: (1) Delivery of instruction in PE and (2) Instructional Strategies in the Teaching of PE	Adoption of Games Based Approach (GBA) as a constructivist approach for students to understand the what, why, when and then how of such activities to heighten engagement and in turn increase the appreciation of sports and physical activity	Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.	4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
		Implement and reinforce positive behaviour management to 1stly build connections (e.g. rapport and respect) and 2ndly create and maintain a safe, supportive and engaging learning environment.		4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives. 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress. 4.d Implement transitions, routines and positive behaviour management to create and maintain a safe, supportive and engaging learning environment. 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Tentative PETE Standards in Singapore (5)

Standard 5: Assessment of Student Learning	Develop formative assessments to monitor student learning and align with their Character and Citizenship Education Development	Able to integrate assessments into teaching and learning, while ensuring that this is a continuous process and done throughout the unit, and are purposeful and meaningful in the teaching and learning process	Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision-making related to instruction and learning.	5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
		Ensure that learning outcomes reflect the vision of assessment that learning flourishes when assessments are used in a developmentally appropriate manner to address learning gaps		5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan. 5.c Implement a reflective cycle to guide decision-making specific to candidate performance, student learning, and short- and long-term plan objectives.

Tentative PETE Standards in Singapore (6)

Standard 6: Professional Responsibility	Exercise Duty of Care in line with professional in assessing impact of PE pedagogy	Engage in behaviour that reflects professional ethics, practice and cultural competence	Physical education candidates demonstrate behaviours essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development, and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.	6. Engage in behaviour that reflects professional ethics, practice and cultural competence.
		Ensure continual improvement and the adoption of innovation and best practices to keep pedagogy on a current trajectory		6.b Engage in continued professional growth and collaboration in schools and/or professional organisations.
				6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities



6. Afternoon Session (DAY2-3) 14:00-15:00

- Presentation of developed tentative inclusive quality PETE standards for your own country



7. Afternoon Session (DAY2-3) 15:30-17:00

- Finalising the ASEAN inclusive quality PETE Standard
 - Selecting task force members to develop tentative ASEAN inclusive quality PETE Standards
 - https://docs.google.com/forms/d/140tq0L5mN2E44a39GscF7wQM_dTnDhooeclcHk4QBeU/edit
-

SPD Workshop for the Action Plan and ASEAN Standards

Dr. Takahiro SATO, University of Tsukuba
Dr. Shinichi NAGATA, University of Tsukuba
Dr. Hanae ENDO, Doshisha University
Dr. Takafumi TOMURA, Fukuyama University

ASEAN-Japan Actions on Sports (PETE&SPD) FY2024

Purpose

The SPD workshop has three purposes.

1. Proposing our shared goal to create ASEAN Standards in Adapted Physical Education and Sport (ASAPES).
2. Developing mutual understanding of each country's current status and progress related to SPD, based on the Action Plan Survey results.
3. Creating a draft of action plan for SPD in each country.

Content

1. DAY 1 (SPD)

- Introduction (Morning Session)
 - Purpose and Schedule of the workshop
 - Action Plan Survey Results
 - Group Discussion

2. DAY 2 (SPD)

- Lectures (Morning Session)
 - Adapted Physical Education National Standards (APENS)
 - Defining the Terminology regarding SPD
- Creating a Draft of Action Plan
- Presentation

Materials

1. DAY 1 (SPD)

- One Lecture Slide (Introduction)
- Reflection Sheet for Group Discussion (Word)
- Action Plan Survey from each Country (PDF)

2. DAY 2 (SPD)

- Two Lecture Slides (Terminology; Action Plan Content)
- APENS Glossary List (Excel)
- Action Plan Format (Word)
- Action Plan Content (Excel)
- Questions of Action Plan Information (Word)

DAY 1

Schedule for DAY 1

TIME	PLACE	CONTENT
9:00 – 10:15		Morning Session (DAY3-1) -Introduction by Prof. Dr. ENDO and Prof. Dr. TOMURA (SPD)
10:15 – 10:45	Conference Room "Chi Lăng"	Break
10:45 – 12:00		Morning Session (DAY3-2) -Brainstorming, Group Discussion, Drafting SPD Action Plan
12:00 – 13:30		Lunch Time (@Hotel Restaurant)
13:30 – 14:30	Bus	Going to the Para-Sports Training Centre
14:30 – 17:00	Para-Sports Training Centre	Afternoon Session (DAY3-3) On-Site Visit (2) Para-Sports Training Centre -Accompany the training of some para-sports athletes -Briefing about para-sports in general in Viet Nam -Q&A Session

Vision for a Shared Goal

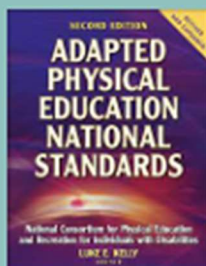
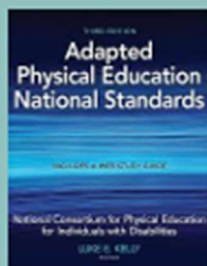
Our vision is to develop:

ASEAN Standards in Adapted Physical Education and Sport (ASAPES)

Standards and Action Plan

ASEAN Standards

This is a shared goal among ASEAN members (five-year goal). We will advance to the next stage each year to create the standard and release it officially.



Action Plan

Each country will develop an individual action plan to set goals, strategize, and track progress in promoting SPD initiatives over short, medium, and long terms.



What is a Standard and why do we need a Standard for SPD in ASEAN?

- Standard ensures that all individuals qualified for specially designed physical education or disability sports services train future leaders in ASEAN countries.
- Standard is an initial attempt to describe the roles, responsibilities, and perceived needs of practicing adapted physical educators or coaches.

The Area of APE

Adapted Physical Education in Schools

Specialized physical education programs are designed to ensure children with disabilities can participate in PE through modified activities, equipment, and teaching methods.



Disability Sports

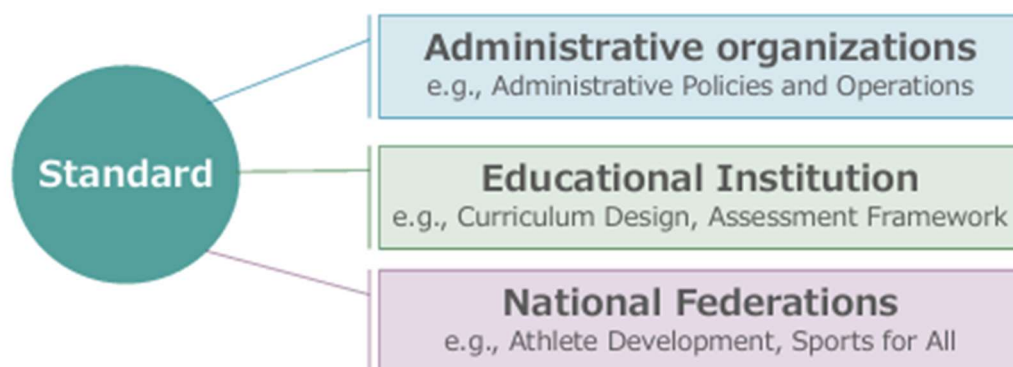
Organized sports designed for individuals with disabilities, including recreational and competitive activities like wheelchair basketball and Paralympic events.



Goals and Objectives

- Identify and involve relevant stakeholders, both within and beyond the school setting, to assess the current policy and services regarding the placement of students with disabilities in physical education.
- Establish guidelines to determine entry, exit, and placement criteria for appropriate services for children with disabilities. Determining a child's eligibility for adapted physical education or sports services should include an appropriate testing method to evaluate his or her current level of performance and other relevant sources of information, such as parents and teachers.
- Provide a continuum of placement options for children with disabilities beyond just segregated adapted physical education and full inclusion.

Role of Standard



Standards help individuals or organizations create specific goals or policies based on their needs, objectives, and requirements of their respective fields, such as school and sports areas.

Results:

Current status of disability sport (parasport)

1

Challenge in Athlete Development

- Social stigma hinders a supportive environment for children with disabilities in disability sports.
- Limited collaboration between local communities and schools for talent identification.
- Urban-rural gap in adapted physical activity opportunities.

2

Challenge in Funding and Cooperation among Stakeholders

- Insufficient funding at the district and regional levels for the development of sports and physical activities for people with disabilities
- Lack of coach development.

3

Evaluation Challenge to Assess the Progress on National Policy and Initiatives

- limited parameters, measurements, and monitoring system to evaluate the progress.

Results:

Current status of adapted physical education

1

Lack of Specialized Facilities and Equipment

- Lack of PE facilities equipped with accessible infrastructure, such as ramps, adapted restrooms, specialized gym equipment, and adapted sports equipment.

2

Quality of Adapted PE Teachers - Needs of Professional Development

- Lack of professional development resources (e.g., books, regular workshop, teacher education).
- Expert collaboration led by government need to be increased.
- Needs to learn adapted and inclusive teaching strategies, such as using adaptive equipment and individualized or specialized curricula and instructions.

3

Policy-Reality Gap

- Although adapted PE teachers' standards exist, public schools lack professional teachers.
- In some countries, no guidelines or standards focus on teacher development of adapted PE.

Group Discussion ①

1. What are your opinions about the survey results? Please provide more detailed information about the main obstacles to adapted physical education and disability sports in your country.
2. Does your country have a national standard or policy for adapted physical education and disability sports? If yes, how is it implemented, and are its achievements evaluated? If not, what are the barriers to establishing such a policy?
3. (If possible) Can you share any successful cases or best practices related to adapted physical education from your country?

Needs of ASEAN Standard

The Standard will help us:

- Offering adaptable solutions that meet the specific needs of each country regarding adapted physical education.
- Clarifying the concept of adaptation, equity, diversity, and social inclusion in specific contexts within ASEAN.
- Enhance our partnership to elevate our efforts to align with international standards (e.g., APENS, EUSAPA, SDGs).
- Sharing best practices, ideas, and resources to reduce educational, social, and political disparities among ASEAN countries.

First Action to develop a Standard

➤ Defining terminologies regarding APE and disability sports

- When we conducted the interview survey with primary teachers in Lao PDR, we found some unique terminologies with uncommon or different definitions regarding SPD (e.g., Slow Learner).
- Establishing a shared understanding of meaning terminologies should be the first step to avoid misunderstandings among counterparts.

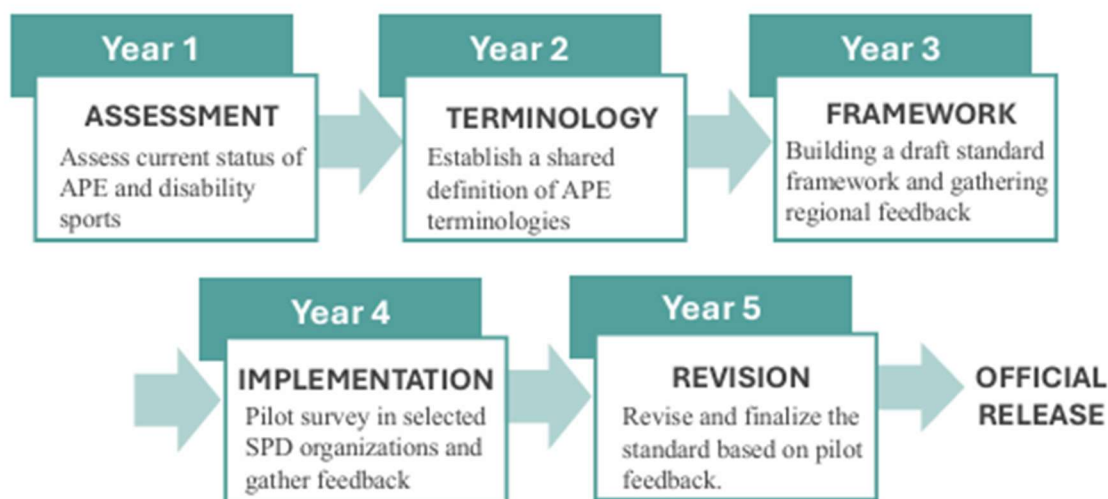


What is a “Slow Learner?”
Does it mean children with
“Learning Disabilities?”

Short, Medium, Long Goals for ASAPES

Short Term Goals	Medium Term Goals	Long Term Goals
<ul style="list-style-type: none">• Identify current status of adapted PE and disability sports• Establish a stakeholder network• Define the key terminologies regarding APE and disability sports• Develop a Standard framework and initial draft	<ul style="list-style-type: none">• Pilot implementation in selected SPD organizations and gather feedback• Refine the standard based on pilot results• Finalize the standard for official release	<ul style="list-style-type: none">• Regional adaptation to create action plan based on the standard• Establish regional professional training systems for individuals regarding SPD• Conduct periodic reviews and revisions• Sustainability and global partnership

Tentative Roadmap to Develop a Standard



Group Discussion ②

1. What are your opinions about our vision of developing an ASEAN standard? How should we address the differences among ASEAN countries (e.g., economic status, education systems, and sports culture) when creating the standard?
2. Do you think we need to develop different standards of adapted physical education and disability sports?
3. What core values and principles should the standard include, such as curriculum adaptation, instructional strategies, equipment modifications, environment modifications, and collaboration with the community?

DAY 2

Schedule for DAY 2

TIME	PLACE	CONTENT
9:00 – 10:20		Morning Session (DAY4-1) Lectures from Prof. Dr. SATO and Prof. Dr. NAGATA (SPD)
10:20 – 10:40	Conference Room "Chi Lăng"	Break
10:45 – 12:00		Morning Session (DAY4-2) --Group Work for drafting the SPD Action Plan (1)
12:00 – 13:30		Lunch Time (@Hotel Restaurant)
13:30 – 15:30		Afternoon Session (DAY4-3) -Group Work for drafting the SPD Action Plan (2) -Brief Presentation of the SPD Action Plan by Country
15:30 – 15:50	Conference Room "Chi Lăng"	Break
15:50 – 16:30		Afternoon Session (DAY4-4) -Overall Review & Plan for the Project in 2025 (Prof. Dr. Okade) -Q & A Session
16:30 – 17:30		Closing Ceremony

Purpose of APENS Standard

- The Adapted Physical Education National Standards (APENS) were developed by the National Consortium for Physical Education for Individuals with Disabilities (NCPEID) to define the essential knowledge and skills needed to provide high-quality adapted physical education services.

Adapted Physical Education National Standard

Standard 1-Human Development	The foundation of proposed goals and activities for individuals with disabilities is grounded in a basic understanding of human development and its applications to those with various needs. For the adapted physical education teacher, this implies familiarity with theories and practices related to human development.
Standard 2-Motor Behavior	Teaching individuals with disabilities requires some knowledge of how individuals develop. In the case of adapted physical educators, it means having knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes. It also means understanding the principles behind how individuals learn motor skills and applying these principles of motor learning during the planning and teaching of physical education to students with disabilities.
Standard 3-Exercise Science	As an adapted physical educator, you must understand that modifications to the scientific principles of exercise and the application of these principles may be needed when teaching individuals with disabilities to ensure that all children with disabilities enjoy similar benefits of exercise. While there is a wealth of information in the foundational sciences, the focus of this standard is on the principles that address the physiological and biomechanical applications encountered when working with diverse populations.

Adapted Physical Education National Standard

Standard 4- Measurement and Evaluation	This standard is one of the foundation standards underscoring the background an adapted physical educator should have in order to comply with the mandates of legislation and meet the needs of students. Understanding the measurement of motor performance, to a large extent, is based on a good grasp of motor development and the acquisition of motor skills covered in other standards.
Standard 5- History and Philosophy	This standard traces facts regarding legal and philosophical factors involved in current day practices in adapted physical education. This information is important to understand the changing contribution that physical education can make in the lives of students with disabilities. Major components of each law that are related to education and physical activity are emphasized. A review of history and philosophy related to special and general education is also covered in this standard.
Standard 6-Unique Attributes of Learners	This standard refers to information based on the disability areas identified in the Individuals with Disabilities Education Act (2004). Material is categorically organized in order to present the information in a systematic matter. This organization is not intended to advocate a categorical approach to teaching children with disabilities. All children should be treated as individuals and assessed to determine what needs they have.
Standard 7 - Curriculum Theory and Development	As you are planning to teach physical education to students with disabilities, you should recognize that certain curriculum theory and development concepts, such as selecting goals based on relevant and appropriate assessments, must be understood by adapted physical educators. Curriculum theory and development are more than writing unit and lesson plans; they are critical to the development of a comprehensive and developmentally-appropriate program for a student with a disability.

Adapted Physical Education National Standard

Standard 8- Assessment	This standard addresses the process of assessment, one that is commonly taught as part of the basic measurement and evaluation course in a physical education degree curriculum. Assessment goes beyond data gathering to include measurements for the purpose of making decisions about special services and program components for individuals with disabilities (e.g., eligibility purposes, determining present level of performance, monitoring student progress, etc.).
Standard 9- Instructional Design and Planning	Instructional design and planning must occur before an adapted physical educator can provide services to meet legal mandates, educational goals, and most importantly, the unique needs of individuals with disabilities. Many of the principles addressed earlier in human development, motor behavior, exercise science, and curriculum theory and development are applied to this standard in order to successfully design and plan physical education programs.
Standard 10- Teaching	A major job responsibility for any adapted physical educator is teaching. In this standard many of the principles addressed earlier in such standard areas as human development, motor behavior, and exercise science are applied to this standard in order to effectively provide quality physical education to individuals with disabilities.
Standard 11- Consultation and Staff Development	As more students with disabilities are included in the general education program, teachers will provide more consultation and staff development activities for colleagues. This will require sensitivity and excellent collaboration and communication skills. The dynamics of interdisciplinary cooperation in the consultation process requires knowledge of several consultative models. This standard identifies key competencies that an adapted physical educator should know related to consultation and staff development.

Adapted Physical Education National Standard

Standard 13- Continuing Education	The goal of this standard is to focus on adapted physical educators remaining current in their field. A variety of opportunities for professional development are available with course work at the college or university-level as just one avenue. Adapted physical educators can take advantage of in-service workshops, seminars, professional development podcasts, and presentations at conferences and conventions as well as distance learning opportunities.
Standard 14-Ethics	A fundamental premise within the APENS is that those who seek and meet the standards to be certified as adapted physical educators will strive at all times to adhere to the highest of ethical standards in providing programs and services for children and youth with disabilities. This standard has been developed to ensure that its members not only understand the importance of sound ethical practices, but also adhere to and advance such practices.
Standard 15- Communication	In recent years, the role of the professional in adapted physical education has evolved from being a direct service provider to include communicating with families and other professionals in order to enhance program instruction for individuals with disabilities. This standard includes information regarding the adapted physical educator effectively communicating with families and other professionals using a team approach in order to enhance service delivery to individuals with disabilities.

Discussion Questions

- Which standard is important for adapted physical education or Paraspport?
- Can you identify gaps between APENS standard and national standard for SPD?
- How do you improve the quality of action plan?

Discussion Questions

- How do we collect evidence data in order to assess and evaluate standard in relation to SPD? What types of data can you think?
- How do you develop action plan of SPD next year?

Terminology in Adapted Physical Education

- ▶ Educational services delivered to students with disabilities in physical education (National Consortium for Physical Education and Recreation for Individuals with Disabilities, 2008).
- ▶ Adapted Physical Education (APE) is defined as an individual program of design **physical and motor fitness, fundamental motor skills and patterns, skills, aquatics, game and dance (individual and group), and sports** to meet unique needs (Winnick, 2000).
- ▶ The term “*Adaptation*” means to **modification, adjustment, and fit**.
- ▶ This definition includes the modification of objectives, activities, the method of unique needs.

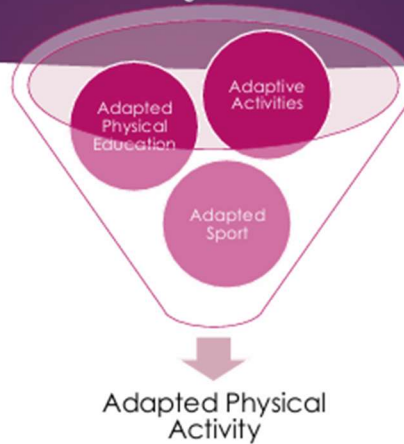
How does *Adapted* differ from *Adaptive*

- ▶ The term “Adapted” indicates the process of modifying (e.g., they adapted the activity, equipment, or facilities) or refers to a program or service delivery outcome.
- ▶ “Adaptive” is an adjective that describes behaviors, skills, or functions and appears in the official definition of **Intellectual Disability**.

Terminology in Adapted Physical Activity

- ▶ Adapted Physical Activity (APA), a term, encompasses comprehensive and interdisciplinary study for the education, wellness, sport participation, and leisure of individuals with unique needs.

Adapted Physical Activity



Terminology- Disability, Handicap, and Impairment

- ▶ **Disability** is a general term used for a functional limitation that interferes with a person's ability, for example, to walk, lift, heal, or learn. It may refer to a physical, sensory, or mental condition. Do not refer to people with disabilities as the handicapped, handicapped persons, or special.
- ▶ **Handicap** is a barrier or problem created by society or the environment. This term can be used when citing laws and situations, but should never be used to describe a person or disability.
- ▶ **Impairment** refers to loss or difference in body system or organ function.

Use Person – First Language

- ▶ Good service delivery emphasizes person-first attitudes, and terminology. This means that we say individuals with disabilities rather than “disabled persons.” This practice recognizes that a disability is only part of a person’s constellation of strength and weakness.

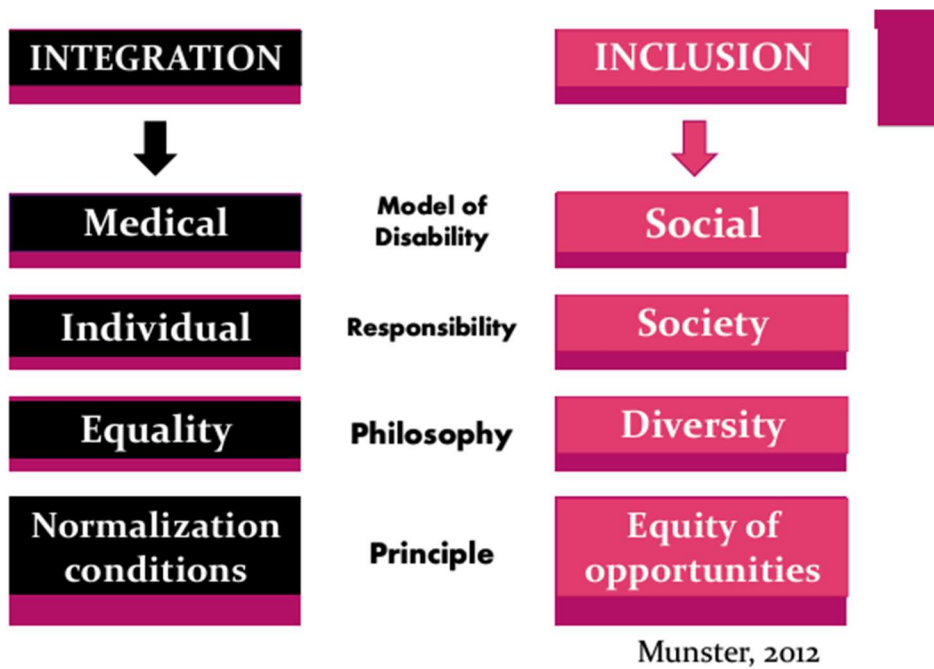
Example: Taka with Physical Disability

Importance of Terminology in Adapted Physical Education

Philosophy and Ethics

A philosophy is a system of values and beliefs that guide behaviors. Philosophy in APE evolves from ethics and moral reasoning, personal conscience, and concern for law and human welfare.

Ethics represent the moral dimension of a profession. This term refers to critical thinking about what is good or right and the moral principle to guide instruction. This component is extremely important in this society, because all teachers including physical education and APE specialists are required to treat diverse student population appropriately.



Impairment and Disability

Impairment

“Any loss or abnormality of psychological, physiological or anatomical structure or function.”

Disability

“Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

Emory School of Medicine

How we understand disability

- ▶ **Individual model of disability** (also known as "medical model")
 - ▶ Disability is the results of impairment.
 - ▶ Those who don't meet physical norms are assumed to be inferior and subject to social exclusion. Individuals is to be blamed.
 - ▶ Medical model approach aims to cure impairments.
- ▶ **Social model of disability**
 - ▶ Disability is the result of inaccessible, unfair society.
 - ▶ The society that do not offer fair participation opportunities is to be blamed.
 - ▶ Social model approach aims to remove barriers.

Congenital and Acquired Disability

- ▶ **Congenital disability:** Having a disability by birth
 - ▶ E.g., Cerebral palsy,
- ▶ **Acquired disability:** Acquired a disability at some point of life
 - ▶ E.g., Spinal cord injury

Accessibility

- ▶ Approachable, attainable – possibly to take part in something desirable.
- ▶ Dimensions of Accessibility
 - ▶ Physical accessibility: Slopes in a stadium, elevators at a subway station, → for people with physical disability
 - ▶ Information accessibility: Website readable with screen reader → For people with visual impairment
 - ▶ Service accessibility: Exercise venue do not refuse people with disabilities → For all people with disabilities, possibly related to stigma

Iwarrson & Stahl (2003)

Stigma of Disability

- ▶ Stigma – a negative perception about a certain group of people
- ▶ Stigma of disability
 - ▶ Inability to contribute to the society
- ▶ Internalization of stigma (Livingston & Boyd, 2010)
 - ▶ Believing that they are not capable of having a meaningful life
- ▶ People with disability are systematically deprived opportunities to play sport

Athletic Career Pathway in Parasport

- ▶ **Attraction:** Recruitment into athletic career
- ▶ **Retention:** Keep them playing sport
- ▶ **Competition:** Higher competition level
- ▶ **Talent Identification and Development:** Identifying high potential athletes and develop so that they reach their potential
- ▶ **Elite:** Participating in elite events
- ▶ **Voluntary and Involuntary Retirement:** Transition into another career

Patatas et al. (2021)

Potential Challenges for Sustainable Parasport Development

- ▶ **Challenges in talent development:** Lack of specialized parasport coaches
- ▶ **Retirement:** Para-athletes return to their rural home to help family farm after retiring – lack of career transition support
- ▶ **Attraction:** Due to the lack of positive outlook in retirement, people do not want to become a para-athlete

- ▶ Ex-athletes for specialized parasport coaches?
- ▶ Career transition support to make the para-athlete career more attractive?

Nagata, Bloyce, Sato, et al. (in minor revision)



Why clear understanding of these terms matter?

- ▶ If you understand social model of disability, you may be able to plan something related to parasport environment
- ▶ If you understand accessibility, you may be able to plan something related to increase access
- ▶ If you understand stigma, you may be able to plan something related to disability awareness



Action Plan Contents for Next Year

Prioritize your tasks to be achieved from items you have selected in the task sheet ofr task analysis

1st prioritized task:

	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Shot term goal	2026	Train PE teachers in adapted physical education methodologies	Implement nationwide professional development workshops for PE teachers	Higher teacher competency in APE instruction	Pre- and post training assessments, classroom observations, teacher feedback	Teacher training institutions, PE associations, educational policymakers	1. Adapted Physical Education (APE): No. 1 2. Assessment: No. 2 3. Professional development: No. 3
Medium term goal							
Long term goal							

2nd prioritized task:

	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Shot term goal							
Medium term goal							
Long term goal							

3rd prioritized task:

	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Shot term goal							
Medium term goal							
Long term goal							

4th prioritized task:

	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Shot term goal							
Medium term goal							
Long term goal							

2

GLOSSARY LIST

No	Term	Definition in Your Country
1	Adapted Physical Education	Programs designed to develop physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports so that the individual with a disability can ultimately participate in community-based physical activity programs to enjoy an enhanced quality of life. Diversified programs generally have the same goals and objectives as general physical education but are modified when necessary to meet the unique needs of each individual.
2		
3		
4		
5		
6		
7		
8		

3



Sample format for action plan

date month year

(Name of the country)

(Title of your Action plan)

1. Background
2. To whom

1st prioritized Task: Area, objective, indicator to measure outcome, action, how and time

2nd prioritized Task: Area, objective, indicator to measure outcome, action, how and time

3rd prioritized Task: Area, objective, indicator to measure outcome, action, how and time

第7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

第1節 令和6年度アクションプラン実施中間報告

■ ブルネイ

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)

Name of your country: Brunei Darussalam
Your name: Azrin Aji

■ **Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)**

- New Developments
 - (1) Survey to PE teachers (88 primary, 72 secondary)
 - (2) Findings from survey (new slides)
 - (3) Confidence factor (awaiting courses / workshops / BDLTA)
 - (4) 2026 curriculum development for IGCSE PE, 2028 examination starts, 2029 roll out all IGCSE, examination dept to provide pd courses, 3 schools only taking IGCSE PE out of
- Good Practices
 - (1) BDSG 2024 included athletics for SOBD
 - (2) SBC 2025 to discuss survey findings and actionable items
 - (3) SPAR 2025 to include inclusive topics

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

■ カンボジア

ASEAN-Japan Actions on Sports


ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)


ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)


Name of your country: Cambodia
Your name: Hou Sitthisophealai


■ **Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)**

- New Developments (The actual performance is higher than or meets the target set in the indicator)
 - (1). **100%** of the syllabus for B.A's Program in PE was developed in consistent with the curriculum.
 - (2). **83.33%** of the staff who attended the online workshop 'Theory and Principles of Sport Training' with a Thai university could complete the questionnaire after attending the workshop.
 - (3). **442/793** PE teachers monitored in PNP, BTB, and SVR taught with the scores of **70%** in the assessment sheet used in PE for All Project conducted by NGO Hearts of Gold and MoEYS.
 - (4). NIPES staff's capacity training has been in a good progress under cooperation between NIPES and NGO Hearts of Gold (e.g: training on using ICT in teaching, library management system)









※ Time for the presentations:
(DAY 1): 5 mins. for presentation

ASEAN-Japan Actions on Sports

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In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)



Name of your country:
Your name:

Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)

• Good Practices

- (1). NIPES teacher trainers have improved their teaching capacity through the teaching assessment (NIPES and HG)
- (2). Recruiting new staff with higher qualification with the skills needed has been an effective method in developing human resources in NIPES
- (3). Dispatching teachers and staff to other countries (long/short-term training, study visits) have been a good strategy to improve their capacity and to motivate them to work better. (MOUs)
(Good cooperation with different stakeholders and other universities is crucial for the development)



ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

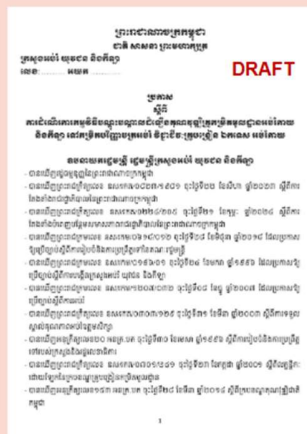
ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)



Name of your country:
Your name:

• Etc. (CHALLENGES)

(1) The Prakas and Curriculum Framework for Credit Transfer Class is still in a draft and under process of authorization from MoEYS, which has caused the delay in providing an in-service training to PE teachers and upgrading them to Bachelor's Degree in PE.



※ Time for the presentations: (DAY 1): 5 mins. for presentation

■ インドネシア

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION
FOR INCLUSIVE PETE (FY 2024)



Name of your country: INDONESIA
Your name: HILDA ILMAWATI

■ Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)

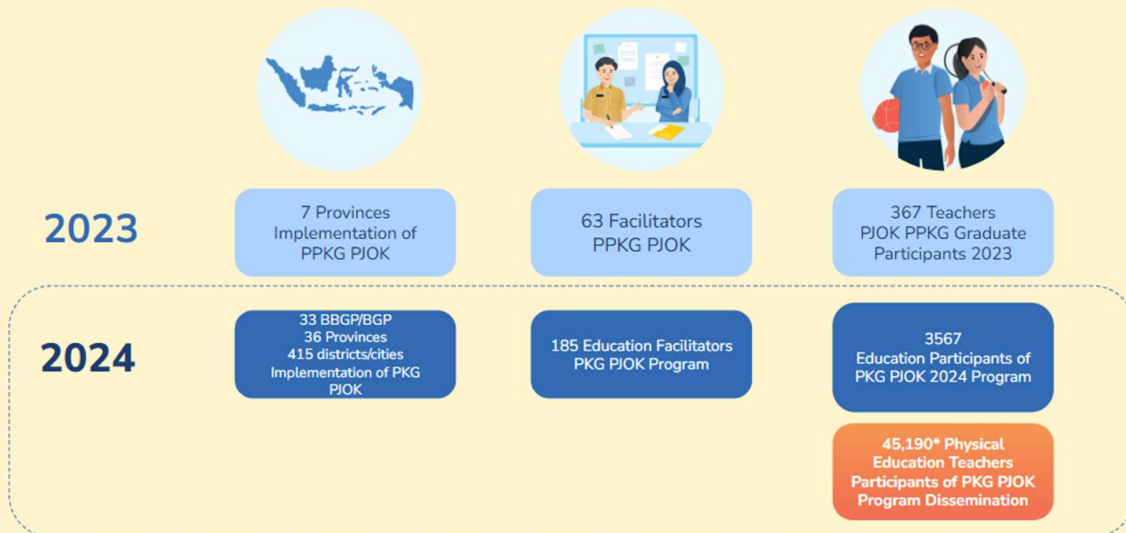
• New Developments

- (1) Ministry of Education Initiatives, the Professional Development Program, “PKG PJOK,” supports physical education, sports, and health teachers across Indonesia. As of September 26, 2024, it has trained around 45,190 Physical Education teachers. The program now aims to expand training to district and city-level teachers nationwide.

*The target number of physical education teachers participating in this program is 150,000. Funding is available to pay for this number of participants, but the challenge is that many physical education teachers : (a) concurrent with other ministry programs, such as the teacher professional certification program with an in-service mechanism, (b) school principal permission, and (c) the program socialization process that did not reach all the outermost regions of Indonesia.

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

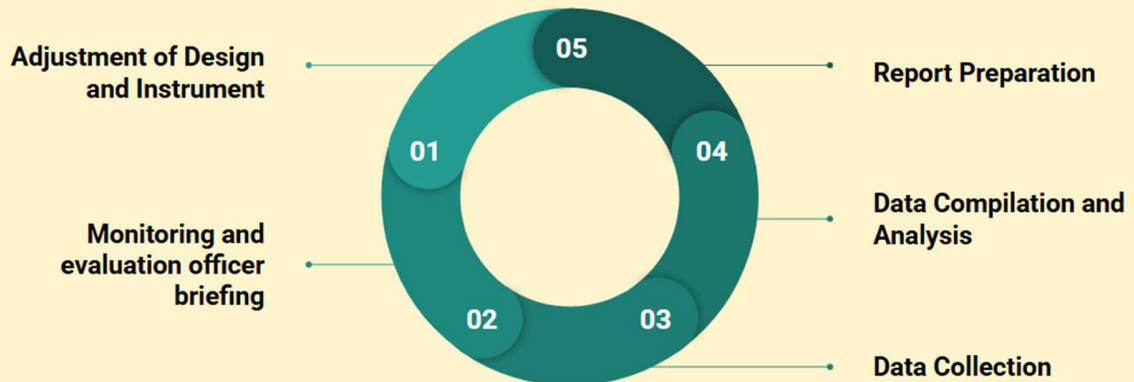
Implementation of the PD PKG PJOK Program



*Data 26 September 2024, 01:26 AM

Dissemination Monitoring Test Flow

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi



ACTION PLAN IMPLEMENTATION
FOR INCLUSIVE PETE (FY 2024)

Name of your country: **INDONESIA**
Your name: **HILDA ILMAWATI**



■ Implementation Progress Of The Action Plan For Enhancement Of *Inclusive Quality PETE* (FY2024)

• New Developments

(2). Established a Community of Practice which is a grassroots initiative of PD Program developers supporting teachers who are deeply dedicated to their own learning and that of their students. CoP members as of February 8, 2025, are 1907 members from all physical education enthusiasts in Indonesia.

* The CoP has grown exponentially since its establishment in August 2025. The CoP holds monthly online learning meetings by inviting various speakers from various expertise.

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

Webinars in the first 3 months of 2025

Webinar Bulanan CoP P3OK **GRATIS**
Delivering Meaningful PE: "Why, What, and How"
 Menyampaikan Pendidikan Jasmani yang Bermakna: "Mengapa, Apa, & Bagaimana"
SINAU YUK
 Jum'at, 24 Januari 2025
 Jam 19.00 WIB
 Live on Zoom Meeting & Youtube
Prof. Tim Fletcher, Ph.D
 Department of Kinesiology
 Brock University, Canada

Webinar Bulanan CoP P3OK **GRATIS**
Pembelajaran Keterampilan Gerak Fundamental untuk Fondasi Literasi Fisik
SINAU YUK
 Jum'at, 21 Februari 2025
 Jam 19.00 WIB
 Live on Zoom Meeting & Youtube
Ruri Pamela, Ph.D
 Koord. Program Penelitian Klinis
 Abigail Weaver Research Institute,
 Nationwide Children's Hospital,
 Columbus, OHIO, USA

Webinar Bulanan CoP P3OK
Meaningful, Joyful, and Inclusive Physical Education Practices In Japan
SINAU YUK
 Jum'at, 21 Maret 2025
 Jam 13.00 WIB
 Live on Zoom Meeting & Youtube
Prof. Takahiro Sato, Ph.D., CAPE.
 Institute of Health & Sport Sciences
 University of Tsukuba, Japan

Webinars in 2024

CoP P3OK **WEBINAR**
BINCANG KURIKULUM MERDEKA, CAPAIAN PEMBELAJARAN, TP-ATP DAN MODUL AJAR P3OK
 23 AUGUST 2024
 AT 07.00 PM - 09.00 PM

Webinar Bulanan CoP P3OK
Babak ke-3 UNDERSTANDING BY DESIGN (Ubd): DESAIN PEMBELAJARAN YANG MENDALAM & TRANSFER
 Essential Steps for Student-Oriented Learning
 #11day, October 11, 2024
 Jam 19.00 WIB
SINAU YUK
 Live on Zoom Meeting & Youtube
Prof. Gary Setiawan, Ph.D

CoP P3OK **WEBINAR**
ARTIFICIAL INTELEGENCY (AI) SAHABAT GURU P3OK
Anggra Aditya K
 Guru P3OK SMKI T. Sutawidhi
Ebita Heri S
 Guru P3OK SMPN 11 Gunung

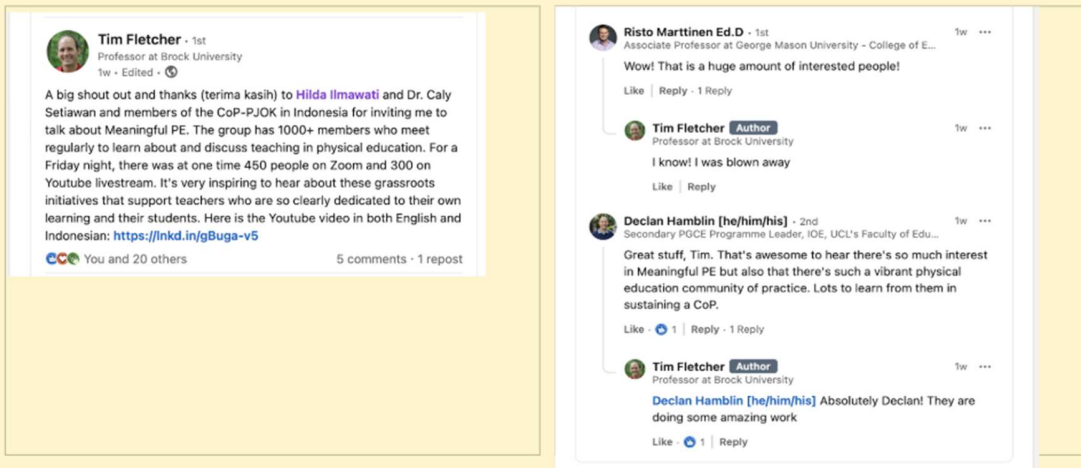
Webinar Bulanan CoP P3OK **GRATIS**
Spektrum Gaya Mengajar Untuk Pembelajaran P3OK yang Bermakna
SINAU YUK
 Jum'at, 20 Desember 2024
 Jam 19.00 WIB
 Live on Zoom Meeting & Youtube
Dr. Agus Mahendra, MA
 Dosen P3OK
 Universitas Pendidikan Indonesia

CoP P3OK Webinar Bulanan
UNDERSTANDING BY DESIGN (Ubd): SUATU KERANGKA KERJA DESAIN PEMBELAJARAN
 Essential Steps for Student-Oriented Learning
 #11day, Sept 20, 2024
 Jam 19.00 WIB
JOIN NOW
 Live on Zoom Meeting
Prof. Gary Setiawan, Ph.D

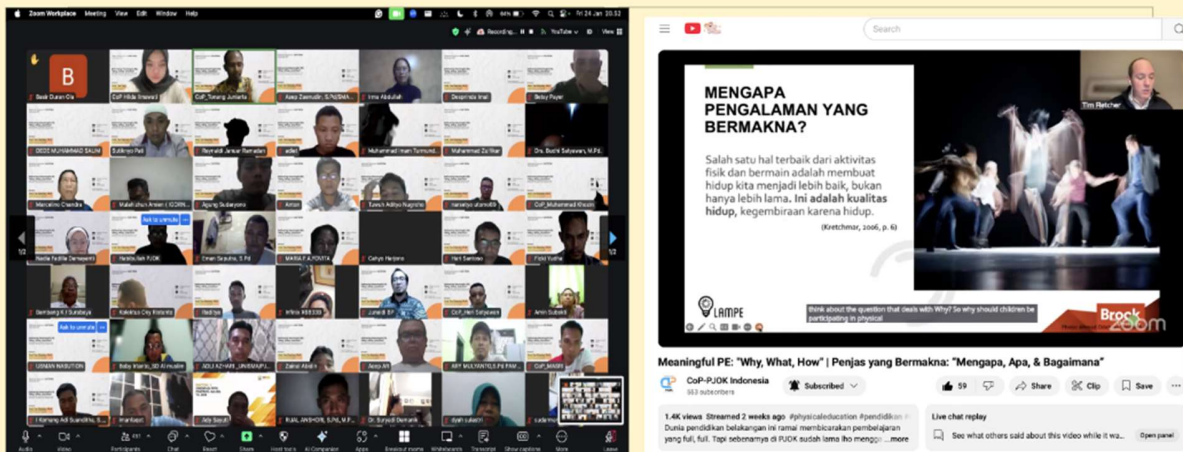
Webinar Bulanan CoP P3OK
Lanjutan ... UNDERSTANDING BY DESIGN (Ubd): SUATU KERANGKA KERJA DESAIN PEMBELAJARAN
 Essential Steps for Student-Oriented Learning
 #11day, Sept 27, 2024
 Jam 19.00 WIB
SINAU YUK
 Live on Zoom Meeting & Youtube
Prof. Gary Setiawan, Ph.D

Webinar Bulanan CoP P3OK
Keadilan Sosial (Social Justice) dalam Pembelajaran P3OK
SINAU YUK
 Jum'at, 22 November 2024
 Jam 19.00 WIB
 Live on Zoom Meeting & Youtube
Dr. Cika Febina Firdausyah, M.Pd
 Koordinator P3OK

CoP draws International Attention



Archive documentation of monthly webinar activities



ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)



Name of your country: INDONESIA
Your name: HILDA ILMAWATI

■ Implementation Progress Of The Action Plan For Enhancement Of **Inclusive Quality PETE (FY2024)**

Good Practices

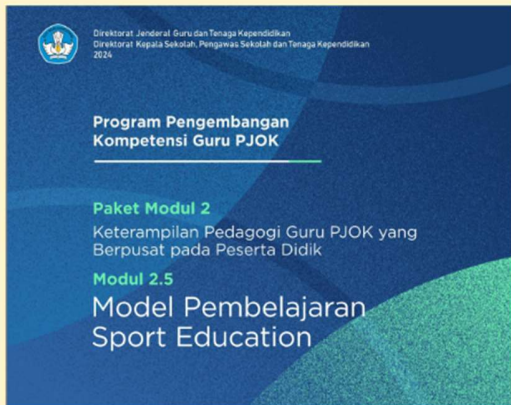
- (1) The impact of PD PKG is still being analyzed by the Ministry team. However, in general, this program can be followed by physical education teachers in almost all islands in Indonesia with the collaboration of local governments.
- (2) 13 learning modules created by the PD PKG development team have become a learning reference source for Physical Education teachers in Indonesia.
- (3) CoP PJOK Indonesia becomes a learning platform for physical education teachers, students, and Physical Education Teacher Educators in universities. CoP PJOK is an NGO, voluntary, upholds community ideals, and is fluid in its development.

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

PD PKG Participant Learning Modules

The image shows the cover and title page of a learning module book. The cover is blue and green, featuring the logo of the Directorate General of Teacher and Education Personnel and the text: "Program Pengembangan Kompetensi Guru PJOK", "Paket Modul 2", "Keterampilan Pedagogi Guru PJOK yang Berpusat pada Peserta Didik", and "Modul 2.1 Keterampilan Mengajar PJOK yang Efektif". The title page is white and contains the following information: "Paket Modul 2 Keterampilan Pedagogi Guru PJOK yang Berpusat pada Peserta Didik", "Modul 2.1 Keterampilan Mengajar PJOK yang Efektif", "Program Pengembangan Kompetensi Guru PJOK", "Penulis: Edisi Pertama (2023) : Prof. Cally Setiawan, Ph.D; Edisi Kedua (2024) : Prof. Cally Setiawan, Ph.D; Hilda Ilmawati, M.Pd", "Desain Layout & Ilustrasi: Nufus Studio", and "Copyright © 2024".

PD PKG Participant Learning Modules



- ラオス 無し
- マレーシア

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)

- New Developments
 - (1) Guidelines on Pedagogy for Pupils with SEN
- Good Practices
 - (1) Training Inclusive Education Programme (IEP) for pre-service and in-service PETE.
 - (2) Training on Individual Educational Plan to officers at State Education Department, District Education Office and teachers.
 - (3) Talent Identification Program.
 - (4) Increasing the number of pupils with SEN participating in international sports – ASEAN Para Games, Asian Para Games and Paralympics.

ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)



Name of your country: Malaysia
Your name: Solehah binti Misonr



Mohamad Syahzwan William - Athletics West State Track and World Championships, Perth, Australia from February 22-25, 2024.
1 gold in the shot put
1 silver discus events.

Brenda Anellia Larry
- Para Swimming World Series on 17-19 May 2024 in Singapore

※ Time for the presentations: (DAY 1): 5 mins. for presentation

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

- **Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)**
- **Others:**
 - (1) Developing teachers as Candidate for Paralympic Sports Coach Leader.
 - (2) Conducting a Colloquium on Special Education Action Plan 2024.



ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)



Name of your country: Malaysia
Your name: Solehah binti Misron



2024 Asian Open Sport Stacking Championships by World Sport Stacking Association (WSSA)

- 40/207 pupils with SEN
- 8 Gold, 5 Silver, and 2 Bronze in the group, doubles, and individual events

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

Program	2021	2022	2023	2024	KPI 2025	Implementation of Program	Remarks	
Conducting Talent Identification Program (TID).	2	4	4	6	8	<ol style="list-style-type: none"> 1. Special Education Cross-Country Championship MSSM 2. Special Education Athletics Championship MSSM 3. Special Education Games Carnival MSSM 4. Special Education Talent Carnival by Zone 5. MSSM Special Education School Games Carnival 6. National Special Education Stacking Sports 7. National Goalball Games Carnival 	<ol style="list-style-type: none"> 1. Strengthen inter-agency partnership (between MOE and Minister of Youth & Sports). <ul style="list-style-type: none"> ▪ Collaboration in establishing Sports Excellence Centers at ten (10) Special Education Schools. ▪ Collaboration in increasing para sports development programs at the state and national levels. 	
Developing PETE as paralympic sport coaches.	20	22	24	38	42	<ul style="list-style-type: none"> ▪ Level One Sports Science Course organized by the Sports, Co-curriculum, and Arts Division. ▪ Boccia, Basketball, and Hockey Coaching Course with Special Olympics Malaysia. ▪ Specific Sports Coaching Course organized by the Para Sports Division, National Sports Council. 	<ol style="list-style-type: none"> 2. Develop the quality of pupils with SEN in sports. <ul style="list-style-type: none"> ▪ Pupils with SEN are participating in the sports and athletics circuit organized by MSN at the district, state, and national levels. 	
Increasing the number of pupils with SEN participating in international sports	ASEAN Para Games	8	-	5	-	6	Involvement of para-athletes in the circuit organized by MSN (National Sports Council).	
	Asian Para Games	-	-	-	1	1	Selected pupils with SEN involvement in the PODIUM program.	
	Paralympics	-	-	-	1	1	Selected pupils with SEN involvement in the PODIUM program.	

COLLOQUIUM ON SPECIAL EDUCATION ACTION PLAN 2024
LIST OF PRESENTATIONS BY PHYSICAL EDUCATION AND HEALTH EDUCATION TEACHERS

- 1 Wan Mu'Adzam bin Wan Abidin - Oral Presentation - 2nd Place
 SK Klang, Selangor
Caballus 100M: Alternative Aid to Enhance Basic Running Skills for Students with Special Educational Needs (Visual Impairment B1) in the Integrated Special Education Program at SK Klang
- 2 Mohd Haniff bin Hamid - Oral Presentation - runner up
 SK Taman Cahaya Masai, Johor
Enhancing Control of Students with Special Educational Needs in Physical Education Teaching and Learning Using Barricades
- 3 Farah Shahela binti Abdul Aziz - Poster Presentation - runner up
 SK Kota Masai 2, Johor
Happy Circle in Barricade
- 4 Siti Hajar binti Mat Isa, Ruhaya binti Ramli, Mohamad Rizal bin Abdullah, Saifulamri bin Sailan
 SMPKV Shah Alam, Selangor
Enhancing Mastery of Muscle Names through 'Labeling Costumes and Muscle Models' Among Form 5 PPM Students
- 5 Hazirah binti Janudin, Abdul Karim bin Raham
 SMPK Setapak, Kuala Lumpur
Enhancing the Skills of Students with Visual Impairments in Volleyball Using the Blind Volleyball



■ ミャンマー

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
 In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION
 FOR INCLUSIVE PETE (FY 2024)



Name of your country: Myanmar
 Your name: Ko Ko Htay

■ **Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)**

• **New Developments**

- (1) Implementation to the 1st prioritized task
- (2) Implementation to the 2nd prioritized task
- (3) Implementation to the 3rd prioritized task

• **Good Practices**

- (1) According to the action plan Annual courses are being held.
- (2) Teaching in basic schools according to the prescribed curriculum.

※ Time for the presentations:
 (DAY 1): 5 mins. for presentation

Implementation to the 1st prioritized task

- ❖ Physical Education and Sports Coaching course batch(22) will be held in 2024 May to July for 50 days in Sport Training Center (II), Lewe township, Naypyitaw.

Physical Education and Sports Coaching Course Batch(22)



Implementation to the 2nd prioritized task

- ❖ Refresher Course Batch (2) 2025 can be Held in Naypyitaw with 310 participants and 40 coaches for 15 days (1.2.2025 to 15.2.2025)

2025 Physical Education Refresher Course Batch (2)



Implementation to the 3rd prioritized task

- ❖ Football Field of BEHS(3)Hpa-An and BEHS(1)Mawlamyaing can be upgrade in 2024-2025 academic year.

