

スポーツ庁委託事業
令和7年度スポーツ国際展開基盤形成事業
(スポーツ国際政策推進基盤の形成：政府間会合の合意事項の履行 A タイプ)

事業報告書

令和8(2026)年3月31日

スポーツ庁委託事業 令和7年度スポーツ国際展開基盤形成事業
(スポーツ国際政策推進基盤の形成：政府間会合の合意事項の履行 A タイプ)
事業報告書

目次

巻頭

謝辞	1
略語および使用用語	2
抄録（日本語版および英語版）	3

本文

第1章 委託事業趣旨並びに事業実施	6
第1節 本事業の主旨並びに概要	6
第2節 事業実施計画と実施方法	10
第3節 期待される事業成果	15
第2章 令和7年度事業概要	18
第3章 令和7年度事業実績	19
第1節 体育教師教育分野および両分野共通	19
1) ASEAN 各国事業選任代表者とのミーティングおよびモニタリング	19
2) 事業進捗・成果発表機会	19
3) インクルーシブな体育教師教育に関するオンライン・ワークショップの展開（概要）	21
4) 対面式ワークショップの展開	24
5) 体育教師教育カウンターパートを対象としたインタビュー調査	37
第2節 障がい者スポーツ分野	38
1) 障がい者スポーツに関するオンライン・ワークショップの展開（概要）	38
2) 障がい者スポーツに関する学術論文の投稿、公開	41

第4章 本事業における成果と今後の課題	43
第1節 事業成果	43
第2節 令和7年度活動実績（概要）	46
第3節 本事業における成果と今後の課題	47
第5章 オンラインおよび対面ワークショップにおける講義資料	56
第1節 体育教師教育	56
第2節 障がい者スポーツ	89
第6章 対面式ワークショップにおける各国プレゼンテーション資料	134
第1節 体育教師教育	134
第2節 障がい者スポーツ	212
第7章 令和7年度対面ワークショップ参加者アンケート回答結果	266

巻末資料

資料1 令和7年度事業活動一覧	283
資料2 第8回 ASEAN スポーツ高級実務者会議における岡出教授事業成果報告資料	289
資料3 永田准教授（筑波大学）投稿論文（1）	301
資料4 永田准教授（筑波大学）投稿論文（2）	322
資料5 佐藤教授（筑波大学）投稿論文	338
資料6 ASEAN 各国事業カウンターパート インタビューガイド等	361
資料7 ブルネイ・ダルサラーム PETE カウンターパート共有資料	368
資料8 令和7年度対面ワークショップ参加者マニュアル	395
資料9 令和7年度事業活動の様子（写真）	424
資料10 参考情報	426

巻頭

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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
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
AIIESEP	Association Internationale des Écoles Supérieures d'Éducation Physique	国際スポーツ教育高等学校協会
SEAMEO	Southeast Asian Ministry of Education Organization	東南アジア教育大臣機構

抄録（日本語版）

【プロジェクトの枠組み】 スポーツ庁委託事業 スポーツ国際展開基盤形成事業

【事業名】 令和7年度スポーツ国際展開基盤形成事業

（スポーツ国際政策推進基盤の形成：政府間会合の合意事項の履行 A タイプ）

【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、ASEAN Workplan 2021-2025 に沿い、平成 29（2017）年 10 月の第 1 回日 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師教育に資する事業および障がい者スポーツ発展に寄与する事業を並行的に実施するものである。

令和 7（2025）年度事業における体育教師教育分野（PETE）では、各国の体育教師（養成段階および現職教師）に求められる資質、能力、知識、経験、価値観等について、米国版体育教師教育スタンダード（SHAPE, 2017）との比較検討から、ASEAN 域内共通基準となる「体育教師教育スタンダード（ガイドライン）」原案の策定を事業活動の柱の一つと設定した。各国の事業選任代表者（以下、カウンターパート）は、「ASEAN 各国には多様な社会、文化、経済状況があるが、共通のゴールを目指す」上でのスタンダード（ガイドライン）策定の意義を確認し、以降の議論の方向性と位置付けた。

障がい者スポーツ分野（SPD）では、これまでの調査結果、考察に基づく学術論文の発表、それら知見の ASEAN 各国カウンターパートへの共有、前年度に着手した ASEAN 各国事情に即した障がい者スポーツ振興を目途としたアクションプランの考案・策定をオンライン並びに対面式ワークショップを通じ進めることに主眼を置いた。本年度 6 月には、ASEAN 議長国であったマレーシア政府が、本事業有識者会議メンバーである永田准教授（筑波大学）を「ASEAN Persons with Disabilities in Sports Conference 2025」の基調講演者として招待し、本事業の過去 4 年間（2021～2024 年）の事業活動および各調査から得られた知見を ASEAN 内外の有識者、政府高官、実務者および学生に向けて、発信する機会が設けられた。また岡出教授もパネリストとして登壇し、マレーシア、カンボジア等で本事業から生じている新たな「インクルーシブ体育」の動き等について紹介し、「より広い障がい者スポーツ振興に果たすインクルーシブで良質な学校体育と体育教師の役割」を強調した。

日 ASEAN スポーツ協力のプラットフォーム内の事業アウトプットとして、専門職学習集団（Professional Learning Community：PLC）を形成し、PLC に対する参画する ASEAN 加盟 11 各国の政府行政官、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（帰属意識、当事者意識、主体性）を醸成・定着させることが出来た。加えて、各国内ステークホルダーを巻き込み、実践共同体（Community of Practice）が自然発生し、独自に活動を展開し始めたことも、事業の重要なアウトカムと考える。

日本体育大学は実施主体として、事業アウトカム、グッド・プラクティス、各国における裨益効果を更に波及させると共に、それらを 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通じ、外部組織と協働機会を模索していく所存である。

Abstract (English Version)

[Project Framework] ASEAN-Japan Actions on Sports

The project commissioned by the Japan Sports Agency.

[Project Name] Laying the foundation for Japan's global sports policies: Implementation of the agreement reached at the 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) oversees overall management.

Nippon Sport Science University is responsible for delivering the Physical Education Teacher Education component. Meanwhile, the University of Tsukuba runs 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).

In the field of Physical Education Teacher Education (PETE) for FY2025, we set one of the main pillars of the project activities: re-discussing the ASEAN member states' proposals for the ASEAN PETE Standards, based on a comparative study of the US National PETE Standards (SHAPE, 2017), to formulate the potential common ASEAN PETE Standards through identifying the qualities, abilities, knowledge, experience, and values required of physical education teachers (pre-service and in-service teachers) in each ASEAN member state. Each project representative ("counterpart") confirmed the importance of formulating standards (guidelines) to "aim for common goals despite the diverse social, cultural, and economic situations of each ASEAN Member State." This was identified as the direction for subsequent discussions.

In terms of sports for persons with disabilities (SPD), the focus shifted to the publication of academic papers based on the results and considerations of previous research, sharing of the insights with ASEAN project representatives, stakeholders, and the development of action plans aimed at promoting sports for persons with disabilities tailored to the specific circumstances of each ASEAN Member State. In

June 2025, the Malaysian government invited Prof. Nagata (University of Tsukuba) as a keynote speaker at the "ASEAN Persons with Disabilities in Sports Conference 2025." This provided an opportunity to share insights gained from the project's activities and research over the past four years (2021–2024) with experts, government officials, practitioners, and students both within and outside ASEAN. Prof. Okada also introduced the emerging "inclusive physical education" movements in ASEAN countries such as Malaysia and Cambodia. The importance of "inclusive and quality physical education at schools and physical education teachers' roles in promoting sports for a wider range of people with disabilities" was also emphasised.

As an outcome of the ASEAN+Japan platform, a Professional Learning Community (PLC) was established, fostering a sense of ownership, belonging, responsibility, and initiative among the project representatives, who were mainly government officials and personnel from public institutions in the 11 participating ASEAN member states. Furthermore, we believe that domestic stakeholders' involvement and the spontaneous emergence of Communities of Practice (CoP), each developing unique activities in their respective countries, are important outcomes of the project.

Nippon Sport Science University, as the implementing agency, will aim to disseminate project outcomes, best practices, and positive impacts across each country. It also seeks collaboration with external organisations by sharing these results worldwide within the framework of ASEAN+Japan friendly sports cooperation.