Football Field of BEHS(3)Hpa-An



■ フィリピン（新任者の為、フィリピンの学校体育に関する情報共有）

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

UNDERSTANDING THE CURRENT
SITUATION OF INCLUSIVE PETE (FY
2024)



Name of your country: The Philippines
Your name: Erika Jane R. Donozo

■ *Issues & shortcomings in Physical Education Teacher Education (PETE) in your country*

• Issues & Shortcomings

1. Budgetary Constraints
2. Inadequate Facilities and Equipment
3. Crowded numbers of learners

• Possible Solutions to the Issues & Shortcomings

1. Government Investment
2. Public-Private Partnerships
3. Fundraising and Grants
4. Corporate Sponsorships:
5. Professional Development Programs
6. Awareness Campaigns

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

■ *Issues & shortcomings in Physical Education Teacher Education (PETE) in the Philippines*

Budgetary Constraints



■ *Issues & shortcomings in Physical Education Teacher Education (PETE) in the Philippines*

Inadequate Facilities and Equipment



■ *Issues & shortcomings in Physical Education Teacher Education (PETE) in the Philippines*

Crowded Numbers of Learners



• **Possible Solutions to the Issues & Shortcomings**

1. Government Investment
2. Public-Private Partnerships
3. Fundraising and Grants
4. Corporate Sponsorships
5. Professional Development Programs
6. Awareness Campaigns



Click
Click





■ シンガポール

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION
FOR INCLUSIVE PETE (FY 2024)



Name of your country: Singapore
Your name: Derrick Chee

■ Implementation Progress Of The Action Plan For Enhancement Of **Inclusive Quality PETE (FY2024)**

• **New Developments**

- (1) Understanding the **extent** and **limits** of an Inclusive Quality PETE
- (2) How to ensure the sustainability and functionality of a Community of Practice
- (3) Relook at leveraging PE to build national resilience against a volatile global landscape

• **Good Practices**

- (1) Consider the use of innovation (e.g. AI) to supplement policy renewal efforts
- (2) Community of Practice to bounce ideas off one another
- (3) Understanding resourcing priorities to gain best return of investment

• **Etc.**

- (1)
- (2)



※ Time for the presentations:
(DAY 1): 5 mins. for presentation

■ タイ

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)

Name of your country: Thailand
Your name: Chalitpol Suebmai

■ **Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)**

- New Developments
 - (1) The Department of Physical Education (DPE) and the Thai Health Promotion Foundation collaborated on a second project aimed at promoting inclusive sports activities for general public and people/children with disabilities in inclusive schools and community.
 - (2) This collaboration started at the beginning of Thailand's fiscal year in October 2024, supported by subsidies from the Thai Health Promotion Foundation.
- Good Practices
 - (1) The working group will consist of relevant sectors, including DPE, MOE, PE experts, and representatives from foundations for people with disabilities, to develop an action plan for this project.
 - (2) The development of this sports activity manual will include input from physical education teachers, students, and people with disabilities. Their feedback will aid in creating the physical education teacher training manual in the next phase.
- Etc.
 - (1)
 - (2)


※ Time for the presentations:
(DAY 1): 5 mins. for presentation

■ ベトナム

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)

Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)

Country: Vietnam

Name: Nguyen Trong Kien

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
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ACTION PLAN IMPLEMENTATION
FOR INCLUSIVE PETE (FY 2024)



Name of your country: Vietnam
Your name: Nguyen Trong Kieen

■ Implementation Progress Of The Action Plan For Enhancement Of **Inclusive Quality PETE** (FY2024)

• New Developments

(1). The training courses for PE teachers and educational administrators to implementing PE & sports activities.

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
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ACTION PLAN IMPLEMENTATION
FOR INCLUSIVE PETE (FY 2024)



■ Objectives of the program

- Improve the capacity of organizing sports activities for the comprehensive development of students for teachers and educational administrators.
- Coordinate with the concerning organizations in Vietnam to receive, support in facility, sport equipment, material and hand over to the schools.
- Improve understanding of the role of PE & sports for children's development to the stakeholders, school administrators.
- Raise awareness and responsibilities of teachers, education administrators, students and the community in implementing the laws and policies on education, to provide comprehensive physical and mental health care for students.

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
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ACTION PLAN IMPLEMENTATION
FOR INCLUSIVE PETE (FY 2024)



■ Implementation activities

- Development and implementation of the Guidelines for implementing PE sports activities.
- 10 training courses throughout the country by MOET.
- Participation of more than thousand of PE teachers from 63 cities/provinces.

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

ASEAN-Japan Actions on Sports

ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION
FOR INCLUSIVE PETE (FY 2024)



Name of your country: Vietnam
Your name: Nguyen Trong Kieen

■ Implementation Progress Of The Action Plan For Enhancement Of Inclusive Quality PETE (FY2024)

• Good Practices

The program has a positive meaning such as:

1. To update knowledge to PE teacher on PE and sports activities.
2. Create the teaching reference source for PE teachers for implementing PE sports activities at schools.
3. The collaboration and support from the city/province governments, education departments to the PE activities at schools.

※ Time for the presentations:
(DAY 1): 5 mins. for presentation

第2節 各国体育教員についての情報（ASEAN 体育教師教育スタンダード原案のベースとなるデータ）

※各国カウンターパートの記載をそのまま掲載

■ ブルネイ（PETE カウンターパート）

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	in-service teachers who proceed to life long learning, lower primary teachers who has basic teaching certification in physical education, fresh graduates from foreign universities, polytechnic graduates from local schools, teachers graduating from teaching college
Q2	What kind of certification would be required to be a physical education teacher in your country?	diploma in physical education, masters in teaching/physical education, basic degree in sports related field, must have teaching certification, masters' degrees always a bonus
Q3	Do you have any national physical education teacher education standards?	pe and health standards in the pipeline, basic degree in sports only, those who have graduated in local university was available at one point, masters in teaching now a prerequisite
Q4	Who has developed PETE standards in your country?	ideally the department of curriculum, co-curriculum, pedagogy by subject based committee working group, fitness test standards only available
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	candidates must be able to show a high level of passion, fitness, teaching methodology, curriculum knowledge, diversity
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	candidates must be able to show a high level of passion, fitness, teaching methodology, curriculum knowledge, diversity, problem solving skills, first aid and cpr, differentiation for inclusive qpe, critical thinking skills
Q7	How to develop inclusive QPETE ASEASN Standards	
Q8	How to make inclusive quality physical education standards work in each AMS	

■ ブルネイ（SPD カウンターパート）

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	In-service teachers who proceed to life long learning, lower primary teachers who has basic teaching certification in physical education, fresh graduates from foreign universities, polytechnic graduates from local schools, teachers graduating from teaching college.

Q2	What kind of certification would be required to be a physical education teacher in your country?	Certificate, Diploma, Bachelor Degree/Master Degree in Physical Education or Sports related field qualification. diploma in physical education, masters in teaching/physical education, basic degree in sports related field. in addition with Teaching qualification/certification.
Q3	Do you have any national physical education teacher education standards?	Currently, there is no National PETE standards. PE and health standards in the pipeline, basic degree in sports only, those who have graduated in local university was available at one point, masters in teaching now a prerequisite.
Q4	Who has developed PETE standards in your country?	Ideally by forming a pedagogy by subject based working group committee that often involve related department such as Teacher recruitment, curriculum, cocurriculum and accreditation council.
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	Candidates must be able to show a high level of passion, fitness, teaching methodology, curriculum knowledge, diversity.
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	Candidates must be able to show a high level of passion, fitness, teaching methodology, curriculum knowledge, diversity, problem solving skills, first aid and CPR, differentiation for inclusive QPE, critical thinking skills.
Q7	How to develop inclusive QPETE ASEASN Standards	Involving related departments in MOE and key stakeholders that can contribute to the development of inclusive QPETE ASEASN Standards.
Q8	How to make inclusive quality physical education standards work in each AMS	It is essential to consider the unique cultural, educational, and infrastructural contexts of each country while ensuring the core principles of inclusivity and quality are maintained. By fostering collaboration, ongoing teacher development, and continuous adaptation of curriculum and resources, inclusive PE can become a sustainable and impactful part of every student's educational experience, leading to greater participation in physical activity and a more inclusive society.

■ カンボジア

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	In Cambodia, PE teachers are those who have successfully been trained in either a 2-year training program or B.A Program in Physical Education at National Institute of Physical Education and Sport and successfully graduate with the certificate of Teacher with Basic Education Degree (2-year program) and Bachelor's Degree Certificate (4-Year Training).

Q2	What kind of certification would be required to be a physical education teacher in your country?	Certificate of Teachers with Basic Education Degree in Physical Education (NIPES), Bachelor's Degree Certificate in Physical Education (NIPES), Primary Schools Teacher Certificates (PTTCs/TESSs), Upper Secondary School Teacher Certificate with equivalent to Master's Degree (NIE), and Bachelor's Degree in PE from foreign country (Private school PE teachers)
Q3	Do you have any national physical education teacher education standards?	No, we don't.
Q4	Who has developed PETE standards in your country?	We haven't developed PETE standards in our country yet.
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	Expected competencies, knowledge and skills for a pre-service physical education teacher includes: content knowledge in PE and academic skills, are passionate about PE and to teach PE and know the value of learning PE, are knowledgeable in PE curriculum in lower and upper secondary schools, are fit, are competent in teaching methodology and teaching method with inclusiveness, have skills for performance, have knowledge of children and diversity and also know how to use Digital in teaching PE, planning a lesson inclusively, and knowing how to implement the lesson plan with flexibility and inclusiveness.
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	An in-service physical education teacher is expected to be a person who is passionate about sports and PE, is able to teach PE in real practice inclusively and professionally, is flexible during the teaching time based on the real circumstances of the PE class and the surrounding environment, is creative in preparing the teaching materials for the PE lesson, love all students including students with special needs, could use ICT in teaching PE, have strong determination, care about students' health and their progress and their safety during learning PE, know how to plan the lesson inclusively and actively and teach based on the lesson plan with flexibility, and is willing to learn new things related to teaching PE and to do classroom research related to teaching PE to develop better PE teaching and learning.
Q7	How to develop inclusive QPETE ASEAN Standards	There need to be an agreement among ASEAN Member States on the competencies of PE teachers.
		The standard should be developed based on the situation of each ASEAN Member States
		We could use the National Standards For Initial Physical Education Teacher Education from (SHAPE 2017) as a

		model to develop inclusive QPETE ASEAN Standards in ASEAN context
Q8	How to make inclusive quality physical education standards work in each AMS	We could make it work in a way that each country develops the National Standard of QPETE Standards in their own context and submit it to the Ministry in charge for an official approval
		After the standard is developed, it needs to be disseminated to all Physical Education Teacher Education Institutions and all stakeholders.
		The standard needs to be set as part of the assessment for the PE Teacher Education Institutions.

■ インドネシア

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	Physical education teachers in Indonesia are university graduates with a minimum bachelor's degree in physical education. In addition, they have attended teacher certification training, either using the in-service certification mechanism or pre-service certification. Physical education teachers are only for primary to secondary education. Teachers at the early childhood level are general teachers.
Q2	What kind of certification would be required to be a physical education teacher in your country?	1. Bachelor's degree certificate 2. Physical education teacher professional certificate
Q3	Do you have any national physical education teacher education standards?	Currently there is no standard, but the association of Physical Education and Sports study programs in Indonesia is currently drafting this standard and will be published in June 2025.
Q4	Who has developed PETE standards in your country?	The association of Physical Education and Sports study programs in Indonesia
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	1. Pre-service physical education teachers are able to plan and implement physical education teaching and learning 2. Pre-service physical education teachers are able to deliver and manage instructional for physical education learning 3. Pre-service physical education teachers are able to conduct physical education learning assessments.
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	1. Content and basic knowledge of physical education from primary to secondary education. 2. Skills to plan and implement physical education teaching (Pre-impact and impact on teaching and learning) 3. Assessment in physical education and the ability to

		<p>analyze assessment results. (Post-impact)</p> <ol style="list-style-type: none"> 4. Fitness and basic skills for some sports or types of physical activity. 5. Physical education teaching philosophy or framework. For example: Meaningful physical education. 6. Personal qualities as a physical education teacher, which include personality qualities, responsibility and emotional maturity. 7. Social qualities as a physical education teacher. 8. Skills in using various teaching methods (pedagogical skills) 9. Understanding of the physical education curriculum
Q7	How to develop inclusive QPETE ASEAN Standards	<ol style="list-style-type: none"> 1. Define the scope and objectives of the QPETE ASEAN Standards. Including taking inventory of QPETE priorities in each ASEAN country. 2. Involve governments and researchers in formulating the ASEAN QPETE standards 3. Identify good practices that have been done in each ASEAN country related to the implementation of PETE or QPETE. (if any) 4. Framework development 5. Piloting for framework implementation 6. Evaluation and Improvements.
Q8	How to make inclusive quality physical education standards work in each AMS	<ol style="list-style-type: none"> 1. context-specific framework development for each country 2. awareness of the topic of equity and inclusion 3. infrastructure support and learning tools for inclusivity 4. Integration of inclusivity policies in the physical education curriculum 5. Optimizing the involvement of communities of practice as a platform for physical education teachers to learn about inclusive physical education learning.

■ ラオス

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	Physical education (PE) teachers instruct students in elementary school through high school about physical fitness and health. They may organize physical education programs for an entire school or just a few classes.
Q2	What kind of certification would be required to be a physical education teacher in your country?	Physical education Teachers are those who have completed advanced and undergraduate teacher training courses. (Higher level diploma and Bachelor's degree certificate)
Q3	Do you have any national physical education teacher education standards?	No we don't have, (But for the PETE they must be completed advanced and undergraduate teacher training courses).

Q4	Who has developed PETE standards in your country?	Ministry of Education and Sports, Sport for all, Physical and Art Education Department and Teacher Training Department.
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
Q7	How to develop inclusive QPETE ASEASN Standards	to see ASEAN member states is to agree what we believe are best standards suitable for our ASEAN culture.
Q8	How to make inclusive quality physical education standards work in each AMS	This is quite impossible as different ASEAN countries have their own systems.

■ マレーシア

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	PE teachers are typically trained through specialized programs at universities or teacher training colleges. They might hold degrees in physical education, sports science, or related fields. These educators are responsible for organizing sports events, conducting physical fitness assessments, and teaching various sports, exercise techniques, and health education.
Q2	What kind of certification would be required to be a physical education teacher in your country?	Bachelor's Degree in Physical Education (BPEd), Sports Science, or a related field.
Q3	Do you have any national physical education teacher education standards?	No, however Malaysia is using Teacher Standards Malaysia - a set of guidelines and expectations established by the Ministry of Education (MOE) in Malaysia to ensure that teachers meet the required qualifications, competencies, and professional conduct. These standards serve as a framework for evaluating teachers' performance, guiding their professional development, and ensuring the quality of education in the country.
Q4	Who has developed PETE standards in your country?	
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a	Pre-service PETE is expected to develop a comprehensive set of competencies,

	pre-service physical education teacher	<p>knowledge, and skills to effectively teach students and promote physical activity, sports and healthy living.</p> <ol style="list-style-type: none"> i. Knowledge of Physical Education, Sports Science, and special education; ii. Pedagogical Knowledge and Teaching Skills; iii. Practical Skills in Sports and Physical Activities; iv. Communication and Interpersonal Skills; v. Professionalism and Ethical Behavior.
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	<ol style="list-style-type: none"> 1. Expert Knowledge: Advanced understanding of special education, physical education, sports science, health education, and specialized teaching methods. 2. Pedagogical Mastery: Effective use of teaching strategies, curriculum design, and assessment. 3. Advanced Practical Skills: Expertise in coaching, fitness program design, injury prevention, and managing sports events. 4. Classroom & Event Management: Strong organizational, safety, and risk management skills. 5. Technological Integration: Proficiency in using technology to enhance learning and track student progress. 6. Communication & Motivation: Clear communication, motivational skills, and conflict resolution abilities. 7. Continuous Professional Development: Ongoing engagement in professional learning and reflective practice. 8. Leadership & Collaboration: Leadership in sports, teamwork, and mentoring. 9. Cultural Sensitivity & Inclusivity: Promoting diversity, inclusivity, and respect for all students. 10. Professional Ethics: Commitment to high ethical standards and role modeling health and wellness.
Q7	How to develop inclusive QPETE ASEAN Standards	PETE ASEAN Standard should be a holistic approach, involving collaboration across multiple sectors, countries, and stakeholders.
Q8	How to make inclusive quality physical education standards work in each AMS	The successful implementation of inclusive quality physical education standards in ASEAN countries depends on cultural adaptation, collaboration, training, and sustainable practices. By customizing the standards to fit the specific needs of each country while maintaining a shared commitment to inclusivity, ASEAN can create a regional model where physical education is accessible to every student, regardless of their abilities or background.

		This requires a coordinated effort from governments, educators, families, and communities to ensure that inclusive PE is integrated into the daily fabric of educational systems across ASEAN.
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■ ミャンマー

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	physical education teachers in Myanmar are the teacher who responsible for teaching PE subject promoting physical fitness, teaching sports skills, and encouraging healthy lifestyles among students. In Elementary stage, all of the primary teacher are PE teachers and In Lower Secondary and Higher Secondary stage, PE teacher are appointed as PE teacher for Physical Education subject and physical activities.
Q2	What kind of certification would be required to be a physical education teacher in your country?	To be a Physical Education teacher in myanmar, must be a degree holder(any degree) and teaching certificate. At least 2 years' experience in assistant primary teacher.
Q3	Do you have any national physical education teacher education standards?	Teacher Competency Standards Framework (TCSF) provides detailed standards for teacher education, including physical education teachers
Q4	Who has developed PETE standards in your country?	Ministry of Education and Department of Basic Education. National task force for Physical education
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	Educational theory& psychology, sports knowledges and physical & Mental skills of sports and physical activities are needed to be a pre-service physical education teacher
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	Educational theory& psychology, knowledge of KG+12 Curriculum, class controls are needed to be an in-service physical education teacher
Q7	How to develop inclusive QPETE ASEASN Standards	Policy Development, Curriculum Design, Implementation process, Collaboration and Networking are the key steps to development of inclusive QPETE
Q8	How to make inclusive quality physical education standards work in each AMS	To make inclsive quality physical education standards work in each AMS, collaborative and strategic approach in Policy Alignment, Capacity Building, Resource Allocation, Community Engagement, Monitoring and Evaluation are the key points.

■ フィリピン

Discussions from Day 1:	
Q1	<p>Who are physical education teachers in your country?</p> <p>In the Philippines, physical education (PE) teachers play a crucial role in developing students' physical abilities and promoting healthy habits. Here's an overview of the requirements and scope of PE teachers in elementary and high schools: General Requirements: Educational Background A bachelor's degree in education, majoring in physical education or a related field, is generally required, Licensure A professional teaching license is often prioritized. Some four-year degree programs in physical education may offer licenses required for teaching PE in certain areas and Skills PE teachers should make their lessons engaging to foster student attention</p>
Q2	<p>What kind of certification would be required to be a physical education teacher in your country?</p> <p>To become a certified physical education teacher in the Philippines, several requirements must be met. These include: Bachelor's Degree A bachelor's degree in education, specializing in physical education, is required. A Bachelor of Physical Education (BPEd) is a four-year undergraduate program that aims to prepare aspiring teachers to deliver and manage instruction, assessment, and research in physical literacy. This degree equips individuals with the knowledge and pedagogical skills to effectively teach physical education. Graduates possess Level VI (Baccalaureate) qualifications under the Philippine Qualifications Framework (code number 60114) and the ASEAN Qualifications Framework. Licensure Examination Passing the Licensure Examination for Teachers (LET), administered by the Professional Regulation Commission (PRC), is generally necessary to obtain a teaching license¹². Graduates of the BPEd program are qualified to become licensed professional teachers upon passing the board examination prescribed by the PRC. Continuing Professional Development Compliance with the continuing professional development requirements set by the PRC and the Department of Education (DepEd) is also needed. The Teacher Professionalization Act of 1994 mandates the professionalization of teaching in the Philippines. The Professional Regulation Commission (PRC) outlines the requirements for teacher licensure, including passing a licensure examination for educators specializing in physical education. Meeting these legal and regulatory</p>

		requirements ensures physical education is a crucial component of the educational system, contributing to students' holistic development
Q3	Do you have any national physical education teacher education standards?	<p>The Philippine government has shown commitment to teacher quality reforms through different initiatives. The National Competency-Based Teacher Standards (NCBTS) was institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009.</p> <p>Additionally, the Department of Education (DepEd), through the Teacher Education Council (TEC), issued the Department Order (DO) 42, s. 2017, titled "National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)". The PPST is intended to enhance teacher quality and is based on the idea of lifelong learning. It recognizes that good teachers are essential to raising student achievement, making teacher quality of utmost importance for long-term and sustainable nation-building.</p> <p>The PPST aims to:</p> <ol style="list-style-type: none"> 1. Set clear expectations for teachers across well-defined career stages of professional development. 2. Engage teachers to actively embrace a continuing effort in attaining proficiency. 3. Apply a uniform measure to assess teacher performance and identify professional development needs. 4. All learning and development programs for teachers should be based on the PPST to ensure they are properly equipped to implement the K to 12 Program effectively. It can also be used for the selection and promotion of teachers, and all performance appraisals for teachers should be based on these standards. <p>Furthermore, Commission on Higher Education Memorandum Order No. 39, Series of 2021 (CMO 39) focuses on physical education teachers' roles and perceptions.</p>
Q4	Who has developed PETE standards in your country?	<p>The development of Physical Education Teacher Education (PETE) standards in the Philippines involves several key entities and frameworks:</p> <p>The Teacher Professionalization Act of 1994 This act mandated teaching as a profession in the Philippines and established the Professional Regulatory Commission (PRC), which outlines the requirements for teacher licensure, including those specializing in physical education.</p>

		<p>The Department of Education (DepEd) The DepEd issues orders and circulars that provide frameworks for teacher training, education, and the implementation of physical education curricula, aligning with national educational standards.</p> <p>The Governance of Basic Education Act of 2001 This act emphasizes the role of teachers in the governance and management of basic education, including oversight of physical education programs.</p> <p>The National Competency-Based Teacher Standards (NCBTS) The NCBTS outlines the competencies that teachers in the Philippines are expected to possess, including those specific to physical education. This framework guides teacher education programs and certification processes.</p> <p>The Commission on Higher Education (CHED) CHED regulates teacher education programs in higher education institutions, including those offering degrees in physical education, by setting the curriculum and standards for teacher education programs. CHED issues Memorandum Orders (CMOs) that provide specific requirements for degree programs in physical education, including curriculum frameworks, performance standards, and qualifications for educators.</p> <p>The Philippine Professional Standards for Teachers (PPST) The PPST defines teacher quality in the Philippines, outlining the increasing levels of knowledge, practice, and professional engagement expected of teachers. It is built on the NCBTS and complements reform initiatives on teacher quality</p>
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	<p>Curriculum Objectives: The Physical Education and Health curriculum in the Philippines is designed to develop physical and health literacy and 21st-century skills. It is intended to empower Filipino learners with the ability and attitude to address challenges, endure adversities, and remain optimistic.</p> <p>Key Stage Standards: At Key Stage 2 (Grades 4-6), students must exhibit basic health practices, movements, and fitness skills in order to encourage wellness. Learners at Key Stage 3 must exhibit both basic and intricate practices and movements.</p> <p>Philippine Professional Standards for Teachers (PPST): Teachers must excel in content knowledge and its integration among curriculum fields, grasp learning and</p>

		<p>teaching theories, and exercise proper pedagogy. They must also excel in Filipino and English and in communication strategies and technologies.</p> <p>Curriculum Translation: Educators interpret curriculum learning matters into relevant activity for learning rooted in best principles of teaching and learning. Teachers organize and map well-timed lessons, contextually related, and sensitive to the learners' needs with all sorts of instructional and learning materials.</p> <p>Evaluation: Teachers employ multiple evaluation tools and techniques to monitor, assess, record, and report on the needs, progress, and performance of learners. Teachers utilize data from evaluation in order to improve and inform instruction and learning as well as feed back to the learners.</p> <p>Student-Teacher Interaction: Student-teacher interaction matters in physical education. Teachers should be mindful of their interactions with students, and school administrators need to give special training to PE teachers to enrich their teaching as well as their communication skills</p>
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	<p>Content Knowledge: Pre-service and in-service PE teachers should have sound mastery of content in teaching physical education, because it is worthy to students, teachers, developers of curriculum, and the state. Mastery in the subject influences the learners to understand the knowledge they acquire.</p> <p>Pedagogical Skills: Pedagogical skills play an important role to offer quality learning to learners. This involves nurturing cooperative learning, provoking discovery, including apt assessment tools like rubrics, and maintaining the safety of the learners.</p> <p>Mastery of Skills: Mastery of the skills being instructed, as well as sports-related training and dance pedagogy, plays an important role in the teacher's teaching process of PE. Teaching PE is not merely about theory; it is about demonstrating and acquiring skills.</p> <p>Curriculum and Instruction: The teachers should satisfy the Commission on Higher Education (CHED) requirements and standards regarding curriculum and instruction. They should be capable of coming up with</p>

		<p>learning materials, planning the learning process, and assessing students' interests and competence.</p> <p>Professional Standards: Teachers should know, be able to do, and value in order to attain competence, enhance students' learning outcomes, and promote quality education. They should be aware of the need to master content knowledge and its relationships across curriculum areas, as well as learn about teaching and learning theories.</p> <p>Communication Skills: Teachers must demonstrate competence in Filipino and English to ensure the teaching and learning process, as well as demonstrate the required skills in the application of communication strategies and technologies to ensure high-quality learning results. PE teachers must be given special training courses by school administrators to improve their teaching and communication skills.</p> <p>Student-Teacher Interaction: Teachers must be respectful in dealing with students.</p>
Q7	How to develop inclusive QPETE ASEASN Standards	<p>Inclusive ASEAN QPETE Standards Development in the Philippines: A Step-by-Step Manual</p> <p>Review Existing Frameworks: Compare Philippine national policies (PPST, DepEd inclusion policies, TEDP), ASEAN QPETE guidelines, and best international practices in inclusive PE teacher education.</p> <p>Stakeholder Consultation: Meet with PE teacher educators, teachers (from varied settings), DepEd/CHED representatives, disability organizations, and students to solicit feedback regarding needs and challenges.</p> <p>Define Inclusivity: Define "inclusivity" in the Philippine context with cultural sensitivity and in terms of multiple dimensions of diversity (disability, gender, culture, socio-economic status).</p> <p>Develop Specific Standards: Develop standards for:</p> <p>Knowledge: Disability understanding, adapted PE, inclusive pedagogy, and cultural diversity.</p> <p>Skills: Assessment, adaptation, development of inclusive environments, collaboration, and communication.</p>

		<p>Dispositions: Commitment to equity, faith in all students, valuing diversity, collaboration, and reflection.</p> <p>Integrate and Assess: Re-tool the QPETE curriculum to include the new standards. Establish assessment plans to gauge knowledge, skills, and dispositions.</p> <p>Pilot and Evaluate: Pilot the standards, solicit feedback, and adjust as needed.</p> <p>Disseminate and Implement: Distribute the standards, offer training, and track implementation.</p>
Q8	How to make inclusive quality physical education standards work in each AMS	<p>Inclusive quality physical education standards can be implemented in all schools across the Philippines by implementing a series of strategies:</p> <p>Teacher Support and Training: Educate teachers on how to adapt instruction for disabled students and use supportive learning environments. Training needs to incorporate accommodations, modifications, and behavior management. The "Inclusive Education for All" program incorporates training for teachers, parents, and school administrators.</p> <p>Resource Allocation and Infrastructure: Make schools ready to accept students with disabilities, e.g., ramps and lifts for wheelchair users, Braille books, and sign language interpreters.</p> <p>Policy Implementation and Evaluation: Implement and enforce policies that promote physical activity in all young people, including those with disabilities. Government policies must promote physical activity through sport participation and active transport at schools and communities.</p> <p>Curriculum Adaptation: Focus on curriculum, instruction, and assessment to strengthen physical education. Address the connection of these instructional aspects to building active lifestyles, promoting students' health, and inculcating values and attitudes in sport and physical activities.</p> <p>Holistic Ideas for Quality Physical Education: Utilize holistic concepts for building quality physical education such as strengthening facilities, resources, and</p>

		<p>professional training. Offer extensive learning opportunities through involving co-curricular activities and after-school activities.</p> <p>Stakeholder Cooperation: Increase inter-ministerial cooperation between the national sport, education, and health ministries in order to expand the process inclusively.</p> <p>Community Involvement: Promote community programs with a focus on physical activity in children and teenagers</p>
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■ シンガポール

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	Degree or diploma holders who are certified by National Institute of Education Singapore as PE teachers.
Q2	What kind of certification would be required to be a physical education teacher in your country?	Diploma in Physical Education, or Post Graduate Diploma in Education (PE).
Q3	Do you have any national physical education teacher education standards?	Physical Education and Sport Development Framework, which sets the PE syllabues for Government schools.
Q4	Who has developed PETE standards in your country?	National Institute of Education.
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	Holding a Bachelor degree; be physically fit; able to pass PE physical fitness test before embarking training as a PE teacher.
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	Able to impart Method of Instruction to students including class management and lesson planning; understanding Principles of Games (concept and theories on pedagogy on such activities); general Health and Fitness knowledge; Fundamental Movement and Motor Skills; Injury Prevention; grasp of range of sports from dance to ball games; physiology of exercise.
Q7	How to develop inclusive QPETE ASEASN Standards	Collectively as ASEAN members to agree what we believe are the standards suitable for the ASEAN context. Once we have this agreement, we can accept this as the ASEAN standard, but not the national standard for individual countries. There should be freedom and flexibility for countries to decide on adopting the ASEAN standards either totally or partially.

Q8	How to make inclusive quality physical education standards work in each AMS	Need to be practical as different ASEAN countries have respective systems. Also need alignment between countries with education ministries and sports ministries that are not under the same roof. Currently no ASEAN regulation to say that all member countries have to abide with ASEAN sports standards. One example is the ASEAN Physical Fitness Indicator (APFI) by Thailand, which recognises an ASEAN standard but does not impose this on member countries to follow. Suggest allowing member states to adapt the PETE standard, where relevant, as a reference for their respective national standard.
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■ タイ

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	<ol style="list-style-type: none"> 1. Students who have completed a bachelor's degree in Physical Education or Sports Science can apply to become a physical education teacher through the Ministry of Education's selection process. 2. Teachers of other subjects in primary schools who are assigned to teach physical education.
Q2	What kind of certification would be required to be a physical education teacher in your country?	<ol style="list-style-type: none"> 1. Students who have completed a bachelor's degree in Physical Education can apply and test for teacher profession certification from Ministry of Education before taking a test to be a PE teacher in school held by regional education service area. 2. Students who have completed a bachelor's degree in Sports Science can apply short training program and test for teacher profession certification from Ministry of Education before taking a test to be a PE teacher in school held by regional education service area.
Q3	Do you have any national physical education teacher education standards?	Thailand does not have specific national standards for physical education teachers. However, it has adopted philosophies and concepts from the national teacher standards set by the Teacher and Educational Personnel Council.
Q4	Who has developed PETE standards in your country?	The Teacher and Educational Personnel Council under supervision of Ministry of Education.
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	<ol style="list-style-type: none"> 1. PE teachers should have knowledge of Fundamental movement skills, PE pedagogy, Recreational activities for children, Sports competitions in schools, and Developmental psychology. 2. PE teachers should have competency in personal and professional, curriculum development, learning management, learner development, innovation and

		research, information technology, and communication. 3. PE teachers should have skills in teaching with various methods, using proper materials, teaching preparation, testing and evaluating, and child-centering and participating.
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	1. PE teachers should have knowledge of Fundamental movement skills, PE pedagogy, Recreational activities for children, Sports competitions in schools, and Developmental psychology. 2. PE teachers should have competency in personal and professional, curriculum development, learning management, learner development, innovation and research, information technology, and communication. 3. PE teachers should have skills in teaching with various methods, using proper materials, teaching preparation, testing and evaluating, and child-centering and participating.
Q7	How to develop inclusive QPETE ASEASN Standards	Establishing a collaborative framework and working group.
Q8	How to make inclusive quality physical education standards work in each AMS	The Ministry of Education should support policies, training sessions, and basic infrastructures for schools, such as PE-certified teachers and proper facilities in schools.

■ ベトナム

Discussions from Day 1:		
Q1	Who are physical education teachers in your country?	Bachelor's Degree in Physical Education
Q2	What kind of certification would be required to be a physical education teacher in your country?	Bachelor's degree education or higher are qualified to teach at the primary, secondary and high school levels
Q3	Do you have any national physical education teacher education standards?	Yes, we have standards for physical education teacher. PE teachers must follow the general standard in education.
Q4	Who has developed PETE standards in your country?	Curriculum department in the MOET.
Discussions from Day 2:		
Q5	Expected competencies, knowledge and skills for a pre-service physical education teacher	Pre-service PE teacher in Vietnam should possess deep knowledge of physical education content, pedagogical expertise to teach diverse learners, practical skills to demonstrate and assess activities, interpersonal abilities rooted in cultural values, and a flexible, reflective mindset, assessment techniques, and the ability to adapt to diverse student needs, all while promoting a positive and inclusive

		learning environment. These competencies ensure they can inspire students, contribute to Vietnam’s educational goals, and thrive in a dynamic teaching environment.
Q6	Expected competencies, knowledge and skills for an in-service physical education teacher	<p>For an in-service physical education teacher in Vietnam, the expected competencies, knowledge, and skills are:</p> <ul style="list-style-type: none"> - Comprehensive grasp of physical education principles, including advanced exercise physiology, biomechanics, and sports psychology, to address diverse student needs effectively. - Stay current with Vietnam’s national PE curriculum, which emphasizes physical fitness, motor skill development, and health education. - Knowledge of injury prevention and first aid is also critical, given the active nature of their work and the need to ensure student safety. - Design and deliver engaging, differentiated lessons that cater to varying skill levels and learning styles across Vietnam’s primary, secondary, and high school settings. - Ability to integrate assessment tools—both qualitative observations and quantitative metrics—to monitor student progress and adjust instruction, accordingly, aligning with the curriculum’s focus on measurable competencies. - Proficiency in adapting activities for students with disabilities or limited resources—a frequent reality in diverse Vietnamese schools—enhances their effectiveness. - Interpersonal and professional skills. In-service teachers must collaborate with colleagues, administrators, and parents to advocate for PE’s role in student well-being, reflecting Vietnam’s communal values a on relationships. - Inspire students through motivational communication, fostering resilience and teamwork, while addressing challenges like student disinterest or parental skepticism about PE’s academic value.
Q7	How to develop inclusive QPETE ASEASN Standards	<p>Developing inclusive QPETE standards for ASEAN involves crafting a framework that prepares physical education teachers to deliver high-quality, accessible, and equitable programs across diverse cultural, economic, and geographic contexts. But it will face varied challenges like resource disparities, linguistic diversity, and differing educational priorities. The goal is to ensure all students, regardless of ability, gender, socioeconomic status, or cultural background, benefit from physical education that fosters physical literacy, health, and social skills.</p> <p>To develop inclusive quality physical education standards in ASEAN, we should focus on these issues:</p> <ul style="list-style-type: none"> - The understanding cultural diversity, creating flexible

		<p>curriculum option.</p> <ul style="list-style-type: none"> - Tailoring the specific needs and contexts of different countries. - Promoting policies that prioritize equity and inclusion in physical education delivery across the countries. - Establish core competencies for teachers, include: Design lessons that accommodate diverse learners, using differentiated instruction to support students with disabilities, language barriers, or limited prior exposure to PE; Understanding ASEAN’s multicultural landscape to incorporate local values... - Adjust standards iteratively based on data, ensuring they remain relevant amid rapid regional changes like urbanization or ASEAN integration goals.
Q8	How to make inclusive quality physical education standards work in each AMS	<p>Making inclusive Quality Physical Education (QPE) standards work in each ASEAN country requires tailoring a regional framework to the unique educational, cultural, economic, and infrastructural contexts. To make inclusive quality physical education standards work in each country, we should:</p> <ul style="list-style-type: none"> - Encourage participation: Involve all relevant stakeholders in policy development. Create opportunities for students to work together to achieve learning objectives. - Promote equity: Ensure that all students have equal access to and participate in physical education activities. Respect and value diversity. - Ensure accessibility: Remove time limits for certain activities or slow the pace down to allow for better motor control. Provide a choice of equipment so students can participate in more activities. - Create the QPE standards Standards to fit each country’s needs while preserving core principles like accessibility, student-centered learning, and teacher competency. Map each country’s PE curriculum against the ASEAN QPE framework, identifying gaps. - Teacher Training. Develop targeted, ongoing professional development programs tailored to each nation’s workforce. Partner with local universities to deliver training, ensuring it’s practical—hands-on workshops over theoretical lectures—and accessible, with mobile units or e-learning.

第3節 各国体育教師教育スタンダード案

(中列：SHAPE, 2017 を参考にしたアイデア、右列：ディスカッション後の更新)

■ ブルネイ

Country	Brunei Darussalam (Ver. 1)	Brunei Darussalam (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	1.a Describe and apply fundamental content knowledge for teaching Preschool to Year 11 physical education, considering Brunei's national curriculum and cultural values.	1.a Describe and apply fundamental content knowledge for teaching Preschool to Year 11 physical education, considering Brunei's national curriculum and cultural values.
Standard 1. Content and Foundational Knowledge (2)	1.b Describe and apply specialised content knowledge for teaching Preschool to Year 11 physical education, integrating traditional Bruneian games and modern sports.	1.b Describe and apply specialised content knowledge for teaching Preschool to Year 11 physical education, integrating traditional Bruneian games and modern sports.
Standard 1. Content and Foundational Knowledge (3)	1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness for Preschool to Year 11 students, promoting lifelong health and well-being.	1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness for Preschool to Year 11 students, promoting lifelong health and well-being.
Standard 1. Content and Foundational Knowledge (4)	1.d Describe and apply motor learning, behavior-change, and psychological principles to enhance students' skillful movement, physical activity, and fitness in alignment with Brunei's health and education goals.	1.d Describe and apply motor learning, behavior-change, and psychological principles to enhance students' skillful movement, physical activity, and fitness in alignment with Brunei's health and education goals.
Standard 2		
Standard 2. Skillfulness and Health-Related Fitness (1)	2.a Demonstrate competency in Fundamental Movement Skills such as locomotor (e.g., running, jumping, skipping), non-locomotor (e.g., balancing, twisting, bending), and manipulative skills (e.g.,	2.a Demonstrate competency in Fundamental Movement Skills such as locomotor (e.g., running, jumping, skipping), non-locomotor (e.g., balancing, twisting, bending), and manipulative skills (e.g.,

	throwing, catching, kicking). They will apply these skills effectively across various physical education content areas, including games and sports, aquatics, rhythmic activities, fitness activities, outdoor pursuits, and individual-performance activities. Candidates will also incorporate Brunei's traditional games and activities to enhance cultural relevance.	throwing, catching, kicking). They will apply these skills effectively across various physical education content areas, including games and sports, aquatics, rhythmic activities, fitness activities, outdoor pursuits, and individual-performance activities. Candidates will also incorporate Brunei's traditional games and activities to enhance cultural relevance.
Standard 2. Skillfulness and Health-Related Fitness (2)	2.b Apply skillful performance across different physical activities and showcase appropriate techniques, strategies, and adaptations needed to accommodate students of varying abilities while fostering an inclusive and engaging learning environment.	2.b Apply skillful performance across different physical activities and showcase appropriate techniques, strategies, and adaptations needed to accommodate students of varying abilities while fostering an inclusive and engaging learning environment.
Standard 2. Skillfulness and Health-Related Fitness (3)	2.c Achieve and maintain a health-enhancing level of fitness throughout the program, serving as role models for active and healthy living in Brunei's education system.	2.c Achieve and maintain a health-enhancing level of fitness throughout the program, serving as role models for active and healthy living in Brunei's education system.
Standard 2. Skillfulness and Health-Related Fitness (4)		
Standard 3		
Standard 3. Planning and Implementation (1)	3.a Construct and design detailed lesson plans that include measurable, developmentally appropriate, and performance-based objectives, aligned with Brunei's national curriculum and physical education goals.	3.a Construct and design detailed lesson plans that include measurable, developmentally appropriate, and performance-based objectives, aligned with Brunei's national curriculum and physical education goals.
Standard 3. Planning and Implementation (2)	3.b Structure lesson plans with progressive and sequential content, ensuring that each interval of instruction builds upon previous learning and	3.b Structure lesson plans with progressive and sequential content, ensuring that each interval of instruction builds upon previous learning and

	addresses the diverse needs of all students.	addresses the diverse needs of all students.
Standard 3. Planning and Implementation (3)	3.c Plan for and manage resources within each teaching interval to provide active, fair, and equitable learning experiences that promote student engagement and participation.	3.c Plan for and manage resources within each teaching interval to provide active, fair, and equitable learning experiences that promote student engagement and participation.
Standard 3. Planning and Implementation (4)	3.d Develop individualized instructional strategies within the lesson plan framework, incorporating accommodations and modifications to support diverse student needs at each stage of learning.	3.d Develop individualized instructional strategies within the lesson plan framework, incorporating accommodations and modifications to support diverse student needs at each stage of learning.
Standard 4		
Standard 4. Instructional Delivery and Management (1)	4a. Demonstrate verbal and nonverbal communication skills that are culturally appropriate and adapted to students' developmental levels and abilities, ensuring clear and respectful interactions in all learning experiences.	4a. Demonstrate verbal and nonverbal communication skills that are culturally appropriate and adapted to students' developmental levels and abilities, ensuring clear and respectful interactions in all learning experiences.
Standard 4. Instructional Delivery and Management (2)	4.b Implement demonstrations, explanations, and instructional cues that align with learning objectives while using language and teaching strategies suited to the students' understanding and capabilities.	4.b Implement demonstrations, explanations, and instructional cues that align with learning objectives while using language and teaching strategies suited to the students' understanding and capabilities.
Standard 4. Instructional Delivery and Management (3)	4.c Continuously assess and adjust instructional approaches based on the evolving learning environment, modifying tasks and explanations to match students' needs and comprehension levels.	4.c Continuously assess and adjust instructional approaches based on the evolving learning environment, modifying tasks and explanations to match students' needs and comprehension levels.
Standard 4. Instructional Delivery and Management (4)	4.d Establish structured transitions, routines, and positive behavior management strategies that reflect Brunei's cultural and	4.d Establish structured transitions, routines, and positive behavior management strategies that reflect Brunei's

	educational values, ensuring a safe, supportive, and engaging physical education environment.	cultural and educational values, ensuring a safe, supportive, and engaging physical education environment.
Standard 5		
Standard 5. Assessment of Student Learning (1)	5a. Select or create authentic, formal assessments that accurately measure student achievement of short- and long-term objectives, with modifications made to accommodate students with diverse abilities and learning needs.	5a. Select or create authentic, formal assessments that accurately measure student achievement of short- and long-term objectives, with modifications made to accommodate students with diverse abilities and learning needs.
Standard 5. Assessment of Student Learning (2)	5.b Implement formative assessments throughout the instructional process to monitor student learning before and during the long-term plan, and summative assessments at the end of the plan to evaluate overall student progress, incorporating differentiated criteria for students at varying levels.	5.b Implement formative assessments throughout the instructional process to monitor student learning before and during the long-term plan, and summative assessments at the end of the plan to evaluate overall student progress, incorporating differentiated criteria for students at varying levels.
Standard 5. Assessment of Student Learning (3)	5.c Implement a reflective cycle to guide decision-making, continuously adapting the curriculum, teaching methods, and assessments to accommodate the diverse abilities of students and meet the objectives of the modified curriculum, ensuring equitable learning opportunities for all.	5.c Implement a reflective cycle to guide decision-making, continuously adapting the curriculum, teaching methods, and assessments to accommodate the diverse abilities of students and meet the objectives of the modified curriculum, ensuring equitable learning opportunities for all.
Standard 5. Assessment of Student Learning (4)		
Standard 6		
Standard 6. Professional Responsibility (1)	6a. Engage in behaviour that reflects to a code of conduct that meets the standards for civil servants and teachers, showing	6a. Engage un behaviour that reflects to a code of conduct that meets the standards for civil servants and teachers, showing

	professionalism and education values.	professionalism and education values.
Standard 5. Assessment of Student LStandard 6. Professional Responsibility (2)	6.b Engage in professional growth through collaboration with colleagues and participation in schools and/or professional organisations.	6.b Engage in professional growth through collaboration with colleagues and participation in schools and/or professional organisations.
Standard 6. Professional Responsibility (3)	6.c Describe strategies, including the use of technology, to promote and advocate physical education and expand physical activity.	6.c Describe strategies, including the use of technology, to promote and advocate physical education and expand physical activity.
Standard 6. Professional Responsibility (4)		

■ カンボジア

Country	Cambodia (Ver. 1)	Cambodia (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	1.a Describe and apply common content and specialised content knowledge for teaching Physical Education to all students including students with special needs in Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.	1.a Describe and apply content knowledge for teaching Physical Education to all students including students with special needs in Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.
Standard 1. Content and Foundational Knowledge (2)	1.b Describe and apply concepts on sport anatomy, physiology, and sport and exercise biomechanic related to skillful movement, physical activity and physical fitness for students in Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.	1.b Describe and apply concepts on sport anatomy, physiology, and sport and exercise biomechanic related to skillful movement, physical activity and physical fitness for students in Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.
Standard 1. Content and Foundational Knowledge (3)	1.c Describe and apply motor learning and behaviour-change/psychological principles as well as motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and	1.c Describe and apply principles and theory related to fundamental motor skills development, psychomotor development, skillful movement, physical activity and physical fitness for teaching students in

	physical fitness for students in in Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.	Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.
Standard 1. Content and Foundational Knowledge (4)	1.d Describe the historical, philosophical and social perspectives of physical education issues and legislation.	1.d Describe the historical, philosophical and social perspectives of physical education issues and legislation and update content knowledge from time to time.
Standard 2		
Standard 2. Skillfulness and Health-Related Fitness (1)	Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of 10 physical education content areas (e.g., recreation, athletics, gymnastics, physical fitness, ball games, rhythm exercise, swimming, traditional and international sports, new sports).	2.b Demonstrate competency in skillful performance in the content area in sport injury, hygiene and first-aid skill and in physical education and health
Standard 2. Skillfulness and Health-Related Fitness (2)	2.b Demonstrate competency in skillful performance in the content area in sport injury, hygiene and first-aid skill and in physical education and health	2.c Demonstrate competency in skillful performance in doing physical fitness test to the students based on the PE curriculum in Primary, Lower-Secondary, and Upper-Secondary Schools.
Standard 2. Skillfulness and Health-Related Fitness (3)	2.c Demonstrate competency in skillful performance in doing physical fitness test to the students based on the PE curriculum in Primary, Lower-Secondary, and Upper-Secondary Schools.	2.d Achieve and maintain a lifelong health-enhancing level of physical fitness and teaching students to maintain good physical fitness throughout their lives.
Standard 2. Skillfulness and Health-Related Fitness (4)	2.d Achieve and maintain a health-enhancing level of physical fitness throughout the program.	Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of 8 physical education content areas (e.g. athletics, gymnastics, physical fitness, ball games, rhythm exercise, swimming, traditional sports).
Standard 3		

Standard 3. Planning and Implementation (1)	3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with the the students' learning outcomes in the B.A's Program in Physical Education and students' learning outcomes of PE curriculum in Primary, Lower-Secondary, and Upper Secondary schools.	3.a Plan and implement yearly plan, timetable, unit plan, and lesson plan with clear, measurable, and performance-based objectives to conduct quality PE classes to achieve the objectives which are stated in the National PE curriculum in Primary, Lower-Secondary, and Upper-Secondary schools.
Standard 3. Planning and Implementation (2)	3.b Plan and implement progressive, sequential, and inclusive content that align with short- and long-term plan objectives that addresses the diverse needs of all students, with individualised instruction planning and implementation for their needs, adding specific recommendations and/or modifications for all of them.	3.b Plan and implement progressive, sequential, and inclusive teaching content that aligns with the lesson plan's objectives, with flexible and inclusive teaching methodologies to meet the different needs of all students including students with special needs and to ensure that they all attain attitude, knowledge, skill, and cooperation at the end of each lesson.
Standard 3. Planning and Implementation (3)	3.c Plan for and manage resources to provide active, fair and equitable learning experiences.	3.c Plan for, create, and manage teaching and learning resources which include ICT in teaching and learning to provide active, fair, equitable, enjoyable, and inclusive learning experiences to all students under different schools' circumstances.
Standard 3. Planning and Implementation (4)	3.d Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s) and engage them in using metacognitive strategies appropriately to analyse their own performance results.	3.d Plan and implement learning experiences that require students to use technology appropriately to achieve one or more short- and long-term plan objective(s) and engage them in using metacognitive strategies appropriately to analyze their own performance
Standard 4		

Standard 4. Instructional Delivery and Management (1)	4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	4.a Demonstrate clear verbal and nonverbal communication skills appropriately to the students' learning ability and that convey respect across all learning experiences.
Standard 4. Instructional Delivery and Management (2)	4.b Implement demonstrations, explanations and instructional cues aligned with short- and long-term plan objectives and implement good transitions, routines and positive behaviour management throughout the PE lesson to create and maintain a safe, supportive, engaging, and inclusive learning environment for all students.	4.b Implement correct teaching demonstrations, explanation, and instructions aligned with the lesson objectives and implement good classroom management skills throughout the PE lesson to create and maintain a safe, supportive, engaging, and inclusive learning environment for all students.
Standard 4. Instructional Delivery and Management (3)	4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.	4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
Standard 4. Instructional Delivery and Management (4)	4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.	4.d Analyze motor skills and performance of the students through different methods (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
Standard 5		
Standard 5. Assessment of Student Learning (1)	5.a Select or create authentic formal assessments that measure students' attainment of short and long-term objectives.	5.a Select or create authentic formal assessments that measure students' attainment of short and long-term objectives.
Standard 5. Assessment of Student Learning (2)	5.b Implement formative assessments that monitor students' learning at the beginning of the year and throughout the academic year (monthly exam and semester exam), as well as summative assessments that evaluate students' learning at the end of the academic year.	5.b Implement formative assessments that monitor students' learning at the beginning and throughout the academic year, as well as summative assessments at the end of the academic year

Standard 5. Assessment of Student Learning (3)	5.c Lead the students to do peer assessment after each PE lesson throughout the academic year.	5.c Lead the students to do peer assessment after each PE lesson and provide constructive feedback on each other.
Standard 5. Assessment of Student Learning (4)	5.d Implement a reflective cycle to guide decision-making specifically to candidates' performance, students' learning, and short- and long-term plan objectives.	5.d Implement self reflection on teaching regularly to identify strength and weakness which provides guidance for decision-making specifically to teachers' performance, students' learning, and short and long-term plan objectives.
Standard 6		
Standard 6. Professional Responsibility (1)	6.a Engage in behaviour that reflects professional ethics, practice and cultural competence.	6.a Engage in behaviour that reflects professional ethics, practice and cultural competence.
Standard 5. Assessment of Student Learning Standard 6. Professional Responsibility (2)	6.b Engage in continued professional growth and collaboration in schools and/or professional organisations.	6.b Engage in continuous professional development and collaboration in schools, community, professional organisations, and other stakeholders.
Standard 6. Professional Responsibility (3)	6.c Develop PE teaching and learning materials under limited resources and circumstances in their own school context and getting all students to play sports as extra-curricular activities.	6.c Initiate ideas and lead the students to organize annual school event related to PE activities; for example, Physical Education Day, and invite the students' parents and the community to come to the event.
Standard 6. Professional Responsibility (4)	6.d Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities	6.d Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities

■ インドネシア

Country	INDONESIA (Ver. 1)	Indonesia (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	1.a. Understand and apply the teaching content of primary to secondary physical education.	1.a. Understand and apply the teaching content of primary to secondary physical education.
Standard 1. Content and Foundational Knowledge (2)	1.b. Understand motor learning theory according to the learners' education level.	1.b. Understand motor learning theory according to the learners' education level.
Standard 1. Content and Foundational Knowledge (3)	1.c. Describe the concept of physical literacy and integrate it in the learning process of physical education at primary to secondary levels.	1.c. Describe the concept of physical literacy and integrate it in the learning process of physical education at primary to secondary levels.
Standard 1. Content and Foundational Knowledge (4)	1.d. Create learning that accommodates the needs of learners according to the diversity of learners. 1.e. Facilitate meaningful physical education learning by accommodating learners' choices and voices. 1.f. Possess philosophical values in physical education teaching that form the basis for the implementation of physical education teaching.	1.d. Create learning that accommodates the needs of learners according to the diversity of learners. 1.e. Facilitate meaningful physical education learning by accommodating learners' choices, voices, and student's agency. 1.f. Possess philosophical values in physical education teaching that form the basis for the implementation of physical education teaching.
Standard 2		
Standard 2. Skillfulness and Health-Related Fitness (1)	2.a. Demonstration of various motor skills, starting from fundamental motor skills to more specific skills.	2.a. Demonstration of various motor skills, starting from fundamental motor skills to more specific skills.
Standard 2. Skillfulness and Health-Related Fitness (2)	2.b. Physically fit and able to engage the school community through before or after school programs to optimize the fitness quality of learners.	2.b. Physically fit and able to engage the school community through before or after school programs to optimize the fitness quality of learners.
Standard 2. Skillfulness and Health-Related Fitness (3)		

Standard 2. Skillfulness and Health-Related Fitness (4)		
Standard 3		
Standard 3. Planning and Implementation (1)	3.a. Understand the content of the physical education curriculum and its learning outcomes. 3.b. Capable of designing learning starting with analyzing objectives, how to assess objectives, and planning learning to achieve learning objectives (backward design).	3.a. Understand the content of the physical education curriculum and its learning outcomes. 3.b. Capable of designing learning starting with analyzing objectives, how to assess objectives, and planning learning to achieve learning objectives (backward design).
Standard 3. Planning and Implementation (2)	3.c. plan and implement learning according to the development and characteristics of students at primary and secondary education levels. 3.d. Reflecting independently on the process and results of the planning and implementation of learning, and capable of improving learning planning.	3.c. Plan and implement learning according to the development and characteristics of students at primary and secondary education levels. 3.d. Reflecting independently on the process and results of the planning and implementation of learning, and capable of improving learning planning.
Standard 3. Planning and Implementation (3)	3.e. integrating the use of learning tools and technology for learning effectiveness.	3.e. Integrating the use of learning tools and technology for learning effectiveness.
Standard 3. Planning and Implementation (4)	3.f. Optimizing the existing learning resources, including natural resources that can support physical education learning (asset-based thinking).	3.f. Optimizing the existing learning resources, including natural resources that can support physical education learning (asset-based thinking).
Standard 4		
Standard 4. Instructional Delivery and Management (1)	4.a. Using instructional models or learning methods that are appropriate to the learning objectives, content, and learner characteristics.	4.a. Using instructional models or learning methods that are appropriate to the learning objectives, content, and learner characteristics.
Standard 4. Instructional Delivery and Management (2)	4.b. Conduct learning that accommodates social justice and meaningfulness.	4.b. Conduct learning that accommodates, inclusivity, social justice, and meaningfulness.

Standard 4. Instructional Delivery and Management (3)	4.c. Providing learning feedback, including general and specific feedback to improve the quality of student learning (skill, cognitive, social, and affective).	4.c. Providing learning feedback, including general and specific feedback to improve the quality of student learning (skill, cognitive, social, and affective).
Standard 4. Instructional Delivery and Management (4)	4.d. Assertive and respectful communication with students. 4.e. Create and maintain a safe and supportive physical education learning environment for students.	4.d. Assertive, supportive, and respectful communication with students. 4.e. Create and maintain a safe and supportive physical education learning environment for students.
Standard 5		
Standard 5. Assessment of Student Learning (1)	5.a. understand the purpose of assessment and use Assessment as Learning, Assessment of learning, and Assessment for learning correctly.	5.a. understand the purpose of assessment and use Assessment as Learning (AaL), Assessment of learning (AoL), and Assessment for learning (AfL) correctly.
Standard 5. Assessment of Student Learning (2)	5.b. Improve teaching implementation based on assessment results.	5.b. Improve teaching implementation based on assessment results.
Standard 5. Assessment of Student Learning (3)	5.c Use assessment for skill, knowledge, social, and affective domains correctly. The assessment for adaptive and non-adaptive students.	5.c Use assessment for skill, knowledge, social, and affective domains correctly. The assesment for adaptive and non-adaptive student.
Standard 5. Assessment of Student Learning (4)		
Standard 6		
Standard 6. Professional Responsibility (1)	6.a. Physical education teacher candidates have professional responsibility in accordance with ethics and culture in the educational environment.	6.a. Physical education teacher candidates have professional responsibility in accordance with ethics and culture in the educational environment.
Standard 5. Assessment of Student LStandard 6. Professional Responsibility (2)	6.b. Motivated to join and be actively involved in teacher learning communities and actively involved in building collaborations with fellow teachers, parents and the community.	6.b. Motivated to join and be actively involved in teacher learning communities and actively involved in building collaborations with fellow teachers, parents and the community.

Standard 6. Professional Responsibility (3)	6.c. Demonstrate good social skills and a positive self-image as a physical education teacher.	6.c. Demonstrate good social skills and a positive self-image as a physical education teacher.
Standard 6. Professional Responsibility (4)		

■ ラオス

Country	Laos (Ver. 1)	Laos PDR (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	.a Describe and apply common content knowledge for teaching preK-12 physical education	PE teacher should Describe and apply common content knowledge for teaching preK-12 physical education subject
Standard 1. Content and Foundational Knowledge (2)	1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.	1.c PE should Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for students
Standard 1. Content and Foundational Knowledge (3)	1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.	1.f PE teacher should Describe the historical, philosophical and social perspectives of physical education issues and legislation.
Standard 1. Content and Foundational Knowledge (4)	1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.	f Describe the historical, philosophical and social perspectives of physical education issues and legislation.
Standard 2		
Standard 2. Skillfulness and Health-Related Fitness (1)	2.b Achieve and maintain a health-enhancing level of fitness throughout the program.	3.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.
Standard 2. Skillfulness and Health-Related Fitness (2)	3.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.	3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

Standard 2. Skillfulness and Health-Related Fitness (3)	3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.	3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
Standard 2. Skillfulness and Health-Related Fitness (4)	3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.	
Standard 3		
Standard 3. Planning and Implementation (1)	3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K12 Physical Education.	3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America 寰互 National Standards and Grade-Level Outcomes for K12 Physical Education.
Standard 3. Planning and Implementation (2)	e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s)	e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s)
Standard 3. Planning and Implementation (3)	3.c Plan for and manage resources to provide active, fair and equitable learning experiences.	3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
Standard 3. Planning and Implementation (4)	3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.	3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
Standard 4		
Standard 4. Instructional Delivery and Management (1)	Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

Standard 4. Instructional Delivery and Management (2)	Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.	Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
Standard 4. Instructional Delivery and Management (3)	Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.	Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
Standard 4. Instructional Delivery and Management (4)	d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.	d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
Standard 5		
Standard 5. Assessment of Student Learning (1)	.a Select or create authentic, formal assessments that measure student attainment of shortand long-term objectives.	.a Select or create authentic, formal assessments that measure student attainment of shortand long-term objectives.
Standard 5. Assessment of Student Learning (2)	Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan	Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan
Standard 5. Assessment of Student Learning (3)	Engage in behavior that reflects professional ethics, practice and cultural competence.	Engage in behavior that reflects professional ethics, practice and cultural competence.
Standard 5. Assessment of Student Learning (4)	Engage in continued professional growth and collaboration in schools and/or professional organizations	Engage in continued professional growth and collaboration in schools and/or professional organizations
Standard 6		
Standard 6. Professional Responsibility (1)	Engage in behavior that reflects professional ethics, practice and cultural competence.	Engage in behavior that reflects professional ethics, practice and cultural competence.
Standard 5. Assessment of Student Learning (2) Standard 6.	Engage in continued professional growth and collaboration in	Engage in continued professional growth and

Professional Responsibility (2)	schools and/or professional organizations.	collaboration in schools and/or professional organizations.
Standard 6. Professional Responsibility (3)	Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities	Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities
Standard 6. Professional Responsibility (4)	They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development;	They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development;

■ マレーシア

Country	Malaysia (Ver, 1)	Malaysia (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	Understanding and embracing the philosophy of education.	Understanding and embracing the philosophy of education, educational policies and their implications on teaching and learning, the curriculum and cocurricular implementation.
Standard 1. Content and Foundational Knowledge (2)	Understanding educational policies and their implications on teaching and learning.	Describe and apply common content knowledge for teaching physical education.
Standard 1. Content and Foundational Knowledge (3)	Understanding the curriculum and cocurricular implementation.	Describe and apply specialised content knowledge for teaching physical education.
Standard 1. Content and Foundational Knowledge (4)	Updating Knowledge from Time to Time Based on Current Trends and Developments in Education.	Describe and apply physiological and biomechanical concepts related to: 1) skillful movement, physical activity and fitness; 2) motor learning and behaviour-change/psychological principles; 3) motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness.
Standard 2		

Standard 2. Skillfulness and Health-Related Fitness (1)	Subject Knowledge and Technique - understanding of various sports, exercises and physical activities.	Personal Fitness - portraying an active and healthy lifestyle, leading by example, and inspiring pupils to value physical activity and well-being.
Standard 2. Skillfulness and Health-Related Fitness (2)	Motivation & Engagement: Skillful teachers can also foster a positive environment that motivates pupils to be active. Creating fun, inclusive, and safe activities that inspire pupils to engage in physical activity.	
Standard 2. Skillfulness and Health-Related Fitness (3)	Personal Fitness - PE teachers to lead by example.	
Standard 2. Skillfulness and Health-Related Fitness (4)	Teaching Methods: Skillful PE teachers can adapt their teaching style to meet the needs of diverse pupils.	Demonstrate competency in all fundamental motor skills - Subject Knowledge and Technique ; Motivation and Engagement
Standard 3		
Standard 3. Planning and Implementation (1)	Effective Planning - designing lessons that are aligned with educational goals, promoting skill development and ensuring inclusivity for all pupils. Knowledgeable in the Pedagogy of PE Content	Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with the national curriculum.
Standard 3. Planning and Implementation (2)	Implementation - executes the lesson plans and actively engages with students. This is when the teaching strategies, assessment methods, and student engagement techniques come into play.	Plan and implement individualised instruction for diverse student needs, adding specific accommodations and/or modifications for all pupils.
Standard 3. Planning and Implementation (3)	Acquiring Implementation Stages such as Instructional Strategies, Classroom Management, Adaptation and Flexibility according to the level of the students, Students' Assessment, Inclusivity and Support, and Reflection.	Plan for and manage resources to provide active, fair and equitable learning experiences..
Standard 3. Planning and Implementation (4)	Demonstrate safety protocols in teaching PE. Utilizing knowledge based on diverse educational	Plan to build networks with parents/guardians and the

	sources and research-based knowledge	community to support pupils in teaching and learning process.
Standard 4		
Standard 4. Instructional Delivery and Management (1)	Identifying the needs and potential of pupils for effective learning.	Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
Standard 4. Instructional Delivery and Management (2)	Appreciating the uniqueness of every pupil.	Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
Standard 4. Instructional Delivery and Management (3)	Implementing effective teaching and learning towards meaningful learning.	Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance pupil learning.
Standard 4. Instructional Delivery and Management (4)	Creating a conducive learning environment (ecosystem).	Implement transitions, routines and positive behaviour management to create and maintain a safe, supportive and engaging learning environment.
Standard 5		
Standard 5. Assessment of Student Learning (1)	Planning suitable methods for learning assessment.	Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
Standard 5. Assessment of Student Learning (2)	Implementing appropriate assessments.	Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
Standard 5. Assessment of Student Learning (3)	Evaluating and monitoring the pupils' progress to provide suitable guidance.	Implement a reflective cycle to guide decision-making specific to candidate performance,

		student learning, and short- and long-term plan objectives.
Standard 5. Assessment of Student Learning (4)	Using assessment results to do decision making (Data Driven Decision Making).	
Standard 6		
Standard 6. Professional Responsibility (1)	Practicing ethical teaching principles.	Practicing ethical teaching principles.
Standard 5. Assessment of Student Learning Standard 6. Professional Responsibility (2)	Practising Continuous Improvement and Self-Reflection.	Engage in continued professional growth and collaboration in schools and/or professional organizations.
Standard 6. Professional Responsibility (3)	Practicing Humanistic Leadership in Education.	Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities
Standard 6. Professional Responsibility (4)	Engaging the Community to Support Pupils.	

■ ミャンマー

Country	Myanmar (Ver. 1)	Myanmar (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	Teaching Method	Understanding and embracing the method of Physical Education and sport..
Standard 1. Content and Foundational Knowledge (2)	Basic sport Knowledge	Understand and apply knowledge of fundamental movement across various age group.
Standard 1. Content and Foundational Knowledge (3)	Child psychology	Align the PE syllabus to the wide national curriculum.
Standard 1. Content and Foundational Knowledge (4)		Updating Knowledge from Time to Time Based on Current Trends and Development in Education.
Standard 2		

Standard 2. Skillfulness and Health-Related Fitness (1)	Physical Fitness Test	Subject Knowledge and Technique understanding of various sports, exercises and physical activities.
Standard 2. Skillfulness and Health-Related Fitness (2)	Can be play one event of sport	Application of Physical Education as a lifelong contributory component to an individual health and fitness journey.
Standard 2. Skillfulness and Health-Related Fitness (3)	Fit certificate for health	Teaching Method Skillful PE teachers can adept their teaching style to meet the needs of diverse pupils.
Standard 2. Skillfulness and Health-Related Fitness (4)		
Standard 3		
Standard 3. Planning and Implementation (1)	physical education teacher training course	Undergo modules related Theory and Practical on classroom and lesson management.
Standard 3. Planning and Implementation (2)	PE and Specialized sport event refresher course	Develop competencies in integrating classroom applications with outdoor activity experience to created a enjoyable environment.
Standard 3. Planning and Implementation (3)	Fill up the infrastructure. eg, football field, gymnastic.....	To fulfill short and long term plan objectives and addresses the diverse needs of students.
Standard 3. Planning and Implementation (4)		
Standard 4		
Standard 4. Instructional Delivery and Management (1)	national task force	Identifying the need and potential of pupils for effective learning.
Standard 4. Instructional Delivery and Management (2)	ministry of education	Appreciation of the uniqueness of every people.
Standard 4. Instructional Delivery and Management (3)	department of basic education	Implementing the effective teaching and learning towards meaningful learning.

Standard 4. Instructional Delivery and Management (4)	Education office of all region and state	
Standard 5		
Standard 5. Assessment of Student Learning (1)	chapter end test	Planning suitable methods for learning assessment.
Standard 5. Assessment of Student Learning (2)	monthly Test	Implementing appropriate assessment.
Standard 5. Assessment of Student Learning (3)	half year end test	Evaluating and monitoring the pupils progress to provide suitable guidance.
Standard 5. Assessment of Student Learning (4)	year end test	
Standard 6		
Standard 6. Professional Responsibility (1)	curriculum, basic sport, school health	Practicing ethical teaching principles.
Standard 5. Assessment of Student Learning Standard 6. Professional Responsibility (2)	Grouping by PE knowledge and physical, mental development	Practicing continuous improvement and self-reflection.
Standard 6. Professional Responsibility (3)		Practicing Humanistic Leadership in Education.
Standard 6. Professional Responsibility (4)		Engaging the Community to support pupils.

■ フィリピン

Country	PHILIPPINES (Ver. 1)	Philippines (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	Apply knowledge of content within and across curriculum teaching areas.	Apply knowledge of content within and across curriculum teaching areas.
Standard 1. Content and Foundational Knowledge (2)	Used research-based knowledge and principles of teaching and learning to enhance professional practice.	Used research-based knowledge and principles of teaching and learning to enhance professional practice.
Standard 1. Content and Foundational Knowledge (3)	Explain ʹ • and apply physiological and biomechanical concepts related to skillful	Apply physiological and concepts related to skillful movement, physical activity, and

	movement, physical activity, and fitness, tailored for students from pre-kindergarten through grade 12	fitness, tailored for students from pre-kindergarten through grade 12
Standard 1. Content and Foundational Knowledge (4)	Integrate the five learning strands of the K to 12 Physical Education curriculum (body management, movement skills, games and sports, rhythms and dances, and physical fitness) into lesson planning and delivery.	Integrate the five learning strands of the K to 12 Physical Education curriculum (body management, movement skills, games and sports, rhythms and dances, and physical fitness) into lesson planning and delivery.
Standard 2		
Standard 2. Skillfulness and Health-Related Fitness (1)	Demonstrate the integration of various activities like games, sports, rhythms, and dance to enhance students' skill development and improve their health-related fitness, promoting active participation and lifelong fitness habits.	Demonstrate the integration of various activities like games, sports, rhythms, and dance to enhance students' skill development and improve their health-related fitness, promoting active participation and lifelong fitness habits.
Standard 2. Skillfulness and Health-Related Fitness (2)	Demonstrate an understanding of the benefits of physical activity on physical and mental health.	Demonstrate an understanding of the benefits of physical activity on physical and mental health.
Standard 2. Skillfulness and Health-Related Fitness (3)		
Standard 2. Skillfulness and Health-Related Fitness (4)		
Standard 3		
Standard 3. Planning and Implementation (1)	Plan and implement developmentally appropriate physical education lessons aligned with the K-12 curriculum, demonstrating a clear understanding of learning	Plan and implement developmentally appropriate physical education lessons aligned with the K-12 curriculum, demonstrating a clear understanding of learning

	objectives and assessment strategies.	objectives and assessment strategies.
Standard 3. Planning and Implementation (2)	Plans, manages and implements developmentally sequences teaching and learning processes to meet curriculum requirements and varied teaching contexts	Plans, manages and implements developmentally sequences teaching and learning processes to meet curriculum requirements and varied teaching contexts
Standard 3. Planning and Implementation (3)	Plan and apply effective teaching strategies that enhance student engagement and positive learning outcomes in physical education	Plan and apply effective teaching strategies that enhance student engagement and positive learning outcomes in physical education
Standard 3. Planning and Implementation (4)	Select, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals	Select, develops, organizes, and uses appropriate teaching and learning resources, including technologies, to address learning goals.
Standard 4		
Standard 4. Instructional Delivery and Management (1)	Apply wide range of effective verbal and non-verbal classroom communication strategies to support learning understanding, participation, engagement, and achievement across all learning experiences.	Apply wide range of effective verbal and non-verbal classroom communication strategies to support learning understanding, participation, engagement, and achievement across all learning experiences.
Standard 4. Instructional Delivery and Management (2)	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.
Standard 4. Instructional Delivery and Management (3)	Give congruent feedback on learner's performance through multiple means.	Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
Standard 4. Instructional Delivery and Management (4)		
Standard 5		

Standard 5. Assessment of Student Learning (1)	Create an assessment tool that can measure learners attainment of short and long-term objectives.	Create an assessment tool that can measure learners attainment of short and long-term objectives.
Standard 5. Assessment of Student Learning (2)	Implement assessment tool that monitor learners' achievement and knowledge regarding skills and knowledge though	Implement assessment tool that monitor learners' achievement and knowledge regarding skills and knowledge taught
Standard 5. Assessment of Student Learning (3)	Analyze the result of the assessment tool to decide next step acquiring knowledge and skills.	Evaluate and reflect on learners ' result on assessment.
Standard 5. Assessment of Student Learning (4)		Analyze the result of the assessment tool to decide next step acquiring knowledge and skills.
Standard 6		
Standard 6. Professional Responsibility (1)	Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers	Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers
Standard 5. Assessment of Student Learning Standard 6. Professional Responsibility (2)	Participating in workshops, seminars, and training programs to enhance teaching skills and stay updated on best practices in physical education.	Participating in workshops, seminars, and training programs to enhance teaching skills and stay updated on best practices in physical education.
Standard 6. Professional Responsibility (3)	Promoting the importance of physical education through community events and school programs to encourage lifelong engagement in physical activities.	Promoting the importance of physical education through community events and school programs to encourage lifelong engagement in physical activities.
Standard 6. Professional Responsibility (4)		

■ シンガポール

Country	Singapore (Ver. 1)	Singapore (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	Undergo curriculum on Introduction to Physical Education and Sport to build background domain knowledge	Undergo curriculum on Introduction to Physical Education and Sport to build background domain knowledge
Standard 1. Content and Foundational Knowledge (2)	Understand the context of the basis of PE and how it complements the wider education development of students against other academic subjects	Understand the context of the basis of PE and how it complements the wider education development of students against other academic subjects
Standard 1. Content and Foundational Knowledge (3)	Align the PE syllabus to the wider national curriculum philosophy	Align the PE syllabus to the wider national curriculum philosophy
Standard 1. Content and Foundational Knowledge (4)	Support enactment of the PE philosophy consisting of the following goals: (1) movement competence; (2) healthy lifestyle practices; (3) safety mindset; (4) core values e.g. sportsmanship, mutual respect, resilience; and (5) enjoyment of lessons.	Support enactment of the PE philosophy consisting of the following goals: (1) movement competence; (2) healthy lifestyle practices; (3) safety mindset; (4) core values e.g. sportsmanship, mutual respect, resilience; and (5) enjoyment of lessons.
Standard 2		
Standard 2. Skillfulness and Health-Related Fitness (1)	Deepen understanding of Principles of Games, and the contributory factors of PE to overall fitness and health	Deepen understanding of Principles of Games, and the contributory factors of PE to overall fitness and health
Standard 2. Skillfulness and Health-Related Fitness (2)	Demonstrate competent grasp and application of principles pertaining to the design of sports/game programmes	Demonstrate competent grasp and application of principles pertaining to the design of sports/game programmes
Standard 2. Skillfulness and Health-Related Fitness (3)	Application of PE as a lifelong contributory component to an individual's health and fitness journey	Application of PE as a lifelong contributory component to an individual's health and fitness journey
Standard 2. Skillfulness and Health-Related Fitness (4)		Option 1

Standard 3		
Standard 3. Planning and Implementation (1)	Undergo modules related to Theory and Practice in Outdoor Education as well as on-the-job practicals on classroom and lesson management	Undergo modules related to Theory and Practice in Outdoor Education as well as on-the-job practicals on classroom and lesson management
Standard 3. Planning and Implementation (2)	Develop competencies in integrating classroom applications with outdoor activity experience to create a lasting and enjoyable experiential learning environment	Develop competencies in integrating classroom applications with outdoor activity experience to create a lasting and enjoyable experiential learning environment
Standard 3. Planning and Implementation (3)	Plan and implement progressive content to fulfil short- and long-term plan objectives and addresses the diverse needs of students	Plan and implement progressive content to fulfil short- and long-term plan objectives and addresses the diverse needs of students
Standard 3. Planning and Implementation (4)	Understand the criticality of resource management for best return of investment (of such resources)	Understand the criticality of resource management for best return of investment (of such resources)
Standard 4		
Standard 4. Instructional Delivery and Management (1)	Hone skills in two major aspects: (1) Delivery of instruction in PE and (2) Instructional Strategies in the Teaching of PE	Hone skills in Instructional Strategies in and the Delivery of the Teaching of PE
Standard 4. Instructional Delivery and Management (2)	Adoption of Games Based Approach (GBA) as a constructivist approach for students to understand the what, why, when and then how of such activities to heighten engagement and in turn increase the appreciation of sports and physical activity	Adoption of Games Based Approach (GBA) as a constructivist approach for students to understand the what, why, when and then how of such activities to heighten engagement and in turn increase the appreciation of sports and physical activity
Standard 4. Instructional Delivery and Management (3)	Implement and reinforce positive behaviour management to 1stly build connections (e.g. rapport and respect) and 2ndly create and maintain a safe, supportive and engaging learning environment.	Implement and reinforce positive behaviour management to 1stly build connections (e.g. rapport and respect) and 2ndly create and maintain a safe,

		supportive and engaging learning environment
Standard 4. Instructional Delivery and Management (4)		
Standard 5		
Standard 5. Assessment of Student Learning (1)	Develop formative assessments to monitor student learning and align with their Character and Citizenship Education Development	Develop formative assessments to monitor student learning and align with their Character and Citizenship Education Development
Standard 5. Assessment of Student Learning (2)	Able to integrate assessments into teaching and learning, while ensuring that this is a continuous process and done throughout the unit, and are purposeful and meaningful in the teaching and learning process	Able to integrate assessments into teaching and learning, while ensuring that this is a continuous process and done throughout the unit, and are purposeful and meaningful in the teaching and learning process
Standard 5. Assessment of Student Learning (3)	Ensure that learning outcomes reflect the vision of assessment that learning flourishes when assessments are used in a developmentally appropriate manner to address learning gaps	Ensure that learning outcomes reflect the vision of assessment that learning flourishes when assessments are used in a developmentally appropriate manner to address learning gaps
Standard 5. Assessment of Student Learning (4)		
Standard 6		
Standard 6. Professional Responsibility (1)	Exercise Duty of Care in line with professional assessment of impact of PE pedagogy	Exercise Duty of Care in line with professional assessment of impact of PE pedagogy
Standard 5. Assessment of Student Learning (2) Standard 6. Professional Responsibility (2)	Engage in behaviour that reflects professional ethics, practice and cultural competence	Engage in behaviour that reflects professional ethics, practice and cultural competence
Standard 6. Professional Responsibility (3)	Ensure continual improvement and the adoption of innovation and best practices to keep pedagogy on a current trajectory	Ensure continual improvement and the adoption of innovation and best practices to keep pedagogy on a current trajectory
Standard 6. Professional Responsibility (4)		

■ タイ

Country	Thailand (Ver. 1)	Thailand (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)	Understand and apply knowledge of physical education's academic, philosophical, and conceptual approaches to teach PE class.	Understand and apply knowledge of physical education's philosophy and approaches to teach PE class.
Standard 1. Content and Foundational Knowledge (2)	Understand and apply knowledge of fundamental movements and movement across various age groups.	Understand and apply knowledge of human anatomy, physiology, sport and exercise biomechanics, motor learning skills, fundamental movements, movement across all ages, and health-related physical fitness to promote physical activities to students.
Standard 1. Content and Foundational Knowledge (3)	Understand and apply knowledge of health-related physical fitness and motor skills to promote physical activity to students.	Teach and demonstrate various sports skills, understanding the specific rules and etiquette of different sports, and being able to effectively organize and manage sports events and competitions within the school.
Standard 1. Content and Foundational Knowledge (4)	Having the ability to teach and demonstrate various sports skills, understanding the specific rules and etiquette of different sports, and being able to effectively organize and manage sports events and competitions within the school.	
Standard 2		
Standard 2. Skillfulness and Health-Related Fitness (1)	Exemplify as a healthy lifestyle role model, maintaining good physical fitness, engaging and participating in exercises and sports.	Demonstrate and exemplify as a healthy lifestyle role model and leadership in health and physical activities, maintaining good physical fitness, engaging and participating in exercises and sports through their actions and guidance.

Standard 2. Skillfulness and Health-Related Fitness (2)	Demonstrate and exemplify leadership in health and physical activities through their actions and guidance.	Guide and teach students to engage in critical thinking and analysis, especially in the context of physical activity, physical fitness, and health approaches.
Standard 2. Skillfulness and Health-Related Fitness (3)	Guide and teach students to engage in critical thinking and analysis, especially in the context of physical fitness and health approaches.	
Standard 2. Skillfulness and Health-Related Fitness (4)		Option 1
Standard 3		
Standard 3. Planning and Implementation (1)	Capable of effectively designing inclusive physical education programs that focus on a learner-centered approach and promote active participation.	Capable of effectively designing inclusive physical education programs that focus on a learner-centered approach and promote active participation.
Standard 3. Planning and Implementation (2)	Demonstrate the appropriate implementation of teaching materials, resources, and technology that align with students' diverse needs in the classroom.	Demonstrate the appropriate implementation of teaching materials, resources, and technology that align with students' diverse needs in the classroom.
Standard 3. Planning and Implementation (3)	Be able to prepare and design both short-term and long-term lesson plans, effectively incorporating the curriculum into the preparation and design process.	Be able to prepare and design both short-term and long-term lesson plans, effectively incorporating the curriculum into the preparation and design process.
Standard 3. Planning and Implementation (4)		
Standard 4		
Standard 4. Instructional Delivery and Management (1)	Having the ability to create, manage, and deliver classroom instruction that is appropriate for the diverse needs of students and consistent with the curriculum objectives.	Create, manage, and deliver classroom instruction that is appropriate for the diverse needs of students and consistent with the MOE PE national core curriculum objectives.
Standard 4. Instructional Delivery and Management (2)	Conduct and adapt the curriculum to accommodate diverse learning styles and a variety of activities.	Conduct and adapt the curriculum to accommodate

		diverse learning styles and a variety of activities.
Standard 4. Instructional Delivery and Management (3)	Manage the PE classroom in a way that fosters and promotes student learning.	Manage the PE classroom in a way that fosters and promotes student learning.
Standard 4. Instructional Delivery and Management (4)		
Standard 5		
Standard 5. Assessment of Student Learning (1)	Assess and evaluate student learning based on the lesson objectives and ensure that it aligns with the curriculum's goals.	Assess and evaluate student learning based on the lesson objectives and ensure that it aligns with the curriculum's goals.
Standard 5. Assessment of Student Learning (2)	Determine the structure of the lesson time and the weighting of scores for assessment to align with the context of the society, the environment of the students, and the school.	Determine the structure of the lesson time and learning measurable for assessment to align with the context of the society, students, and school environment.
Standard 5. Assessment of Student Learning (3)		
Standard 5. Assessment of Student Learning (4)		
Standard 6		
Standard 6. Professional Responsibility (1)	Uphold ethics and morals toward PE profession, oneself, students, colleagues, and society, while fostering love, faith, honesty, and responsibility in the PE profession.	Uphold ethics and morals toward PE profession, oneself, students, colleagues, and society, while fostering love, faith, honesty, and responsibility in the PE profession.
Standard 5. Assessment of Student Learning (2) Standard 6. Professional Responsibility (2)	Exemplify for being good health and physical fitness in actions and lifestyle to students.	Exemplify for being good health and physical fitness in actions and lifestyle to students.
Standard 6. Professional Responsibility (3)	Collaborate creatively and provide mutual support among colleagues in the profession.	Collaborate creatively and provide mutual support among colleagues in the profession.
Standard 6. Professional Responsibility (4)		

■ ベトナム

Country	Viet Nam (Ver. 1)	Viet Nam (Updated after discussion)
Standard 1		
Standard 1. Content and Foundational Knowledge (1)		The main content of Physical Education is to train motor skills and develop physical qualities for students through diverse physical exercises such as: team formation exercises, physical games, sports and skills to prevent injuries in physical activities.
Standard 1. Content and Foundational Knowledge (2)		Physical Education teacher implement the physical education curriculum to contribute to the formation and development of students' main qualities and general abilities at appropriate levels.
Standard 1. Content and Foundational Knowledge (3)		- Understand motor learning theory, movement learning, movement concepts.
Standard 1. Content and Foundational Knowledge (4)		- It aims to equip students with basic knowledge, cultivate a habit of exercising and sports to enhance health, develop physical strength.
Standard 2		
Standard 2. Skillfulness and Health-Related Fitness (1)		- Know and initially practice personal hygiene, general hygiene and hygiene in physical exercise.
Standard 2. Skillfulness and Health-Related Fitness (2)		- Know and initially practice some basic requirements of nutrition to protect and improve health.
Standard 2. Skillfulness and Health-Related Fitness (3)		- Recognize and initially respond appropriately to some basic factors of the natural

		environment that are beneficial and harmful to health.
Standard 2. Skillfulness and Health-Related Fitness (4)		Physical education teacher candidates are physically literate, skilled in teaching motor skills, health, and life skills and able to organize fun physical activities, games, and activities to build coordination and physical health.
Standard 3		
Standard 3. Planning and Implementation (1)		Implement the planning and implementing teaching in accordance with the curriculum to deliver the PE curriculum effectively, balancing health-related fitness and skill development.
Standard 3. Planning and Implementation (2)		- Plan and implement progressive content to fulfil plan objectives and addresses the diverse needs of students.
Standard 3. Planning and Implementation (3)		- Planning involves assessing available resources—fields, equipment, and trained staff for learning objectives.
Standard 3. Planning and Implementation (4)		- Plan and implement learning according to the development and characteristics of students according to different levels.
Standard 4		
Standard 4. Instructional Delivery and Management (1)		Physical education teacher execute the curriculum and oversee PE classes to achieve educational goals, aligned with the learning objectives that are designed at the planning stage.
Standard 4. Instructional Delivery and Management (2)		PE teachers integrate teaching strategies, practical activities, and management techniques to promote health-related fitness,

		skill development, and lifelong physical activity habits.
Standard 4. Instructional Delivery and Management (3)		- PE teachers manage by making PE lessons enjoyable and appropriate to the learning objectives, content, and learner characteristics.
Standard 4. Instructional Delivery and Management (4)		- Blend traditional teaching (direct instruction, activity-based) with modern approaches (competency-based), tailored to local conditions. Supported by efficient management, they aim to build a physically capable youth population within resource constraints.
Standard 5		
Standard 5. Assessment of Student Learning (1)		Develop formative assessments to evaluate students' physical fitness, motor skills, and ability to apply PE concepts. The assessment process aligns with the national PE framework, and reflects Vietnam's goals of promoting health and physical competence.
Standard 5. Assessment of Student Learning (2)		- Able to integrate assessments into teaching and learning, while ensuring that this is a continuous process and done throughout the unit, and are purposeful and meaningful in the teaching and learning process.
Standard 5. Assessment of Student Learning (3)		- Ensure that learning outcomes reflect the vision of assessment that learning flourishes when assessments are used in a developmentally appropriate manner to address learning gaps.
Standard 5. Assessment of Student Learning (4)		- Assesses students' ability to apply PE knowledge and skills in

		practical contexts, emphasizing lifelong fitness habits.
Standard 6		
Standard 6. Professional Responsibility (1)		Professional responsibility in physical education in Vietnam refers to the duties and obligations of PE teachers, administrators, and related stakeholders in delivering a quality PE program that aligns with national educational goals. Implementing the curriculum to develop students' health-related fitness and skill-related fitness.
Standard 5. Assessment of Student Learning Standard 6. Professional Responsibility (2)		- Teaching effectively, ensuring student safety, promoting physical development, and adhering to curriculum standards.
Standard 6. Professional Responsibility (3)		- Prioritize safety during physical activities, mitigating risks in often overcrowded or under-equipped environments. Maintain a safe learning environment, particularly critical in Vietnam's tropical climate where heat or rain can affect outdoor sessions.
Standard 6. Professional Responsibility (4)		- Teachers are accountable for evaluating student learning fairly and providing feedback to support growth, per MOET guidelines.

※障がい者スポーツ振興に特化した ASEAN 各国アクションプラン案は、現在各国にて整備中、後日の回収となるため、本報告書には収録していない。

第 8 章 令和 6 年度対面式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

2025 年 2 月 24 日から 27 日まで 4 日間開催された、体育教師教育（PETE）強化・改善と障害者スポーツ（SPD）推進に関する対面式ワークショップについて、実施主体（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、運営等に関する事後アンケート調査を実施した。回答は概ね、4 個の選択肢（例：2 個は肯定的、残りの 2 個は否定的、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、20 名の参加者、ASEAN 加盟 10 か国の少なくとも各 1 名から回答を得た。

● アンケート実施期間: 2025 年 2 月 27 日（木）～3 月 6 日（木）

● アンケート実施目的: 各カウンターパートの忌憚のない意見を踏まえ、アンケート結果から改善点を抽出し、次年度のプロジェクトやワークショップの企画・運営に反映し、改善して行く。

● 回答状況: 回答者: 計 20 名 / 19 ASEAN 事業選任代表者（カウンターパート）内 16 名
+ オブザーバー 4 名

[ワークショップの背景および回収結果の理解]

インドネシア障害者スポーツ（SPD）カウンターパート 1 名が、2025 年 2 月開催の対面式ワークショップ直前まで任命されず、結果的に参加できない状況は発生したものの、連絡の途絶えていたベトナム体育教師教育（PETE）カウンターパートも対面参加する等、本事業初めての対面式ワークショップは大きなアクシデント、遅延、怪我人も出ず、概ね順調に開催、実施された。

日本体育大学はプロジェクトの実施主体として、今後のより良いワークショップ企画・運営を目的に、回答者の率直な意見、指摘や要望を謙虚に受け止め、改善点については優先的に次年度事業企画・運営に反映させたい。

本アンケート結果を踏まえ、ベトナムでの対面式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概ね良好な印象を残し、各国間協働関係の具体的な動きや過去 4 年間の事業活動を通し日 ASEAN の旗印の下、形成された専門職学習集団（Professional Learning Community : PLC）における各自の果たすべき役割が理解され、オーナーシップ（帰属意識、自主性、積極的関与等）、次年度事業への参画に向けたモチベーションを一定程度高めることが出来たと捉えている。

他方、本アンケート結果からは、前年同様体育、体育教師教育の改善・強化や障害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課題解決やグッド・プラクティスを学ぶことを望む声も確認された。一部は日本でのワークショップ開催、視察を想定したものであり、これは昨年度に引き続き、比較的多くの ASEAN カウンターパートから寄せられた意見でもあった。次年度が本事業実施の 5 年目の節目となること、「チェンマイ宣言（2023）」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より現実的且つ ASEAN 各国カウンターパートのニーズに見合ったものに設定し、ASEAN 各国理解の下、効果的な事業実施を進めることを目的としつつ、より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、総合的に企画運営に反映していきたい。

尚、今般の対面式ワークショップで日本人専門家により提供された知識、情報はより高度且つアカデミックな知見がより豊富であったことから、カウンターパートの身分、職歴（公的機関の行政官・職員、パラリンピック委員会職員、現役学校教員等）、学歴（大学での研究歴の有無）等により、評価の分かれる設問もあるかと想定していたが、概ね好意的な評価を受けている。本事業開始当初

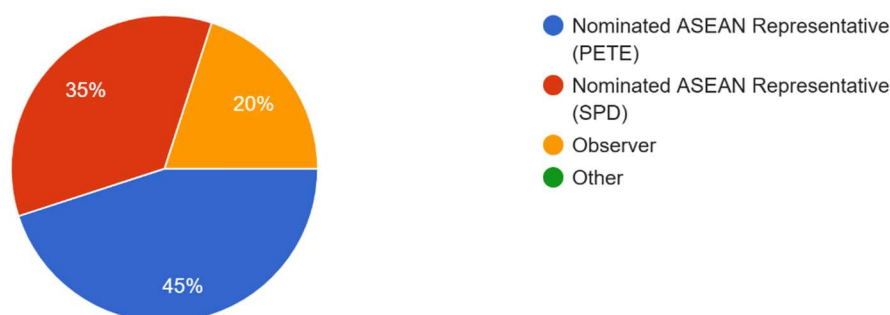
より岡出教授が主に公的機関の行政官・職員に対し説いてきた政策提言における「研究・調査等学術的なデータ、根拠に裏打ちされた知見、エビデンスの重要性」が広く理解されていることの表れと前向きに捉えている。

[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.

20 responses



未選任だったインドネシア SPD カウンターパート、ベトナムでのワークショップ後多忙なフィリピン PETE カウンターパート、タイおよびベトナム SPD カウンターパート以外、ベトナム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 7 名の ASEAN カウンターパートの他、4 名のオブザーバー参加者 (カンボジア 1 名、タイ 2 名、ベトナム 1 名) 計 20 名が本アンケートに回答した。

2. 対面式ワークショップへの自身の主な参加目的 (自由記述)

2. What was your main objective in attending this in-person workshop in Ha Noi, Viet Nam?

回答 (抜粋)

- **マレーシア (PETE) :**
 1. マレーシアにおける PETE アクションプラン 2024 の状況を共有する。
 2. ASEAN 体育教師教育スタンダードに関する知識とスキルを習得する。
 3. 障害者スポーツに特化したアクションプランとスタンダードに関する知識とスキルを向上させる。
 4. 学校訪問を通してベトナムの PETE の役割について学ぶ。
 5. ベトナムの障害者スポーツ・トレーニングセンターで SPD に関する見識を得る。
- **シンガポール (SPD) :** 我が国 SPD の実施について共有し、他国の共有から学ぶ。
- **タイ (オブザーバー) :** 自国タイや他の ASEAN 加盟国が PETE と SPD を推進する上でどのような進捗状況と戦略を実行しているかについて理解を深めること、共有された経験から学び、インクルーシブな体育、スポーツの取り組みを推進するための議論に貢献することを目的と設定した。

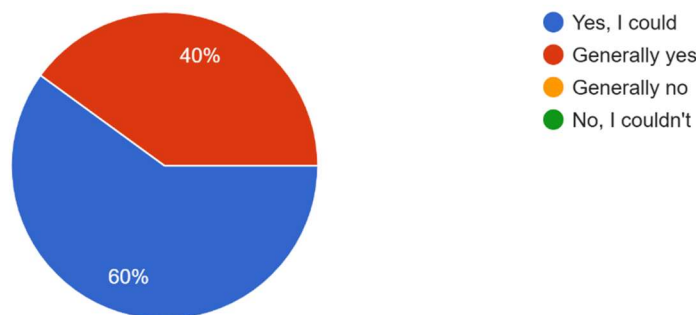
- **カンボジア (PETE) :** 体育教師教育を推進するための ASEAN スタンダードおよび自国独自のスタンダードの作成方法を学ぶ。

回答した多くの ASEAN カウンターパートおよびオブザーバーは今般の対面式ワークショップにあたり、他国の体育教師教育の強化・改善、障害者スポーツ振興に向けた取り組みとその成果（グッド・プラクティス）、得られたインサイトより学ぶことと同時に、自国のアウトカムを専門職学習集団（PLC）に全体共有することを主な目的として設定していたことが伺える結果となった。前年と比して、学ぶと同時に、「自国の事例を発信したい」という目的をもつカウンターパートがより多く見られるようになってきた。これは当該国で進展する体育教師教育（PETE）のアクションプランの実施によりアウトカム、インパクトが具体的に生み出されつつあることに裏付けられるものと推察され、前向きに捉えたい。また、本年度新たに活動の柱として組み込まれた「ASEAN における体育教師教育スタンダード案の考案・策定」から新たな知見、スキルを学習することを目的の一つに設定した国（カンボジア、インドネシア、マレーシア）も見られた。ASEAN10 か国はその社会・経済状況、体育や障害者スポーツを取り巻く環境、活用可能な資源はそれぞれ異なるが、それら諸要因はワークショップの参加目的の違いに反映されないことが再確認された。また、オブザーバーは自身の業務に関わる知見並びに人脈の獲得が目的とされた。

3. 自身の主な参加目的は達成できたか否か

3. Were you able to achieve your main objective for attending this in-person workshop?

20 responses

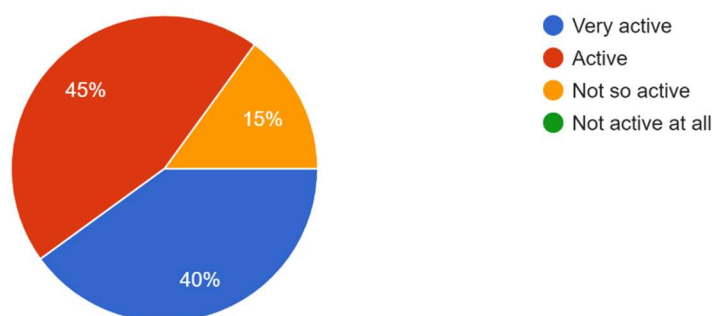


全回答者の 60%相当の ASEAN カウンターパートおよびオブザーバーは今般の対面式ワークショップにおける自身の主要な参加目的を達成し（前年 57.9%→本年 60.0%）、その他のカウンターパートも概ね達成した（前年 42.1%→本年 40.0%）と回答した。この結果より、昨年度カンボジアにて開催した第 1 回対面式ワークショップとほぼ同等の割合で、参加目的が達成できたとカウンターパートおよびオブザーバーが感じていることを確認するに至った。ASEAN 各国の体育教師教育の改善・強化および障害者スポーツ振興における取組からの学習、自国の成果発表、他国との関係強化に一定の手ごたえを得たと感じてもらえたものと推察する。

4. ワークショップにおける自身の活動に対する評価（前向きに活動できたか否か）

4. Were you able to work actively during this in-person workshop in Ha Noi, Viet Nam?

20 responses

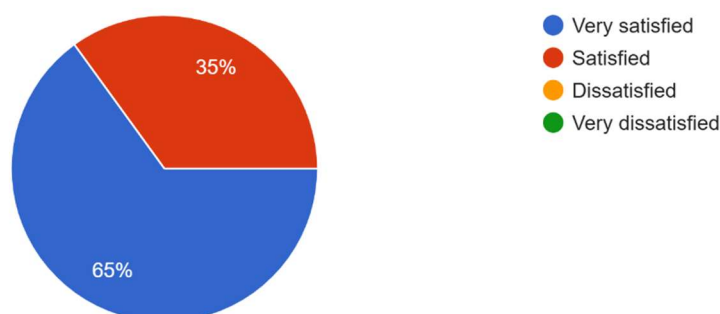


回答した ASEAN カウンターパートおよびオブザーバーのほとんど（前年 94.7%→本年 85%）は、ベトナムでの対面ワークショップにおける自身の参加は積極的だったと評価している。これは過去に実施したオンライン・ワークショップ後の結果を大きく上回るものの、前回第 1 回の対面式ワークショップから 10%程度低下する結果となった。初参加のカンボジア・オブザーバー、ベトナム到着時に歯痛を訴えたカンボジア PETE カウンターパート、業務が多忙でワークショップ期間中も多くの電話連絡への対応を余儀なくされたベトナム PETE カウンターパートが「あまり積極的に活動出来なかった」と回答した。オブザーバーに関しては同氏が同国 PETE カウンターパートのアシスタントの立場で参加したこと、本事業ワークショップに初めて参加したこと（カンボジア開催時は運営のみに従事）、本事業のこれまでの経緯、体育教師教育および障害者スポーツへの造詣が浅く、主体的にディスカッションに参加、発言する等の機会が限られたことに起因するものと推察される。今後オブザーバーもステークホルダーの一員として、より積極的且つ主体的に活動に参画可能となるよう、実施主体としてフォローアップできる運営体制を整備して参りたい。また体調不良の参加者については、無理の無い範囲での活動とし、必要に応じ休みを取る等、よりきめの細かい対応を心掛けたい。

5. 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

5. Are you satisfied with the knowledge and information about Physical education Teacher Education (PETE) provided by other ASEAN representatives and Japanese professors?

20 responses



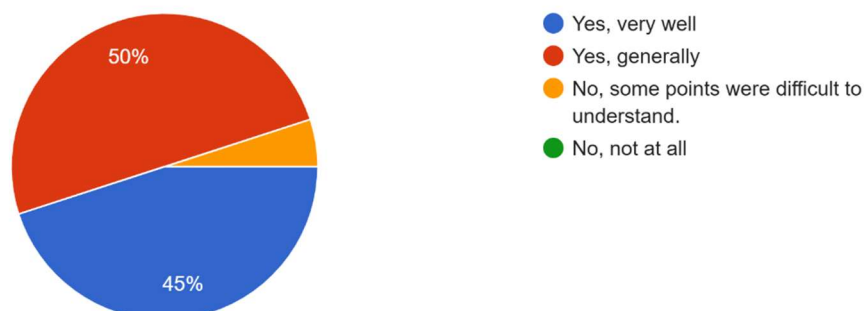
回答した ASEAN 各国カウンターパートおよびオブザーバーは、対面ワークショップに際し他の

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、(前年 63.2%→本年 65%) が高い満足度を感じ、残る (前年 36.8%→本年 40%) も満足していることが本結果から分かった。これは前年度とほぼ同等の結果であった。過去のオンライン・ワークショップの結果を含め、本設問に対する回答に有意な差は見られなかったが、提示された知識、情報はアップデートされたものであり、各国の取組み、グッド・プラクティス、アウトカム、課題解決のヒントが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理解をもたらしたことで、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、2024 年 11 月開催のオンライン・ワークショップで各国より挙げられた体育教師に求められる資質、能力等を、アメリカの体育教師教育スタンダードである (SHAPE, 2017) に照らし合わせて分かり易い形で事前に提示する等の工夫が加えられたことで、ASEAN スタンダード案を策定する取組みの意義、進め方の全体理解に繋がったと推察する。障害者スポーツ部門についても、日本人専門家が事前に議論を重ね、準備、提示した知識、情報は、参加者に新しい視点、ノウハウを提供したものであると思われる。今後、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効果的に繋ぐ設えも念頭に、実施主体には継続的努力が求められる。

6. ASEAN の体育教師教育 (PETE) スタンダード案策定意図に関する自身の理解度

6. Did you understand the concept of drafting "ASEAN Standards for PETE"?

20 responses

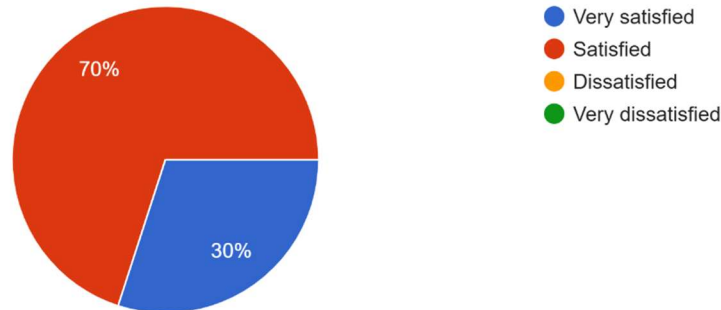


初回参加となったカンボジア・オブザーバー以外は、高い割合 (95%) で ASEAN における体育教師教育スタンダード案の策定の意義につき理解が得られたとの結果が示された。これは、本年度事業概要を ASEAN 各国カウンターパートに対し予め、オンラインでのキックオフ・ミーティングで提示していたこと、2024 年 11 月に開催した全 2 回のオンライン・ワークショップで同テーマのブレインストーミングを行い、各カウンターパートも前もっての準備がしやすい状況があったものと示唆される。また新たな試みであることから、各国カウンターパートの注目度、期待度については、2024 年 10 月の日 ASEAN 高級実務者会議 (SOMS+Japan) 上でも、シンガポールより言及されていた。

7. ASEAN の体育教師教育（PETE）スタンダード案策定プロセス・内容に関する自身の満足度

7. Are you satisfied with the process and content of the ASEAN Standard for PETE that we jointly drafted?

20 responses

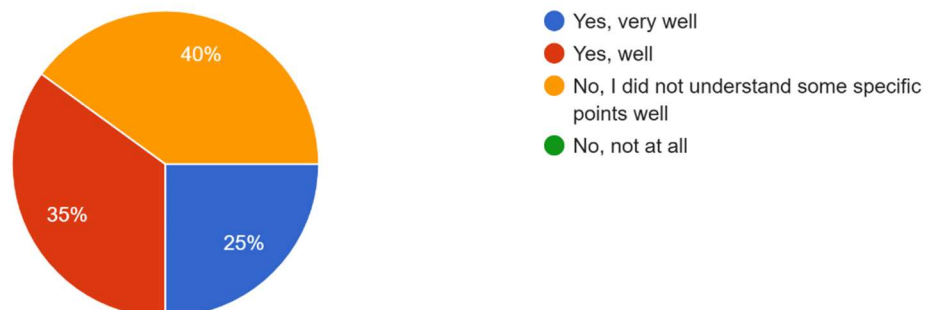


回答した ASEAN 各国カウンターパートおよびオブザーバー全員から、ASEAN 体育教師教育スタンダードの内容、策定過程、進め方等につき、概ね満足感が示された。他方、「とても満足（30%）」に対し「満足（70%）」との結果になっている点は謙虚に改善点を模索したい。2024 年 11 月開催のオンライン・ワークショップ後は「多様な社会情勢、経済状況、文化的背景のある 10 か国で ASEAN 共通のスタンダードを立てること」に懐疑的な意見も寄せられたが、スタンダードは事後的に各国事情、資源、環境に応じ、カスタマイズされるべきものである事等、対面式ワークショップ上の岡出教授からの説明により、誤解は解いたものとする。今後、実施主体にて今般の対面式ワークショップ期間で各国より提示された各スタンダード案を整理の上、取り纏め、ASEAN 全体としてのスタンダード案を提示し、カウンターパートが各国に持ち帰り、ステークホルダーのレビューやフィードバックを受け、改訂する等のプロセスを想定する。次年度でアウトプットとして提示することを短期目標と設定している。

8. 学校視察を通じたベトナム PETE 現況に係る自身の理解度

8. Did you understand the current situation of PETE in Vietnam through the school visit?

20 responses



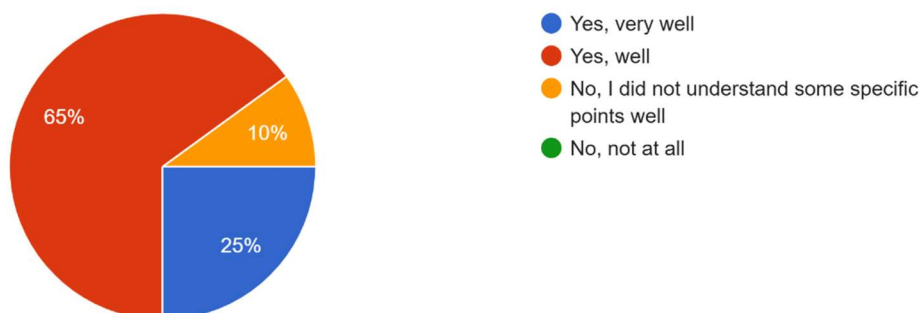
本設問では、ベトナムにおける体育教師教育の現況に係り、「今回の学校視察を通じて理解することが出来ない部分があった」との意見の割合が一番高い（40%）結果が示された。省察すると設備の整った私立学校での視察のみが企画・調整された現地事情に起因するものと考えられる。ワークショップ企画段階では、日本側より 2~3 校での学校体育授業の視察、施設見学並びに学校長および

体育教員との懇談、質疑応答にかかるベトナム現地当局の許可の取得、事前調整を依頼していた。当該依頼に基づき、ベトナム政府は私立校および公立校、計 2 校での視察で調整を行っていた。ところが、直前となり、公立校の本事業関係者受入が、管轄である教育訓練省のハノイ市部局より認められない旨通知され、公立校での視察が叶わなかった経緯があった。設備が整い、ハノイ市教育訓練部局からある程度自由かつ柔軟なカリキュラム、指導内容設定が許される私立校（小中高）のみの視察となったことから、多くの ASEAN カウンターパートおよびオブザーバーからは、公立校での標準的なベトナムの学校体育並びに体育教員の指導法、指導能力等の現況が把握、理解しにくい状況が結果的に呈され、ニーズとの乖離が生じたものとする。今回はベトナムの社会主義に基づく政治体制故、省庁間のやり取りの困難さ、公的機関の視察受け入れに係る複雑な申請プロセス、許可取得フローの他、開催国としての面子（より良い部分を ASEAN 各国に示したいとの意図も含め）が背景あったものと推察される。係る事象は各国内専権事項であるため、日本からリーチしにくいものの、今後は視察目的等、希望をより明確に受入国に伝達すると共に、状況に応じ、現地日本大使館および現地 JICA 事務所に助力を依頼する等の方法を模索する必要性を感じている。

9. ASEAN 各国の PETE 現況に関する自身の理解度

9. Did you understand the current situation of PETE in other ASEAN countries?

20 responses

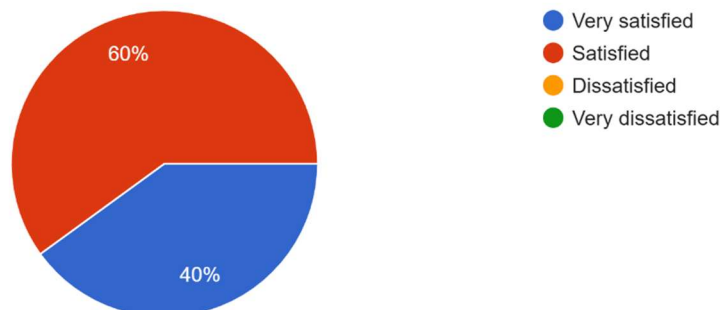


上記から、前年同等、回答した ASEAN カウンターパートおよびオブザーバーの 90%が他国の体育教師教育の現況を理解することが出来たと回答した。一方でタイ PETE カウンターパートおよびカンボジア・オブザーバーが「いくつかの点についてよく理解できない部分があった」と回答した。今回のワークショップでは前半 2 日を体育教師教育、後半 2 日を障害者スポーツに割り当て、体育教師教育については視察の時間を確保した上、既述の ASEAN スタンドア案の策定にウエイトを置き、より多くの時間を割いたことから、各国体育教師教育のアクションプラン実施状況の全体発表はごく限られた時間の中で行わざるを得なかった事情があった。このことで、一部参加者の得たかった情報が得られない状況が生じたことを実施主体は省察しなければならない。本結果から改めて、他国における体育教師教育の強化・改善に向けた継続的な取り組み、アクションプランの実施進捗に対する高い関心も同時に確認するに至った。今後のプログラム企画・設定に生かす方針としたい。加えて、情報提供側と受取手の間の需給ミスマッチ、ギャップを低減し、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の対策・工夫を実施主体は検討し、講じることが、ワークショップの質向上に欠かせない点の一つと認識している。

10. 他国や日本人専門家により提供された SPD の知見に対する満足度

10. Are you satisfied with the knowledge and information about Sport for People with Disabilities (SPD) provided by other ASEAN representatives and Japanese professors?