本文

第1章 委託事業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、ASEAN Workplan 2021-2025（2026-2030 版は改訂中）に沿い、平成 29（2017）年 10 月の第 1 回日 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師教育に資する事業および障がい者スポーツ発展に寄与する事業を並行的に実施するものである。令和 3（2021）年度、事業開始当初想定した両事業内容は、以下の通りであった。

- **インクルーシブで良質な体育授業を展開できる体育教師教育に資する支援**
 - ①体育教師教育の改善・強化を目的とした協力戦略（アクションプラン）策定支援
 - 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）
本年度、障がい者スポーツ分野に下記を追加した。
 - ⑤障がい者スポーツ振興を目的とした協力戦略（アクションプラン）策定支援

両分野共通の部分では、日 ASEAN スポーツ協力の枠組みの下、過去 4 年間（2021～2024 年）の事業活動を通し形成・確立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。

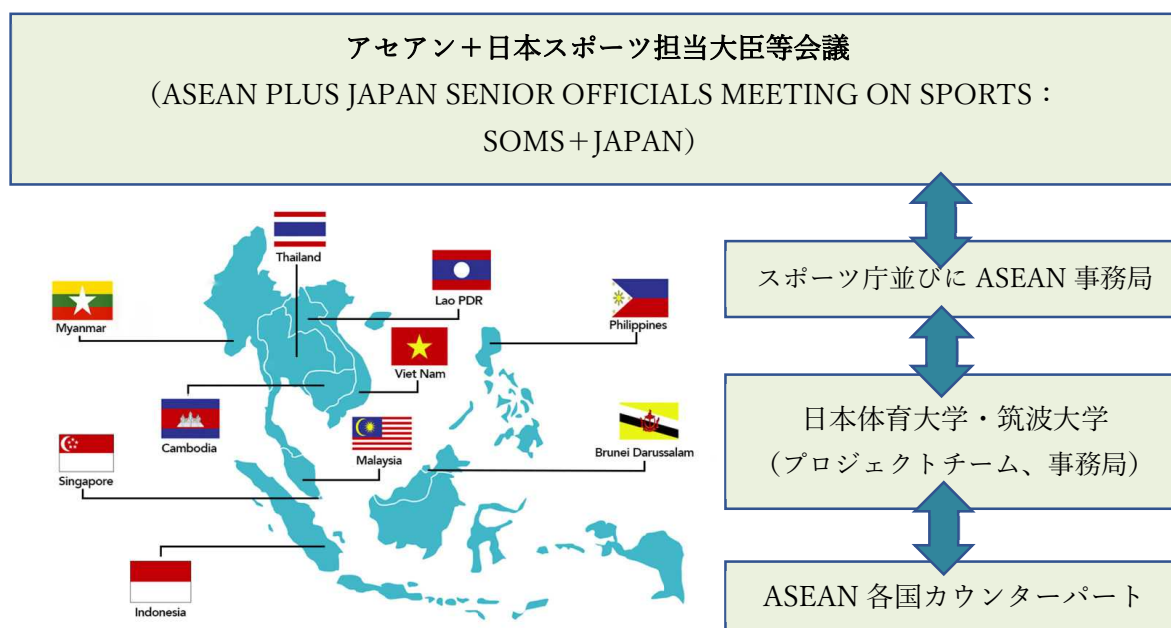


図 1 本事業運営

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 7 (2025) 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的に、オンライン会議を 5 月中旬に実施、合意形成を図った。その際、日本体育大学は、事業活動の一貫性の観点から、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、前年度に引き続き、ASEAN への正式加盟を視野に、東ティモールの事業参加が改めて推奨され、スポーツ庁および日本体育大学は同意した。

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「Invitation to the ASEAN-Japan Actions on Sports “Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disabilities (SPD)” for Fiscal Year (FY) 2025 」および事業コンセプトノートを日本体育大学が起案、8 月 1 日付で ASEAN 事務局より東ティモールを含む ASEAN 加盟 11 か国のスポーツ高級実務者会議 (SOMS) 担当者宛てに発出した (発出当時、東ティモールは ASEAN 準加盟国、10 月に正式加盟が承認済み)。

各国カウンターパート選任の確認は例年同様、一部の国で時間を要した。それは、日 ASEAN スポーツ協力の窓口が置かれる SOMS が設置される省庁とカウンターパート所属の省庁、組織が異なる国 (ブルネイ、フィリピン、ベトナム等) があり、省庁・組織間での公式なチャンネルを通じたコミュニケーションが困難であることが原因であった。省庁間連絡窓口担当者の交代、政権交代に伴う組織改編 (インドネシア、タイ) 等も直接的な遅延の原因となった。他方、過去 4 年間 (2021 ~2024 年度) で ASEAN 各国の SOMS における事業のもたらすアウトカムへの認知度と成果に対する理解が高まったことに伴い、他国 (カンボジア、マレーシア、ミャンマー) においてはスムーズな選任プロセスを経ることができた。加えて、本年度新規参加となった東ティモールは一部ポルトガル語でのやり取りが要されるものの、比較的スムーズな選任が叶った。

本年度は結果的に、SOMS における方針変更に伴うカウンターパート交代 (インドネシア、フィリピン、シンガポール、タイ) 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 7 (2025) 年度事業概要、事業実施計画・方針、カウンターパートに期待される役割、過去 4 年度でもたらされた事業アウトプット、アウトカム等について共有、周知を図った。令和 7 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、シンガポールの障がい者スポーツ (SPD) カウンターパートは同国 SOMS の設置される文化共同体青年省の事情により、選任が行われなかった。またベトナム体育教師教育 (PETE) カウンターパートは、選任されたものの、実質的に事業活動への参画は叶わなかった

表 1 ASEAN 各国カウンターパート（令和 7 年度）

国名	担当	名	姓		所属組織名
Brunei Darussalam	PETE	Haji Muhammad Azrin bin Haji Siaji		Mr.	Ministry of Education
	SPD	Pengiran Nurhaziqah Azmina Pg. Sahminan		Ms.	Ministry of Education
Cambodia	PETE	Sitthisophealai	HOU	Ms.	Ministry of Education, Youth and Sports
	SPD	Sopheaktra	YI	Mr.	National Paralympic Committee of Cambodia
Indonesia	PETE	Hilda Ilmawati		Ms.	Indonesian University of Education, Ministry of Education, Culture, Research and Technology
	SPD	Irlut Trishima Atias		Ms.	Ministry of Youth and Sports (新任)
Lao PDR	PETE	Visith	SENG AMPHANH	Mr.	Physical Education College, Ministry of Education and Sports
	SPD	Latsame	VITHAYA	Ms.	Ministry of Education and Sports
Malaysia	PETE	Solehah binti Misron		Ms.	Ministry of Education
	SPD	Siti Mariam binti 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	Mita Amparado	PAROCHA	Ms.	Department of Education (新任)
	SPD	Elinda Feliciano	LEVA	Ms.	Department of Education (新任)
Singapore	PETE	Chua	SIANG YEE	Mr.	Ministry of Culture, Community and Youth (新任)
	SPD	未選任	—	—	—
Thailand	PETE	Chalitpol	SUEBMAI	Mr.	Ministry of Tourism and Sports
	SPD	Paveena	SIRISUTHIKUL	Mr.	Ministry of Tourism and Sports (新任)
Timor-Leste	PETE	Josefina	ZECA PINTO	Ms.	Ministry of Youth, Sport, Art and Culture (新任)
	SPD	Januário	GOMES	Mr.	Special Olympic Committee, Ministry of Youth, Sport, Art and Culture (新任)
Viet Nam	PETE	Trong Kien	NGUYEN	Mr.	Ministry of Education and Training
	SPD	Thanh My	HO	Mr.	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 6（2024）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し、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、過去 4 年度（2021～2024）と同様に、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 4 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、必要に応じて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 4 年間と同様に務めた。加えて、スポーツ庁および ASEAN 事務局への定期的な報告や相談、日 ASEAN スポーツ高級実務者会議（SOMS）における ASEAN 加盟各国（25 年 10 月に東ティモールの正式加盟が承認され、計 11 か国となった）への情報共有等を行うことで、関係上層機関との円滑な意思疎通および関係強化に努めた。

体育教師教育分野では、令和 3（2021）年度に実施されたオンライン・ワークショップを通じて、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関し、令和 4（2022）年度以降の実施状況やその過程で生じた課題について、定期的かつ継続的にモニタリングし、プランの改訂を促進することを通じて、有識者会議のメンバー間で共通理解を図ることとした。加えて、昨年度は米国版体育教師教育スタンダード（SHAPE, 2017）を比較対象に設定し、本年度のオンラインおよび対面式ワークショップを通じて ASEAN 版体育教師教育スタンダード（ガイドライン）原案の策定支援に努めることに主眼を置いた。その過程で、有識者会議は①米国版体育教師教育スタンダードの内容や意図・目的の理解、②米国と ASEAN 諸国間の体育教師教育の位置づけ、省庁における政策の中での体育教師教育の優先順位の違い等の把握を通じ、より多角的な議論を意図した。