20 responses

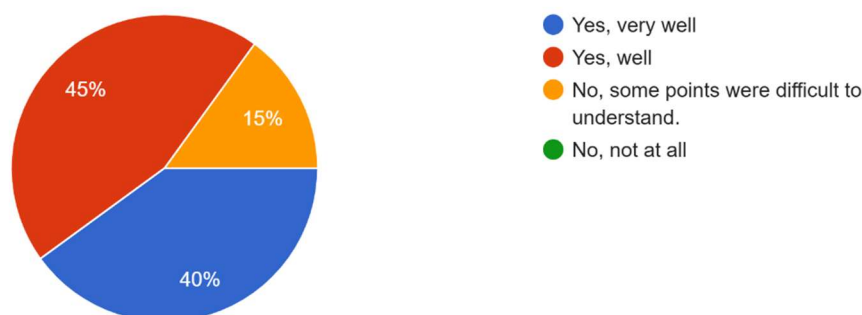


回答したすべての ASEAN 各国カウンターパートおよびオブザーバーから、今般の対面式ワークショップで他国および日本人専門家から提供された情報、知識は満足度の高いものであった旨回答された。殊に日本人専門家から提供されたパラスポーツ、アダプテッド体育、専門用語の解釈の統一の重要性、アメリカの Adapted Physical Education National Standards を参考にした将来的 ASEAN スタandard 策定の提案並びに障害者スポーツ振興に特化したアクションプラン案の策定に係る情報は、当該分野の最新且つ高度な知見を含んでいた為、より深い理解には今後一定の時間が必要と想像される。他方、概ね高い満足度から、当該情報、知見の各国における有用性は共通して確認できる結果と捉えている。

11. 自国の障害者スポーツ（SPD）に係るアクションプラン案策定意図に関する自身の理解度

11. Did you understand the concept of drafting the Action Plan for SPD in your country?

20 responses



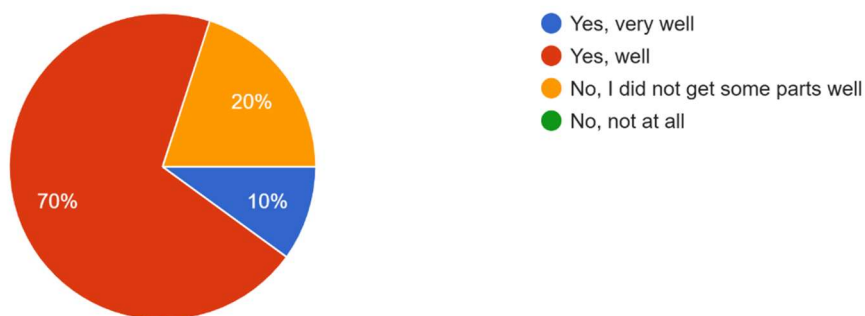
本設問についても、カンボジア PETE カウンターパートおよび同国オブザーバーを除き、85%と概ね高い理解度を示す結果が得られた。これは各国省庁行政官もしくはパラリンピック委員会職員が多くを占めるカウンターパートが、自国の障害者スポーツ振興に関する課題解決の必要性を感じており、今般のアクションプラン策定が当該ニーズにマッチしたものと示唆される。今回のワークショップでは限定された時間で多くの情報を端的に取り纏める作業を行ったため、各国のアクションプラン案自体は完全なものではないが、今後同案をより網羅的なものとし、レビューを通しブラッシュアップすると同時に、各国内で同案のコンテンツに関する理解をステークホルダーから広く

得る過程、また社会実装に向けた具体的な手続き方法の確認が必要となる。アクションプランの立案のみに終始しない様、各国カウンターパートへの働きかけ、実施促進を継続的に行ってゆく所存である。専門外であるカンボジア PETE カウンターパートおよびカンボジア・オブザーバーからは「ある部分の理解が難しかった」との意見が寄せられた。極力「誰も取り残さない」ための運営方法、フォローアップは今後、再検討する次第である。

12. ハノイ市スポーツ・トレーニングセンター視察を通じたベトナム SPD 現況に係る自身の理解度

12. Did you understand the current situation of SPD in Viet Nam through Para-sport Training Centre in Ha Noi?

20 responses

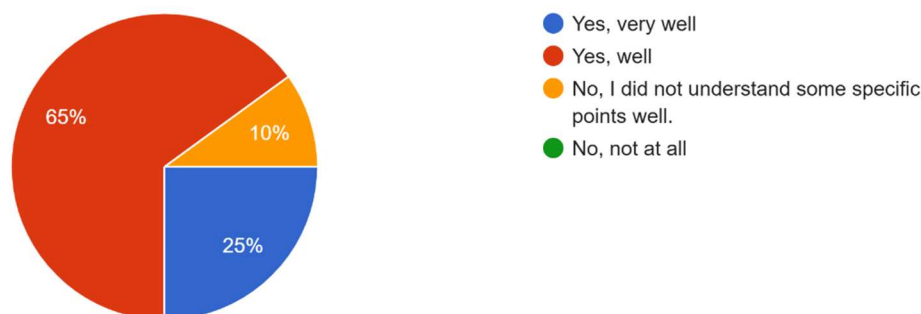


回答した多くの ASEAN カウンターパートおよびオブザーバー（80%）がベトナム障害者スポーツの現況を概ね理解することが出来たと示唆される一方、インドネシアとタイ PETE カウンターパート、カンボジアとベトナム・オブザーバーは「特定の話題について十分理解が出来なかった」と回答した。今般の障害者スポーツ分野の視察は、学校視察同様、事前調整が難航した。視察先の受け入れ態勢不備の他、メンテナンスが行き届かない施設の視察に対し、管轄するハノイ市当局が難色を示したことで、主要なトレーニングセンター視察が叶わなかったことの影響は少なからずあった。結果的に、ハノイ市が管轄する他施設 1 か所を訪問、パラ卓球選手の練習を視察、パラ卓球選手との懇談、質疑応答を実施することが出来た。他方、交流できたパラアスリートの多くは草の根、コミュニティレベルのアスリートであり、ナショナルレベルのパラアスリートは 2 名に限定されていた。視察時間が短時間であったこと、ナショナル・トレーニングセンターの視察ではなかったこと、視察できた種目がパラ卓球のみであったこと等が、一部の ASEAN カウンターパートおよびオブザーバーの期待感、ニーズに合致しなかった可能性は省察したい。実施主体として「特定の話題について理解できなかった」と回答した当事者からの聞き取りにより、十分な理解に至らなかった原因を特定し、今後必要な改善策を講じ、より多くのカウンターパートの事象理解に努めたい。

13. ASEAN 各国の SPD 現況に関する自身の理解度

13. Did you understand the current situation of SPD in other ASEAN countries?

20 responses

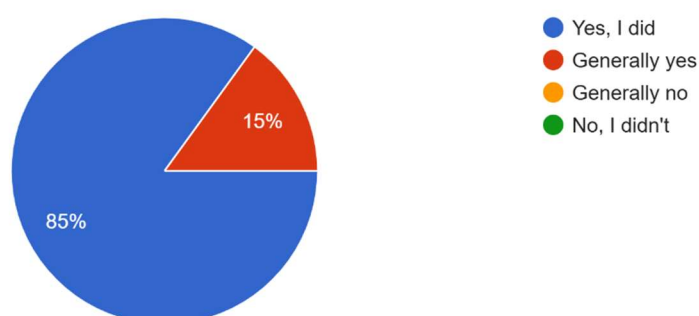


上記から、90%の ASEAN カウンターパートが、各国が新たに策定した障害者スポーツ振興に特化したアクションプラン案のプレゼンテーションやグループディスカッションを通じ、他国の障害者スポーツの現況を概ね理解したものと捉えている。ただ、「とてもよく理解できた」の回答が25%であったこと、およびタイおよびインドネシア PETE カウンターパートが「よく理解が出来ない部分があった」としたことは、今般の対面式ワークショップの障害者スポーツ部分では、全体に向けた各国の障害者スポーツ現況報告よりはむしろ、アクションプランの策定を前提とした日本人専門家からの新たな知見、インストラクションの共有、3~4 か国でのグループディスカッション、各国カウンターパート自身の自国の課題整理、発表資料の作成に重心が置かれたことが部分的に影響しているものと推察する。

14. 他 ASEAN 各国カウンターパートとの交流を友好的に行えたか

14. Did you get along well with the representatives from the other ASEAN countries?

20 responses

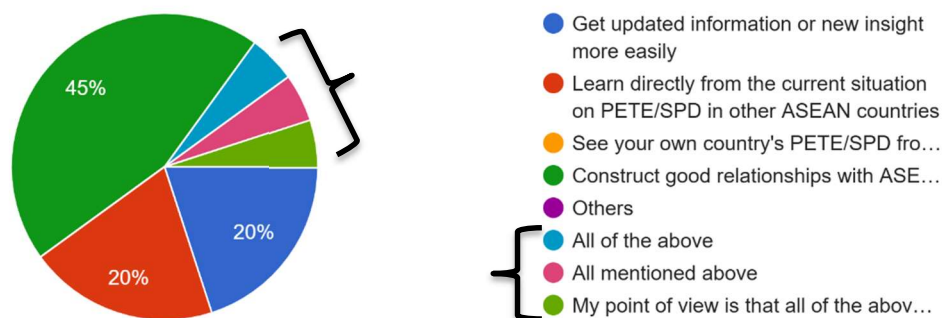


他国カウンターパートとの交流、議論、協働については、全体的に活発な交流や協働が行えたと思うカウンターパートの割合が、前年同様非常に高い結果（前年 84.2%→本年 85%）となった。これはオンラインでの活動に限定された 2021、2022 年度の結果と比較して有意に高い数字となった。対面式ワークショップ開催の利点、効果が目に見える形で結果に表れているものと理解している。専門職学習集団（PLC）として自由に情報交換、議論、協働のしやすい環境、信頼関係が安定的に育まれ、成熟する段階に達したものと認識する。実施主体として、活動内容、目的や予算に鑑み、今後とも対面機会とオンライン活動の適正な使い分けを念頭に置いた事業企画・運営を心掛ける。

15. 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

15. What are the advantages of attending a in-person workshop compared to an online workshop?

20 responses



※回答方法の設定ミスにより、一部自由回答が可能となっていたため、同内容の回答が色分けされて表示される結果となっているが、以下では4)として叙述する。

本設問の回答は、大きく分類して4つに分かれる結果となった。

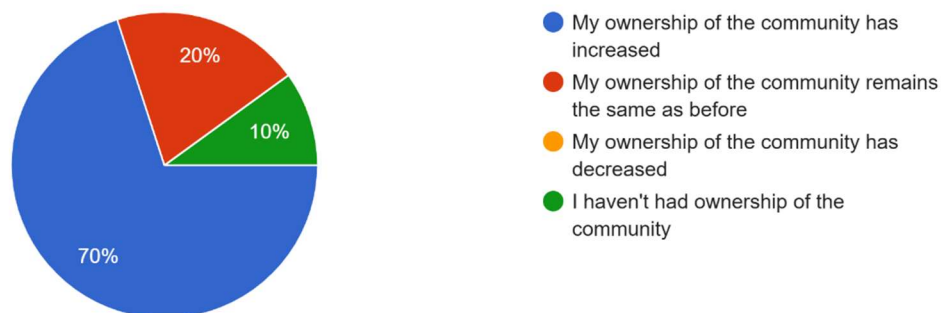
- 1) 他のASEANカウンターパート、日本人専門家との良好な関係構築（前年47.4%→本年45%）
- 2) 他のASEAN各国のPETE/SPDの現状から学びを得る（前年31.6%→本年20%）
- 3) PETE/SPDに係る新しい知見やインサイトを獲得する（前年15.8%→本年20%）
- 4) 上記1)～3)および「自国のPETE/SPDを客観的視点から見直す」を含めたすべて（前年0%→本年15%）

前年同様、オンラインでの活動に限定されていた2021および22年度の結果と比較して、1)他国関係者との良好な関係構築が対面式ワークショップのもたらす最も大きな利点と捉えられていることが分かる。またこのアウトプットとして、具体的な各国間の協働（マレーシアとシンガポール、マレーシアとカンボジア、シンガポールとブルネイ等）、日本人専門家への協力依頼（インドネシアにおける岡出教授、佐藤教授への登壇依頼、寺岡助教へのオンラインセッション参加依頼等）が派生してきている。加えて、岡出教授をはじめとした日本人専門家の指導に端を発した研究活動の開始（インドネシア）を決意する人材も現れ、米国テキサス州立大学への留学、博士課程における体育教師教育の研究を2024年9月より開始している。

その他、他国の事例、グッド・プラクティス等からの学び、体育教師教育ならびに障害者スポーツにかかる新たな知見獲得、自国制度の客観視は、ほぼ同等に意識されている点も興味深い。今後は、「良好な関係構築」を土台として、専門職学習集団（PLC）として何が上積みできるのか、より発展的且つASEAN各国のニーズに見合った事業企画、運営につき、実施主体として腐心しなければならない。

16. 日 ASEAN 内の PETE および SPD の専門職学習集団 (PLC) に対する自身の持つオーナーシップに対する評価 (ここでのオーナーシップは帰属意識、当事者意識、積極性、責任感と定義)

16. How do you assess your "ownership" towards the Professional Learning Communities (PLC) for PETE and SPD within the ASEAN-Japan initiative? ※"...f responsibility," "proactivity," and "commitment."
20 responses



対面式ワークショップを終えた 2025 年 2 月末時点での本事業の枠組みで形成された専門職学習集団 (PLC) への自身のオーナーシップについて、回答者の 70%が「以前より増した」と評価した。本年度事業への参画を通し、専門職学習集団 (PLC) 内での自身の目的や役割がより明確になってきたことが直接的要因と考えられる。実施主体として、ASEAN カウンターパートの意識の高まりを確認でき、前向きに捉えると共に、今後の事業企画、運営に対する責任も増したと実感する。

一方、20% (タイ、シンガポール PETE カウンターパート、シンガポール、ラオス SPD カウンターパート) は「(オーナーシップはあるが) 以前と同等である」、残る 10% (カンボジア SPD カウンターパート、ベトナム PETE カウンターパート) は「オーナーシップは感じていなかった」と評価した。「以前と同等である」、「オーナーシップは感じていなかった」としたカウンターパートへのフォローアップ、事業ロードマップと各自に期待される役割の明示と同時に、各カウンターパートの経験、知見が他のカウンターパートや日本人専門家、コミュニティ自体にとって有意義且つ重要であることは、今後継続的に周知し、理解を深める努力を行って行く次第である。

17. 問 16 での回答理由 (自由記述)

17. Please briefly explain why you chose the answer to question (16) above.

回答を通じ、以下の意見が寄せられている。殊に下記カンボジア PETE カウンターパートのコメントには、事業の本質的な部分に触れている部分があり、係る点を理解いただいていること、本事業を発端に他国との協働を通し、自国の体育教師教育、アダプテッド体育、障害者スポーツを改善したいという強い意思が感じられる点は実施主体として、重視したい。

- **インドネシア (PETE) :** このコミュニティから生まれたアイデアやコラボレーションのおかげで、ワークショップで有意義な時間を過ごし、日本人専門家から素晴らしい指導を受けることが出来た。ASEAN 加盟国間のつながりを強く感じ、またインドネシアでの新たな PETE 実装に向けて重要なマイルストーンを達成したと実感している。これらの理由から、この PLC に対する私のオーナーシップは増している。
- **ブルネイ (PETE) :** ブルネイ PETE のグッド・プラクティスを共有し、他の AMS や日本の

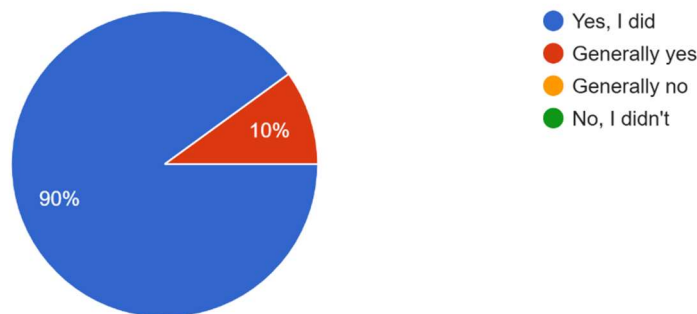
専門家からフィードバックを受けることは、ブルネイの今後の発展にとって非常に有益であると改めて実感し、コミュニティに対するオーナーシップは増したと感じている。

- **カンボジア (PETE) :** 私は PETE と SPD についてより多くの知識を得るとともに、他の ASEAN 諸国の代表者や日本の専門家のプレゼンテーションを聞き、自国における PETE アクシヨンプランの実施と PETE と SPD の現状について考えた。これにより、PETE と SPD、アダプテッド体育を促進すること、自国の現状にポジティブな変化をもたらすより有効な方法を見つけたいとの自身の決意と責任感が高まった。このワークショップとこのプロジェクトは、よりオープンな心でお互いから学び合うためのプラットフォームを与えてくれている。このプロジェクトを通じ、自国における PETE 発展に貢献する機会がまだ自身にはあると再確認することが出来た。同時に、PETE と SPD は互いに密接にリンクしていることを理解することが出来た。以前は、PETE と SPD は異なる領域であり、それぞれの目的の下、ワークしているものと考えていた。しかし、今回の日本人専門家の講義、情報提供、グループディスカッションから、以前岡出教授が述べておられたことは真実だと理解するに至った。私たちは今後ともこのプロジェクトを通じ、議論、情報交換を継続する必要があると考えている。そして、自国に戻り、PETE と SPD を関連付けて考え直し、障害者については、スポーツにおけるトレーニングに限らず、学校での身体活動に配慮を加える必要がある。自身は自分の国についての理解が未だ十分ではなく、まずは自国の状況をより広い視点から知るよう努めなければならないと今回実感した。私自身は知識を得るスピードは遅いが、今回のワークショップから重要なことを学んだ手ごたえを感じている。

18. 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

18. Did you get motivated to participate in this project for the next year through this in-person workshop?

20 responses

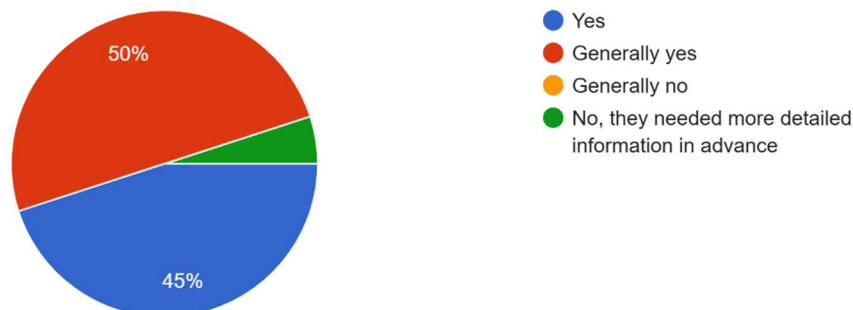


上記結果より、今年度ベトナムで開催した対面式ワークショップへの参加を通じ、「次年度事業への参加意欲が湧いた」と回答した ASEAN カウンターパートの割合が前年をさらに上回ったことが確認された（前年 78.9%→本年 90%）。また、概ね参加に向けたモチベーションを得たと回答した（前年 21.1%→本年 10%）も含めると回答した参加者全員が前向きな姿勢を示した。一つには、2 回目の対面式ワークショップで実施主体の事業コンセプト、進め方がより深く理解され、また顔見知りの ASEAN 他国カウンターパートの積極的参画に刺激を受けたことも相乗効果をもたらしていることが、対面での活動を通して感じられた。また岡出教授により提示された事業の中長期ビジョンを明確に理解出来たことが、ASEAN カウンターパート間に次年度事業に対する期待感を上げる一助となったものと推察する。事業主体として、次年度以降のより発展的な事業企画・運営に努めるものとした。

19. 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

19. Is your assignment in this project and your participation in this workshop well-known or understood in your workplace?

20 responses

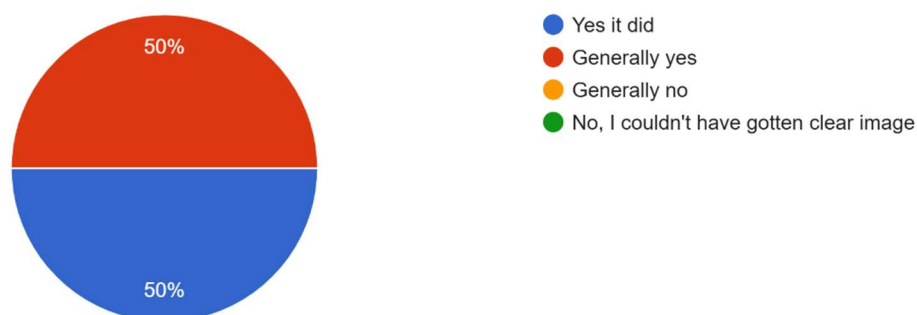


前年同様、殆どの ASEAN カウンターパート（前年 94.7%→本年 95%）は、自身の本事業へのアサインメントとワークショップへの参加が各自の職場である一定の理解と周知を得ている旨、回答した。一方、カンボジア・オブザーバーのみが、周知が得られておらず、より詳細な情報の事前共有を求める回答をしている。これに応じ、実施主体は同氏の状況と、所属機関における要請事項の的確な把握に努めることとしたい。実施主体は、各カウンターパートの所属先、上司および同僚の事業主旨、活動内容、目的に係る適正な理解は不可欠であり、加えて、本事業で得られる知見、情報をカウンターパートが上司、同僚に共有を促すことで間接的な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な改善策の実行が求められる。

20. 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

20. Did this workshop give you a clearer picture of your task?

20 responses



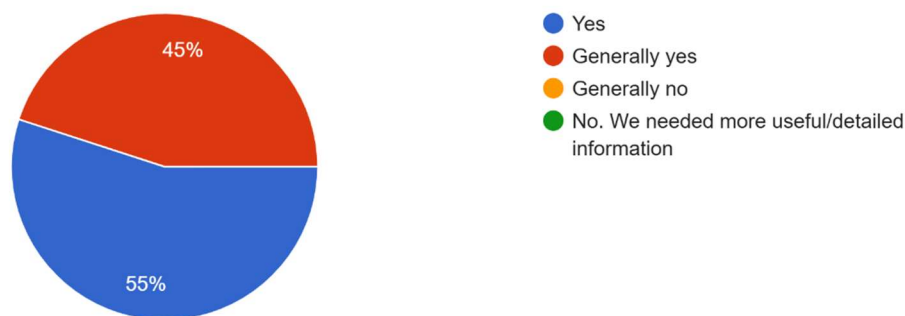
回答者の半数（前年 63.2%→本年 50%）が今般の対面式ワークショップへの参加を通じ、本事業において自身が行うべきことがより明確になったとの考えを示し、残りの半数（前年 36.8%→本年 50%）も概ね明確になったと回答した。実際、PETE、SPD それぞれのコンポーネントは独立してタスクを行いつつ、議論を通して必要な情報や知識を補完しあっているのが事業のこれまでの経緯であった。しかし、本年度の対面式ワークショップで、インクルーシブ且つ良質な体育を実現するための体育教師教育、アダプテッド体育、障害者スポーツはお互いが完全に切り離され、独立した分野では無く、密接にリンクし合っている点、各分野の知識、情報を同時に学ぶ意義、同じ枠組み

で議論することの利点は、上記問 17 のカンボジア PETE カウンターパートの言葉からも認識され始めている。本設問に対する回答で、各自が行うべきことの理解は一定程度担保されていると捉える一方、自身の果たすべき役割や課題がより明確に把握してもらえよう設え、工夫は今後継続的に肝要と考える。各カウンターパートの不明点や疑問に対し、これまで以上に敏感でなければならないと考えている。

21. 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

21. Will the information and documents shared before/during this in-person workshop be helpful/useful for your work/research in your organisation/institution?

20 responses

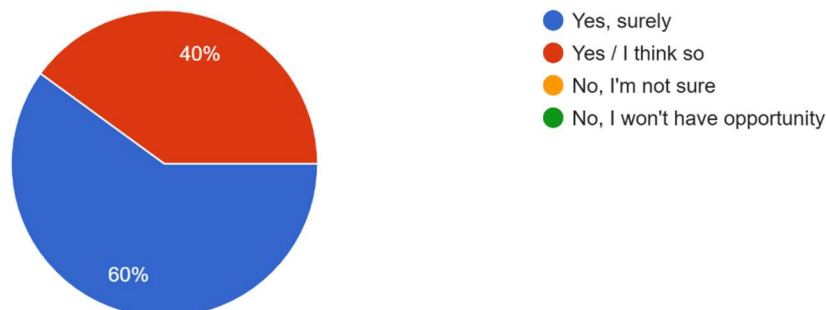


半数以上の ASEAN カウンターパート（前年 63.2%→本年 55%）が今般ベトナムで開催した対面式ワークショップ前および期間中に提供された知識、情報は、自身の所属先における職務や研究に有用であったと評価し、残り（前年 36.8%→本年 45%）も概ね有用と回答した。今般の対面式ワークショップでは、体育教師教育に関連し、将来的な ASEAN 体育教師教育スタンダード案策定に向けて、2024 年 11 月に全 2 回開催したオンライン・ワークショップ上で ASEAN 各国より提供された情報を、アメリカの体育教師教育スタンダード（SHAPE, 2017）を参照しつつ分類し、現状 ASEAN として意識される、もしくは意識されないポイント等、カウンターパートにとって示唆に富んだ知識、情報が岡出教授より明示された。障害者スポーツ部門担当の日本人専門家からは、ASEAN におけるアダプテッド体育および障害者スポーツのスタンダード策定を前提とした、各国のアダプテッド体育および障害者スポーツの現状評価、アクションプラン案策定に向けた知識、情報が共有された。高度な学術的知識が含まれていた為、多くが省庁の行政官が占める ASEAN カウンターパートにとり、難解な部分もあったことが推察されるものの、時間をかけ全体的な理解レベルを高めるフォローアップは、実施主体を中心に継続しなければならない。スタンダード案の考案過程は中長期での作業になるが、各国の文脈・ニーズに応じ、社会実装を通じアウトプットが創出され、より良いインパクトを生み出せる方法をカウンターパートと共に模索を継続したい。

22. 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

22. Will there be an opportunity to share the information and knowledge gained from this in-person workshop with your boss and colleagues at workplace?

20 responses

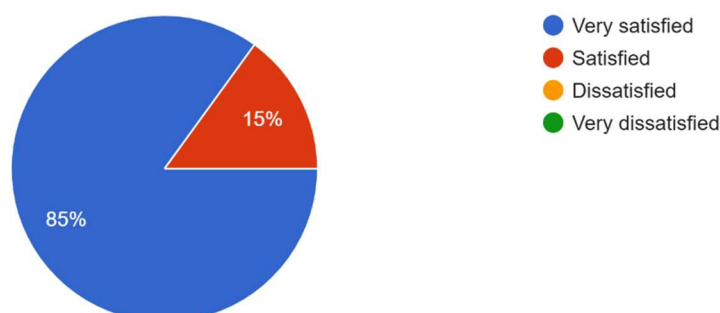


回答した ASEAN カウンターパートおよびオブザーバーの 6 割（前年 73.7%→本年 60%）が対面式ワークショップで得た情報、知識を職場の上司、同僚らに共有すると回答した。また残りの（40%）も共有に前向きな姿勢を示した。このような行動は、各国カウンターパート自身が得た知識、情報の復習機会となる他、カウンターパートを通じ、事業コンテンツ、ノウハウを理解するステークホルダーの輪が拡大すると共に、各カウンターパート所属組織内の知見、ノウハウ蓄積、新規性の高いアイデアの着想機会に繋がるものと期待される。この過程で、ASEAN 各国内に本事業の間接裨益者としてのアウトカムを段階的に増やしてゆくことに自ずと繋がる。実施主体は多様な側面から本事業の発展性を意識し、提供する知識、情報の質と量と提供方法を継続的に検討して行く。

23. ベトナム-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

23. Are you satisfied with the overall operation and coordination of this in-person workshop, co-hosted by Viet Nam and Japan?

20 responses



前年の約 90%からは劣るものの。回答した ASEAN カウンターパートおよびオブザーバーの（85%）がベトナム・日本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、ベトナム政府職員の努力、チームワーク、ホスピタリティの他、特に Sports Authority of Viet Nam の国際担当副部長 Luyen Hong Hanh 氏のリーダーシップと責任感、Dang Van Sau 氏の親切な配慮、

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友好的な対応、各ベトナム人スタッフの貢献が、同ワークショップが成功裏に行われた大きな要因であったと理解している。日本側の運営担当者は、ホスト国側の親切心、ASEANカウンターパートの理解や日本人専門家の助力に依存することに留まらず、今後の事業企画・運営方法の最適化をはじめ、事業の質向上に向けたこれまで以上の努力と発案が要される。

24. 本事業に将来最も期待することは何か（自由記述）

24. Please feel free to describe what you are most looking forward to about this project in the future.

- **タイ (PETE) :** 日本国内のいくつかの学校や大学の体育やアダプテッド体育の授業に参加すること。
- **インドネシア (PETE) :** 今後のワークショップでの学校訪問は、一般教育の文脈で学校を訪問したい。ベトナム滞在中、地方や公立学校での体育の実施を観察する機会は無かった。ASEAN の教育環境について、より深く理解したい。
- **フィリピン (SPD) :** スポーツの発展、体育、パラスポーツについてさらに理解を深めるために、ASEAN の専門家や関係者と交流することを最も期待する。このワークショップは、新しいポリシーの作成、ベスト プラクティスの共有、ASEAN スタンドールの確立に向けた取り組みについて協力する絶好の機会。さまざまな視点を学び、あらゆるコミュニティでスポーツのアクセシビリティと参加を探究し、強化できることを期待する。
- **マレーシア (PETE) :** このプロジェクトに日本の専門家チームのもたらした革新の可能性に興味している。ASEAN 全体にとって、より効率的で創造的で影響力のある事業内容にするための新しい方法を共同で発見することを期待している。
- **ベトナム (オブザーバー) :** ベトナム政府機関が本事業通じどのようなアウトカムを生み出すのかに期待している。また、このプロジェクトが継続されれば、ASEAN の友人たちがどのようにアクションプランを実行してきたかをさらに学び、共に経験することができる。また日本のパートナーや専門家からさらに学ぶことは貴重な機会であり続ける。
- **ミャンマー (PETE) :** この事業、ワークショップに参加できたことは、私にとっても私の国にとっても非常に価値のあることであった。なぜなら、このワークショップによって体育に関する国家タスクフォースが設立され、さらに国家体育行動計画も作成され、この行動計画は成功裏に実施されたからである。私は将来に向けて最善を尽くし、私の国のために創造し、実行し続ける決意である。これが自身にとってこの事業で得ている最高の成果である。
- **ブルネイ (SPD) :** SPD アクションプランやアダプテッド体育授業の計画とその仕組みに関する更なる参考資料、フォローアップを期待している。また、私の国と他の ASEAN/日本が、特別支援教育の対象となる生徒が学校レベルの国際スポーツ大会に参加できるよう、より一層協力できることを願っている。
- **マレーシア (SPD) :** ワorkshop内の訪問プログラムは、PETE および SPD 行動計画の目的を反映・サポートし、その目標と戦略との整合性を確保するように計画してほしい。
- **カンボジア (PETE) :** 自国の省庁に承認を申請するための PETE スタンドール最終版、

巻末資料

資料1 令和6年度事業活動一覧

実施 時期	事業実績（概要）
4月	<p>【体育教師教育（PETE）・障がい者スポーツ（SPD）共通】</p> <p>4月9日：第1回日本体育大額プロジェクトチーム定例会議 （対面@日体大：岡出教授、藤田、山田、新川、宍戸）</p> <p>4月11日：スポーツ庁・日本体育大学 事業開始前ミーティング （オンライン：スポーツ庁：田村氏、根井氏、土屋氏、岡出教授、宍戸）</p> <p>4月12日：筑波大学、日本体育大学プロジェクトチーム・ミーティング （オンライン：筑波大学：佐藤教授、永田助教、日本体育大学：岡出教授、宍戸）</p> <p>4月18日：ASEAN 事務局、スポーツ庁、日本体育大学3者キックオフミーティング （オンライン：ASEAN 事務局：Mr. Roger Yap Chao Jr、Ms. Nasya、Ms. Ginda、 スポーツ庁：田村氏、根井氏、日本体育大学：岡出教授、宍戸）</p>
5月	<p>【PETE】</p> <p>5月15日：外部機関との体育教師教育事業に関する意見交換対応 （オンライン：スポーツ庁：田村氏、根井氏、 日本スポーツ振興センターSFTC 事務局：佐藤氏、日本体育大学：岡出教授、宍戸）</p> <p>【PETE・SPD 共通】</p> <p>5月28日：第2回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、藤田、山田、新川、宍戸）</p>
6月	<p>【PETE・SPD 共通】</p> <p>6月4日：SOMS ベトナム（スポーツ高級実務者会議）との対面式ワークショップ開催に係るミーティング（オンライン：Sports Authority of Viet Nam: Ms. Hanh, Mr. Van Sau 他4名、 日本体育大学：山田、新川、宍戸）</p> <p>6月14日：成城大学野口先生への対面式ワークショップのベトナム開催に係る相談 （対面@日体大：成城大学：野口専任講師、日本体育大学：藤田、山田、宍戸）</p>
7月	<p>【PETE・SPD 共通】</p> <p>7月2日：旅行代理店とのベトナムワークショップ企画・手配に係る打合せ （対面@日体大：日新航空サービス3名、日本体育大学：岡出教授、藤田、山田、宍戸）</p> <p>7月12日：ベトナム政府向け対面式ワークショップ開催協力依頼状の発出 （日体大→ASEAN 事務局→ベトナム・スポーツ高級実務者会議（SOMS））</p> <p>【PETE】</p> <p>7月6日：「2024 IAHPEDS（International Alliance for Health, Physical Education, Dance,</p>

	<p>and Sport) WORLD CONGRESS」における発表（岡出教授）</p> <p>7月25日：インドネシア教育大学主催国際学会への登壇（岡出教授）</p> <p>【SPD】</p> <p>7月4日：第1回障がい者スポーツ ラオス実地調査研究計画に係る打合せ （オンライン：筑波大学：佐藤教授、永田助教、同志社大学：遠藤助教、福山大学：戸村講師、日本体育大学：岡出教授、宍戸）</p> <p>7月6日：「2024 IAHPEDS（International Alliance for Health, Physical Education, Dance, and Sport) WORLD CONGRESS」における発表（佐藤教授、永田助教）</p>
8月	<p>【PETE・SPD 共通】</p> <p>8月1日：第3回 ASEAN スポーツ協力情報交換会（スポーツ庁主催） （対面@スポーツ庁：日本体育大学：岡出教授、宍戸、筑波大学：佐藤教授が参加）</p> <p>8月5日：第3回日本体育大学プロジェクトチーム定例会議 （対面@日体大：岡出教授、山田、新川、宍戸）</p> <p>8月9日：R6 年度事業案内状並びに事業カウンターパート選任確認依頼の発出 （ASEAN 事務局→各国スポーツ高級実務者会議（SOMS）→各国事業カウンターパート）</p> <p>8月9日：新規事業参加国（東ティモール）向け R6 年度事業案内並びに事業カウンターパート選任依頼状の発出（ASEAN 事務局→同国スポーツ高級実務者会議（SOMS））</p> <p>8月27日：事業カウンターパート選任確認依頼の督促（ASEAN 事務局を通じて）</p> <p>8月30日：第4回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、藤田、山田、新川、宍戸）</p>
9月	<p>【PETE・SPD 共通】</p> <p>9月9日：ミャンマー選任事業カウンターパート（継続）とのキックオフミーティング （オンライン：Mr. Ko Ko Htay、Prof. Than Than Htay、宍戸）</p> <p>9月10日：第5回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、山田、新川、宍戸）</p> <p>9月10日：事業カウンターパート選任確認依頼の督促（ASEAN 事務局を通じて）</p> <p>9月17日：マレーシア選任事業カウンターパート（継続）とのキックオフミーティング （オンライン：Ms. Solehah Misron、Ms. Siti Mariam Ahmad Tobias、山田、新川、宍戸）</p> <p>9月18日～21日（18日および21日は移動日）： ASEAN Council of Physical Education and Sports (ACPES), 10th ACPES International Conference（国際学会）への対面参加（日本体育大学：岡出教授、宍戸） 発表タイトル：Building Professional Community For Inclusive Quality PETE System Under ASEAN-Japan Cooperation（日 ASEAN 協力におけるインクルーシブで良質な体育教師教育システム構築を目的とした専門職コミュニティの形成：岡出教授） （主催）ASEAN 体育スポーツ評議会（ASEAN Council of Physical Education & Sports） （会場）マレーシア国シャーアラム市（MARA 工科大学: Universiti Teknologi MARA） （参加者）ASEAN 域内外大学教員、学術研究者、体育スポーツ関係者、学生等約 400 名 （参加目的）事業成果の発信、論文投稿、学術誌への発表、ASEAN 域内外での学術関係者</p>

	<p>とのネットワーキング等)</p> <p>9月24日：第6回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、藤田、山田、新川、宍戸)</p> <p>9月24日：カンボジア選任事業カウンターパート（継続）とのキックオフミーティング (オンライン：Ms. Hou Sitthisophealai, Mr. Yi Sopheaktra、岡出教授、山田、新川、宍戸)</p> <p>9月25日：オンライン・ワークショップ事前準備打合せ (オンライン：デジタルライン社：長谷川氏、日本体育大学：山田、新川、宍戸)</p> <p>9月26日：シンガポール選任事業カウンターパート（継続）とのキックオフミーティング (オンライン：Mr. Derrick Chee、Ms. Kelly Fan、山田、新川、宍戸)</p> <p>【SPD】</p> <p>9月10日：第2回障がい者スポーツ ラオス実地調査研究計画に係る打合せおよびR6年度事業におけるSPDに特化したアクションプランの新規策定について (オンライン：筑波大学：佐藤教授、永田助教、同志社大学：遠藤助教、福山大学：戸村講師、日本体育大学：岡出教授、宍戸)</p> <p>9月15日～19日：インドネシア教育大学主催国際学会への登壇（佐藤教授）</p>
10月	<p>【PETE・SPD 共通】</p> <p>10月1日：ラオス選任事業カウンターパート（PETEは新規、SPDは継続）とのキックオフミーティング（オンライン：Mr. Visith Seng Amphanh、Ms. Latsame Vithaya、宍戸）</p> <p>10月4日：ベトナムSPD選任事業カウンターパート（新規）とのキックオフミーティング（オンライン：Ms. Ho Than My、山田、新川、宍戸）</p> <p>10月7日：タイ選任事業カウンターパート（継続）とのキックオフミーティング（オンライン：Dr. Chalitpol Suebmai、Dr. Taweechoak Pongdee、Ms. Surangkana Suriyakham、山田、新川、宍戸）</p> <p>10月7日：ベトナム政府（文化スポーツ観光省）が対面式ワークショップ開催を許可</p> <p>10月8日：第7回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、山田、新川、宍戸)</p> <p>10月14日～17日（14日、16日および17日は移動日）： 第7回日ASEANスポーツ担当高級実務者会合への対面参加、成果報告・情報発信 (The Seventh ASEAN Plus Japan Senior Officials Meeting on Sports (7th SOMS+Japan) Vinh Phuc, Viet Nam)（日本体育大学：岡出教授、宍戸が参加）</p> <p>(15日) 7th SOMS+Japan（1日目）に参加</p> <p>(16日) 7th SOMS+Japan（2日目）に参加、岡出教授が日本に向けて移動</p> <p>(17日) 対面式ワークショップ会場視察（宍戸）、日本に向けて移動 (発表タイトル)：ASEAN-JAPAN ACTIONS ON SPORTS Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD)AGENDA ITEM 5.2 (日ASEANスポーツ協力 体育教師教育の強化改善、障がい者スポーツの推進に係るワークショップの実施)</p>

	<p>(概要) 岡出教授が上記発表を行い、ASEAN 各国スポーツ高級実務者 (SOMS) が各国進捗や事業に期待する事項、方向性等につき意見を出し合い、前向き且つ有意義な意見交換の機会となった。また事業カウンターパートの選任を担当する SOMS 担当者、ASEAN 事務局職員と対面で情報交換、議論、相談をすることで、以降のコミュニケーションがより円滑になることが期待される。</p> <p>10月22日：第8回日本体育大学プロジェクトチーム定例会議 (オンライン：岡出教授、山田、新川、宍戸)</p> <p>10月23日：オンライン・ワークショップ (Whiteboard リハーサル) (オンライン：デジタルライン社：長谷川氏、順天堂大学：下窪助教、日本体育大学：岡出教授、寺岡助教、山田、新川、宍戸)</p> <p>10月25日：オンライン・ワークショップ (Whiteboard リハーサル) (オンライン：筑波大学：山口助教、日本体育大学：山田、新川、宍戸)</p> <p>10月25日：事業カウンターパート選任確認依頼の督促 (ASEAN 事務局を通じて)</p> <p>10月31日：ブルネイ招聘予定者とのオンライン・ミーティング (オンライン：Mr. Muhammad Azrin Bin Haji Siaji、宍戸)</p>
11月	<p>【PETE・SPD 共通】</p> <p>11月4日：ブルネイ選任事業カウンターパート (継続) とのキックオフミーティング (オンライン：Mr. Muhammad Azrin Bin Haji Siaji、Ms. Pg. Nurhaziqah Azmina Pg. Sahminan、山田、新川、宍戸)</p> <p>11月5日：R6 年度第1回オンライン・ワークショップ (計21名：ASEAN 各国選任事業カウンターパート、オブザーバー、日本体育大学：岡出教授、寺岡助教、山田、新川、宍戸、筑波大学：山口助教、順天堂大学：下窪助教) (テーマ) ASEAN の体育教師教育 (PETE) スタンダード原案策定に向けたブレインストーミング (目的) R6 年度2月開催の対面式ワークショップの前段階での各国 PETE 現状把握、整理 (概要) オンラインツール Zoom の Whiteboard 機能を活用し、グループ分けした ASEAN 各国に、それぞれの国の体育教師教育スタンダードの有無、既にある場合はどの組織が策定し、認可したか等について同じ問いに回答、議論してもらうことを通じ、共通点、相違点、注目すべき点等の基礎情報を整理し、2回目のセッションのベースとする。</p> <p>11月11日～17日 (11日午前、17日は移動日)： ブルネイ PETE 選任事業カウンターパートの本邦招聘 (招聘者：Mr. Muhammad Azrin Bin Haji Siaji、受入担当：日本体育大学：岡出教授、宍戸) (目的)</p> <ul style="list-style-type: none"> ● 「全国学校体育研究大会」山口大会に出席する (日本国内で実施中のアクションリサーチに関する発表からインサイトを得る) ● 日本の専門家と体育教師教育に係る情報交換を行う

● 日本の学校を訪問し、学校体育、体育教師教育の優れた実践例と課題を確認する
(概要) R3 年度に本事業にて策定、その後継続的に改訂されているブルネイ国の体育教師教育改善・強化を目的としたアクションプランには、国内パイロット校（小学校および中学校）での現役体育教員らによるアクションリサーチの実施が提唱され、各ステークホルダーの理解・協力のもと、実施が開始されている。今般の公益財団法人「日本学校体育研究連合会」主催の研究大会の視察を通し、日本の教育現場で行われるアクションリサーチの実施方法、その中で発表される様々な取り組み、試行錯誤、課題解決等から着想を得て、ブルネイに持ち帰っていただくことを主に意図している。また併せて、日本の学校の視察、体育施設視察の機会も設けた。

(11日) ブルネイ PETE カウンターパートが岡出教授を表敬訪問、日体大学生向けプレゼンテーションおよび質疑応答

(12日) 神奈川県川崎市立柿生小学校訪問、学校関係者と懇談、体育授業視察

(13日) 山口県へ移動

(14日) 公益財団法人 日本学校体育研究連合会主催

R6 年度第 63 回全国学校体育研究大会（山口大会）への参加（1 日目）

(15日) 公益財団法人 日本学校体育研究連合会主催

R6 年度第 63 回全国学校体育研究大会（山口大会）への参加（2 日目）、東京へ移動

(16日) 都内体育関連施設視察（国立競技場、オリンピックミュージアム等）

11月19日：R6 年度第 2 回オンライン・ワークショップ

(計 19 名：ASEAN 各国選任事業カウンターパート、オブザーバー、

日本体育大学：岡出教授、寺岡助教、山田、新川、宍戸)

(テーマ) ASEAN における体育教師教育 (PETE) スタンドアード原案策定に向けたブレインストーミング

(目的) R6 年度 2 月開催の対面式ワークショップの前段階での各国の PETE 現状共有、整理

(11 月 5 日開催の同第 1 回オンライン・ワークショップで各国より共有された情報をベースに、別の角度からの問いに対する回答考案、グループディスカッションを実施)

(概要) 第 1 回に引き続き、オンラインツール Zoom の Whiteboard 機能を活用し、グループ分けした ASEAN 各国に、それぞれの国で体育教員（現役教員および養成段階）に求められる能力、知識、スキルに関する問いに回答、議論してもらうことを通じ、共通点、相違点、注目すべき点等を整理した。R6 年度 2 月の対面式ワークショップで ASEAN 体育教師教育スタンダード原案策定を目指す前提で、その準備作業の一環として本ワークショップを位置付けた。尚、各国より提供された情報をアメリカに既存の体育教師教育スタンダード (SHAPE, 2017) の記載項目に応じ、今般 ASEAN 各国より共有された情報を分類、当てはめることで分析し、対面式ワークショップで活用、より深化した議論のベースとする。

11月20日：R6 年度 2 月開催対面式ワークショップ（ベトナム国ハノイ市）案内状の発出（ベトナム政府→ASEAN 事務局→各国スポーツ高級実務者会議 (SOMS) →各国カウンターパート）

	<p>11月下旬～：旅行代理店を通じた対面ワークショップ実施に係る各種手配の開始</p> <p>【SPD】</p> <p>11月11日：第3回障がい者スポーツ ラオス実地調査研究に向けた打合せ （オンライン：ADDP 中村氏、筑波大学：佐藤教授、永田准教授、同志社大学：遠藤助教、福山大学：戸村講師、日本体育大学：岡出教授）</p> <p>11月25日：R6年度1月実施 SPD 実地調査研究ラオス政府向け協力依頼状の発出</p>
12月	<p>【PETE・SPD 共通】</p> <p>12月3日：第9回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、山田、新川、宍戸）</p> <p>12月3日：事業カウンターパート選任確認依頼の督促（ASEAN事務局を通じて）</p> <p>12月12日：インドネシア PETE 選任事業カウンターパート（継続）とのキックオフミーティング（オンライン：Ms. Hilda Ilmawati、山田、新川、宍戸）</p> <p>12月12日：フィリピン SPD 選任事業カウンターパート（新規）とのキックオフミーティング（オンライン：Ms. Bernadith Miras、山田、新川、宍戸）</p> <p>12月16日：事業カウンターパート選任確認依頼の督促（ASEAN事務局を通じて）</p> <p>12月17日：第10回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、山田、新川、宍戸）</p> <p>12月23日：フィリピン PETE 選任事業カウンターパート（新規）とのキックオフミーティング（オンライン：Ms. Erika Jane Donozo、宍戸）</p> <p>【SPD】</p> <p>12月26日：第4回障がい者スポーツ ラオス実地調査研究に向けた打合せ （オンライン：ADDP 新井氏、筑波大学：佐藤教授、永田准教授、同志社大学：遠藤助教、福山大学：戸村講師、日本体育大学：岡出教授、宍戸）</p>
1月	<p>【SPD】</p> <p>1月3日：第5回障がい者スポーツ ラオス実地調査研究に向けた打合せ （オンライン：ラオス教育スポーツ省 Ms. Latsame Vithaya、鷹野（JICA 青年協力隊にて同省派遣中）筑波大学：佐藤教授）</p> <p>1月5日～12日：ラオス国における障がい者スポーツ等に係る現地調査研究の実施 （※1月5日、11日午後および12日は移動日）</p> <p>（6日）質的調査（佐藤教授、戸村講師）、量的調査（永田准教授、遠藤助教）</p> <p>（7日）質的調査（佐藤教授、戸村講師）、量的調査（永田准教授、遠藤助教）</p> <p>（8日）質的調査（佐藤教授、戸村講師）、量的調査（永田准教授、遠藤助教）</p> <p>（9日）（午前）表敬訪問（教育スポーツ省、労働福祉省等） （午後）質的調査（佐藤教授、戸村講師）、量的調査（永田准教授、遠藤助教）</p> <p>（10日）現地政府関係者、障がい者スポーツおよび学校関係者向け対面式ワークショップ、（午後）質的調査（佐藤教授、戸村講師）、量的調査（永田准教授、遠藤助教）</p> <p>（11日）（午前）質的調査（佐藤教授、戸村講師）、量的調査（永田准教授、遠藤助教）</p>

	<p>※佐藤教授、永田准教授は利用航空会社のフライトキャンセル、振替により、6日午後現地入り、直後より調査に合流</p> <p>【PETE・SPD 共通】</p> <p>1月14日：第11回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、山田、新川、宍戸）</p> <p>1月23日：対面式ワークショップ開催に向けたホスト国政府関係者との打ち合わせ （オンライン：Sports Authority of Viet Nam: Ms. Hanh、Mr. Van Sau、 日本体育大学：岡出教授、宍戸）</p> <p>1月29日：第12回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、山田、新川、宍戸）</p> <p>1月31日：対面式ワークショップ前 日本人関係者向け打合せ （オンライン：日本体育大学、岡出教授、寺岡助教、藤田、山田、宍戸、 筑波大学：佐藤教授、永田准教授、順天堂大学：下窪助教） （欠席：奥村助教、遠藤助教、戸村講師）</p>
2月	<p>【PETE・SPD 共通】</p> <p>2月上旬～：ベトナム社会主義共和国（ハノイ市）における対面ワークショップ事前準備</p> <p>2月14日：第13回日本体育大学プロジェクトチーム定例会議 （オンライン：岡出教授、山田、新川、宍戸）</p> <p>2月23日：対面ワークショップ事前会場実地および確認 （対面：会場ホテル関係者、Sports Authority of Viet Nam：Ms. Hanh、Mr. Van Sau、Ms. Hieu Linh、 日本体育大学：岡出教授、宍戸）</p> <p>2月24日～27日（22日、23日および28日は移動日）： ベトナム社会主義共和国（ハノイ市）における対面式ワークショップの開催 （2月24日～27日：計44名（最大時：58名）：ASEAN10か国カウンターパート19名、 ブルネイ、タイ、ベトナムからのオブザーバー8名、 日本から岡出教授、寺岡助教、下窪助教、遠藤助教、戸村講師 （佐藤教授、永田准教授は26日より参加）7名、ベトナム・日本側運営スタッフ計10名参加 （主催）Sports Authority of Viet Nam、ベトナム国文化スポーツ観光省および 日本体育大学による共催 （実施協力）ベトナム・スポーツ高級実務者会議（SOMS）、 National Paralympic Committee of Viet Nam （開催場所）ベトナム社会主義共和国ハノイ市</p> <p>（24日） 開会セレモニー、岡出教授による講義、 体育教師教育改善・強化アクションプラン実施状況にかかる各国プレゼンテーション、 ASEANにおける体育教師教育（PETE）スタンダード原案策定支援</p>

	<p>(25日) 現地学校体育授業視察および学校関係者とのディスカッション、ASEANにおける体育教師教育(PETE)スタンダード原案策定支援</p> <p>(26日) 障がい者スポーツ(SPD)に特化したアクションプラン策定支援、障がい者スポーツトレーニングセンター(ハノイ市)の視察</p> <p>(27日) 佐藤教授、永田時准教授による講義、障がい者スポーツ(SPD)に特化したアクションプラン策定支援、閉会セレモニー</p>
3月	<p>【PETE・SPD 共通】</p> <p>3月21日: インドネシア体育実践コミュニティ主催ウェビナー (オンライン: 佐藤教授がゲストスピーカーとして登壇)</p> <p>3月25日: 第14回日本体育大学プロジェクトチーム定例会議 (対面: 岡出教授、山田、新川、宍戸)</p> <p>3月27日: 第4回日ASEANスポーツ協力情報交換会(スポーツ庁主催) (対面@スポーツ庁: 日本体育大学: 岡出教授、宍戸、筑波大学: 佐藤教授が参加)</p> <p>3月上旬以降</p> <ul style="list-style-type: none"> ・各種精算業務 ・事業完了報告書、成果報告書および事業報告書作成および提出 ・事業報告書の作成ならびに日体大HPへの掲載等

ASEAN-JAPAN ACTIONS ON SPORTS

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

AGENDA ITEM 5.2

NIPPON SPORT SCIENCE UNIVERSITY (NSSU)

OKADE YOSHINORI



NSSU
Nippon Sport Science University



筑波大学
University of Tsukuba



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OUTLINE OF THE PRESENTATION

- **General Information and Common Concerns**
- **PETE: *Current Situation and Future Direction (PETE ASEAN Standard)***
- **SPD: *Current Situation and Future Direction (Action Plan Development For Promoting SPD In ASEAN)***



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PROJECT OPERATION FY2024

ASEAN + JAPAN Senior Officials Meeting On Sports : SOMS + JAPAN

Japan Sports Agency & ASEAN Secretariat

Nippon Sport Science University & University of Tsukuba
(Experts' Meetings and Project Secretariat)

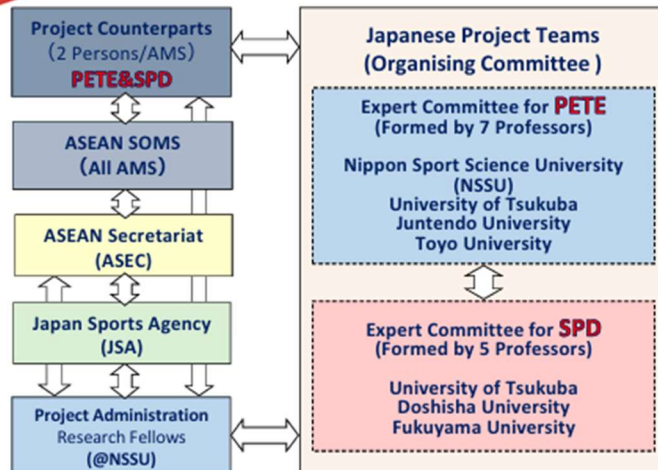
ASEAN Representatives



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※Timor-Leste is expected to newly join this initiative in FY2024.

OPERATING STRUCTURE FY2024 (PETE&SPD)



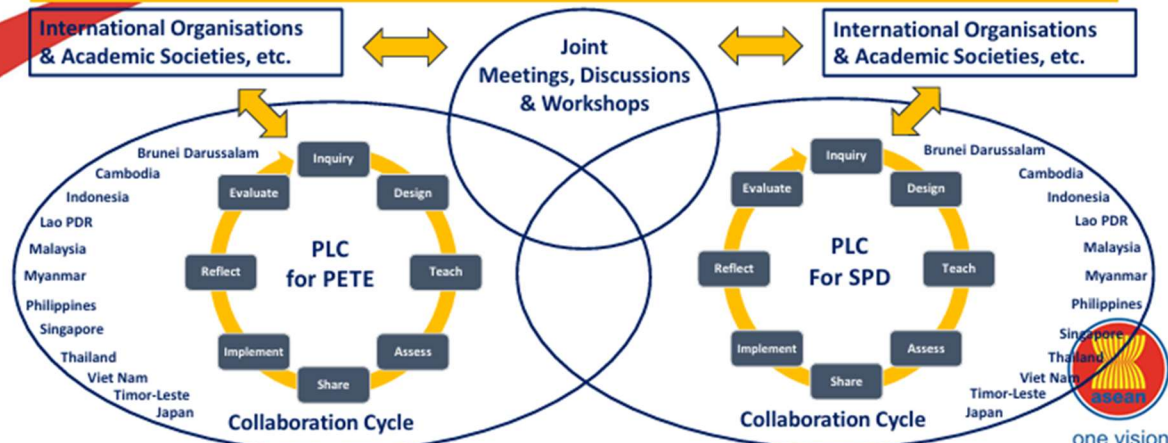
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TOWARD THE FORMATION OF PLC (PETE&SPD)

Professional Learning Communities Under ASEAN+Japan

※Involvement of persons from the academic, public and private sectors of each AMS will be greatly encouraged.



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PROJECT GOALS FY2024

◆ Physical Education Teacher Education (PETE)

- I. Developing ASEAN Standards for PETE
- II. Developing Assessment Indicators on the Actions taken

◆ Sport for People with Disabilities (SPD)

- I. Evidence-based Proposal for the Public Policies (Lao PDR)
- II. Developing Action Plans for promoting SPD in AMS

◆ Common for (PETE & SPD)

- I. Formation of Dedicated PLC (Professional Learning Communities)
- II. Project Progress Dissemination

GOAL



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PETE (PHYSICAL EDUCATION TEACHER EDUCATION)



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RESULT: ACTION PLANS' CONTENTS

Classification by Characteristics of the Contents in the Action Plans Revised in FY2023

Country	Enhance Pre-Service Program	Enhance In-Service Program	PETE Program Reform Priority	Concept of "Inclusion" Reflected	Research, Data Collection Considered	Teaching Resources Provision (curriculum revision, networking, material, infra, etc.)	Collaboration with other agencies	Others
Brunei Darussalam	●	●		●	●	●	●	
Cambodia	●	●	●	●	●	●	●	
Indonesia	●	●	●	●	●	●	●	
Lao PDR	●	●		●	●	●		●*1
Malaysia	●	●	●	●	●	●	MOE with MOYS	●*2
Myanmar	●	●	●			●		●*5
Philippines	●	●		●	●	●	●	
Singapore		●	●	●	●	●		●*3
Thailand		●		●	●	●	●	
Viet Nam		●		●	●	●		●*4

●: Newly Introduced Actions/items in 2023

- *1: Increase the number of PE classes, update the 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.
- *4: Raising awareness of the importance of PE and PETE
- *5: The training manual for PE teachers has been updated.

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RESULT: IMPLEMENTATION PROGRESS OF THE ACTION PLANS

Progress Status at the End of FY2023 (Updated based on the information until February 2024)

●: Newly updated in 2023
▲: In preparation or just started

Country	Brought to the Administrative Level	In Process of Preparation	Development of Training Program Started	Training Commenced	Stakeholder Participation (newly added)	Effectiveness Verifications Carried Out	Description, Additional information
Brunei Darussalam	●	●	●	●	●		Action research at Pilot schools/ NGO participation, Inclusivity-oriented
Cambodia	●	●	●	●	●	▲ Self-monitoring on PETE underway	2-year PETE upgraded to 4-year BA program at NIPES, various actions ongoing simultaneously
Indonesia	●	●	●	●		▲ Partial evaluation started	Survey & analysis for evidence-based training/ CIPP evaluation model
Lao PDR	●	●	▲				Raising awareness of PE's importance/ BA curriculum for pre-service PE teacher revised
Malaysia	●	●	*6	●	●	▲ Partial evaluation started	Individual Educational Plan for Inclusive Education Program (IEP)/ Roadmap from partial to full inclusion
Myanmar	● PE curriculum in the education colleges has been developed.	●	*6	●			Focusing on human resource development and provision of the materials for PE teachers
Philippines	●	▲ Agreement with Department of Education Manila					Efforts for integration of adapted PE in the core curriculum/ A culture of inclusivity needs to be shared and understood/ Mental health promotion
Singapore	●	● By MOE	*6	●			Currently developed new PE teaching & learning syllabus/ 1 inclusive PE-trained teacher for each school (policy change)
Thailand	●	●	●	▲ Underway	▲ Currently limited for budgeting	▲ 8-week lesson plan evaluation partially started	Developing inclusive PE curriculum and teaching manual to be brushed up for primary schools nationwide
Viet Nam	●*7						-

*6: They are utilising the training program developed previously.

*7: Progress NOT Updated. Due to an official mission and the schedule for the in-person workshop overlapped, the PETE representative of Vietnam could not join it.

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REGARDING THE IMPLEMENTATION STATUS OF THE ACTION PLAN

1. The implementation progress of the action plan after February 2024 (if there are any new developments)
2. Any issues that have newly emerged?
3. Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)
4. Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives, and ideas should be newly added to your country's action plan in the future?
5. What is effective and appropriate for setting evaluation indicators for each action?



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PROJECT PROGRESS & OUTPUTS DISSEMINATION

- I. *Presentation at the International Academic Society @ Tokyo Gakugei Univ. (July) -DONE-*
- II. *Dissemination of Project Progress @ ACPEs in Malaysia (September) -DONE-*
- III. *Dissemination of Project Progress @ SOMS in Viet Nam (October) -TODAY-*
- IV. *Publication of Academic Papers (All Year around) -IN PROGRESS-*



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GOOD PRACTICE: HOW TO SHARE?



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EPISODE

- *In a remote part of East Nusa Tenggara, Indonesia, there was an unexpected opportunity to meet with a group of PE teachers.*
- *Almost all of the local PE teachers were present. I travelled to meet them by boat, and the place was somewhere where there was no internet access. It was heartbreaking to see their dedication, especially considering the challenges they face in providing quality physical education. **I found myself pondering how I might support them in improving their content knowledge and pedagogical skills.***
- *On the way to my vacation spot, I encountered a group of head teachers and PE teachers travelling to their schools. It was a Sunday, yet they were already on their way to prepare for classes the following days. Their commitment is truly inspiring.*



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LEARNING IN EACH OTHER: VISITING SCHOOL, PRESENTATION IN ACPES



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IN-PERSON WORKSHOP IN FY2024

(Period) **February 24 (Mon)- 27 (Thu) 2025**

(Duration) *4 Working days*

(Participants) *PETE & SPD Representatives*

(Hosting country) *Viet Nam*



(Venue) *Hanoi*

(Workshop format) *Co-hosted by the Government of the Socialist Republic of Vietnam (SOMS Viet Nam, Sports Authority of Viet Nam & Ministry of Culture, Sports and Tourism) and NSSU*

(Subjects) *PETE: Creation of PETE standard, etc.
SPD: SPD Action Plan Development*



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SPD (SPORT FOR PEOPLE WITH DISABILITIES)

2021

-1st Online Workshop

2022

-Research Survey Preparation

-2nd Online Workshop

2023

-SPD Research Survey (Cambodia)

-3rd Online Seminar

-SPD Research Survey (Lao PDR)

-Academic Thesis Publication

-1st In-Person Workshop

(Cambodia)



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SHARING EVIDENCE FOR PROMOTING SPD FROM ASEAN

INTERNATIONAL JOURNAL OF SPORT POLICY AND POLITICS
2023, VOL. 15, NO. 4, 403-419
<https://doi.org/10.1080/19444609.2023.2279635>



RESEARCH ARTICLE

OPEN ACCESS Check for updates

It's about inspiring the greater community to continue supporting this sector: Elite sport success as a main policy objective for disability sport promotion in ASEAN member states

Shinichi Nagata*, Daniel Bloyce[†], Takahiro Sato[‡] and Yoshinori Okada[§]

*Institute of Health and Sport Sciences, University of Tsukuba, Tsukuba, Japan; [†]Department of Sport and Exercise Sciences, University of Chester, Chester, UK; [‡]Department of Sport and Culture, Nippon Sport Science University, Tokyo, Japan

ABSTRACT

Promoting sport participation among people with disabilities is often counted as one of the policy priorities of the national government as well as a main activity of sport for development initiatives to aid the Global South. However, little is known about specific systems, policy, history, and plans for disability sport promotion understood by disability sport administrators in the Global South. The current study focused on the Association of Southeast Asian Nations (ASEAN) and aimed to explore how ASEAN government officials perceive the status of sport for people with disabilities. Representatives from nine ASEAN member countries participated in individual semi-structured interviews. The results of the thematic analysis generated three themes: (1) Perceived lack of disability awareness and disability sport recognition; (2) Elite sport successes address problems at hand; and (3) Elite sport success to motivate funders. These themes suggest that successes in elite sports are of central importance for sport promotion among people with disabilities in ASEAN countries because they perceive that elite sport success can raise disability awareness, popularise disability sport, and motivate funders. Also, Paralympic success is viewed as an opportunity for them to demonstrate success otherwise unattainable in the Olympics. Some of the participants' accounts appear to go against the current knowledge generated in the Global North; however, as funding is important to develop disability sport administration, it might be inevitable for them to continue promoting elite sport success for now.

ARTICLE HISTORY

Received 8 November 2022

Accepted 7 July 2023

KEYWORDS

Global South; disability sport; ASEAN sport policy; disability awareness



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ADDITIONAL RESEARCH SURVEY IN LAO PDR

(Period) January 6–11, 2025

(Cooperation) Ministry of Education and Sports,
Department of Sport for All

(Research format) Interview, questionnaire, etc.

(Research contents)

1) Quantitative survey: Prof. Nagata & Prof. Endo
Theme: Benefits of people with disabilities playing sports

2) Qualitative survey: Prof. Sato & Prof. Tomura
Theme: School-inclusive physical education
and parent research

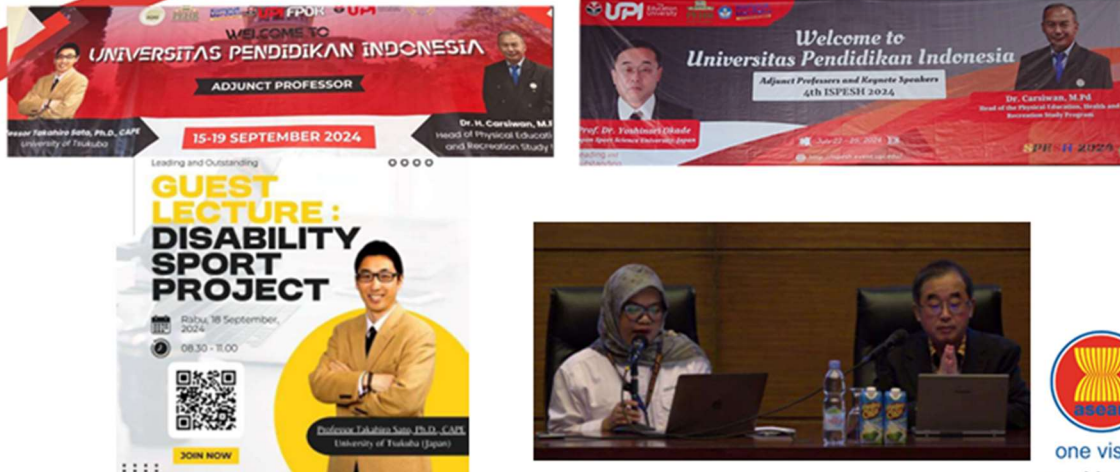
✂️ Research & analysis results will be shared with
the ASEAN representatives through published
papers or presentations.



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ENHANCING NETWORK AMONG AMS THROUGH THE PROJECT



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KEY MESSAGES TO SOMS

- I. *Continued assignment of the project representative in AMS
(The same representatives' involvement for a smooth restart & consistency of the project activities toward 2030 as far as possible)*
- II. *Strong commitment and assistance to PETE & SPD policy advocacy and action plans' implementation of PETE & SPD*
- III. *Promotion of stakeholders' involvement in the professional learning community (PLC) from the public, academic and private sectors*
- IV. *Assistance to disseminate the project output, outcomes and impacts nationwide*

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INTRODUCTION FROM EACH AMS AND DISCUSSION



- *Thank You So Much For Your Kind Attention.*
- *Your Suggestion Would Be Very Appreciated.*

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Building Professional Community For Inclusive Quality PETE System Under ASEAN-Japan Cooperation^{1,2}

Yoshinori OKADE¹, Yu SHISHIDO^{2*}

¹Faculty of Sports Culture, Nippon Sport Science University,¹
Setagaya Campus, 7-1-1, Fukasawa, Setagaya-ku, Tokyo, 158-8508, Japan¹
okade@nissai.ac.jp¹

²Comprehensive Sport Science Research Centre, Nippon Sport Science University,¹
Setagaya Campus, 7-1-1, Fukasawa, Setagaya-ku, Tokyo, 158-8508, Japan¹
yushishido@nissai.ac.jp¹

*Yoshinori OKADE¹

Abstract: This study aims to comprehensively understand the current status of Physical Education Teacher Education (PETE) in ASEAN. It also shares the progress in implementing the action plans to enhance inclusive Quality PETE developed and revised by each ASEAN Member State (AMS) within the ASEAN-Japan cooperation framework since 2021. The situation around PETE, particularly the post-COVID-19 outbreak in each AMS, has been investigated based on the information furnished by the project representatives assigned by each government to develop action plans, and the contents and implementation process were thematically monitored and analysed using process-tracing research design. It was found that 1) PETE for in-service teachers and 2) teaching resource provisions were the centre of attention commonly, with slight differences among AMS, 3) in reflection of the concept of inclusion and 4) in priority of PETE program reform. Furthermore, the importance of 5) evidence-based policy advocacy and 6) stakeholders' collaboration has started to be acknowledged. Although the outcomes and impacts are yet to be evaluated, the role of physical education (PE) in enhancing social-emotional well-being and health levels, besides the gradual increase in investment towards PE, needs to be better recognised and reflected in public policies. It will be effective to form a Professional Learning Community (PLC) in ASEAN, a platform that sets up a favourable environment for continued capacity development and regional interactions, eventually disseminating the ASEAN standards of inclusive PETE for Quality PE. These findings have significant implications for academic societies and policymakers, highlighting the need for a PLC collaborative approach to enhance the quality of inclusive PETE within the region.

Keywords: Inclusive Quality Physical Education Teacher Education (PETE), ASEAN-Japan cooperation, Action plan implementation, Professional Learning Community (PLC)

1. Introduction

Physical Education Teacher Education (PETE) has always been a focal point for developing sustainable, inclusive, and Quality Physical Education (QPE) worldwide. Several proposals on PETE have also been published (ICSSPE, 2012; SHAPE, 2017; UNESCO, 2023), and the current situation has been investigated. As a result, the global trends in PETE and physical education (PE) generally emphasise inclusion and diversity. However, the current status of PETE in ASEAN has not been comprehensively grasped (UNESCO, 2014). On the other hand, because of the difficulty of policy transformation on QPE from the Global North (Uhlenbrock and Meier, 2023), finding promoting and inhibiting factors for implementing inclusive QPE PETE policy in each ASEAN Member State (AMS) would be fundamental and critical for promoting it.

ASEAN-Japan cooperation commemorated the 50th anniversary of the friendship in 2023. Nippon Sport Science University (NSSU) has been implementing the project on PETE and Sport for People with Disability (SPD) under the ASEAN Senior Officials Meeting on Sports (SOMS) plus Japan framework since 2021. The project aims to promote the implementation of the intergovernmental collaboration for the action points agreed upon at the ASEAN Plus Japan Ministerial Meeting on Sports (AMMS+Japan) to contribute to sustainable development in the participating countries through PE and sports. The project, commissioned by the Japan Sports Agency (JSA), focuses on implementing PETE and SPD programs in AMS.

Based on the foundational documents on PETE (UNESCO, 2014, 2021), an action plan on PETE enhancement for each AMS was developed in 2021 as the first step of the cooperation activities, using the Berlin Agenda (ICSSPE, 1999), Kazan Action Plan (MINEPS VI, 2017) and the Antananarivo Recommendations (UNESCO, 2019) as references. Every plan has been reviewed repeatedly according to the changes in social contexts of each AMS post-COVID-19, and their challenges and issues have been shared among the participating countries in subsequent workshops since 2022. In 2021, the counterparts from 9 countries, and after 2022, 10 countries, including the Philippines, participated in the workshops. From 2022 on, 1) implementing the action plans developed by each AMS with assistance from Japanese experts, 2) monitoring their implementation, and 3) sorting out the promoting or inhibiting factors, have been promoted. Besides, 4) stakeholder analysis based on the Project Cycle Management (PCM) methodology, 5) setting common objective evaluation indicators for the outcomes and impacts brought by the actions, and 6) promotion of collaborative partnerships, have started to be conducted. Based on this context, this paper primarily aims to clarify the current situation of inclusive QPE policy implementation in AMS.

2. Method

In this study, a process-tracing research design (Uhlenbrock and Meier, 2023) was employed. Data are extracted from the documents, including the action plans, developed by the project representatives for the PETE field officially assigned by each AMS government, with assistance from the representatives for the SPD component in the workshops (both in online and in-person formats) as part of project activities during 2021-the present 2024. In the workshop in 2021, through sharing basic information on inclusive QPE and PETE, the counterparts in each AMS worked intensively to develop their action plan based on their urgent needs analysis, shared their ideas and implemented their action plan in their country after the workshop. Through the subsequent workshops, the implementation process and outcomes in each country have been shared through collaborative discussion.

The descriptions in these documents were analysed thematically, based on the contents of the action plan of each AMS, such as 1) enhancing pre-service programs, 2) enhancing in-service programs, 3) PETE program reform prioritised, 4) a reflection of the concept of inclusion, 5) research data collection, 6) teaching resources provision and 7) collaboration with stakeholders (Table 1). Implementation progress in each action plan was also categorised using criteria such as a) brought to the administrative level, b) in the preparation process, c) development of training program, d) training commenced, e) stakeholder participation and f) effectiveness evaluation (Table 2) in reference to UNESOC'S Stage of Policy Change (UNESCO, 2021, p.16). Also, the current PE and PETE, as well as the similarities and differences between the findings in the implementation process, issues or challenges, and demand, were independently analysed and compared by 2 project members (Table 3). The results of each member were compared between the members to ensure their trustworthiness.

3. Results

In 2023, enhancements to in-service programs were included in the action plans of every AMS, and 7 out of 10 countries also prioritised enhancing pre-service programs. 8 countries referred to introducing the concept of "inclusion" into PETE programs, PE curriculum and related policies and also considered research-based data collection for PETE program enhancements or curriculum reform. All countries commonly included provisions for teaching resources for PE teachers as a priority target in their action plans, as shown in Table 1. It's interesting to know there are slight differences in the areas of concern for enhancing PETE programs and PE among AMS. In addition to all those areas of interest, the involvement of domestic stakeholders has started to be reflected in some of AMS's ideas

for revising the action plans' contents. This could be a sign that the project's outputs have begun to be shared within the relevant ministry and agencies in some countries in the course of the time and, whether it's tentatively or on a full scale, started to be implemented with specific consent among the policymakers for PE and PETE. We consider it essential that some AMS begin to acknowledge their necessity and dare to make changes in public policies to improve PE and PETE based on the shortcomings and issues that their actual PE and PETE have within, as well as the suggestions received from other AMS.

Table 1. Classification by Contents' Characteristics in the Action Plans by Country

Items AMS	Enhance Pre- Service Program	Enhance In- Service Program	PETE Program Reform Priority	Concept of Inclusion Reflected	Research Data Collection Considered	*Teaching Resources Provision	Collabora- tion with Stakehold- ers	Oth- ers
Brunei Darussalam	•	•		•	•	•	•	
Cambodia	•	•	•	•	•	•	•	
Indonesia	•	•	•	•	•	•		
Lao PDR	•	•		•	•	•		• ¹
Malaysia	•	•	•	•	•	•	•	• ²
Myanmar	•	•	•			•		• ³
Philippines	•	•		•	•	•	•	
Singapore		•	•	•	•	•		• ⁴
Thailand		•		•	•	•	•	
Viet Nam		•				•		• ⁵

Data collected by Prof. Dr. Yoshinori OKADE, Nippon Sport Science University (Feb. 2024)

*Teaching resources provision corresponds to PE curriculum revision, PE teacher networking, PE-related infrastructure development or maintenance, material supply and installation, etc.

¹: Increase the number of PE classes, update the knowledge of Inclusion, and promote policymaking for inclusive PE

²: Quality development of students with special education needs (SEN) as athletes

³: The training manual for PE teachers should be updated

⁴: Change the mindset of PE teachers, enhance support to students with SEN in PE and extracurricular activities, etc.

⁵: Raise essential awareness of the importance of PE and PETE

The implementation progress of the action plans is summarised in Table 2. As of February 2024, 7 countries have started new training programs for PE teachers (pre- or in-service), including 4 countries using the bases of the training programs previously developed before the project launched. 4 countries began counting on the involvement of the stakeholders to take actions to enhance PETE and QPE accordingly, even though Thailand is limited to budgeting. During the in-person workshop in February 2024, a Japanese expert shared stakeholder analysis based on the Project Cycle Management (PCM) methodology. As part of training for evaluating the impact that the actions might have had on societies, the trial was conducted to plot and calculate the number of beneficiaries of the action taken. The differences in progress shown in Table 2, between countries are likely due to 1) the low status of education and physical education in national policy priorities in the post-COVID era, 2) the resulting limitations on the allocated budgets and other resources, and 3) the potential neglect of physical education itself in some countries, in addition to the complexities in policymaking processes and structures, such as a chronic lack of smooth communications in horizontal inter-ministry relationships. According to our analysis, all those points have resulted in the principal inhibiting factors in implementing new actions or policy advocacy for enhancing PE and PETE generally in ASEAN.

Table 2. Implementation Progress of the Action Plans to Enhance Inclusive Quality PETE in ASEAN

Items AMS	Brought to Administrative Level	In Preparation Process	Training Program Developed	Trainees Started	Stakeholder Participation	Effective Evaluation Started	Additional information
Brunei Darussalam	•	•	•	•	•		Action research ongoing
Cambodia	•	•	•	•	•	▲	2-year PETE upgraded to a 4-year Pre-service program
Indonesia	•	•	•	•		▲	Survey analysis for evidence-based training
Lao PDR	•	•	▲ ⁶				BA curriculum revised
Malaysia	•	•	• ⁶	•	•	▲	Individual Education Plans for Inclusive PE
Myanmar	•	•	• ⁶	•			Human resource development & material supply focused.
Philippines	•	▲					Targeting adapted PE integration into the core curriculum
Singapore	•	•	• ⁶	•			New PE syllabus
Thailand	•	•	•	▲	▲ (budgeting)	▲	New inclusive PE curriculum
Viet Nam	• ⁷						

Data collected by Prof. Dr. Yoshinori OKADE, Nippon Sport Science University (Feb. 2024)

⁶: They are utilising the training programs previously developed independently of the project.

⁷: Progress not updated

On the other hand, the current status of PE teachers and PETE, good practices and addressing the challenges were shared by each country during the implementation of the action plan from 2022 until the last workshop in February 2024. For example, Cambodia is constructing a highly sustainable PETE system at the National Institute of Physical Education and Sports (NIPES) in cooperation with the Ministry of Education, Youth and Sports and a Japanese NPO. As the first step, they improved the 2-year PETE curriculum to a 4-year pre-service program at the NIPES; in addition, the textbook for the program also was updated accordingly. In Indonesia, a transformational program called "Guru Binar", as part of pre-service PETE, has been launched by making full use of online tools and contents, and a constant review of its contents based on evidence-based research analysis is underway simultaneously. In Brunei Darussalam, the action research for best practices is ongoing in PE classes at the pilot schools at the elementary and secondary levels. Malaysia has been initially implementing its inclusive QPE action plan, considering research data collection based on its education blueprint (Wee, 2018). The enhancement of quality PE and inclusive PETE is ongoing, with some trials mainly in training for PE teachers (pre- and in-service) and the evaluation inspired by the project. The details of the current status of PE, PETE, issues, challenges, and demand for the PE teachers' capacity development in AMS are shown in Table 3.

Table 3. Summary of Inclusive Quality PETE Status and Demands in the ASEAN Member States (As of Feb. 2024)

Items AMS	Current Status of PE Teacher /PETE	Issues & Challenges	Demand for Inclusive Quality PETE and PE Teacher Competency
Brunei	1) No PE license for	1) Lack of specialised PE	1) Join CPD for in-

Darussalam	<ul style="list-style-type: none"> 1) elementary school level 2) Higher national diploma required for Junior/senior high school PE teachers 3) Action research in progress to collect best practices of PE in pilot schools at the elementary/secondary level 	<ul style="list-style-type: none"> 1) teachers for elementary schools 2) Limited facilities 3) Gender bias in sports 4) Curriculum/syllabus not updated and standardised 5) PE not prioritised in school 6) Gaps between private and public schools 7) Lack of smooth collaboration among stakeholders 	<ul style="list-style-type: none"> 1) service teachers 2) Training on action research for PE teachers 3) Collaborative action for raising inclusion and SPD awareness among parents and teachers
Cambodia	<ul style="list-style-type: none"> 1) No PE teacher license for elementary school level 2) Required NIPES graduation for lower/upper secondary schools 3) NIPES program corresponding to the pre-service training with updated textbook 4) Provide NIPES graduated students with chances to get bachelor diplomas 5) Develop PETE courses of inclusive PE for students with special education needs 	<ul style="list-style-type: none"> 1) Lack of specialised PE teachers, especially in rural areas 2) In-service training opportunities needed 3) Lack of teaching materials at NIPES 4) 4-year bachelor program has just been developed for lower/upper secondary schools 5) Monitoring and assessment for human resource development for NIPES teachers/trainers 6) Monitoring for PETE at NIPES (pre-service) 	<ul style="list-style-type: none"> 1) Bachelor's diploma for in-service teachers 2) Bachelor's or master's diploma for pre-service teachers 3) Raise awareness of the concept of inclusion and understanding amongst NIPES trainers/pre- & in-service PE teachers
Indonesia	<ul style="list-style-type: none"> 1) Bachelor or higher academic background in PE, health and sports needed for levels above elementary school 2) PETE for pre- & in-service teachers underway 	<ul style="list-style-type: none"> 1) Optimising PE teachers' abilities (teaching skills) for the levels above elementary school 2) Improving teachers' ability to teach students with disabilities 3) Providing standardised sports equipment and facilities 4) Research analysis (for evidence-based policy advocacy, implementation and evaluation) 	<ul style="list-style-type: none"> 1) PETE Curriculum reform 2) In- & pre-service training reflecting evaluation results in 2023 3) Improved knowledge, skills on the training materials, digital literacy and pedagogical competency in assessment (for Pre-service)
Lao PDR	<ul style="list-style-type: none"> 1) No trained PE teacher for elementary school level 2) Required diploma and training certificate to apply for PE teacher of 	<ul style="list-style-type: none"> 1) PE teacher shortage 2) Lack of teaching materials 3) Knowledge, skill and know-how limitation 4) Need updated information on PETE & for bachelor and 	<ul style="list-style-type: none"> 1) Updated knowledge and understanding of inclusive PE 2) ICT abilities 3) Workplan development ability

	<p>lower /upper secondary schools</p> <p>3) Revised bachelor curriculum for pre-service PE teachers</p>	<p>bachelor extension curriculum</p> <p>5) Need to raise awareness of the importance of quality PE</p>	<p>4) Collaboration with stakeholders</p> <p>5) International experiences</p>
Malaysia	<p>1) Diploma required in PE or sports science to be a PE teacher at the level above elementary school</p> <p>2) CPD initiatives ongoing for PETE in inclusive education programs at individual, school-based & ministry level</p>	<p>1) Lack of PE teachers</p> <p>2) Improvement of facilities & equipment for PE classes</p> <p>3) Inter-agency partnership</p> <p>4) Strengthen PETE in inclusive education Program</p> <p>5) CPD for PETE in inclusive education programs</p> <p>6) Evaluation of the inclusive education program</p>	<p>1) Ability to manage special education for pre- & in-service teachers</p> <p>2) Join the training on individual educational plans (IEP)</p> <p>3) Flexibility and sense of balance between partial and full inclusion with a 4-type curriculum for students with SEN</p>
Myanmar	<p>1) No PE teachers appointed for an elementary level</p> <p>2) Required training for PE teachers above junior high school level</p> <p>3) Required training/diploma in education to be a senior high school PE teacher</p> <p>4) Annual PETE in progress</p> <p>5) 2-year experience in elementary school, expertise in 1 sport, and 45-day training can be promoted to junior high PE teacher</p>	<p>1) Lack of PE-specialised teachers (under target)</p> <p>2) Lack of facilities and equipment</p> <p>3) Junior PE teacher training course to cover PE teachers countrywide</p> <p>4) Difficulty in the inter-agency collaboration for in-service training</p>	<p>1) PE has been set as one of the core subjects in the reformed curriculum</p> <p>2) Pre-service program in PETE</p> <p>3) In-service program in PETE (45 days)</p> <p>4) PETE with the updated training manual</p> <p>5) Expertise in one sport at least</p>
Philippines	<p>1) Assessment & evaluation of pre-service curriculum (Curriculum adaptation to inclusive PE)</p> <p>2) Professional development for PE teachers (Pre- & in-service) underway</p> <p>3) Provide a CPD program (in-service)</p>	<p>1) Revitalise the Physical Education curriculum for the pre-service degree programs</p> <p>2) PE Professional development</p> <p>3) Resources availability (trained and licensed human resources, budget, etc.)</p> <p>4) Infuse mental health /psychosocial in syllabus, curriculum and learning activities</p> <p>5) Research agenda formulation</p> <p>6) Offer scholarships for career development (Pre- &</p>	<p>1) Understand the inclusion in the basic PE curriculum</p> <p>2) CPD for in-service PE teachers</p> <p>3) Career development for pre- & in-service teachers (Master's and Ph.D.)</p> <p>4) Raise awareness of mental health and wellness in the pre-service sector</p> <p>5) Raise awareness of the inclusivity culture in the communities</p>

		in-service)	
Singapore	<ol style="list-style-type: none"> 1) Classroom teachers who have diplomas in early childhood care, education in charge of motor skill development 2) Qualified PE teachers with diplomas for the level above elementary school 3) MOE offers a variety of CPD activities (in-service) 4) Inclusive workshop & training in progress for PE teachers of above elementary school level 	<ol style="list-style-type: none"> 1) Challenges in keeping updated with the curriculum 2) How PETE can also look into partnering with parents more effectively 3) Support to students with SEN in PE & extracurricular activities 4) Sharing best practices/ expertise on inclusive PE 5) Set mirror milestones in the PE journeys for students with and without disabilities 6) Sports facilities provision to support students with a broader range of disabilities 	<ol style="list-style-type: none"> 1) Aligned with the national narrative for promoting inclusivity 2) Physical Education and Sports Teacher Academy offers a professional development package on inclusive PE & organises training sessions on inclusivity (in-service) 3) The new PE Teaching & Learning Syllabus (TLS) will be launched in 2024.
Thailand	<ol style="list-style-type: none"> 1) No PE course for elementary school in pre-service program 2) Required diplomas in PE for junior high school level above 3) No specific CPD for PE teachers for junior high school level above 4) Ministry of Tourism & Sports (MOTS) in charge of PE and physical activities in schools based on national curriculum 5) Potential development of non-PE-certified teachers 	<ol style="list-style-type: none"> 1) The concept of inclusion must be incorporated in PE curriculum 2) Raise awareness of the importance of quality PE 3) Improve accessibility to PE for students with/without SEN 4) Develop the teaching ability of non-PE teachers at the elementary school level 5) Developing the curriculum for teaching PE to disabled students at the elementary level 6) Stakeholders' collaboration (MOE and MOTS) 	<ol style="list-style-type: none"> 1) Ability to teach physical activities to disabled students (in-service) 2) Join the training program at schools (in-service) 3) PE teaching activities are under monitoring and evaluated by the Student Physical Fitness Test 4) Ability to prepare and implement an 8-week lesson plan for PE (Pilot schools)
Vietnam	<ol style="list-style-type: none"> 1) Teachers with PE diplomas for the level above elementary school 2) MOET provides PE teachers with standardised courses for QPE (in-service) 	<ol style="list-style-type: none"> 1) Lack of PE teachers 2) PE materials shortage 3) Elevate teachers' social status 4) Raise awareness of the importance of PE (Mindset change on policymakers' side) 5) Improve PE teachers' skills 6) Enhance PE syllabus and pedagogy 	<ol style="list-style-type: none"> 1) To be confirmed <p>※ The information has not been updated in FY2023.</p>

Data collected by Prof. Dr. Yoshinori Okada, Nippon Sport Science University (Feb. 2024)

Looking at "Issues & Challenges" in Table 3, various inhibiting factors have been found to enhance inclusive Quality PETE in AMS. In addition to the negative factors mentioned in Table 2., the chronic shortage of applicants for PE teachers and the lack of comprehensive systems for PETE and PE licencing became evident as structural issues of PE and PETE among AMS. As of February 2024, we conclude that the direct and indirect causes of the issues can be traced back to 1) that PE is

still not a priority subject in education in many AMS, 2) lack of specialised knowledge and skills for PE teachers, mainly at the lower level of education, 3) lack of standardised infrastructure for QPE due to weak financial base allocated to PE and PETE, and 4) lagging behind in accurate understanding of "inclusion" and "diversity" in societies among many others. Most AMS are keenly aware of the shortcomings of the actual inclusive quality PETE and PE in their own country; thus, they continue to complement and improve their contents in the action plans by pointing out the challenges and advocating for policy modifications for inclusive PETE for better quality PE.

4. Discussion

The principal purpose of this study is to clarify the status of the PETE in each ASEAN Member State (AMS) under ASEAN-Japan friendship cooperation. This is also to learn from the inhibiting factors and best practices in other AMS, to consider incorporating the promoting factors in the action plans and to implement them in society in the mid-long term according to the context of each country by utilising the local resources, as well as to use this knowledge to establish the ASEAN standard for inclusive quality PETE, eventually. According to Table 1. the high priority given to the PETE program reform for in-service PE teachers and teaching resource provision, such as the PETE curriculum revision, domestic networking among PE teachers, infrastructure development and maintenance for PE classes, etc., were common among AMS. Another noteworthy point was that most AMS have a growing momentum to reflect a broad and correct understanding of the concept of inclusion and diversity in public policies for physical education. It has been newly confirmed that this fact is generally in line with global trends in inclusive QPE and PETE even though stages, resources and way of including the concept inclusion in PETE are different in each AMS context. There would be some stages to implement inclusive QPE in each AMS as shown in UNESCO(2021) document on policy advocacy such as access responsiveness, agenda responsiveness, policy responsiveness, output responsiveness and impact responsiveness(UNESCO,2021,.16).

Turning attention to the description of Table 3., the discrepancies among the current conditions of PETE, the issues each country faces, and what is required from PE teachers are clarified. These gaps may be derived from the environment surrounding PETE in each AMS, available resources, including budget allocation in the public sectors and infrastructure development. It will be necessary to focus more on spanning these gaps and make the contents of the action plans more realistic and sustainable by adjusting and revising them to solve each issue more effectively and promote policy recommendations and eventual implementation more smoothly.

Whereas, it must be acknowledged that the appointed representatives of each AMS have different fields of expertise and work experiences; otherwise, they may not be in a direct position to make policy advocacy for the area of physical education, which might place a certain degree of constraint on the implementation of the action plans. Although the assignment of the representative for the project is a decision made by each government, which is an exclusive domestic matter that cannot be interfered with from the outside, one alternative will be to invite organisations responsible for physical education policies or personnel who are in a position to advocate and implement the policies as direct stakeholders, to have them join the same professional learning community (PLC).

In the low resource context for promoting inclusive QPE, physical education teachers are facing strong stress in their own school setting in a situation they cannot manage (Kahts-Kramer and Wood, 2023, p.6). Also, for better teaching in inclusive quality physical education, disciplinary knowledge must be tailored to the needs of physical education teachers because much of what is taught in the name of disciplinary knowledge has limited relevance to the practice of teaching (Ward, 2021, p.99). This situation requires collaboration among different stakeholders in academic society. Also, as implemented in "participatory action learning and action research" (PALAR) grounded in the 7 Cs (Communication, Commitment, Competence, Compromise, Collaboration, Coaching and Critical self-reflection) (Kath-Kramer and Wood, 2023, p.2.), collaboration among schools, governmental officer and researchers would be essential steps to include them in the PLC for Physical Education (Antinluoma et al., 2021).

On the other hand, "in case policy transfer projects aim to overcome such lock-in effects, policymakers have to be willing and able to endure political conflicts since resources have to be reallocated and mobilised for setting-up an alternative policy path" as we intend (Uhlenbrock and Meier, 2023, p.140). Therefore, the ASEAN representatives for the project usually would face similar difficulties in implementing their own action plan and need multidisciplinary and interdisciplinary work to facilitate the implementation of their action plan (UNESCO, 2021, p.6). It can improve the progress in action plan implementation and promote a broader range of collaboration and interactions among AMS. There would be some stages in increasing access and influencing policy outcomes (UNESCO, 2021, p.4).

Also, the evaluation of each action taken must be deeply discussed and designed, applying the standard criteria for AMS, such as using the Key Performance Indicators (KPI) metrics or precisely counting beneficiary numbers based on the stakeholder analysis in the Project Cycle Management (PCM). As referred to and suggested in the UNESCO Global Conference "Fit for Life" (MINEPS, 2023 and 2024 CIGEPS Ordinary Session), the Social Return on Investment (SROI) method may be tentatively employed for further consideration and analysis to measure the social impact of the actions taken for enhancement of inclusive PETE for QPE in ASEAN from the viewpoint of the cost-effectiveness of the investment towards quality PE and inclusive PETE, knowing this will be very challenging. However, it may be more appealing to the eyes of the policymakers in AMS. In this sense, this study has significance in reviewing the progress implementation from an objective viewpoint and disseminating what is happening to PETE in ASEAN and what should be done for inclusive PETE and QPE in ASEAN in the coming years.

5. Conclusion

UNESCO (2023) emphasises the importance of further investment in PE and sports for physical, social, and emotional well-being and benefits. It also recommends raising awareness of this fact and engaging stakeholders such as policymakers, PE teachers on the front lines, parents, students and surrounding communities. Also, based on the importance of building the capacity of physical education teachers to contribute to future curricula and pedagogies in physical education (Gray et al., 2022), learning from the challenges, efforts, and best practices in AMS could be highly effective. However, the context of inclusive QPE in each AMS should be carefully considered when UNESCO's QPE policy is transferred (Uhlenbrock and Meier, 2023). Also, we should recognise the importance of multidisciplinary and interdisciplinary work because we cannot work alone; therefore, we must build a strong team (UNESCO, 2021).

As a result of the project implementation, we recognise the importance of building the PLC for inclusive Quality PETE as a potential project output within the ASEAN+Japan community based on each AMS context. For this goal, setting the objective evaluation indicators for each action and establishing an ASEAN-originated standard of inclusive Quality PETE will be essential for our primary project goal. We hope that by continuing to produce the outcomes and impacts in accordance with the "Chiang Mai Declaration (2023)", "ASEAN Work Plan 2021-2025", etc., our PLCs should be a responsible hub for disseminating the best practices, impacts, even failure and collective actions originated from the framework of ASEAN-Japan Friendship and Cooperation in the coming years, utilising the gradual accumulating knowhow and skills obtained in the course of implementation within the PLC. It will also align with the goals targeted in the Fit for Life alliance (MINEPS, 2023). The change in the citizens' mindset towards "inclusion" and "diversity" in QPE may be another critical factor in making the PLC work for sustainable, inclusive Quality PETE in ASEAN in the future. These findings have significant implications for academic societies, policymakers, school PE teachers and communities highlighting the need for a collaborative approach from the integrated and sustainable PLC to enhance the inclusive PETE for QPE of the entire ASEAN.

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7. Disclose Statement

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資料 4 佐藤教授（筑波大学）投稿論文

The screenshot shows the Taylor & Francis Online interface. At the top, there is a navigation bar with 'Home', 'All Journals', 'Curriculum Studies in Health and Physical Education', 'List of Issues', 'Latest Articles', and 'Physical education teachers' experiences ...'. Below this is a search bar with the text 'Enter keywords, authors, DOI, etc' and a dropdown menu for 'This Journal'. The main content area features the journal title 'Curriculum Studies in Health and Physical Education' and the article title 'Physical education teachers' experiences in teaching lower secondary students in Lao People's Democratic Republic' by Takahiro Sato et al. The article is published online on 19 Feb 2025. The abstract text reads: 'The purpose of this study was to investigate secondary physical education teachers' beliefs, ideas and classroom practices while teaching secondary students at lower secondary schools in the Lao People's Democratic Republic (PDR). There were seven physical education teachers who were snowball-sampled and selected and who consented to participate in this study, sharing their thoughts, perspectives and...'. The page also includes a 'Full Article' button, a 'Share' button, and a 'Related Research' section with a 'People also read' tab.