障がい者スポーツ分野では、令和 4（2022）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、有識者会議メンバーがオンライン方式または対面式ワークショップでのプレゼンテーション、学術論文の策定および専門誌サイト上での公開、国際学会における口頭発表などを通じ、新たな知見や示唆 ASEAN 内外の各国関係者に共有する活動を行った。加えて、ASEAN 各国内での障がい者スポーツ振興のためのアクションプランの策定支援にも尽力した。各国内における障がい者スポーツの促進や障がい者の社会的包摂の促進に資するリソース獲得のほか、障がい者が受けやすいスティグマの排除や生活の質の向上などに向けた障壁・課題に関し、ASEAN 各国のカウンターパートの気づきを促し、課題解決に向けたより実現可能な取り組みや政策提言を促す活動を意図した。

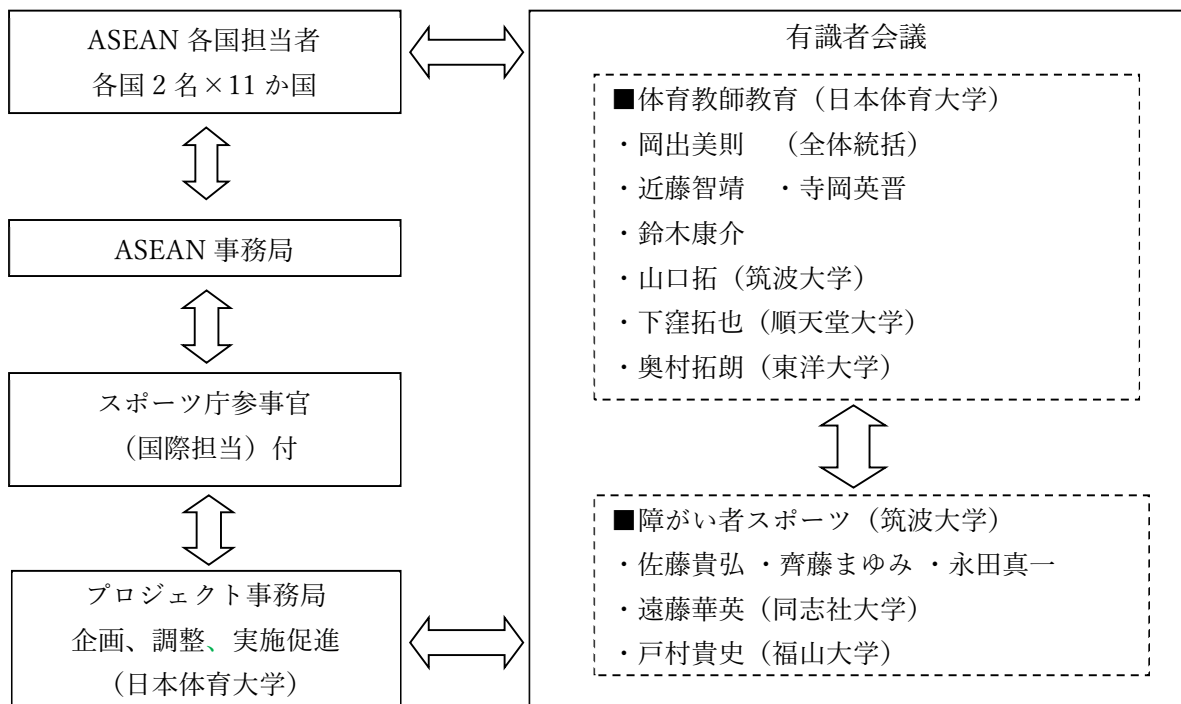


図 2 実施体制

第2節 事業実施計画と実施方法

1) 体育教師教育に資する支援（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は、前年度に引き続き、ASEAN Workplan 2021-2025 および第 1 回日 ASEAN スポーツ高級実務者会議で合意された日 ASEAN スポーツ協力（4 分野）および後に合意されたニーズ調査結果、令和 3（2021）年以降の本事業活動実績に基づき計画され、令和 7（2025）年 5 月 23 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、事業実施計画・内容を確定した。尚、東ティモールの新規事業参画が ASEAN 事務局より提案され、ASEAN 加盟 11 か国の参加が想定されていた。

②体育教師教育改善・強化プログラムの実施促進

過去 4 年間の事業活動のアウトプットである「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教育に係るアクションプラン」の ASEAN 各国における実施促進と併せ、令和 6（2024）年度以降議論を重ね素案を検討中の「ASEAN 版体育教師教育（PETE）スタンダード（ガイドライン）」の考案を令和 7（2025）年度事業活動の軸とした。事業実施計画は、事業選任代表者（カウンターパート）の各国での選任後、各国個別のオンライン・キックオフミーティングにて理解促進、合意形成を行うこととした。オンライン・ワークショップ、対面式ワークショップ開催を想定し、下記を本年度事業活動のアウトプット、アウトカム創出を意図した。

- 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・ワークショップ実施を通じた ASEAN 体育教師教育スタンダード（ガイドライン）原案策定を前提とした新たな知見の習得、ブレインストーミング、グループ・ディスカッションを通じた概念整理
- ASEAN 体育教師教育スタンダード（ガイドライン）原案策定を前提とした各国案策定
- SNS を活用した成果発信
- 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）の活動活性化
- 各国内ステークホルダー、有志による実践共同体（Community of Practice: CoP）の形成促進

令和 3（2021）年度に取り組んだ各国の実態を踏まえた体育教師教育の改善・強化アクションプラン策定は、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応用、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、解決に向けたアクションプラン作成を目指す方向性が設定されていた。

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、情報共有することで、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り、相互支援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・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経験することで、具体性と実現可能性を見据えたアクションプランの作成を意図した。

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 版体育教師教育スタンダード（ガイドライン）原案は、昨年度実施のオンライン・ワークショップ並びに対面式ワークショップで、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、米国の体育教師教育スタンダードである SHAPE, 2017 の記載と、その他必要な情報・知識の理解を深める一方、各国間の体育教師教育を取り巻く社会的文脈を踏まえた議論を進め、「ASEAN 版体育教師教育スタンダード（ガイドライン）」原案を策定する前段階として、各国案を定めることを意図した。加えて、本事業カウンターパート、有識者会議で形成された専門職学習集団（PLC）がより発展する形で、ASEAN 各国カウンターパートが中心となり、ステークホルダーや融資を巻き込み、知見を共有する形での実践共同体（CoP）の形成、自走促進を事業アウトカムの一つと新たに設定した。

③連携体制の構築に資する今後の協力策の提案

過去 4 年間の事業活動を通じて、ASEAN 加盟 10 か国のカウンターパートとのオンライン打ち合わせやソーシャルメディアを活用した日常的な雑談、ワークショップでの各国プレゼンテーションなどを通じて、各国の体育教師教育の状況や課題を全体に共有し、各国間の情報・意見交換を促進する形で、ASEAN10 各国並びに日本人有識者との信頼関係を構築してきた。加えて、本年度は日本体育大学に配置する特別研究員を 2 名に増員し、併せて体育および障がい者スポーツ分野の知見を有する専属パートタイムスタッフ 1 名を加え、対象国が 11 か国に増えることに伴い、体育教師教育や障がい者スポーツの両分野のカウンターパート、及び日本側プロジェクトメンバーとの連絡調整を円滑にし、関係強化や諸支援に努めることとした。

既述の体制でプロジェクト企画・運営を通じて、正確な情報共有を踏まえた議論を継続し、忌憚のない意見交換がしやすい環境を整備することで、過去 4 年間の事業活動を通じて構築された各国の担当者間や日本人専門家も含めた信頼関係が一層強固になり、ASEAN+Japan の枠組みにおける専門職学習集団（Professional Learning Community: PLC）に対するオーナーシップ（帰属意識や主体性）を持ち、各自が本年度の事業に参画できる大枠を維持・発展させることを目途とした。

2) 障がい者スポーツの発展に寄与する調査研究およびアクションプラン策定支援

本年度は、これまで定期的実施してきた ASEAN 加盟国よりモデル国を選定し、障がい者スポーツ分野の実地調査研究は実施せず、これまでの調査および分析結果から得られたインサイトを基に、国際会議での口頭発表、学術論文の発表、得られた知見の広い共有を意図した。その一環で、2025 年 ASEAN 議長国を務めるマレーシア政府が「ASEAN Persons with Disabilities in Sports Conference 2025」を同国プトラジャヤ市で開催する企画を立て、主催者である同国青年スポーツ省から事前相談や助言依頼を受け、支援や情報提供を行うこととした。この国際会議の基本コンセプトは、本事業で推進する「インクルーシブで質の高い体育実施を目的とした体育教師教育」と、障がい者スポーツの専門家会議メンバーである永田准教授（筑波大学）が執筆した令和 5 年（2023）に発表された学術論文『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』（International Journal of Sport Policy and Politics 掲載済み）が出発点となった。さらに、本年度の事業では、ASEAN 各国の障がい者スポーツが抱える課題の解決と草の根レベルでの振興を目指し、各国の事情に即したアクションプランの策定と社会実装促進を活動内容に加えることを意図した。想定する事業のアウトプットおよびアウトカムについては、以下を念頭に置いた。

- マレーシア政府主催の国際会議の企画支援
- 過去の実地調査分析結果の ASEAN カウンターパート並びにより広い有識者、関係者への共有
- 学術論文の策定と公開を通じた成果発信
- 各国文脈に即した障がい者スポーツ振興アクションプランの策定、社会実装化促進
- SNS を活用した成果発信
- 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）の活動活性化

3) プロジェクトメンバー（有識者会議）の活動

過去 4 年間と同様に、体育教師教育および障がい者スポーツ部門に、それぞれ日本体育大学と筑波大学に独立した有識者会議を設置し、各分野の事業実施に従事した。また、必要に応じて両有識者会議のメンバーが協働し、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、二つの事業の方針および進捗状況を把握しながら、円滑な事業運営・管理・実施に努める体制を整えることとした。

体育教師教育分野の有識者会議は、過去 4 年間の事業活動で共有された各国の課題を把握し、その解決に向けたアイデアを検討し、カウンターパートへの助言や情報提供など、フォローアップを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（ガイドライン）の原案策定に向けた ASEAN 全体での議論や個別の助言、支援に備えた。

障がい者スポーツ分野の有識者会議は、過去に実施した実地調査研究結果、分析から得られた知見やインサイトを、ASEAN や日本国内外の有識者、政府関係者、行政官などの実務者、学生などに向けて発信することに努めることとした。併せて、マレーシア政府主催の「ASEAN Persons with Disabilities in Sports Conference 2025」の企画支援や助言、参加を通じて得られた知見の共有を意

図するとともに、障がい者スポーツ振興に特化した ASEAN 各国のアクションプラン策定支援を視野に入れ、議論を重ねた。

併せて、岡出教授（日本体育大学）が中心となり、本事業開始以来、3 回目の対面でのワークショップの本邦開催を前提に、必要な手続きと準備を進めることとした。

4) 今後の協力の方向性・戦略の提案

本事業カウンターパート、日本人有識者で形成された専門職学習集団（Professional Learning Community: PLC）の協働体としての将来的な自走を前提とした活性化を基本とし、同協働体の外部機関とのネットワーキング促進と並行して、事業に新規参加する東ティモールを含めた ASEAN 各国内における体育教師教育および障がい者スポーツの両分野におけるステークホルダーおよび有志を巻き込む形での実践共同体（Community of Practice: CoP）の確立促進を、現時点での ASEAN スポーツ協力の方向性に位置付ける。

このような取組みを長期的視点から、継続的に促していく上では、日 ASEAN スポーツ高級実務者会議（SOMS）への定期的な事業進捗・成果の報告を継続的に行っていくこと、本事業の終了を見込む 2030 年度以降、上記 PLC を ASEAN 内における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と公式に位置付け、定期的に ASEAN 各国間のエビデンスに基づいた議論と具体的アクションを相互に進める中心的役割を果たしていくことを想定する。各国間の日常的で自由な情報交換、グッド・プラクティス共有を担保する共通コミュニケーション・プラットフォームの実践的活用は、日 ASEAN のフレームワークから世界に向けた発信に資するものと考えている。

尚、これらの取組みは、JICA のスポーツと開発に関するポジションペーパー（2016 年）、スポーツと開発事業の取組み方針（2018 年）および UNESCO の「Fit for Life: sport powering inclusive, peaceful, and resilient societies」（2021 年）の内容とも親和性がある。長期的には、本事業で得られた知見やノウハウ、ASEAN 内外のネットワークを通じて広く共有するとともに、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進し、さらに日本国内の連携も視野に入れ、将来にわたる持続可能な形での事業成果を継承する動きに繋げることを念頭に置いている。

5) 事業成果の共有・発信

令和 6（2024）年 10 月開催のベトナム、ヴィンフック県にて対面で開催された第 7 回日・ASEAN スポーツ高級実務者会議（SOMS+Japan）において、本事業の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や成果について、ASEAN 各国政府高官に向けて報告した。本年度は第 8 回会議（ベトナム・ハノイ市にて開催）にて、対面で成果を発信し、進捗を共有することを想定している。また、国際学会での口頭発表、国際学術誌への論文投稿、SNS を活用したより広い情報発信、ネットワーク構築のアプローチにも着手し、これらを本年度の活動の柱の一つと位置付けた。

加えて、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、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、日本体育大学のホームページで報告書を公開し、体育教師教育や障がい者スポーツに関心を持つ有識者、関係者、学生を含む次世代へ情報発信を過去 4 年間に引き続き行う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 4 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 8（2026）年 3 月末を目途とする。以下表 2 に、本年度当初に立案した事業計画（概略）を示す。

表 2 令和 7 年度本事業実施計画（概略）

月	事業全体
4月	<ul style="list-style-type: none"> 日本側事業関係者ミーティング、事業実施準備開始 キックオフミーティング開催（スポーツ庁、日本体育大学、筑波大学）
5月	<ul style="list-style-type: none"> 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）
6月	<ul style="list-style-type: none"> 対面式ワークショップの本邦開催に向けた組織委員会の形成、協議・準備の開始
7月	<ul style="list-style-type: none"> 事業コンセプトノート、各種発出文書作成 対面式ワークショップ準備（1）
8月	<ul style="list-style-type: none"> ASEAN 各国カウンターパート選任に係る確認状の発出（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実施、フォローアップ（1） 対面式ワークショップ準備（2）
9月	<ul style="list-style-type: none"> 第 7 回 SOMS+Japan（ベトナム・ハノイ市）事業進捗・成果発信準備 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、フォローアップ（2） 対面式ワークショップ準備（3）
10月	<ul style="list-style-type: none"> 第 7 回 SOMS+Japan（ベトナム・ハノイ市）での事業進捗・成果発信（岡出教授） 障がい者スポーツ分野 オンライン・ワークショップの開催準備 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、フォローアップ（3） 対面式ワークショップ準備（4）
11月	<ul style="list-style-type: none"> 障がい者スポーツ分野 オンライン・ワークショップの開催 体育教師教育分野 オンライン・ワークショップの開催準備 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、フォローアップ（4） 対面式ワークショップ準備（5）
12月	<ul style="list-style-type: none"> 体育教師教育分野 オンライン・ワークショップの開催 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、フォローアップ（5） 対面式ワークショップ準備（6）
1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、フォローアップ（6） 対面式ワークショップ準備（7） 対面式ワークショップ開催（東京）
2月	<ul style="list-style-type: none"> 報告書作成、精算業務
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 ASEAN 加盟 11 カ国（東ティモールは 2025 年 10 月に正式加盟が承認済み）を対象とする。従って、まず体育教師教育や障がい者スポーツの現状、課題を把握し、自国の現状を日 ASEAN の枠組み内で共有し、議論や意見交換にプロセスを経て、参考となる他国のグッド・プラクティスを各国が自国の文脈に落とし込んで考える翻訳的適応（Translative Adaptation）が不可欠である。インクルーシブで良質な体育授業の実施を目標とした体育教師教育の改善・強化および障がい者スポーツ振興に向けた事業ロードマップの作成に必要な基礎的データの収集・分析を過去 4 年間にわたり継続的に実施し、多岐にわたる情報を蓄積してきた。その過程で各国の関心事、課題解決の優先順位も変遷している。考案中の ASEAN 各国版体育教師教育スタンダード（ガイドライン）も同様に、各国が体育教師に期待する能力、資質、知識、経験や価値観も、世界の趨勢や時間の経過とともに継続的な再検討が必要になる。

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、各国における社会実装を通じ、アウトカムを生み出し始め、中長期の実施によるインパクトの波及が期待される。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や分析から得られたインサイトも、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、発信により、アウトカムやインパクトを 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 7（2025）年度は、SNS を活用した事業進捗・成果の発信と、本事業のカウンターパートを核とし、ASEAN 各国内での実践共同体（CoP）の形成を促進し、活動を活発化させることで事業に伴う利益の拡大を見込んでいる。

本事業における ASEAN 諸国および日本の関係は令和 5 年（2023）年度以降、対面式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。新型コロナ禍以降、オンラインと対面機会を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信頼・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）の活性化（アウトカム）を事業の継続的な目標と設定する。