(URL) <https://www.tandfonline.com/doi/full/10.1080/25742981.2025.2468725>

資料5 ASEAN 各国打ち合わせ結果概要（令和6年度8月～12月実施）

■ ブルネイ

AMS	Brunei Darussalam
Meeting Date	Nov/04/2024
Time (Japan time)	10:54-11:56
Participants	Mr. Haji Muhammad Azrin Bin Haji Siaji (PETE representative: Ministry of Education), Ms. Pengiran Nurhaziqah Azmina Pengiran Sahminan (SPD, Ministry of Education), Ms. Sachiko Yamada, Ms. Saki Shinkawa, Shishido (5 persons)
Regarding your work (Questions)	Answers
1) About your routine works	<p>(Mr. Azrin) I've continued working as the deputy principal for Sports in Brunei Sports in the School department of the Ministry of Education. My main work is to oversee the national athletes, training programmes, and sports competitions, as well as being responsible for the PETE component of the ASEAN-Japan cooperation and collaboration with other AMS. In November, we plan to hold the National School Games from Nov. 18 to 23. 100 students and 60 students with special educational needs (SEN) will jointly participate in the mentioned games.</p> <p>(Ms. Ziqah) I'm working in the special education section of the Ministry of Education; now, my routine is mostly desk work, in charge of ICT matters and finance at this moment, in addition to my participation in this project.</p>
2) Your plan to go abroad this year	(Due to time limitations, this part was skipped.)
Regarding the implementation status of the action plan- (Questions)	Answers
3) The implementation progress of the action plan after February 2024 (if there are any new developments)	<p>(Mr. Azrin) As informed in the last workshop in Cambodia, we continue working on the Action Research. We have reported our activities and progress to the higher officials in the Ministry of Education and started to explore the possibility of involving some stakeholders such as other ministries (Ministry of Culture, Youth & Sports, Ministry of Health) and private sectors. We intend to collaborate with NGOs like Special Olympics-related organisations. We intend to empower the PETE itself through inter-ministry collaboration.</p> <p>The upcoming National School Games will receive, for the second time, the students with SEN for track & field competitions.</p>
4) Any issues that have newly emerged?	(Mr. Azrin) The main issue we sometimes encountered in the implementation process was difficulties in logistics and coordination between the ministries, MOE, and the private sectors. It's been the most challenging issue in our country. We

	will discuss and try to solve this issue in the upcoming meetings scheduled for January 2025.
5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	(Mr. Azrin) We have already identified the stakeholders for some actions stipulated in our Action Plan. We definitely need to collaborate with the Ministry of Culture, Youth & Sports and the Ministry of Health at the policy advocacy level and make new changes in the existing PE and PETE system. Also, considering the concept of inclusion, we need to collaborate with the section where Ms. Ziqah is working, the Special Education Department, to assess the actual demand of the students with SEN for PE.
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?	(Mr. Azrin) New curriculum development for inclusive PE will be the next target for our Action Plan to be included, based on my perspective. So we will discuss this in detail in the subsequent meetings.
7) What is effective and appropriate for setting evaluation indicators for each action?	(Mr. Azrin) We started using QR codes for students who have access to mobile phones and other means, such as Dropbox, for students who have no accessibility to technological apparatus (mainly for the elementary level) to assess the quality and progress of PE classes and sports training (such as martial arts) through the questionnaire format. We give PE teachers training on conducting this kind of survey that is suitable for data collection and interpretation. PE teachers also provide input and promote reflection.
Regarding participation in face-to-face workshops (Questions)	Answers
8) Topics you would like to discuss and points you would like to know at next in-person workshops	(Due to time limitations, this part was skipped.)
9) Can you participate in the face-to-face workshop in late February?	(Mr. Azrin) I will commit to full participation in the upcoming in-person workshop in Hanoi in February 2025. (Ms. Ziqah) I'll be available for the next in-person workshop in Viet Nam, like last year in Cambodia. (Shishido) We drafted the invitation, and it's now being revised by the Japan Sports Agency (JSA). We also have to go through the final check from the ASEAN Secretariat (ASEC). We are afraid that the Vietnamese government may need time to get internal approval. They will be an issuing organisation of the mentioned invitation. Still, we try to hurry up the process so that everyone can take time to get permission from each department's supervisors.
Others (Questions)	Answers

10) Under what policies are sports and health-related ministries and companies in your country developing their businesses and projects?	Due to time limitations, we couldn't conduct a hearing on this part. The representatives will send answers by responding to the questionnaire prepared in Google Forms format.
11) How is the private sector taking initiative in the areas where the government cannot reach?	
12) How are the evaluation indicators set on national policy?	
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	

■ カンボジア

AMS	Cambodia
Meeting Date	Sep/24/2024
Time (Japan time)	17:00-18:05
Participants	Ms. Hou Sitthisophealai (PETE representative: Ministry of Education, Youth and Sports), Mr. Yi Sopheaktra (SPD representative: National Paralympic Committee of Cambodia), Prof. Dr. Yoshinori Okade, Ms. Sachiko Yamada, Ms. Saki Shinkawa, Shishido (6 persons)
Regarding your work (Questions)	Answers
1) About your routine works	<p>(Ms. Sitthisophealai) I am honoured to be a part of the esteemed cabinet of the Ministry of Education, Youth and Sports, the Kingdom of Cambodia. In addition to my responsibilities as a cabinet member, I am actively involved in some important projects, including PETE and SPD, under the ASEAN-Japan framework. Speaking exclusively about the project activities for PETE, I am committed to ensuring the progress of the Action Plan implementation and the follow-up, despite the volume of my tasks at the affiliated organisation, to maintain its continuity and consistency.</p> <p>(Mr. Sopheaktra) Fortunately, I had the opportunity to accompany our national para-team's participation in the Paralympic Games in Paris, where I stayed for approximately 2 weeks. Several exciting activities are scheduled in Cambodia and abroad in the coming months. I am pleased to report that the new project, which has piqued the interest of our president and in which he is indirectly involved, is progressing well, thanks to the contributions from various sectors nationwide.</p>
2) Your plan to go abroad this year	(Ms. Sitthisophealai) I will travel to Lao PDR the day after tomorrow to join the mission of our cabinet members. As my

	husband will attend the SOMS meeting in Vinh Phuc, Viet Nam, in the middle of October, I will stay in Cambodia. However, I will prepare all the necessary information on the project's progress and outputs so that our representatives can present them to participants from the ASEAN member states and Japan.
Regarding the implementation status of the action plan- (Questions)	Answers
3) The implementation progress of the action plan after February 2024 (if there are any new developments)	(Ms. Sitthisophealai) Unfortunately, I have not been able to catch up with the progress and new developments in implementing the Action Plan for PETE. I am eager to engage in discussion with Ms. Monorom (National Institute of Physical Education and Sports: NIPES) and Mr. Naoki Nishiyama (Hearts of Gold: Japanese NGO), who are in charge mainly of the pre-service training matters and introduction of the training guideline, which are key project outputs stipulated in the Action Plan developed in 2021. Their insights and collaboration are crucial, including the issues that emerged in the course of implementation, human resource development, restructuring of the related organisations to PETE, involvement of the Higher Education Department, etc. I will commit to organising a meeting with them to catch up on the actual progress in our country so soon.
4) Any issues that have newly emerged?	(Same as above description)
5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	(Same as above description)
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?	(Ms. Sitthisophealai) At this moment, I have no idea about the involvement of new national stakeholders in our Action Plan implementation process, but I will discuss the subject with Ms. Monorom and Mr. Nishiyama to receive their opinion and insights.
7) What is effective and appropriate for setting evaluation indicators for each action?	(Due to time constraints, we could not hear this part in detail. However, the representatives will answer these questions via Google Forms afterwards.)
Regarding participation in face-to-face workshops (Questions)	Answers

8) Topics you would like to discuss and points you would like to know at next in-person workshops	(Due to time limitations, this part was skipped.)
9) Can you participate in the face-to-face workshop in late February?	(Ms. Sitthisophealai) Yes, I must attend it anyway because the activities and continuity in this project are significant and crucial for our country's policy related to PETE and SPD. (Mr. Sopheaktra) Yes. I'm willing to attend the in-person workshop in Viet Nam.
Others (Questions)	Answers
10) Under what policies are sports and health-related ministries and companies in your country developing their businesses and projects?	Due to time limitations, we couldn't conduct a hearing on this part. The representatives will send answers by responding to the questionnaire prepared in Google Forms format.
11) How is the private sector taking initiative in the areas where the government cannot reach?	
12) How are the evaluation indicators set on national policy?	
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	(Mr. Sopheaktra) Yes, I can develop my draft of a new Action Plan exclusively for SPD matters, focusing on our country's problems, during several project activities in cooperation with Ms. Phealai, ASEAN colleagues, and Japanese professors.

■ インドネシア

AMS	Indonesia
Meeting Date	Dec/12/2024
Time (Japan time)	17:07-18:27
Participants	Ms. Hilda Ilmawati (PETE representative: Indonesian University of Education, Ministry of Education, Culture, Research and Technology), Ms. Sachiko Yamada, Shishido (3 persons)
Regarding your work (Questions)	Answers
1) About your routine works	(Due to time constraints, we could not hear this part in detail.)
2) Your plan to go abroad this year	(Ms. Hilda) As part of my academic activities, I travelled to Perth, Australia, on the same day as the second session of the online workshop of the ASEAN-Japan (PETE & SPD) initiative. I attended the international conference and had fruitful discussions with participants from several countries. It was a great experience, and I obtained new insights from our conversations about education in general and PE.

Regarding the implementation status of the action plan- (Questions)	Answers
3) The implementation progress of the action plan after February 2024 (if there are any new developments)	<p>(Ms. Hilda) I have shared with some national stakeholders, such as NGOs, some documents developed based on the items stipulated in our Action Plan for inclusive QPE. Also, I have written three manuscripts on QPE, inclusive PETE, and "Guru Binar's online training programme" for PE teachers. It's taking time to collect the data for some mid-long term and analyse the results and impact brought about by the introduction of the same Guru Binar.</p> <p>One manuscript will be accepted and published in one journal in February 2025, and I expect the other will hopefully be published next year (2025).</p> <p>I continue learning about inclusivity as well, and sometimes, I find myself working with some Japanese professors on some topics</p>
4) Any issues that have newly emerged?	<p>(Shishido) Have you faced any difficulty in implementing the Action Plan for PETE? I heard about it from Prof. Dr. Okade. He shared information obtained from the conversation he had with you during his stay in Bandung.</p> <p>(Ms. Hilda) One obstacle is the lack of smoothness in the inter-ministry communication between the Ministry of Education and the Ministry of Youth and Sports, where SOMS Indonesia is. The other is that it's so complicated in Indonesia to make a policy reach the front line, e.g., the new PE policy is hard to be shared broadly with PE teachers at the national level, though the policy is advocated and enacted by the Ministry.</p>
5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	(Due to time constraints, we could not hear this part in detail.)
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?	(Due to time constraints, we could not hear this part in detail.)
7) What is effective and appropriate for setting evaluation indicators for each action?	(Due to time constraints, we could not hear this part in detail. However, the representatives will answer these questions via Google Forms afterwards.)

Regarding participation in face-to-face workshops (Questions)	Answers
8) Topics you would like to discuss and points you would like to know at next in-person workshops	(Due to time limitations, this part was skipped.)
9) Can you participate in the face-to-face workshop in late February?	<p>(Ms. Hilda) Yes, I have already scheduled my absence from my campus to travel to Hanoi to attend the in-person workshop of the ASEAN-Japan initiative for PETE & SPD. I look forward to seeing our colleagues from all AMS work again and having discussions there.</p> <p>What is the plan for the local school visit during the workshop?</p> <p>(Shishido) We allocated time for a school visit for DAY 2 (Feb 25), and we are in the process of coordinating with the Vietnamese government. We set some conditions, such as we like to accompany PE classes and have time for discussion with local PE teachers and School principals, but due to the limited local relationship between the Ministry of Education and SOMS (under the Ministry of Culture, Youth and Sports), it's not clear if we can visit or not at present. But we will continue requesting. For the local school visit, please let us know in advance if you have some ideas for activities you would like to conduct there.</p>
Others (Questions)	
10) Under what policies are sports and health-related ministries and companies in your country developing their businesses and projects?	For questions 10)-12), Ms. Hilda has already responded and shared information in advance.
11) How is the private sector taking initiative in the areas where the government cannot reach?	For questions 10)-12), Ms. Hilda has already responded and shared information in advance.
12) How are the evaluation indicators set on national policy?	For questions 10)-12), Ms. Hilda has already responded and shared information in advance.
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	<p>(Shishido) If SOMS Indonesia cannot assign a new SPD representative, can you draft the SPD Action Plan during the workshop in Hanoi? It means you play 2 roles at the same time.</p> <p>(Ms. Hilda) I was thinking of the possibility of it. In case SOMS doesn't nominate anybody, how will be the replacement of Ms. Mesa?</p> <p>(Shishido) The assignment of the representative is 100% based on the decision the Indonesian government will make. However, the observer participant is permitted to join our workshop at her/his own expense. It may be an alternative to fill Ms. Mesa's absence. We will discuss the matter with Prof. Dr. Okade.</p>

■ ラオス

AMS	Lao PDR
Meeting Date	Oct/01/2024
Time (Japan time)	15:57-16:59
Participants	Mr. Visith Air SENGAMPHANH (PETE representative newly nominated: Ministry of Education and Sports/Physical Education College), Ms. Latsame VITHAYA (SPD representative: Ministry of Education, Sports for All Department), Shishido (3 persons)
Regarding your work (Questions)	Answers
1) About your routine works	<p>(Mr. Visith) I'm the head of the academic division of the Physical Education College, where pre-service PE teacher education takes place under the control of the Ministry of Education and Sports, Lao PDR. I'm the new participant in the project ASEAN-Japan, replacing the former representative Ms. Chanhthone KHAMKONG. She had to move to another province due to her husband's promotion in his affiliated organisation, so she has passed almost all the documents regarding this project. However, there was not enough time for her to brief me. Now, I'm still in the process of catching up on the project's progress.</p> <p>(Ms. Latsame) I continue working for the same department of Sports for all, focusing on the technical part mainly. Now we have a colleague from Japan, Ms. Yuka Ganno, who was sent by JICA as a volunteer (physiotherapist) and will work for our department and the Paralympic Committee of Lao PDR until January 2025</p>
2) Your plan to go abroad this year	(Due to time limitations, this part was skipped.)
Regarding the implementation status of the action plan- (Questions)	Answers
3) The implementation progress of the action plan after February 2024 (if there are any new developments)	<p>(Question) From your perspective, what is the biggest challenge in physical education teacher education in Lao PDR?</p> <p>(Mr. Visith) There are many issues with PETE in our country. The lack of PE teachers for all school categories, from elementary to high schools, is one of our most severe and fundamental problems. After the COVID-19 subsided, the economic situation went worse. In proportion to that, the number of applicants for Physical Education College, the leading physical education teacher training institute in Lao PDR, drastically decreased. It's a serious threat to the future of PE in our country. Usually, we have to have 100-120 students at least annually, but we only have 20 this year.</p> <p>Also, we don't have trained teachers specialised in PE classes for the elementary level nationwide, so now general teachers for other subjects are taking care of PE classes. Also, according to our investigation, not all lower and upper secondary schools have a specialised PE teacher, even though the government has a policy to nominate and allocate 1 PE teacher for each school at all</p>

	<p>levels.</p> <p>(Shishido) The imbalance or discrepancy between supply and demand in society is seemingly enormous.</p>
4) Any issues that have newly emerged?	(Same as the above description)
5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	<p>(Suggestion) How about promoting collaboration or constant information exchange with the persons in charge of PE policy-making in the Ministry of Education? Can Mr. Visith or Ms. Latsame directly contact them or bridge both of you within the Ministry of Education and Sports?</p> <p>(Ms. Latsame) I will discuss it with my colleagues and the boss of the department.</p> <p>(Shishido) This suggestion was made because it seemed that Physical Education College was not in a position to advocate any public policies, and they didn't have any direct contact with the section in charge of PE policies.</p>
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?	(Mr. Visith) Raising awareness of the importance of PE classes in the school curriculum will be urgently necessary in our country.
7) What is effective and appropriate for setting evaluation indicators for each action?	(Due to time constraints, we could not hear this part in detail. However, the representatives will answer these questions via Google Forms afterwards.)
Regarding participation in face-to-face workshops (Questions)	Answers
8) Topics you would like to discuss and points you would like to know at next in-person workshops	(Mr. Visith) Though I'm worried about my English, I look forward to information exchange, learning from other AMS and collaborating with the participant countries, including Japan.
9) Can you participate in the face-to-face workshop in late February?	<p>(Mr. Visith) Yes, we will do our best to get permission from the director of Physical Education College and the Ministry of Education and Sports.</p> <p>(Ms. Latsame) I have 2 planned activities for February 2025. However, I will discuss this with my director and try to allocate time to attend the in-person workshop in Viet Nam.</p>
Others (Questions)	Answers
10) Under what policies are sports and health-related ministries and companies in your country	Due to time limitations, we couldn't conduct a hearing on this part. The representatives will send answers by responding to the questionnaire prepared in Google Forms format.

developing their businesses and projects?	
11) How is the private sector taking initiative in the areas where the government cannot reach?	
12) How are the evaluation indicators set on national policy?	
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	

■ マレーシア

AMS	Malaysia
Meeting Date	Sep/17/2024
Time (Japan time)	11:01-12:22
Participants	Ms. Solehah Misron (PETE representative: Ministry of Education), Ms. Siti Mariam Ahmad Tobias (SPD representative: Ministry of Youth and Sports), Ms. Sachiko Yamada, Ms. Saki Shinkawa, Shishido (5 persons)
Regarding your work (Questions)	Answers
1) About your routine works	(Ms. Siti Mariam) We are organising the National Para Games in the middle of September. Also, we are going through the bureaucratic procedure to request the budget for the planned activities for the next year, 2025. The ASEAN Persons with Disabilities Conference, mainly organised by the Ministry of Youth and Sports, Malaysia, using a budget of the Ministry of Foreign Affairs, in line with the ASEAN Workplan 2021-2025, as same as the project ASEAN-Japan. It will take place in June 2025 in a face-to-face format. Negotiation is ongoing between the government of Malaysia and the ASEAN Secretariat. We wish to invite Prof. Dr. Nagata to be one of the keynote speakers for the academic-based part. Our idea is to count on the participation of all SOMS members from 11 AMS+Japan and of the education field as the Ministry of Education. The principal slogans are "inspiration" and "innovation in changing policies". Ms Solehah has conditions enough to play an essential role in presenting the implementation of the Action Plan to all as good practices.
2) Your plan to go abroad this year	(Due to time limitations, this part was skipped.)
Regarding the implementation status of the action plan- (Questions)	Answers

<p>3) The implementation progress of the action plan after February 2024 (if there are any new developments)</p>	<p>(Ms. Solehah Misron) We plan to hold a meeting in November with all the stakeholders of the Action Plan we developed and repeatedly revised during the project ASEAN-Japan to discuss what new elements should be added to it. So, we'll update it and have a renewed Action Plan for PETE soon.</p> <p>Implementation of the current Action Plan is ongoing, almost as scheduled and shared in the last workshop. Regular training for in-service teachers to develop IEPs (Individual Education Plans) for pupils with/without SEN has also been conducted, as has IEP implementation nationwide.</p> <p>The PE curriculum review sessions will take place soon in September.</p> <p>(We could not include questions about what sort of inclusion-oriented content for PETE is being developed.)</p>
<p>4) Any issues that have newly emerged?</p>	<p>(Ms. Solehah Misron) We don't find any issues other than financial matters.</p>
<p>5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)</p>	<p>(Ms. Solehah Misron) We are sure that inter-ministerial collaboration and communications have significantly improved through the individual relationships (Ms. Solehah and Ms. Siti Mariam) constructed in this project between the Ministry of Education and the Ministry of Youth and Sports, even though we don't always see each other. In this sense, we have just started to form the stakeholders circle (Community of people who understand the concept of the Action Plan) at the national level. We have an idea to increase the number of invitees from PE in-service teachers who will join it gradually.</p>
<p>6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?</p>	<p>(Ms. Solehah Misron) This subject will be discussed in the upcoming meeting with the national stakeholders.</p>
<p>7) What is effective and appropriate for setting evaluation indicators for each action?</p>	<p>(Due to time constraints, we could not hear this part in detail. However, the representatives will answer these questions via Google Forms afterwards.)</p>
<p>Regarding participation in face-to-face workshops (Questions)</p>	<p>Answers</p>
<p>8) Topics you would like to discuss and points you would like to know at next in-person workshops</p>	<p>(Ms. Solehah Misron) We can explore the possibility of connecting (bridging) PE teachers in all AMS in an online format. We can start by inviting PE teachers on the front line to the online workshop or meeting organised under the ASEAN-Japan cooperation to exchange information, knowledge, and experience with each other.</p> <p>(Ms. Siti Mariam) The same is true for the para-athletes or pupils</p>

	with SEN. It would also be interesting to invite them to joint training, talent discovery events, or something similar.
9) Can you participate in the face-to-face workshop in late February?	(Ms. Solehah Misron & Ms. Siti Mariam) We can be available if the schedule is fixed from February 24 to 27, 2025. However, it would be helpful if we receive the invitation 3 months in advance to obtain approval through bureaucratic procedures in the ministries in Malaysia.
Others (Questions)	Answers
10) Under what policies are sports and health-related ministries and companies in your country developing their businesses and projects?	Due to time limitations, we couldn't conduct a hearing on this part. The representatives will send answers by responding to the questionnaire prepared in Google Forms.
11) How is the private sector taking initiative in the areas where the government cannot reach?	
12) How are the evaluation indicators set on national policy?	
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	(Ms. Siti Mariam) Developing an Action Plan for SPD as extracurricular activities (outside schools) will be possible, including how to discover para-sports talents, standardise the ecosystem around SPD, including training programs, align many para-sports organisations to find consensus, etc.

■ ミャンマー

AMS	Myanmar
Meeting Date	Sep/9/2024
Time (Japan time)	16:22-17:54
Participants	Mr. Ko Ko Htay (PETE representative: Ministry of Education), Prof. Than Than Htay (SPD representative: Myanmar Paralympic Sports Federation), 2 assistants for the reps from Myanmar, Shishido (5 persons)
Regarding your work (Questions)	Answers
1) About your routine works	(Prof. Than) Usually staying in Yangon and working at Paralympic Sport Federation, giving advice and instructions in human health to the public organisations and universities. (Mr. Ko Ko Htay) I currently work in Naypyidaw at the Ministry of Education's office. Until September 12, we are conducting a PE teacher training course with 400 participants.
2) Your plan to go abroad this year	(Prof. Than) Plan to go to Vientiane, Lao PDR in October (Oct/4-8) to attend the promotional meeting of blind soccer with participants from 11 Asian countries, organised and sponsored by the International Federation of Blind Soccer. (Mr. Ko Ko Htay) I don't plan to go abroad this year; however, I

	plan to accompany our national team to Vietnam in 2025, where we will participate in the ASEAN School Games.
Regarding the implementation status of the action plan- (Questions)	Answers
3) The implementation progress of the action plan after February 2024 (if there are any new developments)	<p>(Mr. Ko Ko Htay) After returning from the project workshop in Phnom Penh, Cambodia, I had several meetings with higher authorities and the task force for PETE enhancement. As stipulated in the Action Plan, we continue focusing on 1) Human resources development for pre-and in-service PE teachers and 2) Infrastructure and equipment provision.</p> <p>The action points are progressing. Junior PE teacher training assembled 400 participants, which corresponds to 20% of the national level, and it will finish on September 12 with sure success. As a result, 400 PE teachers will be promoted from elementary to lower secondary schools, and 80 PETE instructors will be fully trained.</p> <p>As for 2), I'm pleased to report that 2 soccer fields have been successfully constructed, one in Yangon and the other in Naypyidaw. This marks a significant milestone in our infrastructure and equipment provision from the viewpoint of the number of beneficiaries.</p>
4) Any issues that have newly emerged?	<p>(Mr. Ko Ko Htay) We always discuss subjects with the higher persons, the leaders of the ministries (of Education and Youth and Sports), and we insist on allocating more of the budget to PE and sports.</p> <p>Another issue is that due to the social situation in Myanmar, we have to close some schools, depending on the situation change derived from the civil war. So, we are paying more attention to the constant and sufficient allocation of (human and material) resources, such as teachers in schools, including PE teachers.</p>
5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	<p>(Mr. Ko Ko Htay) At the national level, we are spreading the size of a community to enhance PETE for QPE, working in cooperation with the public sector (the Ministries) and the academic sector, such as universities. Also, based on the advice from Prof. Dr. Okade in the workshop in Phnom Penh, we are advocating for change in the actual system for licensing (certificating) PE teachers so that more pre-service PE teachers can fill the vacancies or complement the lack of applicants to be PE teachers.</p>
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?	<p>(Mr. Ko Ko Htay) We are now considering including new actions to introduce the concept of inclusion for QPE to the Action Plan.</p>

7) What is effective and appropriate for setting evaluation indicators for each action?	(Mr. Ko Ko Htay) Now, we measure the impact and effectiveness of a policy by the number of beneficiaries, percentage of achievement against the target, etc.
Regarding participation in face-to-face workshops (Questions)	Answers
8) Topics you would like to discuss and points you would like to know at next in-person workshops	N/A
9) Can you participate in the face-to-face workshop in late February?	(Prof. Than) I will be available to attend the upcoming in-person workshop planned for February 2025. (Mr. Ko Ko Htay) I look forward to seeing all my ASEAN colleagues and Japanese professors again in Vietnam.
Others (Questions)	Answers
10) Under what policies are sports and health-related ministries and companies in your country developing their businesses and projects?	Due to time limitations, we couldn't conduct a hearing on this part. The representatives will send answers by responding to the questionnaire prepared in Google Forms format.
11) How is the private sector taking initiative in the areas where the government cannot reach?	
12) How are the evaluation indicators set on national policy?	
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	

■ フィリピン

AMS	Philippines
Meeting Date	Dec/12/2024 (For Ms. Bernadith) Dec/23/2024 (For Ms. Erika)
Time (Japan time)	15:58-17:07 (For Ms. Bernadith) 15:57:17:13 (For Ms. Erika)
Participants	Ms. Bernadith S. Miras (SPD representative: Cavinti Integrated National High School), Ms, Sachiko Yamada, Ms. Saki Shinkawa, Shishido (4 persons) Ms. Erika Jane R. DONOZO (PETE representative: Deparo Elementary School, School Division Office of Caloocan City), Shishido (2 persons)

Regarding your work (Questions)	Answers
1) About your routine works	<p>(Ms. Bernadith) I am a regular-level history teacher and a para-swimming coach at Cavinti Integrated National High School, Manila, the only model school under the Ministry of Education's control in the Philippines. The school has 11 students with disabilities in one class from the 7th to the 12th grade. I have just completed a doctoral course in special education at the University of Manila. As for the national para-sports competition, I have been involved in organising several para-swimming events so far. I have no international experience of attending a workshop like the one planned for February under the ASEAN-Japan initiative, so I have 2 feelings mixing each other: one is a great honour to be assigned and represent my country, and the other is a portion of anxiety. However, I will try my best to contribute to this important project at the international level, though my trial will be quite challenging. I look forward to working with all the representatives from other ASEAN member states and professors from Japan.</p> <p>(Ms. Erika) I am a teacher working at Deparo Elementary School, which is a public school in Caloocan City, in the suburb of Manila. I'm in charge of physical education for 6th-grade students, and I also play the role of responsible sports coordinator for the Caloocan region, where there are 7 elementary schools. My academic background is a bachelor's in education. My specialty in sports is badminton. As public school teachers, we work from 6:00 until noon on Mondays to Fridays, and we usually use the afternoon to prepare for classes, such as making lesson plans, receiving and giving training, etc. This year, I'm working on the implementation of 3 Action Plans at the same time to enhance the quality of PE classes and sports in school on a volunteer basis. These Action Plans are only limited to the classes for 7 regional elementary schools, but I expect to learn a lot from the project ASEAN-Japan, mainly on the Action Plan development and implementation for physical education for the country in a broader range of understanding.</p>
2) Your plan to go abroad this year	<p>(Ms. Bernadith) This will be my first time travelling to Viet Nam, though I studied the history of the Socialist Republic of Viet Nam. I have yet to be travelling to Japan.</p> <p>(Ms. Erika) (Due to time constraints, this part was skipped.)</p>
Regarding the implementation status of the action plan- (Questions)	Answers
3) The implementation progress of the action plan after February 2024 (if	N/A (Ms. Bernadith and Ms. Erika are joining our meeting and the project itself for the first time and have not been involved in the implementation of the PETE Action Plan. That is why we skipped some questions regarding the same subject.)

there are any new developments)	
4) Any issues that have newly emerged?	(Ms. Erika) It isn't easy to directly access the PE and PETE policymakers at the Ministry of Education in my country. So, I would like to receive recommendations and advice from the Japanese professors and representatives from the AMS during the upcoming in-person workshop in Hanoi, Viet Nam.
5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	(Ms. Erika) I'm indeed working on implementing the Action Plans for PE classes and sports with the stakeholders and collaborators in my region. So, I hope I can take advantage of my experience to first brush up on the future Action Plan that I'll draft for the project ASEAN-Japan to enhance inclusive PETE and, second, advocate it to the policymakers in my country in the future, aiming at the improving the quality of PE classes and the level of knowledge and competencies of PE teachers.
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?	N/A
7) What is effective and appropriate for setting evaluation indicators for each action?	N/A
Regarding participation in face-to-face workshops (Questions)	Answers
8) Topics you would like to discuss and points you would like to know at next in-person workshops	(Ms. Bernadith) I would like to discuss how to organise the para-swimming competition with Japanese professors and SPD representatives from other ASEAN member states during the upcoming in-person workshop in Hanoi, Viet Nam. (Ms. Erika) (Due to time constraints, this part was skipped.)
9) Can you participate in the face-to-face workshop in late February?	(Ms. Bernadith) Yes, I will be available to travel to Hanoi, Viet Nam, to attend the whole in-person workshop co-hosted by the Vietnamese government and NSSU. (Ms. Erika) Yes, I will be able to attend the in-person workshop organised by NSSU in cooperation with the Vietnamese government in February 2025 in Hanoi, Viet Nam.
Others (Questions)	
10) Under what policies are sports and health-related ministries and companies in your country	N/A

developing their businesses and projects?	
11) How is the private sector taking initiative in the areas where the government cannot reach?	N/A
12) How are the evaluation indicators set on national policy?	N/A
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	(Shishido) One of the objectives of the upcoming in-person workshop is to develop an Action Plan to enhance and promote sport for people with disabilities in each ASEAN country. We will share the necessary information in advance (possibly in mid-January) so that you can prepare well for it.

■ シンガポール

AMS	Singapore
Meeting Date	Sep/26/2024
Time (Japan time)	15:08-16:07
Participants	Mr. Derrick Chee (PETE representative: Ministry of Culture, Community and Youth), Ms. Kelly Fan (SPD representative: Singapore Disability Sports Council), Ms. Sachiko Yamada, Ms. Saki Shinkawa, Shishido (5 persons)
Regarding your work (Questions)	Answers
1) About your routine works	(Mr. Derrick) Despite not being promoted within my affiliated organisation, I am dedicated to my role in the Sports Division of the Ministry of Culture, Community, and Youth. My responsibilities include international relations, anti-doping, and sports safety. I have been fortunate to attend the international meeting in Hanoi, Viet Nam, and I am excited about the learning opportunities that the upcoming UNESCO conference will provide. (Ms. Kelly) My recent trip to Paris, where I observed the venue for a para-swimming competition, has provided valuable insights for our national competitions, such as the National Para-sport Championship, which will come to an end soon. I'm also looking forward to enhancing our coaching standards through a workshop and gaining further knowledge on SPD at the U.S. embassy. I hope our work in para-sports makes a difference, both locally and internationally.
2) Your plan to go abroad this year	(This part was skipped for the similar matter mentioned above..) Ms. Kelly has shown interest in the Persons with Disabilities in Sports Conference, a significant event co-hosted by the ASEAN Secretariat and the government of Malaysia in June 2025. Once we have concrete details about the conference, we will share it with all ASEAN colleagues and, if possible, facilitate connections with the main organiser, the Ministry of Youth and Sports, Malaysia, for those who are interested.

Regarding the implementation status of the action plan- (Questions)	Answers
3) The implementation progress of the action plan after February 2024 (if there are any new developments)	(Mr. Derrick) There were no new developments or progress in implementing the Action Plan after the in-person workshop in Phnom Penh, Cambodia, in February. At this moment, we are satisfied with the level of resource network for PE teachers, such as the PE syllabus, which is being implemented nationwide, reflecting the concept of inclusivity, considering the compact size of our country and available resources. On the other hand, I'm looking forward to the new ASEAN standard for PETE, which will be a major focus in the upcoming online workshop organised by NSSU.
4) Any issues that have newly emerged?	(Same as above description)
5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	(Mr. Derrick) Regarding the involvement of the new national stakeholders from the academic and private sectors to share the same PLC, in the case of Singapore, it would not be very easy to do that due to the difference in the stages where both parts are (practical and theoretical). However, we are collaborating with the Ministry of Education, so I hope to invite someone from them to join the PLC in the future, even though they are from the same public sector.
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?	(Same as above description of 3))
7) What is effective and appropriate for setting evaluation indicators for each action?	(Due to time constraints, we could not hear this part in detail. However, the representatives will answer these questions via Google Forms afterwards.)
Regarding participation in face-to-face workshops (Questions)	Answers
8) Topics you would like to discuss and points you would like to know at next in-person workshops	(Mr. Derrick) I'm paying close attention to the new ASEAN standard for PETE, which is the main discussion in the following online workshops. It's fascinating to think about how we can all share the same standard for PETE, bring it back to each country, and work together to integrate it into our national contexts. I see that each ASEAN member state has different economic, cultural, and social backgrounds, mindsets, ecosystems around PETE, available resources, etc. So, the standard needs to be customised and tailored according to the national demand and policy directions. Our collaboration is key to this process.

9) Can you participate in the face-to-face workshop in late February?	(Mr. Derrick) Sure, I will be available for it with no problem. (Ms. Kelly) Yes, I think I can attend it if the period is already fixed.
Others (Questions)	
10) Under what policies are sports and health-related ministries and companies in your country developing their businesses and projects?	Due to time limitations, we couldn't conduct a hearing on this part. The representatives will send answers by responding to the questionnaire prepared in Google Forms format.
11) How is the private sector taking initiative in the areas where the government cannot reach?	
12) How are the evaluation indicators set on national policy?	
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	

■ タイ

AMS	Thailand
Meeting Date	Oct/07/2024
Time (Japan time)	16:05-17:06 17:06-17:24 (with Dr. Chalitpol)
Participants	Dr. Chalitpol "Bom" Suebmai (PETE: Ministry of Tourism & Sports), Dr. Taweechoak Pongdee (SPD: Ministry of Tourism & Sports), Ms. Prang Suriyakham (Assistant), Ms. Sachiko Yamada, Ms. Saki Shinkawa, Shishido (6 persons)
Regarding your work (Questions)	Answer
1) About your routine works	(Dr. Chalitpol) I continue working in the same position as in previous years: the director of the Academic & Professional Standard Division, Department of Physical Education, Ministry of Tourism and Sports. Recently, I have been involved in a project to organise seminars or basic training courses for sports coaches and referees in cooperation with some national sports associations under the conditions of the MOUs being signed between the organisations. For example, we invite experts from those associations as stakeholders to form committees or boards to implement seminars or trainings nationwide. (Dr. Taweechoak) I'm the director of the Bureau of Recreation, Department of Physical Education, Ministry of Tourism and Sports. I didn't go to Paris to accompany our para-athletes delegation this year. Recently, I've been dedicated myself to some

	research surveys in the area of SPD in Thailand in general, targetting students with/without SEN at school,
2) Your plan to go abroad this year	(Due to time limitations, this part was skipped.)
Regarding the implementation status of the action plan- (Questions)	Answer
3) The implementation progress of the action plan after February 2024 (if there are any new developments)	(Dr. Chalitpol) Actually, there has been no advance implementation of the Action Plan so far this year after attending the in-person workshop in Phnom Penh, Cambodia, in February 2024. However, as we don't receive a budget from the government for this project, we're instead talking over the budgeting matters with the ThaiHealth Promotion Foundation (a semi-governmental and semi-private organisation) as we did in previous years. We expect they will help us in this regard, so we continue implementing other actions stipulated in our Action Plan developed during the ASEAN-Japan (PETE & SPD). Last year, we proceeded with some new actions to make a new edition of the handbook for Special Education. We proposed a new curriculum for the inclusion of pupils with SEN (Special Educational Needs) into the regular PE classes. We will prepare for the upcoming project activities.
4) Any issues that have newly emerged?	(the same as above description)
5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	(Dr. Chalitpol) As presented in the former in-person workshop in Cambodia, we consider the main stakeholders to implement the Action Plan developed in this project to be 1) the Ministry of Education, 2) the ThaiHealth Promotion Foundation (financial backup and assistance), and other semi-governmental organisations. (Shishido) How about involving the academic sector in Thailand? We knew some professors from Kasetsart Univ. and Chulalongkorn Univ. They were interested in helping you from their academic viewpoints and backgrounds. Prof. Okade may have an idea to invite them to attend an online workshop shortly. (Dr. Chalitpol) It sounds so good to us. It would be welcome and helpful for us to work with people from the national academic sector. It will serve as a mediator to construct a broader network and community in our country. I probably know some of them, as I'm from Chulalongkorn Univ.
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly	(Due to time limitations, this part was skipped.)

added to your country's action plan in the future?	
7) What is effective and appropriate for setting evaluation indicators for each action?	(Due to time constraints, we could not hear this part in detail. However, the representatives will answer these questions via Google Forms afterwards.)
Regarding participation in face-to-face workshops (Questions)	Answer
8) Topics you would like to discuss and points you would like to know at next in-person workshops	(Due to time limitations, this part was skipped.)
9) Can you participate in the face-to-face workshop in late February?	<p>(Dr. Chalitpol) Yes, I will attend the face-to-face workshop organised by NSSU and the government of Viet Nam with no problem.</p> <p>(Dr. Taweechoak) I am pleased to confirm my attendance at the workshop.</p> <p>(Ms. Prang) We are considering sending one additional participant as an observer to the PETE & SPD workshop. Is this acceptable, and what will be the conditions?</p> <p>(Shishido) We are open to anyone who wants to attend our planned workshops. Unfortunately, we cannot afford the expenses for observers' participation. So, the observers will be requested to participate at their own expense, which should be covered by the affiliated organisations, not by the project budget.</p>
Others (Questions)	Answer
10) Under what policies are sports and health-related ministries and companies in your country developing their businesses and projects?	Due to time limitations, we couldn't conduct a hearing on this part. The representatives will send answers by responding to the questionnaire prepared in Google Forms format.
11) How is the private sector taking initiative in the areas where the government cannot reach?	
12) How are the evaluation indicators set on national policy?	
13) Is it possible for an SPD representative to develop an Action Plan to enhance SPD in your country?	

■ ベトナム

AMS	Vietnam
Meeting Date	Oct/04/2024
Time (Japan time)	12:57-13:55 (Kick-Off Meeting with PETE representative will take place later.)
Participants	MS. Ho Thanh My (SPD representative newly nominated: National Paralympic Committee of Viet Nam), Ms. Sachiko Yamada, Ms. Saki Shinkawa, Shishido (4 persons)
Regarding your work (Questions)	Answers
1) About your routine works	(Ms. My) I'm the head of the International Department of the National Paralympic Committee of Viet Nam. With a 25-year commitment, our organisation works in close collaboration with the government, primarily the Sports Authority of Viet Nam (SAV: similar to the Japan Sports Agency), in some policy implementation and projects for pupils with SEN (Special Educational Needs), etc. However, we don't work directly with the Ministry of Education and Training; our contact point in the Vietnamese government is always the SAV, which is under the control of the Ministry of Culture, Sports, and Tourism, a key partner in our efforts to promote sports and physical activity among people with disabilities.
2) Your plan to go abroad this year	(Ms. My) I have been to Japan several times before, first in Kushiro, Hokkaido, to attend the training organised by the Japanese organisation. I also went to Tokyo to participate in the Paralympic Games in 2021 and was invited to some seminars organised by the university in Tokyo. I also had the chance to attend the Paralympic games in Paris this year as part of the Vietnamese para-athlete delegation. Looking ahead, I am excited about my upcoming trip to Bonn, Germany. I will be attending an international conference focused on Para-sport talent discovery and competitiveness development, where I hope to gain valuable insights and contribute to the discussion.
Regarding the implementation status of the action plan- (Questions)	Answers
3) The implementation progress of the action plan after February 2024 (if there are any new developments)	N/A
4) Any issues that have newly emerged?	(We planned to ask questions about the issues in the current SPD in Viet Nam, but we had to skip this part due to time limitations.)

5) Stakeholder identification and progress in incorporating (networking with experts, the public and private sectors toward the formation of a PLC)	(Due to time limitations, this part was skipped.)
6) Based on the status of physical education teacher education in your country and other countries, what initiatives, perspectives and ideas should be newly added to your country's action plan in the future?	N/A
7) What is effective and appropriate for setting evaluation indicators for each action?	N/A
Regarding participation in face-to-face workshops (Questions)	Answers
8) Topics you would like to discuss and points you would like to know at next in-person workshops	(Ms. My) I'm very interested in the ASEAN Persons with Disabilities in Sports Conference planned for June 2025 by the Malaysian Government in cooperation with the ASEAN Secretariat. If I have the opportunity to attend it, it would be a great honour and beneficial to para sports in my country.
9) Can you participate in the face-to-face workshop in late February?	(Ms. My) I think I already know some ASEAN representatives from other ASEAN member states, such as Mr. Yi Sopheaktra from the NPC of Cambodia. So, I hope I can easily join the SPD professional learning community under the ASEAN-Japan cooperation framework.
Others (Questions)	Answers
10) Under what policies are sports and health-related ministries and companies in your country developing their businesses and projects?	N/A Her former SPD representative, Mr. Dang Van Sau (Sports Authority of Viet Nam), already responded to the same questions.
11) How is the private sector taking initiative in the areas where the government cannot reach?	
12) How are the evaluation indicators set on national policy?	
13) Is it possible for an SPD representative to	

develop an Action Plan to enhance SPD in your country?	
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注 1) インドネシア SPD カウンターパートは令和 7 年（2025 年）2 月 22 日に選任が完了した為、キックオフミーティングには参加していない。

注 2) ベトナム PETE カウンターパートは、再三の連絡にも、多忙なことから返信できず、キックオフミーティングには参加していない。令和 7 年 2 月のベトナムでの対面式ワークショップにてフォローアップを行った。



Objectives of PETE in 2024

- 1) Developing inclusive quality physical education teacher education ASEAN Standards (-2025)
- 2) Making developed document authorised in each AMS (-2027)

Schedule for the Workshops

1) Online Workshop [DAY 1] (Nov. 5, 2024) : Image of PETE Standards

Sharing image of inclusive quality physical education teacher education standards

Meaning of physical education teacher education standards

2) Online Workshop [DAY 2] (Nov. 19, 2024) : Image of Expected Competencies for PE teachers

- Expected competencies, knowledge and skills for a pre-service physical education teacher
- Expected competencies, knowledge and skills for an in-service physical education teacher
- How to develop inclusive QPETE ASEAN Standards
- How to make inclusive quality physical education standards work in each AMS

3) In-person Workshop (Feb. 24-27, 2025)

Developing inclusive quality physical education teacher education ASEAN Standards

Outline of the Online Workshop [DAY 1]

1) Introduction and Lecture

(Prof. Dr. Yoshinori OKADE using Attachment 1+2) -20 mins.

2) Brief Instruction -5 mins.

3) Group Discussion in Break-Out Rooms -30 mins.

4) Overall Session in the Main Room -25 mins.

5) Q & A Session and Administrative Information -10 mins.

Grouping

GROUP NO.	COUNTRY NAMES			NO. OF PARTICIPANTS	FACILITATOR
1	Brunei Darussalam	Cambodia	Viet Nam	4~5	Prof. Taku Yamaguchi
2	Indonesia	Malaysia	-	3~4	Prof. Yoshinori Okade
3	Lao PDR	Thailand	-	4	Prof. Takuya Shimokubo
4	Singapore	Philippines	Myanmar	4~6	Prof. Eishin Teraoka

ASSISTANTS	Ms. Sachiko Yamada
	Ms. Saki Shinkawa

Questions for the Workshop [DAY 1]

- *Who are physical education teachers in your country?*
- *What kind of certification would be required to be a physical education teacher in your country?*
- *Do you have any national physical education teacher education standards?*
- *Who has developed PETE standards in your country?*
- *Who authorises such documents?*



Questions for the Workshop [DAY 2]

- *Expected competencies, knowledge and skills for a pre-service physical education teacher*
- *Expected competencies, knowledge and skills for an in-service physical education teacher*



- *How to develop inclusive QPETE ASEASN Standards*
- *How to make inclusive quality physical education standards work in each AMS*

Questions left behind for the In-Person Workshop in Viet Nam (February 24-27, 2025)

- *Who manages the quality of physical education teachers?*
- *How to manage the quality of physical education teachers?*
- *Who manages the quality of physical education teacher education?*
- *How to manage the quality of physical education teacher education*
- *Who could be PETE teachers?*
- *Whom do we need to develop inclusive QPETE?*
- *What would be the tasks to develop effective quality physical education standards in each AMS?*
- *What kind of procedures should we follow to develop effective quality physical education standards in each AMS?*

Supplemental Information (1)

- National Standards For Initial Physical Education Teacher Education (2017) SHAPE America – Society of Health and Physical Educators

[Comprehensive School Physical Activity Programs \(Cont.\)](#)

[Best Practices in PETE/HETE by SHAPEAmerica – Issuu](#)



- (Comprehensive School PA Program)

https://www.shapeamerica.org/Common/Uploaded%20files/document_manager/accreditation/National-Standards-for-Initial-Physical-Education-Teacher-Education.pdf

- (Best Practices in PETE/HETE by SHAPE America)

https://issuu.com/shapeamerica/docs/best_practices_in_pete_hete_shape_america_guidanc?fr=sMGEyYTU2NTQ3Njc

Supplemental Information (2)

- SHAPE AMERICA National Physical Education Standards Revision Timeline

https://www.shapeamerica.org/Common/Uploaded%20files/document_manager/standards/pe/PE-Standards-Revision-Timeline.pdf

- SHAPE AMERICA National Standards

https://www.shapeamerica.org/standards?mtm_medium=publication&mtm_source=educator+kit&mtm_campaign=Standards-Launch-2024&mtm_term=PE

- SHAPE AMERICA Physical Education Teacher Education 2017

<https://www.shapeamerica.org/accreditation/peteacherprep.aspx>

- (PE Standards Revision Timeline)

https://www.shapeamerica.org/Common/Uploaded%20files/document_manager/standards/pe/PE-Standards-Revision-Timeline.pdf

- (SHAPE AMERICA National Standards)

https://www.shapeamerica.org/standards?mtm_medium=publication&mtm_source=educator+kit&mtm_campaign=Standards-Launch-2024&mtm_term=PE

- (SHAPE AMERICA Physical Education Teacher Education 2017)

<https://www.shapeamerica.org/accreditation/peteacherprep.aspx>

Supplemental Information (3)

- SHAPE AMERICA Health Education Teacher Education (HETE) 2018

<https://www.shapeamerica.org/accreditation/heteacherprep.aspx>

- National Dance Education Organization K-12 Dance Standards

<https://www.ndeo.org/Learn/Dance-Education-Standards/K-12-Dance-Standards>

- (SHAPE AMERICA Health Education Teacher Education (HETE) 2018

<https://www.shapeamerica.org/accreditation/heteacherprep.aspx>

- (National Dance Education Organization K-12 Dance Standards)

<https://www.ndeo.org/Learn/Dance-Education-Standards/K-12-Dance-Standards>

資料7 オンライン・ワークショップ（全2回）各国ブレインストーミング

（第1回：2024年11月5日）

1. Who are physical education teachers in your country?

Group 1

Brunei Darussalam		Cambodia		Vietnam	
in-service workers who proceed to life long learning	lower primary teachers usually have the basic certification	Those who graduate from National Institute of Physical Education and Sport	have at least Certificate of Teacher with Basic Education Degree		
fresh graduates from foreign universities	polytechnic graduates from local schools	those who have Bachelor's Degree in Physical Education			
teachers who graduate from teaching college	lower and upper secondary teachers usually have the degrees and masters				
private schools here have different certifications than government schools					

2. What kind of certification would be required to be a physical education teacher in your country?

Brunei Darussalam		Cambodia		Vietnam	
Diploma in Physical Education	Master in Teaching / Physical Education and Sports		Certificate of Teachers with Basic Education Degree in PE (NIPES)		
basic degree in sports related field	no certification by level in primary	Bachelor's certificate in PE (NIPES)	Primary schools teacher certificates (PTTCs/TECs)		
Must have Teaching Certs to teach	there are several masters degree holders who teach pe in primary schools	Upper Secondary school teacher certificate which equivalent to Master Degree (at NIE)	Bachelor's Degree in PE from foreign countries (Private schools teachers)		

3. Do you have any national physical education teacher education standards?

Group 1

Brunei Darussalam		Cambodia		Vietnam	
will need to follow up on this question	recently meetings had between 3 ministries to develop this	not developed yet	we are following the Teacher Education Prov		
PE & Health standards in the pipeline	basic degree in sports only				
those who graduated in local university with PE few years back before it was closed	masters in teaching now needed for teachers in Brunei				

4. Who has developed PETE standards in your country

Brunei Darussalam		Cambodia		Vietnam	
Department of Curriculum, MOE?	Collab with Department of Co-Curriculum, MOE? Certain Sports skills area (Need to check this)				
nothing official yet	right now it is unde Currciulums purview				
pedagogy only by SBC	↑ fitness test standards only available				
SBC = subject based committee					

5. Who authorises such documents?

Brunei Darussalam		Cambodia		Vietnam	
curriculum department	co-curriculum department				
department of schools	permanent secretaries office				
local university collaboration perhaps					
would be interesting to find out about private schools	private schools department				

1. Who are physical education teachers in your country?

Group 2

Indonesia

After graduation, graduates of physical education and sports study programs enroll in the Teacher Professional Program either with a pre-service or in-service scheme.

Physical education teachers in Indonesia are graduates of physical education and sports study programs with a bachelor's degree from an accredited university

In Indonesia, early childhood teacher are generalized, however from elementary to high school is specialized in PE.

Malaysia

PE Teacher (well trained using the Ministry Education module)
Mariam

Well equipped with the pedagogy

Only teacher in preschool are generalized

Obtained certification: diploma/degree in PE from tertiary level education institution

PE teacher in primary and secondary school are specialized

2. What kind of certification would be required to be a physical education teacher in your country?

Indonesia

Bachelor's degree certification	Professional certificate as a physical education teacher.
We don't have any standard for PE,, but general standards,	

Malaysia

Obtained Bachelor's Degree in Education (Secondary)	
Obtained Diploma from Teacher Training Institution (Primary)	
We	
General Teacher Standard - Applicable to all (Malaysian Teacher Standard 2.0)	

3. Do you have any national physical education teacher education standards?

Group 2

Indonesia

Malaysia

We don't have any PETE specialized standards	

1. Who are physical education teachers in your country?

Group 3

Laos

Graduated bachelor's degree on PE	Certificate: Teachers need to graduate Physical Education College and get Bachelor to teach PE in primary, secondary or high school.
Some other subject teachers in schools.	

Thailand

Graduated bachelor's degree on PE or Sport science.	mostly in primary schools in Thailand don't have PE certified teacher to teach PE class.
Some other subject teachers in schools.	

2. What kind of certification would be required to be a physical education teacher in your country?

Laos

Bachelor degree in PE college (4 years)	

Thailand

Bachelor degree	
Teacher profession certification from Ministry of Education	
mostly in primary schools in Thailand don't have PE certified teacher to teach PE class.	

3. Do you have any national physical education teacher education standards?

Group 3

Laos

Thailand

The core curriculum provide by Ministry of Education has standards for schools in every level	

4. Who has developed PETE standards in your country

Laos

Ministry of Education and Sports	
Sport for All	
Physical and Art Education Department	

Thailand

Ministry of Education	

5. Who authorises such documents?

Laos

Ministry of Education and Sports	

Thailand

Ministry of Education	

1. Who are physical education teachers in your country?

Group 4

Singapore

(Mainstream schools) PE-trained educators from National Institute of Education, Singapore

(Special education schools) General educators, physiotherapists

Phillipines

Myammer

need to have a degree in physical education or a related field.

Physical education teachers in Myanmar, as in many other countries, play a crucial role in promoting fitness, health, and wellness among students

need to obtain specific teaching certifications, which can vary depending on the region or institution they are working in

They usually work in schools, from elementary to high school levels, and are responsible for developing and implementing physical education programs that help students improve their physical skills, knowledge, and overall health.

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2. What kind of certification would be required to be a physical education teacher in your country?

Singapore	Phillipines	Myammer
Post graduate diploma in Education Programme		Educational Qualification Obtain a degree in physical education or a related field from a recognized university.
Or Diploma in Education		Teaching Certification Complete a teacher training program and obtain a teaching certification specific to physical education ² .
		National Qualifications Framework (NQF) Align your qualifications with the National Qualifications Framework, which ensures that your education meets national standards.
		Professional Development Engage in continuous professional development through formal and informal training programs.

3. Do you have any national physical education teacher education standards?

Group 4

Singapore	Phillipines	Myammer
Yes, the syllabus are determined by the National Institute of Education, which falls under the purview of the Ministry of Education. Potential teachers have to pass a physical fitness test and also the required education diploma to qualify them to be a teacher.		the Teacher Competency Standards Framework (TCSF) in Myanmar outlines several key areas where physical education teachers need to demonstrate proficiency: Professionalism Ongoing professional development, ethical standards, and collaborative practices.
		1. Pedagogical Knowledge and Skills Effective teaching methods, lesson planning, and assessment strategies tailored to physical education.
		2. Content Knowledge Deep understanding of physical education, sports science, health, and fitness.
		3. Classroom Management Strategies to manage a safe and conducive learning environment.
		The Teacher Competency Standards Framework (TCSF) also plays a role in defining the competencies required for teachers, including physical education teachers. These standards are developed and maintained by the Ministry of Education in Myanmar.