令和 7（2025）年度に期待される成果（概要）は表 3 の通りである。

表 3 令和 7 年度の事業活動で期待される成果（アウトプット、アウトカム）

■ 体育教師教育
1) ASEAN 各国における体育教師教育スタンダード（ガイドライン）原案
2) 事業における ASEAN 各国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）
3) 事業における ASEAN 各国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) ASEAN 各国障がい者スポーツ振興アクションプラン原案
2) 事業における ASEAN 各国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）
3) 事業における ASEAN 各国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) 活性化
2) 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) 向上
3) ASEAN 各国内における実践共同体 (CoP) の形成、事業裨益、インパクトの拡大

● **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**

両分野の成果を創出する過程で強化される事業関係者間の信頼・協働関係は、重要な事業アウトプットと位置付けられる。加えて、各国カウンターパートが自国組織に戻り、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や間接的な裨益拡大も期待できる。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、ステークホルダー各個人の調査能力、エビデンスの整理と理解、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、引いては各組織のノウハウとして蓄積され、より時代の実態やニーズに即した政策の社会実装化に繋がり得ることは、間接的な裨益として今後の事業の重要なアウトカムとなり得る。

過去 4 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任命を受けて、同じような立場や身分といえる省庁や政府機関の職員等であるカウンターパート間の横断的な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 5 (2023) 年度以降、対面機会を得たことで、専門職学習集団 (PLC) として共に成長する環境が定着した。令和 7 (2025) 年度は、ASEAN Workplan 2021-2025 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) 内における各カウンターパートの積極的な発信と情報共有が促進され、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 4 年間 (2021~2024 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。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、歴史的な文脈、多様性を踏まえた課題解決を担える日本人専門家の人材育成も期待される。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 各国の実情に精通した、現実的な支援策の検討や社会実装に向けたノウハウや環境が段階的に整備されていく。

それを、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 諸国とより良好な関係づくりを進めることに資するものと思われる。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、互助関係が構築され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が容易になる。また、本事業を通じて、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 各国内、日本国内での人材育成も同時に促進されるものとする。

スポーツを通じた開発支援は、2000年代に入り急速に展開されてきたが、ASEAN各国の実態に関する正確な情報は、世界的に見てもそれほど多くの関係者間で共有・蓄積されているわけではない。そのため相互の信頼感に基づく互恵関係の構築、ノウハウや知見の蓄積・共有、横断的な活用が可能になることで、日本が国際社会において「スポーツを通じた開発支援」のイニシアチブを取っていく能力、地位、信頼性の高まりが期待される。日ASEANの取り組み、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、政策の両面のチャンネルを経て国際社会に向けて発信・普及されていくことにも繋がる。日本をハブ・拠点とし、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継続することで、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国際社会に示すものとなることを期待する。

別スキームの支援にはなるが、ミャンマー、カンボジアやボスニア・ヘルツェゴビナにおけるスポーツを通じた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として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。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。対応すべき課題の把握・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、理論から実践へと繋げる準備、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。そのため、本事業を通じて知識、経験、ノウハウを習得した若手日本人専門家が、日本の国際貢献の他、日本国内の課題解決に資す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。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7年度事業概要

令和7（2025）年度事業における体育教師教育分野（PETE）では、オンライン・ワークショップおよび対面式ワークショップを通じて、各国の体育教師（養成段階および現職教師）に求められる資質、能力、知識、経験、価値観等について、前年度に米国版体育教師教育スタンダード（SHAPE, 2017）との比較検討から考案したASEAN各国案について、それらの再検討および、ASEAN域内共通基準となる「体育教師教育スタンダード（ガイドライン）」原案の策定を事業活動の柱の一つとして設定した。その際、岡出教授（日本体育大学）をはじめ日本人有識者からは、体育教師教育を取り巻く世界の趨勢、ASEAN各国の既存案に新たに加えるべき視点等が共有・提案され、それらを踏まえASEAN各国を3グループに分割してのディスカッションがオンラインおよび対面機会を通じ展開された。各国の事業選任代表者（以下、カウンターパート）からは、「ASEAN各国は多様な社会、文化、経済状況があるが、共通のゴールを目指す」上でのスタンダード（ガイドライン）策定の意義が確認され、以降の議論の方向性と位置付けられた。加えて、事業初年度に策定・改訂し、実施してきたASEAN各国の文脈に沿った体育教師教育の改善・強化アクションプランの実施状況に関するモニタリングも、オンラインおよびアンケート形式で行った。過去4年間の活動から派生した持続可能なASEAN域内の協働関係を基盤に、持続可能な専門職学習集団（Professional Learning Community：PLC）の形成促進や、2030年度以降の協議体としての自走を視野に、各国カウンターパートを中心に、各国内ステークホルダーを巻き込み、日ASEANコミュニティ内で仲間を増やしていく自然な流れを作ることも中長期の目標と設定し、より広い情報共有に努めた。

障がい者スポーツ分野（SPD）では、令和6（2024）年度までの活動と異なり、令和7（2025）年度は各国における実地調査研究は実施しないこととした。それに代わり、これまでの調査結果、考察に基づく学術論文の発表、それら知見のASEAN各国カウンターパートへの共有、前年度に着手したASEAN各国事情に即した障がい者スポーツ振興を目途としたアクションプランの考案・策定をオンライン並びに対面式ワークショップを通じ、進めることに主眼を置いた。その中では、①パラリンピック等に代表されるパラスポーツの振興と併せて、②草の根レベルで障がい者がスポーツに参加することの重要性、そのための政策提言や実施環境整備の方向性が示された。本年度6月には、ASEAN Workplan 2021—2025に沿い、ASEAN議長国であったマレーシア政府が、本事業有識者会議メンバーである永田准教授（筑波大学）を「ASEAN Persons with Disabilities in Sports Conference 2025」の基調講演者として招待し、本事業の過去4年間（2021～2024年）の事業活動および各調査から得られた知見をASEAN内外の有識者、政府高官、実務者および学生に向けて、発信する機会が設けられた。また同じく本事業から岡出教授もパネリストとして招待され、マレーシア、カンボジア等で進められる「インクルーシブで良質な体育の実施を目途とした体育教師教育」に関連し、本事業カウンターパートと共に登壇、本事業から生じつつあるASEAN各国の新たな「インクルーシブ体育」の動き等について紹介した。岡出教授からは「より広い障がい者スポーツ振興に果たすインクルーシブで良質な学校体育、体育教師の役割」が強調された。

また、両分野共通の活動として、過去4年の事業実施過程や成果を客観的視点から評価する目途にて、ASEAN各国カウンターパート（体育教師教育分野）より数名を選抜し、事業参画前後の変化等をテーマにインタビュー調査に着手した。回答、分析結果を取り纏め、次年度以降に成果共有に努める所存である。

第3章 令和7年度事業実績

以下に令和7（2025）年度の事業実績を記述する。

尚、記載順は①体育教師教育分野および両分野共通、②障がい者スポーツ分野の順とした。

第1節 体育教師教育分野および両分野共通

1) ASEAN 各国事業選任代表者（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7（2025）年8月～11月

（概要）令和7（2025）年度 ASEAN 各国政府により選任されたカウンターパート（体育教師教育担当および障がい者スポーツ担当各1名、1か国あたり計2名）を対象に、過去4年間の事業成果、令和7年度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推進のための体育教師教育（PETE）改善・強化アクションプランの実施状況等の聞き取り、モニタリングを目的に各国別のオンライン・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。令和7年度事業では、ASEANにおける体育教師教育スタンダード（ガイドライン）の考案、障がい者スポーツ振興を目的としたアクションプラン策定を活動の柱と設定し、それらを進める過程で各カウンターパートの能力開発、各所属先への事業成果のフィードバックを通じた組織としてのノウハウ蓄積、ASEAN+Japanの枠組みにおける各国間の協働関係強化（Professional Learning Community および Community of Practice の活性化）等が意図されることを説明した。各国カウンターパートのフィードバックを受け、本事業のアウトカム、インパクトの発信もどのように進展させるべきか、実施組織（日本体育大学）が再考する機会となった。新規参加となるカウンターパートに対しては、過去4年の事業経緯、目的、議論の方向性等、丁寧な説明と意見の聴取に努めた。

2) 事業進捗・成果発表機会

● ASEAN Persons with Disabilities in Sports Conference 2025

【実施時期】令和7（2025）年6月20（金）～21日（土）

（概要）2025年のASEAN議長国であるマレーシア政府が「障がい者スポーツの振興のための革新的一歩」と位置づけ、ASEAN Persons with Disabilities in Sports Conference 2025を企画し、開催した。前年度の企画段階で、本事業のマレーシア事業選任代表者（障がい者スポーツ部門）である Siti Mariam binti Ahmad Tobias氏が所属先の同国青年スポーツ省により企画・運営責任者に任命され、本事業で2023年に公開されていた学術論文「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 (International Journal of Sport Policy and Politics)」の内容から、本事業障がい者スポーツ分野の有識者会議メンバー且つ執筆者である永田准教授（筑波大学）に基調講演、同じくプロジェクト統括者である岡出教授（日本体育大学）にパネル・ディスカッションへの登壇が依頼された。本事業内容との親和性、本事業進捗・成果のASEAN域内外への発信

機会を踏まえ、依頼を受けることとし、事前の綿密な打合せを重ねた。永田准教授の発表では、競技性を重視したパラスポーツにおけるエリート育成のみならず、より広範囲に及ぶ草の根レベルのパラスポーツの発展が重要であることが強調された。パラリンピック選手が注目される一方で、地域社会に根ざしたインクルーシブなスポーツを普及する必要があるとあり、また障がいに関する国際的な理解に関する状況、日本とマレーシアの事例を紹介し、スポーツの人権としての意義を説いた。岡出教授は、ASEAN 諸国における体育教師教育 (PETE) と障がい者スポーツ (SPD) 振興を目途とする本事業の日 ASEAN スポーツ協力の枠組みにおける取組を紹介した。冒頭、過去 4 年間の事業実績と併せ、ASEAN 各国の学术界、公共部門、民間部門協力の下、体育教師教育の質と生徒の学習成果の向上を目指す方向性を示した。併せて、ASEAN 各国での体育分野の教師教育制度における、インクルーシブで良質な体育指導についてのコンセンサス、スタンダードが、障がい者のスポーツに親しむ環境の創出に必要であることを説いた。また、養成段階の体育教師に対する質の高い教育・訓練機会の提供、現職教師の再研修と継続的な能力開発の重要性も指摘した。併せて、インドネシア、マレーシア、フィリピン、タイ、ブルネイ、シンガポールでのグッド・プラクティスを紹介した。続いて、本事業のカンボジア・カウンターパートである Hou Sitthisophealai 氏 (同国教育青年スポーツ省)、マレーシア・カウンターパートである Solehah binti Misron 氏 (同国教育省) が、本事業を発端に体育教師教育分野で推進している新たな取組みの進捗、成果、方向性を全体共有し、参加者からの質疑に鋭意回答した。同 Conference には約 250 名の ASEAN 内外の有識者、政府高官、実務者および学生が参加した。また協議の成果として、共同声明 (Joint Statement) が採択され、以下 5 点を ASEAN における障がい者スポーツの基本方針として網羅、提示した。本事業の実施組織 (日本体育大学) は以降の事業コンテンツ、方向性を、ASEAN Workplan 2021-2025 に加え、次の同共同声明にも関連付けることとした。

1. ASEAN におけるインクルーシブなスポーツ環境整備に係る相互支援を促進する。
2. 学校によるインクルーシブな環境の促進を強く奨励する。
3. インクルーシブな施設整備を加速する。
4. 開発と平和のためのスポーツを推進する。
5. パラリンピックと障がい者スポーツのレガシーを保存、普及する。

● 第 8 回日 ASEAN スポーツ担当高級実務者会合 (The Eighth ASEAN Plus Japan Senior Officials Meeting on Sports (8th SOMS+Japan) Ha Noi, Viet Nam)

【実施時期】 令和 7 (2025) 年 10 月 15 日 (水)

【概要】 昨年度 10 月開催の第 7 回日 ASEAN スポーツ高級実務者会合への参加に続き、実施組織 (日本体育大学) より 2 回目の対面参加機会となった。本年度も標記事業カウンターパート選任を担う ASEAN11 各国スポーツ高級実務者会合メンバーと対面の事業報告、議論、個別の対話を行った。本事業については、岡出教授がスライドを用い、事業進捗、アウトカムを報告、本年度実施計画、将来的な方向性、要望事項を共有した。その他、3 事業 (女性スポーツ、コーチ育成、Football 4 SDGs) についても、各実施組織より順次、進捗共有がなされた。またスポーツ庁委託事業 (ASEAN 関連) が準拠する ASEAN Work Plan 2021-2025 の更新時期にあることから、各分野の目標に対する達成度、評価、新たに加えるべき視点を踏まえ、それらを反映した同 2026_2030 版案の

骨子、構想、方向性が議論され、参加国確認を経て、合意が形成された。

尚、渡航期間中に実施組織（日本体育大学）は ASEAN 事務局承諾の下、15 日会議前、昼食時並びに午後の時間を活用し、本事業に係る確認事項、依頼事項についての個別対話を通じ、ASEAN 各国政府スポーツ高級実務者と関係構築に努めた。各国政府高官と対面する機会は、既に標記事業を通じ関係性が構築されているカンボジア、ラオス、フィリピン、タイ、ベトナムを除き、本会合が唯一の機会であるが、限られた時間内ではあったものの、諸テーマの確認、依頼をブルネイ、インドネシア、マレーシア、ミャンマー、シンガポール等と行うことが出来た。加えて、当時 ASEAN にオブザーバー参加中の東ティモール（同 10 月スポーツ大臣会合にて同国の ASEAN 正式加盟が承認済み）の標記事業への参加について、同国政府高官との挨拶、議論を経て、事業への理解と参加の確約を得た。他方、2026 年以降の ASEAN Workplan の柱は、概ね 2025 年度までの方向性、進捗、成果の延長線上での更なる融和と持続的発展を目指すものであり、日 ASEAN スポーツ協力も準拠し展開されることが確認された。本事業が ASEAN 各国の人材育成、ノウハウ蓄積、ネットワーク構築等、日 ASEAN スポーツ協力や ASEAN Workplan の主旨に沿い、目標達成に資する事業として ASEAN 事務局、スポーツ庁、ASEAN 各国政府高官により認知、評価され、本事業に端を発した専門職学習集団（Professional Learning Community）の持続発展性と将来的な協働体としての自走に対する期待も公式議事録に記録として残ることが見込まれる。事業企画・運営を行う実施組織（日本体育大学）として、尚一層の責任感を以って、ASEAN11 各国それぞれが成果を感じられる事業企画・運営、環境整備並びに各国実務者との良好な関係の維持・発展に努めるとの思いを新たにす機会となった。

（※ASEAN Workplan 2021-2025 の達成度の評価、2026-2030 版への更新については、令和 7（2025）年 9 月中旬に ASEAN 事務局備上のコンサルタント主催によるフォーカス・グループ・ディスカッションに岡出教授、宍戸が参加し、必要なフィードバック、情報提供を行った。）

3) インクルーシブな体育教師教育に関するオンライン・ワークショップの展開（概要）

【実施時期】令和 7（2025）年 12 月 2 日（火）

（概要）本オンライン・ワークショップは、ASEAN 各国からの新規事業選任代表者による自己紹介で始まり、続いてブルネイ・ダルサラームで開催された ASEAN School Games 2025 における成果と、同大会の開催に関わった同国事業選任代表者（カウンターパート）である Md. Haji Azrin bin Haji Siaji 氏の尽力に対する祝辞、併せてタイとインドネシア・スマトラ島北部を直撃したサイクロンによる自然災害の被災者への哀悼の意の表明が行われた。本オンライン・ワークショップは、令和 8（2026）年 1 月に開催される対面式ワークショップの事前準備と位置付けられた。プロジェクトリーダーである岡出教授による体育教師教育（PETE）スタンダード（ガイドライン）案策定のコンセプトと議論の方向性に関する簡単な説明の後、参加者はブレイクアウト・ルームに分かれ、比較対象として昨年度依頼共有されている米国版体育教師教育スタンダード（SHAPE, 2017）を基に、それぞれの国の状況に応じた体育教師に求められる資質、能力、知識、経験や価値観等についてグループ・ディスカッションを行った。特に、インクルーシブで良質な体育のための体育教師教育というコンセプトを ASEAN 各国間で共有しつつ、各国文脈を踏まえた意見交換の重要性を確認した。

（参加者間の協議事項）プロジェクトリーダーである岡出教授が、PETE オンライン・ワークショップは、ASEAN 加盟国における政策提言と実施のための参考資料および指針文書として、体育教師教