4. Who has developed PETE standards in your country

Frame 2

Singapore

Developed by the National Institute of Education, under the Ministry of Education. Syllabus undergo continual review and renewal, as and when needed, to fit the physical curricular needs of students.

Phillipines

Myammer

Teacher Competency Standards Framework (TCSF) which aims to ensure that teachers, including physical education teachers, are well-prepared to provide high-quality education

5. Who authorises such documents?

Frame 3

Singapore

Ministry of Education

Phillipines

Myammer

The **Physical Education Teacher Education (PETE) standards in Myanmar** are authorized by the **Ministry of Education (MOE) and National Task Force for Physical Education**. The MOE oversees the development and implementation of these standards to ensure they meet national educational goals and quality benchmarks

(第 2 回 : 2024 年 11 月 19 日)

1.Expected competencies, knowledge and skills for a pre-service physical education teacher

Group 1

Brunei Darussalam		Cambodia		Indonesia		Myanmar		Phillipines	
Passionate	Physically fit	content knowledge in PE and academic skills (sports)	high school graduates	Content and foundational knowledge of Physical Education	Fitness & basic skill of some specific sports	Competencies 1. Teaching Efficacy 2. Instructional Delivery 3. Student Engagement 4. Assessment 5. Professionalism Knowledge 1. Scientific Knowledge 2. Curriculum Content 3. Health and Fitness 4. Pedagogy Skills 1. Physical Skills 2. Classroom Management 3. Communication 4. Adaptability <small>These competencies, knowledge, and skills are essential for preparing future physical education teachers to create a positive impact on students' physical and mental well-being.</small>			
Know the syllabus and curriculum development	classroom management	love PE and know the value of learning PE	knowledge in PE curriculum in lower and upper secondary schools	Planning and implementing teaching (pre-impact and	Mature personality				
first aid and cpr	motivational techniques	love teaching	good attitude and collaboration	Assesment in Teaching PE (Post-Impact in teaching PE)	Responsibility Personality				
team building	sports coaching and health education	independent learners and are ready for 21st century skills	could teach PE in real practice using the school curriculum	IT	Teaching methods/ Teaching Instructional				

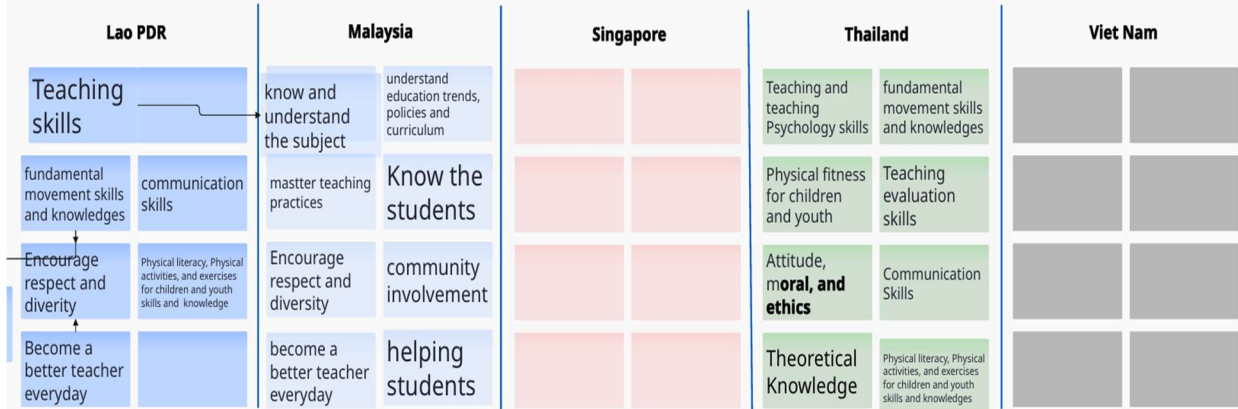
2. Expected competencies, knowledge and skills for an in-service physical education teacher

Group 1

Brunei Darussalam		Cambodia		Indonesia		Myanmar		Phillipines	
Passionate about sports and pe	knowledge and understanding of curriculum for nation and other asean member states to compare and contrast								
academic proficiency on health and physical education	critical thinking skills								
problem solving skills	differentiation for inclusive qpe								
first aid and cpr	curriculum knowledge throughout the year according to seasons								

1. Expected competencies, knowledge and skills for a pre-service physical education teacher

Group 2



Knowledge	Skills	Competencies
<ul style="list-style-type: none"> • Knowledge of students • Policy and regulations • Awareness of the principles of health promotion and fitness • Knowledge of curriculum framework and national standard for PE • Pedagogical knowledge - Physical Literacy • Content knowledge - understanding of physiology, psychology, and kinesiology • Theoretical Knowledge 	<ul style="list-style-type: none"> • Teaching skills • -be more specific? <ul style="list-style-type: none"> • Introduction • Teaching • Practicing • Applying • Concluding and Evaluating <p>Suggestions:</p> <ul style="list-style-type: none"> • Leading physical activities and games effectively. • Modelling correct techniques for skills and movements. • Adjusting teaching methods based on student progress and feedback. <ul style="list-style-type: none"> • Assessment skills • -Designing performance-based tasks and rubrics? • -Recording and analysing student performance data? • Communication skills • -Engaging students in meaningful discussions about physical activity and health • Fundamental movement skills 	<ul style="list-style-type: none"> • Instructional Mastery • Attitude • → what attitude do they need? • Community Engagement • Moral and Ethics • Reflective Practice everyday

2. Expected competencies, knowledge and skills for an in-service physical education teacher

Group 2

Lao PDR		Malaysia		Singapore		Thailand		Viet Nam	
		PLC	Understand PE trends, policies and curriculum			Theoretical and Practical Knowledge	Diversity Management		
		↑							
		upgrade teaching practice	engage the community			Communication and Relationship Building Skills	fundamental movement skills and knowledges		
		Students' assesment	inspire other PE teachers			Physical literacy, Physical activities, and exercises for children and youth skills and knowledges	Physical fitness for children and youth		
		Individual Education Planning (IEP)	Coaching and mentoring						

Knowledge	Skills	Competencies
<ul style="list-style-type: none"> • Knowledge of students • Policy and regulations • Awareness of the principles of health promotion and fitness • Knowledge of curriculum framework and national standard for PE • Pedagogical knowledge - Physical Literacy • Content knowledge - understanding of physiology, psychology, and kinesiology • Theoretical Knowledge 	<ul style="list-style-type: none"> • Teaching skills • -be more specific? <ul style="list-style-type: none"> ◦ Classroom Management Skills ◦ Students' management skills ◦ Leadership ◦ mastering the content and the craft of teaching • Assessment skills • -Designing performance-based tasks and rubrics? • -Recording and analysing student performance data? • Communication skills • -Engaging students in meaningful discussions about physical activity and health • -Building good relationships 	<ul style="list-style-type: none"> • Community engagement • Upgrade and develop teaching skills • Instructional Planning, Delivery and Management • Leadership and Mentorship

3. How to develop inclusive QPETE ASEAN Standards

Group 2

Lao PDR		Malaysia		Singapore		Thailand		Viet Nam	
		conceptual framework	Domains to be included in the standard			Establish a Collaborative Framework			
		general competencies	specific competencies						
		Descriptors / rubric	→ Field- test						
		self check list towards the standard	level of PE competencies						

4. How to make inclusive quality physical education standards function in each AMS

Group 2

Lao PDR		Malaysia		Singapore		Thailand		Viet Nam	
						support by the right infrastructure, training, and policies			

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

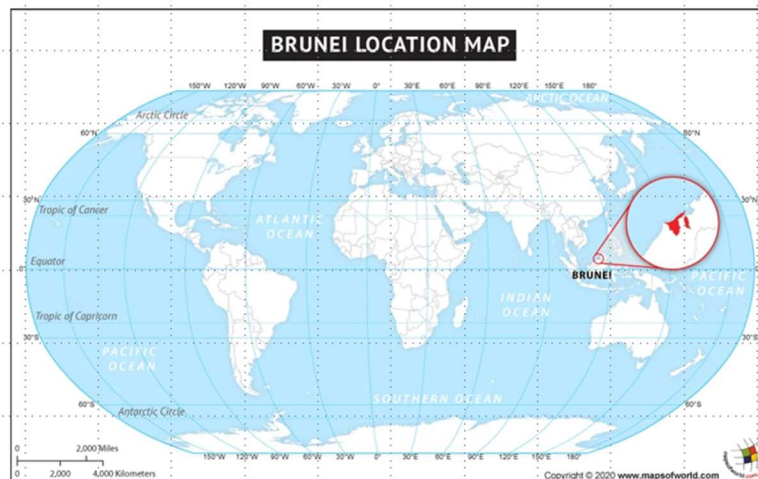
BRUNEI DARUSSALAM

Azrin AJI (PETE)

Date: 11.11.2024

Place: Tokyo, Japan

BRUNEI DARUSSALAM IN BRIEF



BRUNEI DARUSSALAM IN BRIEF



BRUNEI DARUSSALAM IN BRIEF

Population of **452,524**

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 two Ministries challenging

Working plan to utilize logistical resource for NGO SOBD use

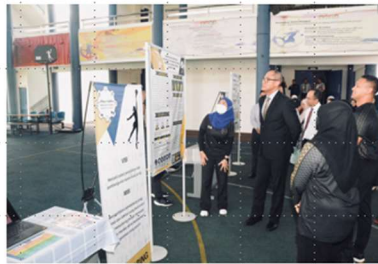
Touching base on deliverables with Department of Special Education

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 Presentations v1.0

COACHES ACTION RESEARCH (CAR) 2023

FOOTBALL: Is juggling a soccer ball helpful or important at all

SILAT: Utilizing proprioceptive neuromuscular facilitation for improving flexibility in pencak silat athletes

KARATE: Does napping affect athletes' performance and focus during training

BADMINTON: The effect of jumping rope and box jumps towards speed and agility among badminton athletes

ATHLETICS: The athletes daily food intake affect their endurance performance during training

STRENGTH & CONDITIONING: Improving athletes chin ups and push ups

NETBALL: To improve shooting accuracy of students during tournament (above 65%)

SEPAKTAKRAW: Mengawal sepak mula dari pihak lawan dalam gelanggang masa perlawanan



Continuous Professional Development



Working visit SOBD, SEU on logistical training facilities

SOBD = Special Olympics, SEU = Special Edu Unit

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



Problem analysis - collaboration between two 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





- Training together with able-bodied athletes



PCBD Sports Awareness to Parents & Teachers 2023



Kids Athletics Festival 2023



Unified Bocce 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) BDLTA - 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



Milestones in 2024

18.09.24 – Sports Action Research v2.0 (SPAR)

18.11.24 – Brunei Darussalam School Games (BDSG)

01.08.24 – 1st Committee Meeting on PE & Health Standards (MOE, MCYS, MOH)

26.09.24 – 2nd Committee Meeting on PE & Health Standards (MOE, MCYS, MOH)

CPDs – Continuous Professional Development

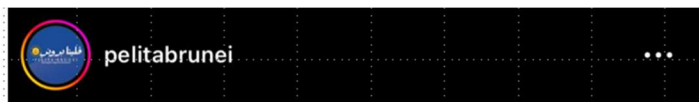
BDLTA – Collaboration and Validation

SPORTS ACTION RESEARCH

Action Research for schools in MOE

Version 1.0 in 2023, Version 2.0 in 2024

Virtuous Learning Cycle for
Brunei Physical Fitness & Health Promotion



Coaches Action Research v1.0
19.09.2023



Sports Action Research v2.0
18.09.2024



IMPACT of SPAR

Empowerment of Physical Education Teachers
and Sports Coaches



Positive performance in results for students shared nationally



Feedback for stakeholders and policy makers

COACHES ACTION RESEARCH (CAR) 2023

FOOTBALL: Is juggling a soccer ball helpful or important at all.

SILAT: Utilizing proprioceptive neuromuscular facilitation for improving flexibility in pencak silat athletes

KARATE: Does napping affect athletes' performance and focus during training

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NETBALL: To improve shooting accuracy of students during tournament (above 65%)

SEPAKTAKRAW: Mengawal sepak mula dari pihak lawan dalam gelanggang masa perlawanan

SPORTS ACTION RESEARCH (SpAR) 2024

NETBALL:

Exploring the effect of self-check shooting practice for non-shooters in Sports School netball team.

BADMINTON:

Exploring the effect of using footwork drills on junior badminton athlete competition performance.

PENCAK SILAT:

Correlation between VO2 max and combat performance in junior pencak silat athletes from Brunei Sports School.

FOOTBALL:

How does juggling intervention effect passing accuracy of football players in Rondo game.

ATHLETICS:

The impact of power and strength to sprinting performance in Brunei Sports School athletics.

STRENGTH & CONDITIONING:

Enhancing fitness test performance through plyometric training.

SEPAK TAKRAW:

Kajian sejauh mana keberkesanan gantung tali dalam mengawal sepak sila bagi pemain-pemain baru dalam latihan sepak takraw.

SEK. RENDAH PANTAI BERAKAS:

Inculcating agility training to enhance Year 3, 4 and 5 shuttle run test grade achievement by the use of Kids Athletics Program.

ACTION RESEARCH 2.0

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

THEME: "POSITIVE IMPACT TO STUDENTS IN SPORT"

Present your action research in September 2024

Expression of interest to join by 1st March 2024

Action Research 1.0 (for 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.

Sports School BRISAL DARUSSALAM

LAUNCHING OF SPORTS ACTION RESEARCH PRESENTATION (SpAR) v2.0 2024

DATE: 18th September 2024 | TIME: 8-45 am | VENUE: Sekolah Sukas, Bener Darussalam

GUEST OF HONOUR: Yang Mulia Awang Julaihi bin Haji Mohamad/Mohamat Pengarah Jabatan Pendidikan Kokurikulum, Kementerian Pendidikan

PROGRAM: 8.45am | Arrival of presenters and guests | 9.00am | Arrival of Guest of Honour | Proceed to Lecture Theatre | Reciting of Dua | Video presentation | Gallery walk at Midam | Photo session | Refreshments | End

GUEST PRESENTERS: BDIS | SRPB



Sports Action Research Presentations v2.0

HOW DOES JUGGLING EFFECT PASSING ACCURACY OF DIFFERENT LEVEL FOOTBALL PLAYERS

INTRODUCTION

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

OBJECTIVE

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

HYPOTHESIS:

At the end of this study, we will see a 15% difference in the achievement of players who can make accurate passes.

NULL HYPOTHESIS:

There was no significant difference between the players' achievements.

METHODOLOGY

- Pre-Test: Ronaldo Limited (2v2) count first 20 ball passes.
- Intervention: Juggling 5 mins x 20 reps 12 times per week.
- Post-Test: Ronaldo Limited (2v2) count first 20 ball passes.

RESULTS

Bar chart showing passing accuracy for Ronaldo Limited (2v2) before and after the juggling intervention. The accuracy increased from approximately 15% to 25%.

DISCUSSION

Juggling involves precise control, coordination, and timing, all of which are critical to juggling passing. The 15% improvement in juggling reflects better control over the ball, which translates directly to more accurate and efficient passing in 2v2 drills.

The significant rise in successful passes suggests that players are more efficient in their decision-making and execution during the drills, likely due to the improved touch and control developed through juggling practice.

CONCLUSION

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

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

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

1. INTRODUCTION

Young 2000 has studied that athletes need to do 2-3 sessions of strength and power training to improve speed. Our training program previously had only 1 power and 1 strength session per week. Hence, this research is to see how a strength & power intervention will affect speed of athletes.

2. RESEARCH METHODS

Interventions: OLYMPTIC and OLYMPTIC

Intervention: OLYMPTIC Sessions 2x a week

8-22 January Pre-Test | 22-23 March Post-Test

Interventions: Weightlifting (Squat & Bench Press), Power (Sprint Jump & Standing Broad Jump), Speed (40m & 50m)

3. RESULTS

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

In addition, their speed have also significantly improved.

4. DISCUSSION

3 Main findings from the research:

- There was a positive relationship between power and strength with speed.
- 2000's gain strength more rapidly than power due to power training require more complex neuromuscular adaptations and precise technique (Barni, 2022).
- Untrained athletes produce better improvements than trained athletes due to physiological adaptations as started in training (Gould, 2000).

5. CONCLUSION

Strength and Power do have positive impact on athletic speed.

With adequate sessions of strength and power one week, athletes can produce better sprinting performance.

ENHANCING FITNESS TEST PERFORMANCE THROUGH PLYOMETRIC TRAINING

INTRODUCTION

Fitness Test is a test used to measure athlete's fitness components.

Vertical Jump and Standing Broad Jump is one of the most important fitness components for sports performance (Wallerstein et al., 2009).

Plyometric training (PT) is a non-impact form of exercise that involves explosive movements that have been extensively studied over the last decades (Sivertsen et al., 2016).

OBJECTIVE

To assess the effectiveness of plyometric training on enhancing vertical jump and standing broad jump.

To compare the effects of plyometric training on vertical jump and standing broad jump performance.

PARTICIPANTS

Group 1: Male Weightlifting Students

Group 2: Male Netball Footballers

METHODOLOGY

Interventional program: 8-Week Plyometric Training Program (3x per week, 10-15 min per session)

PRE-FITNESS TEST: Vertical Jump, Standing Broad Jump, 100m Sprint

POST-FITNESS TEST: Vertical Jump, Standing Broad Jump, 100m Sprint

RESULTS

Bar chart showing the results of the fitness test performance for Group 1 and Group 2. The results show that Group 1 (Male Weightlifting Students) had significantly higher performance in all three tests compared to Group 2 (Male Netball Footballers).

CONCLUSION

It has been proven that Plyometric Training can improve athlete's performance in vertical jump and standing broad jump tests. This study also shows that Plyometric Training can improve athlete's performance in 100m sprint tests. Therefore, Plyometric Training is an effective training method for enhancing fitness test performance.

Sports Action Research Presentations v2.0

Continuous Professional Development 2024

February

Is my pd title dull? Azrin, DPS SS (Thursday 01st February)

Plan to achieve peak physical condition for your sport. Ali, Head Coach Silat SS (Thursday 15th Feb)

Relative energy deficiency in sport. Dr Ketan, Consultant (Thursday 29th February)

March

New approach to coaching football. Aminuddin, Head Coach Football SS (Thursday 07th March)

April

Posterior chain exercises – stop neglecting them. Azrin, DPS SS (Thursday 18th April)

The creator: a netball approach. Dhia, Head Coach Netball SS (Thursday 25th April)

May

Ansurn maju dalam sepaktakraw. Hj Isa, Coach Takraw&Teqball SS (Thursday 02nd May)

Income generation through facility management. Iskandar, Head Coach Takraw&Teqball (Thursday 16th May)

ABC's in athletics. Simaa, Coach Athletics SS (Thursday 30th May)

Time: 9.00am Place: Lecture Theatre SS

Continuous Professional Development 2024

June

LBW: is your foot in the right position. Hadi, Head Coach Strength Conditioning SS (Thursday 20th June)

July

Benefits of regular fitness for young athletes. Hana, Coach Strength Conditioning SS (Thursday 18th July)

The effectiveness of the coaching process in a football training session. Pg Serfuddin, Coach Football SS (Thursday 25th July)

September

Skill of coaching communication. Raup, Head Coach Athletics (Thursday 05th September)

Thinking of an event... we can make it happen!! Helme, Coach Football SS (Thursday 12th September)

Demand and desire ruins new talent. Yussuf, Coach Athletics SS (Thursday 19th September)

Badminton competitions formats: what do you know? Nisa, Head Coach Badminton SS (Thursday 26th September)

How anxiety can be used as a weapon to impact how you play. Azizan (Thursday 29th August)

Injury management and rehabilitation 101. Amirul (KIV)

Time: 9.00am Place: Lecture Theatre SS



05.10.24 Meet with Permanent Secretary for Ministry of Sports

Kiite Kurete Arigato

Questions please

Summary Report (Invitation of Mr. Haji Md. Azrin bin HAJI SIAJI to Japan)

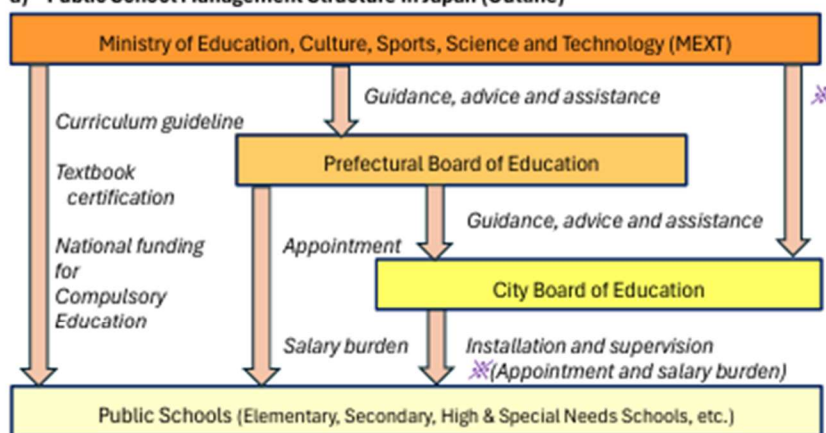
1. General Information on Japan



Total Population (Approx.)	123.79 million (as of Nov. 2024)
Population under 15 years old (Under secondary level)	13.953 million (11.2% of Total)
Capital	Tokyo
Language	Japanese
Area	377,975 km ²
Time zone	UTC+09:00
Administrative classification	47 districts
Education system (Compulsory education)	Elementary-6 years Secondary-3years High-3 years (12 years in total)

Source: <https://ja.wikipedia.org/wiki/%E3%83%95%E3%82%A1%E3%82%A4%E3%83%AB%E6%97%A5%E6%9C%AC%E5%9C%B0%E5%98%B3.svg>

a) Public School Management Structure in Japan (Outline)



※ In government-ordinance designated cities such as Kawasaki, the city board of education plays the same role as the prefectural board and, therefore, receives direct guidance, advice, and assistance from MEXT.

b) Education-related laws and regulations in Japan

Japanese education is made up of the **Constitution** of Japan, which is the supreme law of Japan; the **Fundamental Act on Education** and the **School Education Act** (laws), which are enacted after being passed by the Diet; the **School Education Act Enforcement Order** (Cabinet Order) which is enacted by the Cabinet to implement the Constitution and laws; the **School Education Act Enforcement Regulations** (Ministry Ordinance) which are enacted by the Minister of Education, Culture, Sports, Science and Technology; and the

Course of Study (public notice), which is the general standard for the educational curriculum established by the Ministry of Education, Culture, Sports, Science and Technology.

Constitution	Supreme law
Fundamental Act on Education	Laws
School Education Act	Laws
School Education Act Enforcement Order	Cabinet order
School Education Act Enforcement Regulations	Ministry ordinance
Course of Study	Public notice

2. Project Overview

<i>Project Scheme for Implementation</i>	ASEAN-Japan Actions on Sports
<i>Project Name</i>	Workshop promoting "Physical Education Teacher Education (PETE)" and "Sport for People with Disabilities (SPD)" FY2024
<i>Project Implementation Period</i>	From FY2021 to the present (Estimated to continue the project until the end of FY2030, based on Chiang Mai Declaration 2023 at the 4 th SOMS+ Japan Meeting)
<i>Comply with</i>	<ul style="list-style-type: none"> ✓ ASEAN Workplan 2021-2025 ✓ Priority areas for Cooperation in Sports under the ASEAN Plus Japan Ministerial Meeting on Sports (1st AMMS+Japan (2017))
<i>Project funded by</i>	Japan Sports Agency, representing the Japanese Government (an external bureau of the Ministry of Education, Culture, Sports, Science and Technology established with the aim of comprehensively promoting sports and other sports-related policies)
<i>Project implemented by</i>	Nippon Sport Science University (NSSU)
<i>Project Leader</i>	Prof. Dr. Yoshinori OKADE (Professor, Dean of Faculty of Sports Culture)
<i>Reporting Activity</i>	Invitation of Brunei Darussalam Representative to Japan
<i>Invitee</i>	Mr. Haji Muhammad Azrin Bin HAJI SIAJI
<i>Assignment for the Project</i>	Brunei Darussalam's representative for the PETE component
<i>Position of Invitee</i>	Deputy Sports Principal, Brunei Sports School Department
<i>Affiliated Organisation of Invitee</i>	Ministry of Education, Brunei Darussalam
<i>Period of Visit</i>	From 11 November 2024 (Monday) to 17 November 2024 (Sunday)
<i>Places to Visit in Japan</i>	(Tokyo) Setagaya-ku, (Kanagawa Prefecture) Kawasaki City, (Yamaguchi Prefecture) Yamaguchi City, etc.
<i>Objectives for Invitation to Japan</i>	<ol style="list-style-type: none"> 1) To attend the Annual Conference of the Japan Alliance for School Physical Education", held in Yamaguchi prefecture on 14 - 15 November 2024. (Japanese school teachers presented the action research on PE classes ongoing in Japan.) 2) To construct good relationships with the representatives from the Japan Sports Agency 3) To have in-person meetings with Japanese experts for information exchange (Prof. Dr. Yoshinori OKADE and Prof. Dr. Eishin TERAOKA) 4) To present the project activities in Brunei Darussalam to Japanese professors, Japanese postgraduate students and involved persons in the project and have interactions 5) To visit Japanese local schools to see good practices and issues of

	<p>school Physical Education classes and inclusive Physical Education Teacher Education in Japan</p> <p>6) To visit some sports-related facilities in Tokyo, such as the National Stadium and the Olympic Museum</p> <p>7) Others</p>
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3. Activities in Japan

Date	Activities (Outline)
11 November 2024 (Mon)	<p><i>BI695 (Royal Brunei Airlines: International flight portion)</i></p> <ul style="list-style-type: none"> ➤ Departure from Bander Seri Begawan ➤ Arrival at Narita Airport ➤ Moving to Tokyo ➤ Visit Nippon Sport Science University (NSSU) ➤ Meeting with Prof. Dr. Yoshinori OKADE (Project leader, Professor, Dean of Faculty of Sports Culture, NSSU) <p>Explanation of intentions of invitation and objectives to attend the National Conference</p> <ul style="list-style-type: none"> ➤ Presentation of Mr. Md. Azrin Aji about the project activities ongoing in Brunei Darussalam, mainly on the Action Plan Implementation for enhancement of Physical Education Teacher Education (PETE) in Brunei Darussalam ➤ Q & A session <p style="text-align: right;">Overnight in Tokyo</p>
12 Nov. (Tue)	<ul style="list-style-type: none"> ➤ Local public school visit (at Kakiō Elementary School, Kawasaki City, Kanagawa Prefecture) ➤ Meeting with the school principal: Ms. Machiko SUGIMOTO ➤ School inspection and observation (gym and playground) ➤ Observing the Physical Education classes given by the Japanese school teachers for 3rd, 4th and 6th grade students ➤ Briefing about the Japanese PE policy advocacy and dissemination structure, the functions of the city and prefectural educational boards, etc. ➤ Q & A session <p style="text-align: right;">Overnight in Tokyo</p>
13 Nov. (Wed)	<p><i>ANA3813 (All Nippon Airways: Domestic flight portion in Japan)</i></p> <ul style="list-style-type: none"> ➤ Departure from Haneda Airport ➤ Arrival in Yamaguchi Ube <p style="text-align: right;">Overnight in Yamaguchi City</p>
14 Nov. (Thu)	<p>63rd Annual Conference of the Japan Alliance for School Physical Education (in Yamaguchi Prefecture) [DAY1], co-hosted by the Japan Sports Agency and the Japan Alliance for School Physical Education (at KDDI Ishin Hall (Yamaguchi City))</p> <ul style="list-style-type: none"> ➤ Attendance at the national conference ➤ Opening ceremony ➤ Greetings from the higher authorities in the organising committee and related organisations ➤ Welcome greetings and having conversations with the president of the Japan Alliance for School Physical Education, Prof. Dr. Hidenori TOMOZOE, Director General of the Sports and PE Policy division chief of the Japan

	<p>Sports Agency, Ms. Sumiko OHSUGI, etc.</p> <ul style="list-style-type: none"> ➤ Keynote speech from the representative from the Japan Sports Agency "Reconsidering physical education and the qualities and abilities of students fostered through health and physical education" ➤ Symposium "Strengthening Instructions in Health and Physical Education from Perspective of Inclusion for no one left behind and Drawing possibility of every child" ➤ Special Talk "Blind marathons/ The relationship between athletes and guide runners" <p style="text-align: right;">Overnight in Yamaguchi City</p>
15 Nov. (Fri)	<p>63rd Annual Conference of the Japan Alliance for School Physical Education (in Yamaguchi Prefecture) [DAY2], co-hosted by the Japan Sports Agency and the Japan Alliance for School Physical Education</p> <ul style="list-style-type: none"> ➤ Local public school visit (At Ogori Minami Elementary School, Yamaguchi City) ➤ Observation of open PE classes 1: "Invasion-type ball games" ➤ Observation of open PE classes 2: "Gymnastics, vaulting box exercise" ➤ Participate in research discussions for open classes 1 & 2 and guidance from the PE advisor and specialist (hosted by the prefectural board of education in Yamaguchi Prefecture) ➤ Closing ceremony <p><i>ANA700 (All Nippon Airways: Domestic flight portion in Japan)</i></p> <ul style="list-style-type: none"> ➤ Departure from Yamaguchi Ube ➤ Arrival at Haneda Airport <p style="text-align: right;">Overnight in Tokyo</p>
16 Nov. (Sat)	<ul style="list-style-type: none"> ➤ Visit the National Stadium to see the public sports events and facilities ➤ Visit the Olympic Museum, etc. <p style="text-align: right;">Overnight in Narita City</p>
17 Nov. (Sun)	<p><i>BI696 (Royal Brunei Airlines: International flight portion)</i></p> <ul style="list-style-type: none"> ➤ Departure from Narita Airport ➤ Arrival in Bander Seri Begawan

4. Activities Summary

Mr. Haji Muhammad Azrin bin HAJI SIAJI (referred to as Mr. Azrin hereinafter), who has been officially appointed as a representative for the Physical Education Teacher Education (PETE) component by the Brunei Darussalam government since the beginning of the ASEAN-Japan sports cooperation project that launched in mid-FY2021 and has been working to enhance and elevate the quality of physical education (PE) teachers in Brunei Darussalam by formulating and revising an "Action Plan" with assistance from Ms. Pengiran Nurhaziqah Azmina PENGIRAN SAHMINAN, who acts as the representative for Sport for People with Disabilities (SPD) component, and also instructions offered by Prof. Dr. Yoshinori OKADE and other Japanese experts.

Mr. Azrin stipulated the implementation of "Action Research" for PE teachers and sports coaches, targeting to enhance their capacity building and share their experience, interest, knowledge and know-how with their colleagues in Brunei Darussalam as one of the prioritised actions in the mentioned Action Plan, and has conducted it for 3 years so far with the national stakeholders. This time, Prof. Dr. OKADE recommended that Mr. Azrin come to experience the Japanese cases of "Action Research" conducted by the Japanese PE teachers.

The idea was officially approved by the Japan Sports Agency and the ASEAN Secretariat as an optimal opportunity to have an objective look at the action research's purpose, implementation, impacts, improvement process, etc., in addition to seeing the PE on the frontline in the Japanese education system.

Mr. Azrin first visited Prof. Dr. OKADE, who explained the purpose of the invitation and the significance of participation in the National Conference for School Physical Education Research. In return, Mr. Azrin presented the general information on Brunei Darussalam and the status of the ongoing actions in Brunei Darussalam inspired by the project ASEAN-Japan to Prof. Dr. OKADE, Prof. Dr. Eishin TERAOKA, some Japanese stakeholders, and post- and under-graduate students at Nippon Sport Science University.

Mr. Azrin also visited Kakio Elementary School in Kawasaki City, Kanagawa Prefecture, where he received a general briefing from the school principal, Ms. Machiko SUGIMOTO, on physical education in public schools (formation of the boards of education, policy flows, system, recommendations, and implementation at the national, prefectural, and local levels, etc.). This school received the award for good practice in physical education from the Ministry of Education, Culture, Sports, Science and Technology, Japan.

Mr. Azrin asked questions about the decision-making procedure in the Japanese educational system and the aspirations that the school principal had for PE classes implementation and development of the PE curriculum, besides the method of handmaking the complementary equipment for PE activities, etc. Mr. Azrin also had the opportunity to observe physical education classes for 3rd, 4th and 6th-grade students (3rd: Ball Game, 4th: High Jump and 6th: Mat Exercise).

At the 63rd Annual Conference of the Japan Alliance for School Physical Education in Yamaguchi Prefecture on 14 November 2024, Mr. Azrin participated in the national conference together with Japanese PE experts, specialists, school officials and teachers. Mr. Azrin gained a direct understanding of overall school physical education in Japan, PE policy distribution mechanism, policy goals, policy directions, and the status of action research in this field, etc. Also, Mr. Azrin was welcomed by some higher authorities in Japanese schools' PE field, such as Ms. Sumiko OHSUGI, the director general of Sports and PE policy division chief at the Japan Sports Agency, which represents the Japanese government in the area of PE and sports, Prof. Dr. Hidenori TOMOZOE, the president of the Japan School PE Research Association, etc. and had conversations. Also, he met 3 curriculum officers responsible for developing and implementing the Course of Study in Health and Physical Education.

On 15 November, Mr. Azrin observed PE open classes for 4th grade (Invasion-type ball games (port ball)) and 6th grade students (Gymnastics and vaulting box exercise), whose lesson plans were made in advance and implemented by the in-service PE teachers at Ogori Minami Elementary School, Yamaguchi City, as Japanese examples of the Action Research implementation. After the open classes, Mr. Azrin attended the research discussion conference where the mentioned in-service PE teachers conducted self-reflection on their classes, received opinions and suggestions from the third-party parties' viewpoints, as well as instructions and recommendations from the specialist advisor who was officially nominated and assigned by the Japan School PE Research Association.

Mr. Azrin also toured sports-related facilities in Tokyo, such as the National Stadium and the Olympic Museum, observing the implementation of public sports events and facility maintenance and management status on 16 November.

Through this invitation, we could observe together with Mr. Azrin the current state of school physical education in Japan, which is a practical model. Within the project framework, Mr. Azrin has created an opportunity for physical education teachers at pilot schools to learn from one another and set it as "Action Research" to share good practices and develop the capacity, enhance knowledge, know-how and skills of each physical education teacher in primary and secondary schools in Brunei Darussalam. The outputs and outcomes brought by this invitation to us 1) further understanding the current direction and objectives of Japan's national

school PE policy, 2) seeing together its spread throughout the country and its implementation status, 3) especially experiencing and accompanying the process of practice in public schools, improving the quality of PE lessons and developing teacher capabilities and methodology, hopefully, will offer a positive impact on our project management and the enhancement process of PETE system in Brunei Darussalam, even though it's partial.

To deliver the eventual benefits to all school PE teachers and students in Brunei Darussalam comprehensively and efficiently, it may be expected to 1) review the implementation and reflection methods of Action Research, first, 2) consider new policy recommendations in the field of PE and health education, and 3) brush up the Action Plan realistically based on the resources available and implement it for advanced Brunei Darussalam's school inclusive quality PE. Specifically, it will also be expected that Mr. Azrin reports and makes PE policy advocacy and recommendations at the working level and submit them to a high level, such as the inter-ministerial conference in Brunei Darussalam (Ministry of Education, Ministry of Health, and Ministry of Culture, Youth and Sports) next year and onward.

We hope some trials and new actions will be considered and reflected in the next version of the Action Plan by obtaining consensus and securing a total commitment from domestic stakeholders. Also, we hope that the actions will be concretely followed with the approval, the budget application, and practical implementation from a medium- to long-term perspective so that Brunei Darussalam can showcase the good practices and be a lead country of advanced inclusive PE and PETE in the ASEAN-Japan Professional Learning Community (PLC). We also expect Mr. Azrin's active feedback on our PETE system in Japan from his perspective in the upcoming in-person workshop in Hanoi, Vietnam, planned for February 2025. Please refer to the following 5. to see the discussion points.

5. Discussion points

Date	Discussions Points
11 November 2024 (Mon)	<p>Meeting with Prof. Dr. Yoshinori OKADE (Project leader, Professor, Dean of Faculty of Sports Culture, NSSU)</p> <ul style="list-style-type: none"> ➤ Intentions of invitation and objectives <ol style="list-style-type: none"> 1) <i>Experiencing inclusive QPE on the front line in Japan</i> 2) <i>Grasping the ecosystem around inclusive QPE and PETE, overall policy flow and implementation in Japan by attending the National Conference</i> 3) <i>Accompanying the reskilling procedure for the in-service PE teachers in Japan by attending Action Research of PE</i> 4) <i>Getting new insights applicable to PE at elementary and secondary levels in Brunei Darussalam</i> ➤ Presentation about the Action Plan implementation in Brunei Darussalam made by Mr. Azrin <ol style="list-style-type: none"> 1) <i>Action Research at pilot schools ongoing</i> 2) <i>Collaboration between the relevant ministries</i> 3) <i>Collaboration with the domestic stakeholders from the public and private sectors (NGO, SPBD and SEU)</i> 4) <i>Reflection of the concept of inclusion (inclusivity)</i> 5) <i>Monitoring PE at the secondary level</i> 6) <i>Involving in-service PE teachers in CPD and Action Research and capacity building for better implementation and understanding</i> ➤ Q & A session <ol style="list-style-type: none"> 1) <i>About Action Research Presentation</i> 2) <i>About CPD</i> 3) <i>About PETE in Brunei Darussalam</i>

	<p>4) <i>Issues in the practice of PE classes at schools in Brunei Darussalam</i></p> <p>5) <i>About BDLTA (Brunei Darussalam Leadership Teachers' Association)</i></p>
12 Nov. (Tue)	<p>(At Kakio Elementary School, Kawasaki City, Kanagawa Prefecture)</p> <ul style="list-style-type: none"> ➤ Meeting with the school principal: Prof. Machiko SUGIMOTO <ol style="list-style-type: none"> 1) <i>General information about Kakio Elementary School</i> 2) <i>Information on the involvement of Kawasaki City (City Board of Education)</i> 3) <i>Extracurricular activities ongoing at school</i> 4) <i>Educational goal "Elevating self-esteem" of students</i> ➤ Observing the Physical Education classes given by the Japanese school teachers for 3rd and 4th grade students <ol style="list-style-type: none"> 1) <i>Budgeting (City/ School/ PTA: Parent-Teacher Association/ Individual teacher)</i> 2) <i>Handmaking of complementary equipment for PE classes</i> 3) <i>How to complement the lack of the number of PE teachers</i> ➤ Briefing about the Japanese PE policy advocacy and policy dissemination structure, the functions of the city, prefectural boards of education, etc. <ol style="list-style-type: none"> 1) <i>Dissemination and implementation system of PE policies (revised course of study) in Japan, Kanagawa Prefecture and Kawasaki City (3 levels)</i> 2) <i>Formation of PLC by in-service PE teachers (at school & city level)</i> 3) <i>Research survey for better understanding of the teaching textbooks</i> 4) <i>How to use effectively the complementary textbooks for teachers</i> 5) <i>How to make the annual plan for PE classes</i>
13 Nov. (Wed)	N/A
14 Nov. (Thu)	<p>63rd Annual Conference of the Japan Alliance for School Physical Education (in Yamaguchi Prefecture) [DAY1] at KDDI Ishin Hall (Yamaguchi City)</p> <p><i>(Principal subject) Physical education and health education lessons to maintain and improve health and realise a rich sport life</i></p> <p><i>-Aiming for children to take the initiative in solving problems-</i></p> <p>(Keywords) <i>The problem-solving ability of children, Consideration for others, Consideration for diversity, Inclusion, Physical & mental health</i></p> <ul style="list-style-type: none"> ➤ Board member speech <ol style="list-style-type: none"> 1) <i>The physical ability level of students has decreased significantly in Japan post-COVID-19</i> 2) <i>Results obtained through the Action Research must be reflected in the PE curriculum and classes</i> ➤ Keynote speech from the representative from the Japan Sports Agency "Reconsidering physical education and the qualities and abilities fostered through health and physical education" <ol style="list-style-type: none"> 1) <i>The Course of Study serves as a curriculum guideline for PE teachers.</i> 2) <i>Fostering the ability of children to live in a sustainable society with responsibility and to be a pioneer in their specialty</i> 3) <i>Expected abilities through PE (Knowledge, skills, thinking ability, judgment (determination), expression, humanity, the ability to learn</i>

	<p><i>proactively and problem-solving ability)</i></p> <ol style="list-style-type: none"> 4) <i>Leading to life-long sports practices, physical and mental health soundness</i> 5) <i>Problem-solving cycle (Identifying issues, addressing issues, reflecting on them, and extracting new issues)</i> 6) <i>(Future direction) The importance of using ICT to stimulate students' interest in PE</i> 7) <i>(Future direction) Consideration and inclusion of students with disabilities (10% of total students in Japan)</i> <p>➤ Symposium "Strengthening Instructions in Health and Physical Education from Perspective of Inclusion for no one left behind and Drawing possibility of every child"</p> <ol style="list-style-type: none"> 1) <i>Diversity and community-based inclusive society</i> 2) <i>Respecting one another, children's spontaneity, individuality, and independence</i> 3) <i>Further improvements to teaching methods, including the use of videos</i> 4) <i>Resources (Space, Peer, and Time)</i> 5) <i>Introducing affirmative and positive interactions</i> 6) <i>Classifying Individual learning and cooperative learning</i> 7) <i>Gender equality and inclusion</i> <i>The need for a change in teachers' mindset</i> 8) <i>PE contents and method with consideration of how children can achieve</i> 9) <i>Visualisation of children's achievements and outcomes</i> 10) <i>Success experience and self-esteem elevation</i> 11) <i>Independence and social participation</i> 12) <i>Diversity, equity, and inclusion</i> 13) <i>Introduction of the concept of "adapted sports"</i> 14) <i>Teamworking, collaboration with others, and non-verbal communication through PE and sports</i> 15) <i>Promoting active participation in society</i>
15 Nov. (Fri)	<p>63rd Annual Conference of the Japan Alliance for School Physical Education (in Yamaguchi Prefecture) [DAY2] at Ogori Minami Elementary School, Yamaguchi City (Action Research)</p> <p>➤ Observation of open PE classes 1: "Goal-type games" (28 students=4th grade, 1 PE teacher & 1 assistant)</p> <ol style="list-style-type: none"> 1) <i>(Issue) Can't keep the rally going</i> 2) <i>(Goal of the class) Solving the technical issue, Learn collectiveness</i> 3) <i>(Goals targeted for the Goal-type Games)</i> <i>Acquisition of knowledge and skills, Thinking ability, Judgment (determination), Expression, and Proactive attitude towards learning</i> 4) <i>(Additional factor) Even children who are not good at physical education could participate in the game with questions that would lead to skill acquisition.</i> 5) <i>(Improvements planned and proposed by PE teachers)</i> <ul style="list-style-type: none"> ✓ <i>Offering tips on how to make the defence function better</i> ✓ <i>Phrasing the good practices of the students</i> ✓ <i>By utilising the camera and video recording functions of tablet devices, data for each team is collected and used to find and solve</i>

	<p><i>problems for the next lesson. In addition, the form function is used to grasp the students' lesson evaluations and satisfaction levels.</i></p> <p>➤ Observation of open PE classes 2: "Gymnastics, vaulting box exercise" (25 students-6th grade, 1 PE teacher)</p> <p>1) <i>(Issue) Mat and vaulting box exercises as non-daily physical movements.</i></p> <p>2) <i>(Goal of the class)</i></p> <ul style="list-style-type: none"> ✓ <i>Acquire the ability to solve technical issues</i> ✓ <i>Through group learning, students learn the joy of each type of exercise while supporting each other physically and mentally.</i> <p>3) <i>(Goals targeted for the mat exercise and vaulting box exercise)</i></p> <ul style="list-style-type: none"> ✓ <i>Students can choose where to practice their skills according to their own challenges and independently devise ways to do so.</i> ✓ <i>Learning the movement of the body</i> ✓ <i>Respecting the opinions of others</i> ✓ <i>Considering the safety of her/himself and others</i> <p>4) <i>(Additional factor) Active learning</i></p> <p>5) <i>(Improvements planned and proposed by PE teacher)</i></p> <ul style="list-style-type: none"> ✓ <i>Consideration of safety during activities,</i> ✓ <i>Consideration and follow-up for students who feel anxious or scared,</i> ✓ <i>Creation of an environment (ecosystem) and opportunities where students can identify and teach each other their own and their peers' issues</i> ✓ <i>Promoting the use of ICT and online applications as auxiliary tools for problem-solving</i> <p>➤ Participate in "Research Discussions" for open classes 1 & 2 and instructions and guidance from the PE advisor and expert (hosted by the prefectural board of education in Yamaguchi Prefecture, counting on the participation of 150 PE teachers)</p> <p><For Open PE class 1></p> <p>1) <i>(Self-reflection of PE teacher in charge)</i></p> <ul style="list-style-type: none"> ✓ <i>Inclusivity for the students with special education needs (SEN) was considered.</i> ✓ <i>Security for the students well-considered during the PE class</i> ✓ <i>Reflection by group done</i> ✓ <i>Recording the performance for the next class improvement</i> ✓ <i>Gradual level up technically (individual) and strategically (collective)</i> ✓ <i>Recognising the good performance among the students</i> ✓ <i>Intentional modification aiming over number game for attacking team, 5 students for the offence against 4 for the defence</i> <p>2) <i>(Action research analysis) Ingenuity reflected, Amount of exercise secured for all students, Smooth switching between offence and defence, Rules & Regulations applied, Adequate use of equipment for the sports, Importance of review & reflection</i></p> <p>3) <i>(Comments & Recommendations from the advisor, expert, participants)</i></p> <ul style="list-style-type: none"> ✓ <i>A slight change in the lesson plan can be flexibly made during the</i>
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	<p><i>PE class in accordance with the students' performance. PE teachers need to have a variety of ideas for doing it.</i></p> <ul style="list-style-type: none"> ✓ <i>Transition between offence and defence should be further instructed for 4th grade students.</i> ✓ <i>Bound passes should be mixed for the games. Need more technical instructions from PE teacher.</i> ✓ <i>The PE teacher must teach the ability to dribble the ball without looking at it. Also, the ability to feel the things on the back should be verbally explained.</i> ✓ <i>Acquisition of individual problem-solving ability is recommended to be further focused on and more clearly prioritised.</i> ✓ <i>The intention of the PE teacher for grouping must be more evident, considering inclusivity</i> ✓ <i>The students in charge of recording also must have joined the games equally.</i> ✓ <i>Findings and suggestions from the students should be considered and reflected in the future PE class.</i> ✓ <i>Students' self-reflection and self-decision-making should be promoted more.</i> ✓ <i>Assessment of the tactics of each group should be conducted.</i> <p><i><For Open PE class 2></i></p> <p>1) <i>(Self-reflection of PE teacher in charge)</i></p> <ul style="list-style-type: none"> ✓ <i>The original lesson plan for PE was designed by considering good and accurate body movement as one of the targeted goals.</i> ✓ <i>The intention was for students to self-learn effectively and correct body movements during the exercise.</i> ✓ <i>Locations of each mat and vaulting box were planned considering the efficient flow of students' exercise during a class of 45 minutes.</i> ✓ <i>The PE teacher intended to give verbal instructions & tips about the techniques.</i> ✓ <i>The grouping was well-designed based on the physical ability levels of the students.</i> ✓ <i>Security considerations might have been prioritised more.</i> ✓ <i>The online tool called "Padlet" is utilised to check each student's performance and accumulate video and data, e.g., assessment of self-performance (technically), the satisfaction of the students, etc.</i> <p>2) <i>(Action research analysis) Lack of sufficient consideration for the security of the students, Grouping, Collective learning and individual learning, Effective use of ICT</i></p> <p>3) <i>(Comments & Recommendations from the advisor, expert, participants)</i></p> <ul style="list-style-type: none"> ✓ <i>Grouping was well considered, according to the students' performance levels.</i> ✓ <i>The environment (ecosystem) where students can teach one another was provided to some extent.</i> ✓ <i>The usefulness of ICT applications was reflected in the lesson plan accordingly.</i> ✓ <i>Considerations for the security of all students didn't reach a sufficient level. When the PE teacher instructed a student here, the other student</i>
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	<p><i>got injured somewhat on the other side. There is a need to reconsider the balance between the area that each teacher can keep an eye on and the placement of each piece of exercise equipment. Rotational motion in the exercise is accompanied by danger to the human body.</i></p> <ul style="list-style-type: none"> ✓ <i>In addition to technical assessment, it may also be a good idea to introduce standards for assessing the beauty of the technique.</i> ✓ <i>More creative efforts should be made to reduce the number of students who do not like physical education very much.</i> <p>➤ Closing ceremony <i>Aiming to improve PE quality in general and to increase the number of students who like sports and enjoy life-long sports</i></p>
16 Nov. (Sat)	N/A
17 Nov. (Sun)	N/A

6. Outputs and Outcomes

A) Outputs	
I.	Building good and optimal relationships and fostering mutual trust between people involved in physical education in Brunei Darussalam and Japan
II.	Nurturing individual human resources who can take on leadership roles in the government of Brunei Darussalam, the ASEAN-Japan sports cooperation framework, and the Professional Learning Community
III.	Promoting the implementation of the action plan formulated in the project ASEAN-Japan (PETE & SPD) and the implementation of new PE policy advocacy and recommendations in Brunei Darussalam
IV.	Acquiring know-how on implementing the Action Research and coming up with new ideas and insights for improving and strengthening school physical education and physical education teacher education (PETE) in Brunei Darussalam & ASEAN-Japan
V.	Receiving feedback from Mr. Azrin and the Japanese project members, NSSU could get new ideas & insights about the better ASEAN-Japan project design, operation, and management, etc.
B) Expected outcomes (For the future)	
I.	Increasing the number of beneficiaries (PE teachers, parents, communities, students, etc.) in Brunei Darussalam
II.	Promoting the establishment of collaborative relationships and systems among domestic stakeholders in Brunei Darussalam (at individual and inter-ministerial levels) and smooth implementation.
III.	Sharing Brunei Darussalam's good PE & PETE practices within the ASEAN-Japan community and presenting them as an exemplary model of sustainable development through sport in society
IV.	Jointly formulating academic papers on the good practices, issues, and challenges in inclusive quality PE & PETE in Brunei Darussalam
V.	Others

7. Photos



Before the presentation made by Mr. Azrin



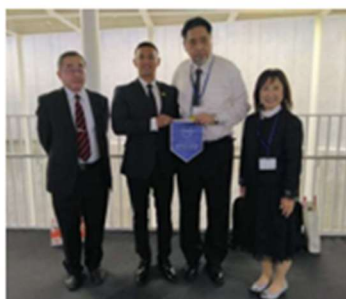
Mr. Azrin during his presentation



In discussion with the school principal & Prof. OKADE



With Director General of Japan Sports Agency



With President of Japan Alliance for School PE



Action Research at Ogori Elem. School, Yamaguchi



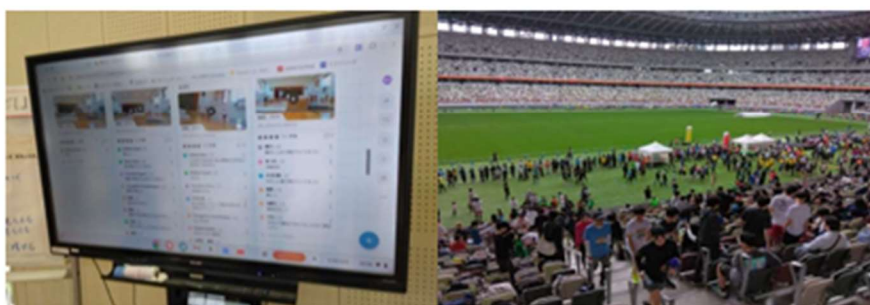
Open PE Class (1)



Open PE class (2)



Instructions for vaulting box exercise by PE teacher Research discussion (Part of Action Research)



Use of video for self-reflection National stadium opened for public events

8. References

(HP of Nippon Sport Science University <English>) <https://www.nittai.ac.jp/eng/>

(HP of Kakio Elementary School, Kawasaki City <Japanese>) <https://kawasaki-edu.jp/2/512kakio/>

(The Course of Study for Elementary School: Preamble <English>)

https://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2011/04/11/1298356_8.pdf

(The Course of Study for Health & Physical Education for Secondary School <English>)

https://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2011/04/11/1298356_8.pdf

26 November 2024

30 November 2024 (Revised)

Nippon Sports Science University (NSSU)

[End]

※上記記載 URL は資料 12 参考情報に記載

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting
Physical Education Teacher Education (PETE) and
Sport for People with Disability (SPD) FY2024



**IN-PERSON
WORKSHOP
IN Hà Nội, Việt Nam**

-Participation Guide-

【Period】 February 24 (Mon) -27 (Thu) 2025

【Venue】 Conference Room Chi Lăng,
Army Hotel, Hà Nội, Việt Nam

【Hosted by】 : Sports Authority of Viet Nam,
the Ministry of Culture, Sports and Tourism of Viet Nam and
Nippon Sports Science University (NSSU)

【Cooperated by】 :
National Paralympic Committee of Viet Nam



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ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)



1. Greetings from the Project Leader (1)

Dear ASEAN friends,

*It is with immense pleasure that I extend a warm welcome and heartfelt greetings to all ASEAN representatives, observer participants, Vietnamese government representatives, staff, and all participants in this workshop. Your active involvement in the ASEAN-Japan initiative, particularly the PETE&SPD project, is not just of foremost importance, but it is the heart of our progress, and we are deeply grateful for your participation and contributions. We also wish to express our sincere gratitude to **the hosting country, the government of the Socialist Republic of Vietnam, represented by the Sports Authority of Viet Nam and the Ministry of Culture, Sports and Tourism of Viet Nam, along with the ASEAN Secretariat, the Senior Officials Meeting on Sports (SOMS) and the officials of each ASEAN Member State (AMS).** Our appreciation also goes to **the Japan Sports Agency and the Japanese Mission to ASEAN, both representing the Japanese government, and all parties involved in implementing this initiative.***

It has been approximately three and a half years since the launch of this project. Due to the widespread impact of the new coronavirus (COVID-19) since 2020, we faced significant limitations, with most activities taking place online in the beginning. However, during the last fiscal year 2024, we successfully conducted our first in-person workshop in Phnom Penh, the Kingdom of Cambodia, in collaboration with the Ministry of Education, Youth & Sports of Cambodia. This significant event not only marked a return to normality but also underscored the importance of your direct participation in this initiative.

We have established solid relationships and bonds through our project activities thus far and constructed our own "Professional Learning Community (PLC)" under the ASEAN-Japan framework. However, this in-person workshop will serve as a significant turning point in enhancing the robustness and sustainability of our community and these connections at the personal and institutional levels. Your presence and role as a participant are not just integral, but it is the very backbone of our "PLC" development and maturity. Our aim in this workshop is to engage in a meaningful exchange of knowledge, experience, ideas, and information through direct discussions on inclusive Physical Education Teacher Education (PETE) and Sport for People with Disabilities (SPD). Additionally, we seek to gain valuable insights into the current landscape of School Physical Education, PETE, and SPD in Viet Nam. Looking ahead, we intend to continue our efforts with a mid-long-term perspective, based on the Chiang Mai Declaration (2023), with you at the centre of our community towards 2030, which aligns with the ASEAN Work Plan 2021-2025.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)



1. Greetings from the Project Leader (2)

Your active participation in this workshop, ownership and contribution to our PLC are crucial to the growth and success of this initiative. We sincerely request that all participants continue to offer your cooperation, engage actively, provide constructive feedback, and share the skills, knowledge, information, opinions, and insights gained in your respective countries. Additionally, we encourage you to relay the knowledge, experiences and know-how acquired during this workshop in Viet Nam to your colleagues and supervisors upon your return home so that we can expand the reach of this community and enrich the institutional capability of your affiliated organisation through your feedback from objective viewpoints. We also anticipate that these project activities, especially this in-person workshop, will help to enhance your individual skills, competency, and motivation in conducting innovative actions for policy change, development and advocacy process, such as evidence-based information gathering and analysis, reflection of the concept of inclusivity, stakeholder involvement, reliable implementation, policy revision capabilities, and beyond.

*In conclusion, I would like to extend my profound gratitude to the representatives of the Vietnamese government—**Ms. Luyen Hong Hanh, Mr. Dang Van Sau, and all persons involved from the Sports Authority of Viet Nam, in addition to Dr. Dang Ha Viet, General Director of Sports Authority of Viet Nam, Ministry of Culture, Sports and Tourism.** Their dedicated efforts and collaborations throughout the preparation period have been instrumental and our motivation in organising this event to mark the critical and significant step to the next stage of ASEAN-Japan friendship and cooperation through sports and physical education. We are truly grateful for their commitment and support.*

February 2025

Yoshinori OKADE

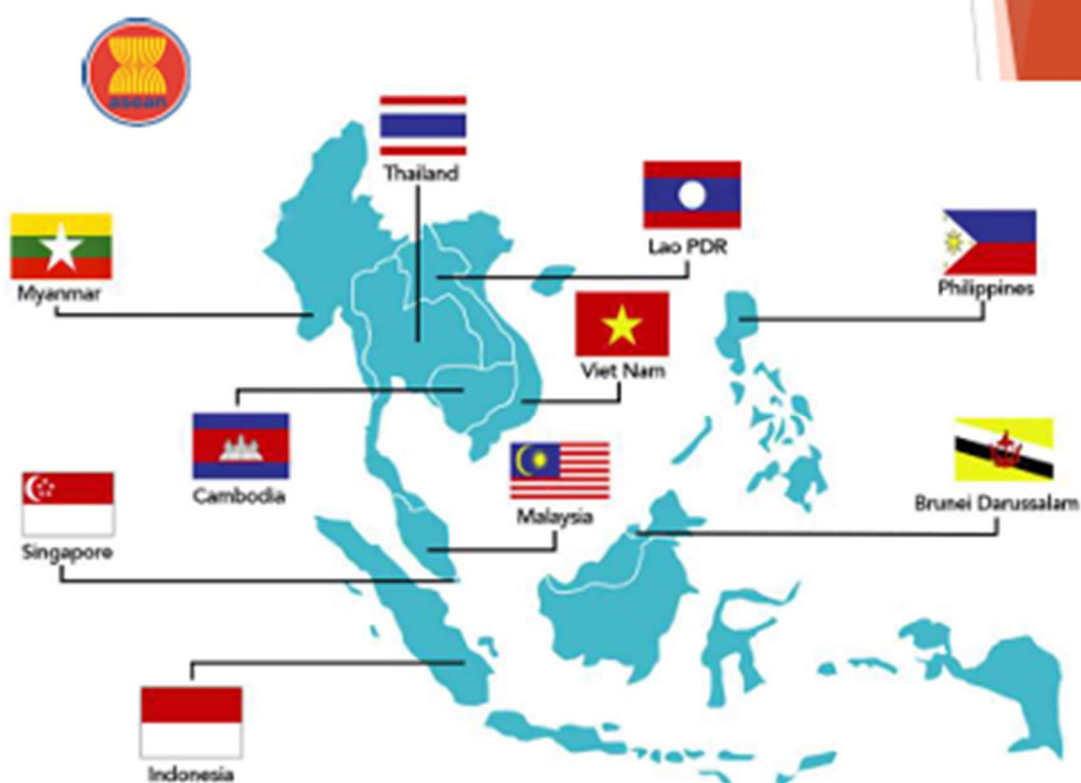
**Dean of the Faculty of Sport Culture, Professor, Project leader
Nippon Sport Science University**



ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

2. Project Outline

Funding		Japan Sport Agency (JSA)
Lead Country and Lead Agencies	The whole project	Japan in coordination with the ASEAN Secretariat
(With the endorsement of SOMS + Japan)	Physical Education Teacher Education Component (PETE)	Cambodia (Chair) & Japan in coordination with the ASEAN Secretariat
	Sport for People with Disability Component (SPD)	Japan, in coordination with the ASEAN Secretariat
Implementing Agency		Nippon Sport Science University (NSSU) & University of Tsukuba














ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

3. List of Nominated Representatives (FY2024)

Country Name	PETE	Name of Representative	SPD	Name of Representative
Brunei Darussalam		Mr. Haji Muhammad Azrin HAJI SIAJI (Ministry of Education)		Ms. Pengiran Nurhaziqah Azmina PENGIRAN SAHMINAN (Ministry of Education)
Cambodia		Ms. HOU Sitthisophealai (Directorate General of Sports, Ministry of Education, Youth and Sports)		Mr. Yi Sopheaktra (National Paralympic Committee of Cambodia)
Indonesia		Ms. Hilda ILMAWATI (Ministry of Education, Culture, Research and Technology)		To Be Assigned
Lao PDR		Mr. Visith SENG AMPHANH (Ministry of Education & Sports)		Ms. Latsame VITHAYA (Ministry of Education & Sports)
Malaysia		Ms. Solehah Binti MISRON (Ministry of Education)		Ms. Siti Mariam Binti AHMAD TOBIAS (Ministry of Youth and Sports)
Myanmar		Mr. Ko Ko Htay (Ministry of Education)		Prof. Than Than Htay (Myanmar Paralympic Sports Federation)
Philippines		Ms. Erika Jane R. DONOZO (Deparso Elementary School, Department of Education)		Ms. Bernadith MIRAS (Cavinti Integrated National High School, Department of Education)
Singapore		Mr. Derrick CHEE (Ministry of Culture, Community and Youth)		Ms. Kelly FAN (Singapore Disability Sports Council)
Thailand		Dr. Chalitpol SUEBMAI (Ministry of Tourism and Sports)		Dr. Taweechoak PONGDEE (Ministry of Tourism and Sports)
Viet Nam		Mr. NGUYEN Trong Kien (Ministry of Education and Training)		Ms. HO Thanh My (National Paralympic Committee of Vietnam)

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

4. Japanese Professors and Staff for the Project

PETE	Name of Professor	SPD	Name of Professor
	-Project Leader- Prof. Dr. Yoshinori OKADE (Nippon Sport Science University)		-Leader of SPD Component- Prof. Dr. Takahiro SATO (University of Tsukuba)
	Prof. Dr. Tomoyasu KONDO (Nippon Sport Science University)		Prof. Dr. Mayumi SAITO (University of Tsukuba)
	Assistant Prof. Dr. Kosuke SUZUKI (Nippon Sport Science University)		Associate Prof. Dr. Shinichi NAGATA (University of Tsukuba)
	Assistant Prof. Dr. Eishin TERAOKA (Nippon Sport Science University)		Assistant Prof. Dr. Hanae ENDO (Doshisha University)
	Assistant Prof. Taku YAMAGUCHI (University of Tsukuba)		Lecturer Dr. Takafumi TOMURA (Fukuyama University)
	Assistant Prof. Takuya SHIMOKUBO (Juntendo University)		Project Administration Sachiko YAMADA (Nippon Sport Science University)
	Assistant Prof. Dr. Takuro OKUMURA (Toyo University)		Project Administration Saki SHINKAWA (Nippon Sport Science University)
			Research Fellow Yu SHISHIDO (Nippon Sport Science University)

Prof. Okade, Prof. Teraoka, Prof. Shimokubo Prof. Okumura (for PETE), Prof. Sato, Prof. Nagata, Prof. Endo & Prof. Tomura (for SPD) will attend the in-person workshop in Viet Nam.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

5. Workshop Outline (1)



Jurisdictional Ministry:

Ministry of Education, Culture, Sports, Science and Technology, Japan

Related Ministry: Ministry of Foreign Affairs, Mission of Japan to ASEAN

Project Funded by: Japan Sports Agency (JSA)

Project Cooperated and Supported by: ASEAN Secretariat (ASEC)

Implementing Agencies of the Project:

(PETE) Nippon Sport Science University, Japan (NSSU)

(SPD) University of Tsukuba, Japan

Workshop Period:

From February 24 until February 27, 2025 (4 working days)

Workshop Co-hosted by:

Sports Authority of Viet Nam, Ministry of Culture, Sports & Tourism of Viet Nam, representing the government of the Socialist Republic of Viet Nam with NSSU

Workshop Cooperated by:

National Paralympic Committee of Viet Nam

Venue of the In-Person Workshop:

Conference Room Chi Lăng

Army Hotel, Ha Noi, Viet Nam

Official Site: <http://armyhotel.com.vn/>

Address of the Venue:

1A - Nguyen Tri Phuong Str., Ba Dinh Dist., Ha Noi City., Vietnam

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

5. Workshop Outline (2)

Objectives:

- a) Strengthen the base of the **Professional Learning Community (PLC)** for both components, emphasising horizontal connections of the same fields in ASEAN
- b) Enhance **long-term collaborative relationships beyond the nations' boundaries** under the ASEAN-Japan framework through direct communications, in-person discussion, information, knowledge, skills, know-how and experience exchanges on PETE and SPD
- c) Promote **cross-agency interactions** among the representatives both for PETE and SPD in the same country
- d) Enhance **the individual ability** in reviewing, planning (designing), taking actions (implementation), reflecting, and assessing based on the pieces of evidence
- e) **Increase awareness** of the issues which the other AMS encounter and present, and think about them in the light of each country's challenges based on the social demand, context, and available resources in each country
- f) Share **honest opinions and feedback** on the issues detected through site visits in Viet Nam
- g) Establish **new inclusive Quality PETE standards** under the ASEAN-Japan working scheme
- h) Develop an **Action Plan exclusively for Sport for People with Disabilities (SPD)** in accordance with the issues and challenges encountered in each AMS
 - (Option 1) Aiming to promote SPD in society (Para-sports talent discovery, development, etc.)
 - (Option 2) With an objective to include or reflect the concept of inclusivity in school physical education classes (Some AMS have already included this part in the Action Plan developed for inclusive PETE).

6. Workshop Programme (1) -Day 1-

Date		Time			Venue/Sites	Activities
2024/2/24 [DAY1]	Mon	6:30	8:30	-	-	Breakfast (@Hotel Restaurant)
PETE		9:00	10:00	60 mins.	Conference Room "Chi Lăng", Army Hotel, Ha Noi	1. Opening Ceremony (operated by the Vietnamese government) 1) The National Anthem of the Socialist Republic of Viet Nam 2) Welcome Message from the Sports Authority of Viet Nam 3) Greetings from the Project Leader: Prof. Dr. OKADE (NSSU) 4) Opening Remarks from the ASEAN Secretariat (Pre-recorded) 5) Photo Session
		10:00	10:20	20 mins.		Break
		10:20	10:40	20 mins.		Brief Self-Introduction (All Participants)
		10:40	12:00	80 mins.		2. Morning Session (DAY1-1) INTRODUCTION -Introduction by Prof. Dr. Yoshinori OKADE (PETE) -Feedback information supplied and discussed in the Online workshops (PETE)
		12:00	13:30	90 mins.	-	Lunch Time (@Hotel Restaurant)
		13:30	15:00	90 mins.	Conference Room "Chi Lăng"	3. Afternoon Session (DAY1-2) -Brief Presentation on Action Plan Implementation Progress (PETE) (5 minutes for each AMS) & Q&A Session
		15:00	15:30	30 mins.		Break
		15:30	17:00	90 mins.		4. Afternoon Session (DAY1-3) -Discussion and Group Work for the Development of ASEAN Standard for inclusive PETE
		17:00	17:10	10 mins.		Brief Orientation for the Next Day's Activities

*Each event in the above schedule is subject to be altered or substituted by the other activities.

*Breakfast will be available at the hotel restaurant from 6:30 a.m. for ASEAN representatives & guests of the hotel.

*Lunch will be available at the hotel restaurant for all ASEAN representatives, Vietnamese observers, Japanese professors and staff. We regret to mention that ASEAN observers should cover lunch at the hotel restaurant at their own expense.

*The hotel restaurant serves Halal food. Halal food will be requested for each Muslim ASEAN representative.

*Please note that the dress code for the ceremony is formal or traditional.

*No Gala dinner will be organized during the workshop period.

*The venue for the in-person workshop will be within the same hotel for accommodation.

(Venue for the workshop) Conference Room "Chi Lăng", the 2nd Floor, Army Hotel, Ha Noi

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

6. Workshop Programme (2) -Day 2-

Date		Time			Venue/Sites	Activities
2024/2/25 [DAY2] PETE	Tue	6:30	7:30	-	-	Breakfast (@Hotel Restaurant)
		7:30	8:00	30 mins.	Bus	Going to the school to visit
		8:00	11:30	210 mins.	-	5. Morning Session (DAY2-1) On-Site Visit (1) Local Schools -Name of Private School (1 or 2 PE classes) (Elementary, secondary & high school levels) <u>Currently under the coordination</u> -Accompany PE classes -Q & A sessions with School Principal and PE teachers Going to the next school -Name of Public School (1 PE class) <u>Currently under the coordination</u> -Accompany PE classes -Q & A sessions with School Principal and PE teachers
		11:30	12:00	30 mins.	Bus	Going back to the hotel
		12:00	14:00	120 mins.	-	Lunch Time (@Hotel Restaurant) <i>※Any delay in returning from school will be adjusted by shortening lunchtime.</i>
		14:00	15:00	60 mins.	Conference Room "Chi Lăng"	6. Afternoon Session (DAY2-2) -Sharing the findings of the on-site visit to the local schools
		15:00	15:30	30 mins.		Break
		15:30	17:00	90 min		7. Afternoon Session (DAY2-3) -Finalising the ASEAN Standard draft for inclusive PETE
		17:00	17:10	10 mins.		Brief Orientation for the Next Day's Activities

*Each event in the above schedule is subject to be altered or substituted by the other activities.

*Breakfast will be available at the hotel restaurant from 6:30 a.m. for ASEAN representatives & guests of the hotel.

*Lunch will be available at the hotel restaurant for all ASEAN representatives, Vietnamese observers, Japanese professors and staff. We regret to mention that ASEAN observers should cover lunch at the hotel restaurant at their own expense.

*The hotel restaurant serves Halal food. Halal food will be requested for each Muslim ASEAN representative.

*The venue for the in-person workshop will be within the same hotel for accommodation.

(Venue for the workshop) Conference Room "Chi Lăng", the 2nd Floor, Army Hotel, Ha Noi

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6. Workshop Programme (3) -Day 3-

Date		Time			Venue/Sites	Activities
2024/2/26	Wed	6:30	8:30	-	-	Breakfast (@Hotel Restaurant)
[DAY3]		9:00	10:10	70 mins.	Conference Room "Chi Lăng", Army Hotel, Ha Noi	8. Morning Session (DAY3-1) -Introduction by Prof. Dr. ENDO and Prof. Dr. TOMURA (SPD)
SPD		10:10	10:30	20 mins.		Break
		10:30	12:00	90 mins.		9. Morning Session (DAY3-2) -Brainstorming, Discussion and Group Work for the Drafting SPD Action Plan
		12:00	13:30	90 mins.	-	Lunch Time (@Hotel Restaurant)
		13:30	14:30	60 mins.	Bus	Going to the Para-Sports Training Centre
		14:30	17:00	150 mins.	-	10. Afternoon Session (DAY3-3) On-Site Visit (2) Para-Sports Training Centre in Ha Noi -Accompany the training of some para-sports athletes (Para-powerlifting, para-athletics, para-chess, etc.) -Briefing about para-sports in general in Viet Nam -Q&A Session Currently under the coordination
		17:00	18:00	60 mins.	Bus	Going back to the hotel

*Each event in the above schedule is subject to be altered or substituted by the other activities.

*Breakfast will be available at the hotel restaurant from 6:30 a.m. for ASEAN representatives & guests of the hotel.

*Lunch will be available at the hotel restaurant for all ASEAN representatives, Vietnamese observers, Japanese professors and staff. We regret to mention that ASEAN observers should cover lunch at the hotel restaurant at their own expense.

*The hotel restaurant serves Halal food. Halal food will be requested for each Muslim ASEAN representative.

*The venue for the in-person workshop will be within the same hotel for accommodation.

(Venue for the workshop) Conference Room "Chi Lăng", the 2nd Floor, Army Hotel, Ha Noi

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6. Workshop Programme (4) -Day 4-

Date		Time			Venue/Sites	Activities
2024/2/27	Thu	6:30	8:30		-	Breakfast (@Hotel Restaurant)
[DAY4]		9:00	10:20	80 mins.	Conference Room "Chi Lăng",	11. Morning Session (DAY4-1) -Lectures from Prof. Dr. SATO and Prof. Dr. NAGATA (SPD)
SPD		10:20	10:40	20 mins.	Army Hotel,	Break
		10:40	12:00	80 mins.	Ha Noi	12. Morning Session (DAY4-2) -Group Work for drafting the SPD Action Plan (1)
		12:00	13:20	80 mins.	-	Lunch Time (@Hotel Restaurant)
		13:20	14:00	40 mins.	Conference Room	13. Afternoon Session (DAY 4-3) -Group Work for drafting the SPD Action Plan (2)
		14:00	15:20	80 mins.	"Chi Lăng"	14. Afternoon Session (DAY4-4) -Brief Presentation of the SPD Action Plan by country (5 minutes for each AMS) and Q&A Session
		15:20	15:40	20 mins.		Break
		15:40	15:55	15 mins.		15. Afternoon Session (DAY4-5) CONCLUSION -Overall Review & Plan for the Project in 2025 (Prof. Dr. Okade) -Q & A Session
		15:55	16:05	10 mins.		Break & Preparation for Closing Ceremony
		16:05	17:00	55 mins.		16. Closing Ceremony (operated by the Vietnamese government) 1) The National Anthem of the Socialist Republic of Viet Nam 2) Gratitude from the Project Leader: Prof. Dr. OKADE 3) Farewell Message from the Sports Authority of Viet Nam 4) Photo Session
		17:00	17:10	10 mins.		Brief Administrative Communications
		17:10	17:30	20 mins.		Photo Session and Chatting among the Participants

*Each event in the above schedule is subject to be altered or substituted by the other activities.

*Please note that the dress code for the ceremony is formal or traditional.

*No Gala dinner will be organized during the workshop period.

*The venue for the in-person workshop will be within the same hotel for accommodation.
(Venue for the workshop) Conference Room "Chi Lăng", the 2nd Floor, Army Hotel, Ha Noi

*Breakfast on February 28 (Fri) is included in the package.

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7. Related to PETE Activities -Presentation- (1)

ASEAN-Japan Actions on Sports
ASEAN-Japan Workshops Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2024
In-Person Workshop in Ha Noi, Viet Nam (February 24-27, 2025)

ACTION PLAN IMPLEMENTATION FOR INCLUSIVE PETE (FY 2024)

Name of your country: _____
Your name: _____

■ **Implementation Progress Of The Action Plan For Enhancement Of *Inclusive Quality* PETE (FY2024)**

- New Developments
(1)
(2)
(3)
- Good Practices
(1)
(2)
(3)
- Etc.
(1)
(2)

⌚Time for the presentations:
(DAY 1) 5 mins. for presentation

*Format 2 previously shared via email on January 23, 2025.

- ▶ This template will be used for the presentation on the Action Plan Implementation for PETE by country scheduled for the afternoon of February 24 [DAY 1]. It shall be submitted to NSSU by February 12, 2025.
- ▶ Feel free to add the pages and slightly modify the format to suit your presentation contents best. Also, using photos, figures, tables, charts, images, etc. are permitted.
- ▶ Please kindly fill it out in advance with information for your presentation. **The presentation time will be 5 minutes.** The presentation will be conducted under the facilitation of other ASEAN member states' representative(s), like the previous workshops.

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7. Related to PETE Activities -Standard Development- (2)

Review of the online workshop	
* Please fill in the following questions. For those who have attended the workshop, you can refer to the whiteboard notes attached in PDF. * The answers of Q5-Q8 should be described in sentences, not words.	
Discussions from Day 1:	
Q1	Who are physical education teachers in your country?
Q2	What kind of certification would be required to be a physical education teacher in your country?
Q3	Do you have any national physical education teacher education standards?
Q4	Who has developed PETE standards in your country?
Discussions from Day 2:	
Q5	Expected competences, knowledge and skills for a pre-service physical education teacher
Q6	Expected competences, knowledge and skills for an in-service physical education teacher
Q7	How to develop inclusive QPETE ASEAN Standards
Q8	How to make inclusive quality physical education standards work in each AIS

*Format 1 previously shared via email on January 23, 2025.

- ▶ This template will be used for the group discussion on ASEAN PETE Standard development scheduled for February 24 [DAY1] & February 25 [DAY2]. It shall be submitted to NSSU by February 12, 2025.
- ▶ Prior to the in-person workshop (Feb 24-27), we'd like to review what we covered in the 2-days online workshop in November and provide information about the pre-assigned tasks.
- ▶ Whiteboard [Day1 & 2] used in the online workshop in Nov. 2024
 (Nov. 05, 2024) https://drive.google.com/file/d/1Rzc_5-QkCAxs9YopqREbj5HrY9ie_Tas/view?usp=sharing
 (Nov. 19, 2024) <https://drive.google.com/file/d/1KPvgPv0MzRgtNirYu9BE6Gk6911aCwpP/view?usp=sharing>
- ▶ Based on the Whiteboard information, the NSSU team created a table of competencies of ASEAN countries alongside those outlined in SHAPE (2017), National Standards for Initial Physical Education Teacher Education (2017).

▶ **Pre-assignment Tasks (For In-person Workshop In Feb)**

a. Please fill in the additional/missing information in the table for your country.

b. Please add the competencies that you think are necessary for the ASEAN Standard.

(When filling out the form, please try to use sentences rather than words to provide detailed information.)

- ▶ Your preparation will be highly supportive to discuss and develop inclusive quality physical education teacher education ASEAN Standards in the workshop.
- ▶ Should you have any questions or need any clarification, please feel free to ask NSSU team.

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8. SPD Questionnaire

SPD "ASEAN-Japan Actions on Sports (PETE & SPD)"^{1,2}

Action Plan Survey^{1,2}

Current Status and Possibility of Action Plan in Para Sport^{1,2}
Disability Sport/Parasport^{1,2}

Your country name:^{1,2}
Your name:^{1,2}

1. Is there an already established plan (e.g., strategic plan) to develop disability sport/parasport in your country? Strategic plan is defined as a process of setting goals, analyzing the current situation, identifying strategies, and implementing actions to achieve desired outcomes in para-sports.^{1,2}

A. If "yes" to this question, what is it? What are the missing components in there? For example, you may have a long-term strategic plan for five years but may not have short-term plans. Another example is a missing relevant area to make the existing development plan to be more effective. With that in mind, move on to the Question 2. ^{1,2}

B. If "no", move on to the Question 2.^{1,2}

*SPD questionnaire format previously shared via email on January 23, 2025

- ▶ The questionnaire will be used for group discussion and drafting the Action Plan exclusive for SPD in your country, scheduled for February 26 [DAY3] & February 27 [DAY4].
- ▶ NSSU humbly requests you to fill out in advance to prepare for the Sport for People with Disabilities (SPD) component of the workshop. We have set the submission deadline to be February 12, 2025.
- ▶ This information will be essential for drafting the Action Plan for Sport for People with Disabilities (SPD) in all ASEAN member states.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

9. Expenses

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

- a) Round-Trip Air Ticket** (in economy class between your country and Ha Noi, Viet Nam)
- b) Accommodation in Ha Noi, Viet Nam.** Breakfast and lunch at the hotel restaurant are reserved for all ASEAN representatives.
- c) Travel Insurance Expense for Your Stay in Ha Noi, Viet Nam**
(will be repaid upon the receipt submitted) →Please submit to Shishido the receipt for purchasing travel insurance before, upon arrival or [DAY1].
- d) Domestic Transportation in Ha Noi, Viet Nam**
(Airport → Hotel, Hotel → Local Schools to visit)
The transportation fee was already covered by the project budget.
- e) Daily Allowance**
(which may cover the costs for dinner, drinks and other necessities in Ha Noi, Viet Nam, during the workshop)
The daily allowance is equivalent to 5,000 Japanese yen per day during the workshop (4 working days).

※Other items shall be covered by yourself:

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

***a), b) and c) are not applicable to the representatives of Vietnam.**

10. Welcome to Việt Nam and Enjoy Your Stay (1)

■ On the Arrival Date (February 23):

No-Visa Entry to Viet Nam: ASEAN country's passport holder and Japanese passport holder will NOT be required to have an entry visa to Viet Nam if your stay in Viet Nam is less than the following days:

Country	Maximum visa-free duration	Applicable purpose of visit (if any)
Cambodia	30 days	Not mentioned
Indonesia	30 days	Not mentioned
Laos	30 days	Not mentioned
Malaysia	30 days	Tourism, attending press, conference/coverage, official duty, visiting relatives, business negotiation, investment, sports, or attending seminars or conferences
Singapore	30 days	Entries that do not include remunerated activities
Thailand	30 days	Not mentioned
Philippines	21 days	Not mentioned
Brunei	14 days	Not mentioned
Myanmar	14 days	Visiting only
Japan	45 days	Not mentioned

※ Depending on the country, there may be other additional conditions (e.g. remaining validity period of passport, etc.) for exemption from entry visa for Vietnam, so please make sure to check on your own before departure.

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10. Welcome to Việt Nam and Enjoy Your Stay (2)

■ On the Arrival Date (February 23):

When entering Vietnam, you will be requested to present ① **your passport**, ② **your boarding pass** and ③ **your return flight e-ticket** and **declare the name of the hotel** where you will be staying (Army Hotel, Hanoi).



(Source) パスポート - 検索 画像



(Source) Free online images for PPT

NGÀY 27 THÁNG 6, 2023 ▶ NGÀY 28 THÁNG 6, 2023 CHUYẾN ĐI ĐẾN HANOI, VIETNAM

ĐÃ CHẤM BÍ CHỖ
XUAN TIEP TRINH

MÃ GIẤY CHỖ 09045

✈️ KHỞI HÀNH: THỨ BA NGÀY 27 THÁNG 6 ▶ ĐẾN: THỨ TƯ NGÀY 28 THÁNG 6
Vui lòng kiểm tra thời gian bay trước khi khởi hành.

VIETNAM AIRLINES VN 0224	SGN HỒ CHÍ MINH CITY, VIETNAM	HAN HANOI, VIETNAM	Máy bay AIRBUS INDUSTRIE A321 XLR
Thời gian bay Zhong Shijia	Giờ khởi hành: 22:00 (ngày 27 tháng 6)	Giờ đến: 00:10 (ngày 28 tháng 6)	Quảng trường đi (điểm) T3
Khu vực Phủ thông	Cổng TERMINAL 1	Cổng TERMINAL 1	
Tình trạng chỗ Đã xác nhận			

Tên hành khách: GHE | Được thông báo khi check in | Bản in của ticket: 736244273622

(Source) Vietnam Airline E-Ticket - 検索 画像

※ Please don't lose the boarding pass(es) of your flights!
NSSU humbly requests all ASEAN representatives to submit the original of boarding pass(es) of the coming flight(s) on [DAY1].
We need them for the project financial report to the Japan Sports Agency (JSA).

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10. Welcome to Việt Nam and Enjoy Your Stay (3)

Immigration & Custom Declaration Card Sample (1):

TA-AA		0160273	
Full name: (as appears in passport in block letter)			
YU SHISHIDO			
Gender		<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female
Nationality			
JAPAN			
Date of birth	31 month	12 year	2004
Place of birth			
TOKYO, JAPAN			
Passport Number			
MS1234567			
Date of issue	29 month	03 year	2024
Occupation			
Agricultural Engineer			
Identification of means of transport			
VN385			
Address of stay in Viet Nam			
Army Hotel, Ha Noi			
Name, date of birth of children accompanying bearer			
None			

(2)

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (4)

Immigration & Custom Declaration Card Sample (2):

Purpose of Entry - Exit

<input type="checkbox"/> Business/Investment	<input type="checkbox"/> Employment
<input type="checkbox"/> Conference	<input type="checkbox"/> Family visit
<input type="checkbox"/> Journalism	<input checked="" type="checkbox"/> Tourism
<input type="checkbox"/> Study	<input type="checkbox"/> Others

Any of the following symptoms: fever, cough, dyspnea, diarrhea, nauseous feeling, jaundice? Yes No

Date month year

Signature of declarant:

Departure - Arrival Authentication	Authentication by Customs
------------------------------------	---------------------------

(3)

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (5)

Immigration & Custom Declaration Card Sample (3):

TA-AA		0160273		
Full name: (as appears in passport in block letters)				
YU				
SHISHIDO				
Gender		<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female	
Nationality				
JAPAN				
Passport number				
MS1234567				
Date of issue	Date	29 month	03 year	2024
Identification of means of transportation				
VN385				
FOR CUSTOMS DECLARATION	Any unaccompanied baggages?			
	Bringing over US\$ 7000 (or other foreign currencies of equivalent value)?			
	Total amount			
	Bringing over VND 15.000.000			
	Total amount			
	Bringing over 300g of gold?			
Total weight:				
Temporarily imported and re-exported goods or vice versa?				
			(4)	

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (6)

Immigration & Custom Declaration Card Sample (4):

Dutiable goods: **Check the tax-free range and check if there are any taxable items.**

Date **23** month **02** year **2025**

Signature of declarant:
(Signature)

Departure - Arrival Authentication	Authentication by Customs
---------------------------------------	------------------------------

(5)

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (7)



(Source) iStock

At the Airport Exit: The person in charge at the Vietnamese local agency will be waiting for you. **Please follow the instructions offered by her/him on how to get to the hotel from the Ha Noi “Noi Bai Int’l airport”.** The transportation fees for all ASEAN representatives are already covered by the project budget.



Check-In at the Hotel: Please check in at the hotel reception, showing your passport and filling in the necessary information.

Lunch and Dinner on the Day of Arrival: **Lunch and dinner on your arrival date are separate from the hotel reservation package.** Please enjoy local restaurants near or around the hotel.



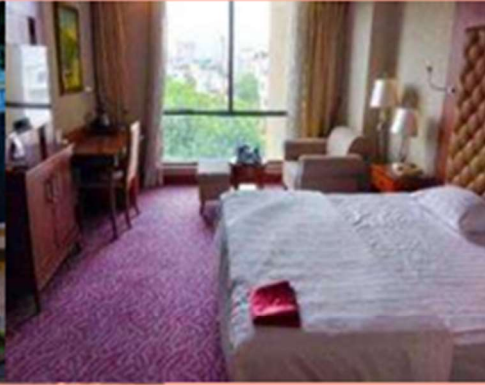
ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (8)

Army Hotel, Ha Noi



Hotel exterior



Guest room



Workshop venue



Hotel restaurant



The swimming pool and gym are available for guests to use during the hotel's designated hours.

Source: Shishido's photos

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (9)

■ During the Workshop Period (February 24-27):



Hotel Restaurant:

The hotel restaurant serves Halal meals for Muslim participants.

Breakfast: Breakfast (buffet) is included in the hotel reservation package. You can have it at the hotel restaurant from 6:30 a.m.

Lunch: Lunch is also reserved for all ASEAN representatives during the workshop period (Feb. 24-27), so enjoy it at the hotel restaurant.

Dinner: All ASEAN participants can go out for dinner according to food preferences. Due to safety issues, the organising committee recommends going out for dinner in groups rather than individually. If you have dinner at the hotel restaurant, please pay for it separately (NOT included in the hotel reservation package).

Daily allowances provided to all ASEAN representatives may cover dinner expenses during the workshop period.



(Source) Free online images for PPT

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (10)

■ (General information) Halal Restaurants in Ha Noi:

<https://www.tripadvisor.com/Restaurants-g293924-zfz10751-Hanoi.html>

<https://vinwonders.com/en/wonderpedia/news/halal-food-in-hanoi-vietnam/>

■ Halal Restaurants near the hotel :

1. **Batavia Restaurant** <https://www.bataviarestaurant.com/>

2.4km from the Hotel (6 minutes by taxi, 22 minutes on foot)

2. **Nan n Kabab Pakistani, Arabic & Indian Cuisine**

<https://www.nannkababvietnam.com/>

1km from the Hotel (3 minutes by taxi, 12 minutes on foot)

3. **Kachi Kitchen**

<https://kachiglobalservices.com/product-category/kachi-kitchen/>

0.6km from the Hotel (2 minutes by taxi, 8 minutes on foot)

4. **Alsultan Hanoi Restaurant**

<https://www.alsultanhanoi.com/menu>

4.2km from the Hotel (15 minutes by taxi)



(Source) Free online images for PPT

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (11)

■ Simple map around the Army Hotel, Ha Noi



Source: Shishido's photos



ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

10. Welcome to Việt Nam and Enjoy Your Stay (12)

■ On the Departure Date from Ha Noi, Viet Nam (February 28):

Breakfast on February 28: Breakfast on February 28 is included in the hotel reservation package, so you can have it in the hotel restaurant from 6:30 a.m. until 9:30 a.m.

Leaving the Hotel: Please ensure that you arrive at the airline counter at Noi Bai Int'l Airport (of Ha Noi) at least 2 hours before your boarding time. Due to traffic congestion in Ha Noi City in the morning and evening, please calculate the time required to get to the airport in advance (usually about 60 minutes, but over 2 hour from the hotel to the airport during heavy traffic).

Check-Out from the Hotel:

(※Except for who has reservation for the late check-out.)

Check-out must be done by noon. Please do a regular check-out at the hotel reception. If you consume some products or services which the hotel offers, it will be under your personal payment responsibility. Please don't forget to pay the fees at the same time then.

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

■ After Check-in or Arrival in Your Country (February 28):

Please send the photo(s) of your boarding pass(es) to SHISHIDO after check-in for returning flight(s) or your arrival in your country. We need them for the project financial report to the Japan Sports Agency (JSA).

11. General Information of Việt Nam (1)

Official Country Name: Socialist Republic of Viet Nam



Population: Approx. 101 million people

Capital: Hà Nội

Language: The official language is Vietnamese.

English is widely spoken.

Currency: Đồng (1USD=25,055 VND) as of Jan. 29, 2025



Time Difference (based on Viet Nam Local Time):



Cambodia, Indonesia, Laos, and Thailand: No time difference.

Myanmar time: + 30 minutes

Brunei Darussalam, Malaysia, Philippines

and Singapore time: - 1 hour, and Japan time: - 2 hours

The Climate in Hà Nội in February:



The average minimum temperature is 15 degrees Celsius.

The average maximum temperature is 22 degrees Celsius.

Average Precipitation in February: 10mm

February is generally considered the cool & dry season.

Clothes: It can get chilly in the mornings and evenings in Ha Noi in February, so we recommend bringing at least one long-sleeved jacket. Wearing long-sleeved shirts can be a good idea when you are in the air-conditioned workshop venue.



Business Hours:

(Ministries and Agencies) 8:00-12:00/13:00-17:00 /Mon.-Fri.

(Bank) 8:00-11:30/13:00-16:00 / Mon.-Fri.

(Shops) 9:00-21:00 (partially until 21:00)

(Restaurant) 10:00-22:00 (partially until 24:00)

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

11. General Information of Việt Nam (2)

Voltage: 220V, 50Hz

Plug: Type A or Type C, combined type of A and C (See next page)

Please note that a transformer is required when using 100V electrical products.



Tips: (Hotel) Approx.. 20,000 ~ 50,000 VND to bellboy /room service (High-end restaurants) Optional if a service charge is included in the bill.

Drinking Water: Commercially available mineral water is preferable.

Tax: 10% VAT is charged in most cases at the restaurants.

How to Make an international Call from Viet Nam:

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



Police: 113



Firefighting: 114



Ambulance: 115



To Prevent Injury and Illness:

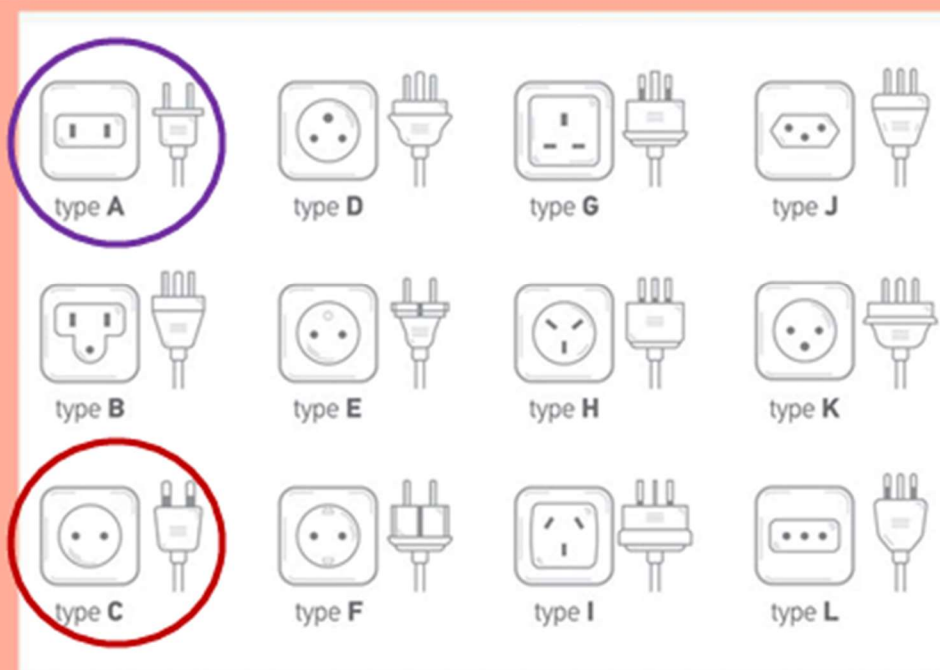


- ① Stay hydrated frequently,
- ② Take precautions against the strong sunlight,
- ③ Wear comfortable clothing and shoes,
- ④ When you feel unwell, please get in touch with Shishido soon.

11. General Information of Việt Nam (3)

Plug: Type A or Type C, combined type of A and C

Type C is used the most in Viet Nam.



Source: <https://tripeditor.com/362322>



Source: <https://item.rakuten.co.jp/bestekgp/10000034/>

**Transformer
(If necessary)
Laptops and smartphones may be compatible with overseas voltages without buying a transformer.**

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

12. Recommendations (1)

Items You May Bring to Ha Noi, Viet Nam:

- ① **Passport and its Copy**
- ② **Air Ticket** (E-ticket copy)
- ③ **Small Amount of Cash** (for dinner, drinks and necessities)
In Viet Nam, it seems not acceptable in paying US dollar bills.
- ④ **Credit Card** (If necessary)
- ⑤ **Overseas Travel Insurance Certificate** (If any)
- ⑥ **Cell Phone**
- ⑦ **Laptop and Peripherals** (USB HDMI conversion adapter, etc.)
- ⑧ **Camera** (If necessary)
- ⑨ **Extension Code** (for electric connection at the workshop venue)
- ⑩ **Conversion Plugs** (Type A and C)
- ⑪ **Transformer** (If necessary to use 100/120V electrical products)
- ⑫ **Notebook and Pens** (to take notes)
- ⑬ **Formal or Traditional Clothing and Shoes** (for the ceremonies)
- ⑭ **Casual Clothing and Shoes** (for the workshop and on-site visit)
- ⑮ **Long-sleeve clothes** (to protect yourself from the cold)
- ⑯ **Familiar Daily Necessities**
- ⑰ **Regular Medicines and Masks**
- ⑱ **Sun Protection** (If necessary)
- ⑲ **Others**

✕ Please take responsibility for managing your belongings while staying in Viet Nam and travelling.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

12. Recommendations (2)

Infectious Disease

Prevention Measures and Requests to Participants

The Government of the Socialist Republic of Viet Nam and Nippon Sport Science University (NSSU) request that all the participants take necessary measures to ensure that all persons can participate in the workshop safely. We would like to ask all participants to cooperate in infectious disease prevention measures **in accordance with the local restrictions applied in Viet Nam.**

<Prevention Measures: Recommended>

All participants and staff will take all possible measures to manage your physical condition, such as wearing a mask, washing your hands, and disinfecting your fingers, **according to the necessity.**

Safety Measures (1):

Before departure, thoroughly collect information about your destination from the Ministry of Foreign Affairs Overseas Safety website and the website of the embassy or consulate general of your country in Viet Nam and prepare for emergencies and gain the necessary information to protect your own safety.

Also, when a major disaster or incident occurs overseas and is reported in your country, your family and friends become worried that you may be involved. For this reason, **before departing, be sure to leave contact information such as your mobile phone number, travel dates, and accommodations with your family or at your office, in addition to SNS, and be sure to contact them regularly from Viet Nam.** Please enjoy your stay in Viet Nam with awareness of safety measures.

12. Recommendations (3)

Safety Measures (2):

① **Obey local laws and respect local customs.**

Of course, in Viet Nam, we must act following Vietnamese laws and regulations. The laws of each country are closely tied to that country's religion and culture, so what may be considered a relatively minor crime in your own country may be a severe crime in another country. During your stay, always abide by the local laws of Viet Nam and be considerate of local customs.

② **Do not approach dangerous areas.**

Even areas that seem safe can be dangerous at certain times. It is essential to check the crime-prone areas of your destination in advance and avoid approaching such areas. Furthermore, going out at night alone can be fraught with various troubles in an unfamiliar foreign country. If you plan to have dinner outside the hotel, we recommend going out in groups rather than individually.

③ **Your life is the most important.**

In general, many crimes in various countries involve the use of arms and are often committed in groups. In the event of a robbery, etc., if you resist the criminal's demands and provoke him/them, the possibility of assault with deadly arms increases, so put your life safety first and do not resist the criminal's demands.

Many travellers have been forced to incur significant expenses due to emergency transportation caused by illness or injury, hospitalisation, theft, etc. because they did not have overseas travel insurance. We recommend purchasing overseas travel insurance with sufficient coverage before departing from your country to prepare for such unexpected troubles.

12. Recommendations (4)

Hospitals in Ha Noi :

Name	Address	
DYM Medical Center Hanoi	3Basement 1, Epic Tower, 19 Duy Tan, Dich Vong Hau, Nam Tu Liem	024-7771-0170 https://jp-dymmedicalcenter.com.vn/
Lotus Clinic	No.1+No.2, D2 bldg., Giang Vo St., Ba Dinh Dist., Hanoi	024-3817-0000 https://lotus-clinic.com/ Closed on Sunday
Sakura Clinic	65 Trinh Cong Son, Nhat Tan, Tay Ho	024-3718-1000 Closed on Sunday
Family Medical Practice Ha Noi	298 I Kim Ma Street, Van Phuc Compound, Ba Dinh District, Hanoi	024-3843-0748 https://www.vietnammedicalpractice.com/hanoi/jp 24 hours opened
Wellbe Medic	5F, Sun Red River Building, No.23 Phan Chu Trinh, Hoan Kiem District, Hano	024-39749-354 https://www.wellbemedi.com/ 24 hours opened
Ha Noi French Hospital	1 Phuong Mai, Dong Da	024-3577-1100 https://www.hfh.com.vn/en/home

(Information source) [医療関係機関等のご紹介 | 在ベトナム日本国大使館](#)

※ Whenever you feel unwell, please get in touch with Shishido soon.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

資料 11 令和 6 年度事業活動の様子 (写真)



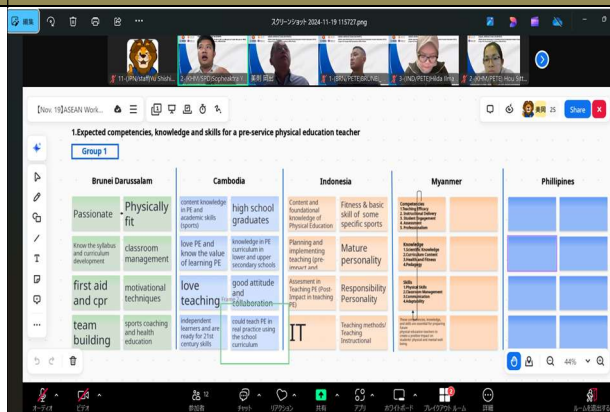
日 ASEAN スポーツ高級実務者会議 (24 年 10 月)



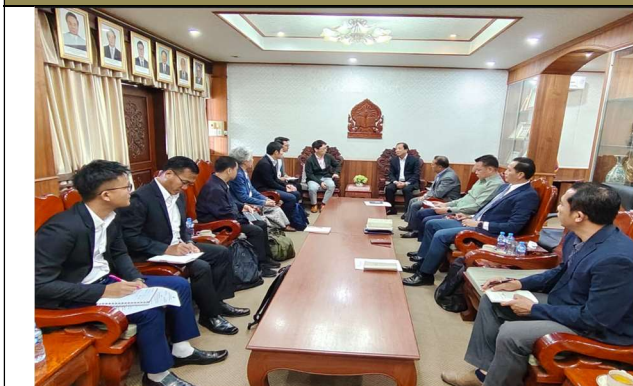
日 ASEAN スポーツ高級実務者会議での成果発信



ブルネイ・カウンターパート招聘 (24 年 11 月)



オンライン・ワークショップ (24 年 11 月)



ラオス教育スポーツ副大臣との面会 (25 年 1 月)



ラオスにおける障がい者スポーツ・ワークショップ



対面式ワークショップ 開会セレモニー (2025 年 2 月)



岡出教授による講義 (イントロダクション)



体育教師教育部門 ワークショップの様子



各国アクションプラン実施報告の様子



ベトナム 私立学校体育授業の視察



ワークショップ内での日本人専門家からの助言



ハノイ市障がい者スポーツ・トレーニング施設視察後



障がい者スポーツ部門 日本人専門家プレゼン



各国間グループワーク、ディスカッション



対面式ワークショップ 閉会セレモニー

資料 12 参考情報

ASEAN: <https://asean.org/>

スポーツ庁: <https://www.mext.go.jp/sports/>

第3基スポーツ基本計画:

https://www.mext.go.jp/sports/b_menu/sports/mcatetop01/list/jsa_00004.html

スポーツ国際展開基盤形成事業:

https://www.mext.go.jp/sports/content/000021330_20220317_3.pdf

日本体育大学: <https://www.nittai.ac.jp/>

(英語版): <https://www.nittai.ac.jp/eng/>

スポーツ国際政策推進基盤の形成: 政府間会合の合意事項の履行:

<https://www.nittai.ac.jp/asean/>

筑波大学: <https://www.tsukuba.ac.jp/>

TIAS2.0: <https://tias.tsukuba.ac.jp/>

ASEAN Magazine “Sports for All”: <https://asean.org/wp-content/uploads/2023/01/Copy-of-Issue-25-Sports-for-All-Digital-Version.pdf>

"The-ASEAN-Issue-No.38-Innovate-to-Educate.pdf":

<https://drive.google.com/file/d/1dEE1S8pCAYtofZWA4JARx8-TfWed2Lwb/view>

UNESCO: <https://www.unesco.org/en>

UNESCO Fit for Life: sport powering inclusive, peaceful, and resilient societies:

<https://unesdoc.unesco.org/ark:/48223/pf0000379910>

“How to influence the development of quality physical education policy: a policy advocacy toolkit for youth”: <https://unesdoc.unesco.org/ark:/48223/pf0000375423>

International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS):

<https://iahpeds.org/>

Society of Health and Physical Educators (SHAPE America): <https://www.shapeamerica.org/>

外務省 (ODA) カンボジア王国 国立体育・スポーツ研究所 (NIPES) 体育科コース4年制大学
化プロジェクト (第1年次):

https://www.mofa.go.jp/mofaj/gaiko/oda/region/e_asia/cambodia/page24_000098.html

川崎市立柿生小学校: <https://kawasaki-edu.jp/2/512kakio/>

The Course of Study for Elementary School: Preamble <English>):

https://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2011/04/11/1298356_8.pdf

The Course of Study for Health & Physical Education for Secondary School <English>:

https://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2011/04/11/1298356_8.pdf

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6年度」事業報告書

日本体育大学

プロジェクトリーダー：岡出 美則

〒158-8508

東京都世田谷区深沢 7-1-1

TEL：03-5706-0900 FAX：03-5706-0823

作成日：2025年（令和7年）3月31日