育 (PETE) スタンダード (ガイドライン) 案の主要概念を明確にし、26 年 1 月開催予定であった対面式ワークショップ (東京) でのより深い議論のベースとすることを目的としていると説明した。尚、最終的なゴールは、ASEAN 各国における養成段階および現職体育教師に求められる資質、能力、経験、知識や価値観の明確化を通じた能力開発の継続的な進展、引いては障がいの有無にかかわらず全ての生徒へ、インクルーシブで良質な体育を届けることに関するコミットメント強化と設定した。続いて岡出教授は、米国版スタンダード内容の変遷とベンチマーク等について説明した。加えて、ASEAN 各国の多様性を考慮し、各国で PETE プログラムを実施する際の固有の課題と、教員養成段階に応じた適切な基準策定の必要性について言及した。岡出教授は、PETE に必要な 3 種類の構成要素、1) プロセスに関する知識 (Knowledge of Process)、2) 実践における知識 (Knowledge in Practice)、3) 実践に関する知識 (Knowledge of Practice) について詳説し、これらが米国における PETE スタンダード内容の移り変わりでのどのように反映されてきたかを説明した。岡出教授は、PETE スタンダード策定における目標設定の重要性と、米国版スタンダードというモデルを自国の社会的および制度的文脈に落とし込んで検討する際に、自国の状況に応じ必ず調整する作業、「翻訳的適応 (Translative Adaptation)」の必要性にも言及し、またスタンダード適用がもたらしうる過剰な規制を避けるため、各国で「スタンダード (基準)」、もしくは「ガイドライン (指針)」としての制度上の位置づけ、文言の解釈について議論する必要があることを指摘した。

本オンライン・ワークショップのブレイクアウト・セッションでは、令和 7 (2025) 年 2 月にベトナムのハノイで開催された前回対面式ワークショップで起案された各国スタンダード (ガイドライン) 素案間にある類似点と相違点について意見交換を行うことから着手した。岡出教授は、議論対象となる 6 つのスタンダード (①コンテンツに関する知識、②指導内容に関連した運動技能と体力、③計画立案と実施、④指導法とマネジメント、⑤生徒の学習の評価、⑥専門的学習責任) の各項目についても詳細説明を加えた。

(各グループからのフィードバック) 各ブレイクアウト・セッションでは、令和 7 (2025) 年 2 月の前回対面式ワークショップにおいて各国がブレインストーミングした各国スタンダード (ガイドライン) 案に基づき、体育教師に求められる資質、能力、経験、知識および価値観等についてグループ・ディスカッションが行われた。

(グループ 1) 本グループはタイ、インドネシア、ラオスで構成された。近代的な体育教育と整合した PETE スタンダード (ガイドライン) が各国内に存在しないという共通点が議論の中で明らかになった。また、これらの国が体育教師の同じスタンダード項目内容を表現する際、それぞれ異なる広義的な「動詞」を用いているという特徴を特定、寺岡英晋准教授 (日本体育大学) は、これら 3 か国がそれぞれの文脈に適切な「動詞」や文言を再検討し、体育教師の能力評価をより明確な形で提示することを提案した。それは、体育教育における優先事項は、3 カ国間で異なるため、同じ文言を用いることが困難であること、より明確な定義が必要と考えられたことが根拠であった。東ティモールは、特別な教育ニーズを持つ生徒のための体育授業に関する国家政策があるかどうかについて質問し、タイは、インクルーシブ体育授業を実施するための具体的政策は無いものの、現職体育教師に知識とスキルを習得させ、障がいのある生徒に対しても指導できるようにすることを目指していると回答した。ラオスでは、障がいのある子どもたちは通常の体育授業に組み入れられるも

の、各自が出来る活動のみを行うことで対応しているケースが殆どであり、インクルーシブ体育に関する具体的政策は無いとした。

(グループ 2) 東ティモール、カンボジア、マレーシア 3 カ国は、主にインクルーシブの概念と障がいのある生徒のための指導ガイドラインについて議論した。マレーシアは、教育ブループリント(下記※1 参照)に裏付けられたマレーシア全教員を対象とした国家基準を既に策定しているため、前回の対面式ワークショップでは、概念的な表現を含む抽象的な PETE スタandard (ガイドライン)案を起草していた。カンボジアは、現状国内に体育教師教育Standardを有さないことから、米国内版Standardに自国のより詳細な状況を反映させ、Standard案を起草していた。今回、東ティモールは本事業に新たに加入した。東ティモールは、特別な教育ニーズを持つ生徒の教育環境が未整備であり、他のASEAN諸国と状況が異なるものの、ASEAN体育教師Standard (ガイドライン)案策定に向けたアイデアを共有すること、他国のアイデアから学習することに事業参加の意義を見出したとした。また山口助教(筑波大学)は、特別支援教育には特別支援学校、Inclusive School、そしてIntegrated Schoolという3つの異なる学校形態、アプローチ方法があることを全体に示唆した。加えて岡出教授は「インクルーシブ」という言葉の解釈は、障がい特性・程度により異なることを指摘した。インクルーシブな教育の進展するマレーシアでは、個別教育計画(下記※2: RPI 参照)に基づく体育プログラムを既に運用しており、体育教師が障がいのある生徒を指導する際に活用されている事例を共有した。生徒の能力や障がいに応じ、体育教師への支援が必要になる場合があることも全体に示された。

(追加情報 1) ※ Malaysia Education Blueprint 2013-2025 (就学前教育から高等教育まで)

〈リンク〉 https://planipolis.iiep.unesco.org/sites/default/files/ressources/malaysia_blueprint.pdf

(追加情報 2) 個別教育計画(RPI)は、マレーシアの教育制度、特に特別な教育ニーズを持つ生徒にとって不可欠な枠組みである。RPIは、これらの生徒の個々のニーズに合わせてカスタマイズされ、個別化された教育支援を提供することを目的としている。RPIは通常、生徒の情報、測定可能な目標、教員に求められる教授方法などの要素で構成されている。RPIは教師によって立案、運用され、生徒の学習進捗状況とフィードバックに基づいて定期的に見直しと修正を加えている。RPIを効果的に開発、実施するには、教師、保護者、専門家の連携が不可欠であると考えられている。

(グループ 3) フィリピン、ミャンマー、ブルネイ・ダルサラーム、ベトナムがこのグループを構成した。フィリピンは、セッションの中での議論と全体像に焦点を当てた目標を考慮すると、「ガイドライン」という文言よりも「Standard」という表現がより適切であるとグループ3内で同意した旨、共有した。

- ✓ **Standard 1:** 4カ国は、体育教師に求められる基礎知識の内容に教育学的アプローチを含めた。
- ✓ **Standard 2:** 教師が資格や免許を有する場合、「熟練した」という漠然とした表現ではなく「資格のある」というより明確な表現に修正されることが適切と結論づけた。
- ✓ **Standard 3:** 国によって「有意義な経験」の定義が異なるため、グループ3は「各国文脈の中で規定される経験」という用語を現時点では含めることを提案した。

- ✓ **スタンダード 4**：グループ 3 は、体育活動が行われる場所や使用される機器など、安全と学習環境に関連する要素を含めることとした。
- ✓ **スタンダード 5**：グループ 3 は、生徒の学習評価について議論する際、「フィードバック」と「振り返り」という言葉を盛り込む必要があると考えた。評価は、指導の質を高め、生徒の学習向上を支援するために不可欠との指摘を根拠とした。
- ✓ **スタンダード 6**：教員の責任感、意識は、地域社会との継続的連携を担保する上で重要と位置づけた。

(インドネシア・カウンターパート Hilda 氏からのコメント) 各国の多様性と体育を取り巻く異なる状況を踏まえると、ASEAN11 各国すべてが共通の基準を採択することは困難との印象を持った。「スタンダード」や「ガイドライン」という言葉を用いる場合、国によって解釈が異なる場合も危惧される点は継続的に議論、確認したい。何に焦点を当て、何を優先すべきか、国により異なる可能性は否定できない。とはいえ、ASEAN 全体共通の体育と PETE の目標や方向性を模索することは、ASEAN 地域としての PETE の概観、共通する課題並びに各国が他国の状況やニーズを知り、自国制度をより高い視座から客観視する機会として意味がある。フィリピンも、体育の授業における「生徒の経験と楽しみ」を優先することを想定していると共有した。このコンセプトは、インドネシアのスタンダード案再検討に関するヒントと新たなアイデアを与えてくれた。

(結論) 本オンライン・ワークショップでは、ASEAN 加盟国における体育教師養成 (PETE) の暫定的なスタンダード (ガイドライン) 案の策定と、その概念整理と方向性の明確化に重点が置かれ、その目標を達したと各国は評価した。3 つのグループの参加者が議論を通じ、インクルーシブで良質な体育のための PETE スタンダード立案における共通目標を維持しながらも、多様な各国文脈の再考、各国スタンダード案への落とし込み (翻訳的適応) の必要性を確認した。また、各スタンダードを現在の教育目標やカリキュラムと整合させ、体育における包摂性確保の重要性についても再確認した。1 月下旬に東京で開催される対面式ワークショップ前に、各国は PETE スタンダード案の改訂版を共有する旨、同意した。

4) 対面式ワークショップの展開

【実施時期】 令和 8 (2026) 年 1 月 27 日 (火) ~31 日 (土)

(実施目的)

- ✓ **体育教師教育 (PETE) 分野**：ASEAN における体育教師教育スタンダード (養成段階並びに現職体育教師に求められる資質、知識、経験、能力や価値観等を規定) 原案の策定支援
- ✓ **障がい者スポーツ (SPD) 分野**：ASEAN 各国文脈を踏まえ、障がい者スポーツ振興を目的としたアクションプラン各国案の策定支援
- ✓ 日本におけるインクルーシブで良質な体育のための体育教師教育と障がい者スポーツの現場視察、スポーツ庁政策担当者並びに関係者との懇談、意見交換を通じた ASEAN 各国内制度の見直し支援
- ✓ 専門職学習集団 (Professional Learning Community) 内のカウンターパート間の相互扶助関係の強化、協働体としての安定的活動継続の促進

- ✓ 体育教師教育分野のカウンターパートの事業参画前後の変化に関するインタビュー調査の実施を通じた、事業成果・効果の客観的評価並びに学術論文策定準備（評価、学術論文発表は次年度実施予定）

（実施プログラム）対面式ワークショップのプログラムは表4の通りである。

表4 対面式ワークショッププログラム

日付	活動内容
2026年 1月27日（火）	1. ハイパフォーマンス・スポーツ・センター(HPSC)視察
	昼食
	2. スポーツ庁 表敬訪問
1月28日（水）	3. 日本体育大学 世田谷キャンパス訪問
	4. 開会セレモニー
	5. 午前セッション（1）障がい者スポーツ アクションプラン策定支援
	昼食
1月29日（木）	6. 午後セッション（2）障がい者スポーツ アクションプラン策定支援
	7. 午後セッション（3）障がい者スポーツ アクションプラン策定支援
	8. 午前セッション（4）体育教師教育スタンダード考案の為のグループ・ワーク
	9. 午前セッション（5）体育教師教育スタンダード考案の為のグループ・ワーク
	昼食
1月30日（金）	10. 午後セッション（6）体育教師教育スタンダード考案の為のグループ・ワーク
	11. 午後セッション（7）体育教師教育スタンダード考案の為のグループ・ワーク
	12. 午前セッション（8）体育教師教育スタンダード考案の為のグループ・ワーク
	13. プロジェクトリーダーによる総括（日本体育大学 岡出教授）
	14. 閉会セレモニー
	昼食
1月31日（土）	15. 筑波大学附属大塚特別支援学校における体育授業の視察
	16. 筑波大学附属大塚特別支援学校における現職体育教師との懇談・意見交換
	17. 筑波大学附属中学校における小中高校レベルの体育授業研究会への参加（1）
1月31日（土）	昼食
	18. 筑波大学附属中学校における小中高校レベル体育授業研究会への参加（2）、日本人有識者による解説

(参加者) 対面式ワークショップの全参加者は表5の通りである。

表5 参加者リスト (敬称略)

1) 各国カウンターパートおよびオブザーバー【27名】

	国名	氏名	所属	担当
1)	ブルネイ・ダルサラーム	Mr. Haji Muhammad Azrin bin Haji Siaji	Ministry of Education	PETE
		Ms. Pengiran Nurhaziqah Azmina binti Pg. Sahminan	Ministry of Education	SPD
		Ms. Siti Badariah binti Tahir	Ministry of Education	OBS
		Ms. Amal Muliati binti Jaludin	Embassy of Brunei Darussalam in Japan	OBS
2)	カンボジア	Ms. HOU Sitthisophealai	Ministry of Education, Youth and Sports	PETE
		Mr. YI Sopheakra	National Paralympic Committee of Cambodia	SPD
		Mr. BEUNG Kim Tor	Ministry of Education, Youth and Sports	OBS
		Ms. KEO Monorom	National Institute of Physical Education and Sports	OBS
		Ms. PHON Bophatheavy	Ministry of Education, Youth and Sports	OBS
3)	インドネシア	Ms. Hilda Ilmawati	Ministry of Education	PETE
		Ms. Irul Trishima Atias	Ministry of Youth and Sports	SPD
4)	ラオス	Mr. Visith SENG AMPHANH	Ministry of Education and Sports	PETE
		Ms. Latsame VITHAYA	Ministry of Education and Sports	SPD
5)	マレーシア	Ms. Solehah binti Misron	Ministry of Education	PETE
		Ms. Siti Mariam binti 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	Ms. Mita Amparado PAROCHA	Department of Education	PETE
		Ms. Erlinda Feliciano LEVA	Department of Education	SPD
8)	シンガポール	Mr. Chua SIANG YEE	Ministry of Culture, Community, and Youth	PETE
		未選任	-	SPD
9)	タイ	Dr. Chalitpol SUEBMAI	Ministry of Tourism and Sports	PETE
		Ms. Paveena SIRISUTHIKUL	Ministry of Tourism and Sports	SPD
		Mr. Mongkon WIMONRAT	Ministry of Tourism and Sports	OBS
		Ms. Surangkana SURIYAKHAM	Ministry of Tourism and Sports	OBS
10)	東ティモール	Ms. Josefina ZECA PINTO	Ministry of Youth, Sport, Art, and Culture	PETE
		Mr. Januário GOMES	Special Olympic Committee, Ministry of Youth, Sport, Art, and Culture	SPD
11)	ベトナム	不参加	-	PETE
		Ms. HO Thanh My	National Paralympic Committee of Viet Nam	SPD

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

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

2) ASEAN 事務局職員【2名】

	氏名	所属先
1)	Joel DE LEON ATIENZA (フィリピン国籍)	ASEAN 事務局本部 シニア・オフィサー
2)	Nasya Nabila Nursabrina (インドネシア国籍)	ASEAN 事務局本部 プロジェクト・アシスタント

3) 日本側関係者【1名】

	氏名	所属先
1)	根井礼子 (事業担当者)	スポーツ庁 専門官

4) 日本人専門家 (プロジェクトメンバー)【10名】

	氏名	所属先
1)	岡出美則 教授 (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 准教授 (アドバイザー)	日本体育大学 (体育教師教育)
3)	鈴木浩介 准教授 (アドバイザー)	日本体育大学 (体育教師教育)
4)	山口拓 助教 (アドバイザー)	筑波大学 (体育教師教育)
5)	下窪拓也 助教 (アドバイザー)	順天堂大学 (体育教師教育)
6)	奥村拓朗 助教 (アドバイザー)	東洋大学 (体育教師教育)
7)	佐藤貴弘 教授 (SPD リーダー)	筑波大学 (障がい者スポーツ)
8)	永田真一 准教授 (アドバイザー)	筑波大学 (障がい者スポーツ)
9)	遠藤華英 講師 (アドバイザー)	同志社大学 (障がい者スポーツ)
10)	戸村貴史 講師 (アドバイザー)	福山大学 (障がい者スポーツ)

5) 運営スタッフ【7名】

	氏名	所属先
1)	宍戸雄	日本体育大学 (特別研究員)
2)	Mi AN	日本体育大学 (特別研究員)
3)	新川咲季	日本体育大学 (特別研究員)
4)	下久保浩子	日本体育大学 (事業専属アルバイト)
5)	伊藤彩愛	日本体育大学 (学部生インターン)
6)	猪俣早希子	日本体育大学 (学部生インターン)
7)	井上柚香	日本体育大学 (学部生インターン)

■ 資料:

- 1) 体育教師教育分野プレゼン資料 (第5章第1節参照)
- 2) 障がい者スポーツ分野プレゼン資料 (第5章第2節参照)
- 3) 各国プレゼンテーション資料 (第6章参照)

(背景) 新型コロナウイルスの終息した令和 5 (2023) 年度以降、対面式ワークショップ開催が許可され、令和 6 (2024) 年 2 月にカンボジア王国プノンペン市にて、令和 7 (2025) 年 2 月にベトナム国ハノイ市にて、それぞれ対面式ワークショップを共催する機会を得た。

令和 7 (2025) 年度は、前年までの ASEAN 各国カウンターパートへの聴き取り結果等を踏まえ、実施組織 (日本体育大学) が東京開催を提案、スポーツ庁、ASEAN 事務局の承認を得た。それに伴い、日本体育大学は学内に第 3 回対面式ワークショップ組織委員会を発足させ、各種準備にあたった。尚、本年度は従来と異なり、対面式ワークショップの案内を令和 7 年 8 月 1 日付公式文書「Invitation to the ASEAN-Japan Actions on Sports “Workshop on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)” for Fiscal Year (FY) 2025」に含め、対面式ワークショップ単体への案内状の発行は、国内手続きが必要な国を除き、行わなかった。また同ワークショップの実施案は、令和 7 年 10 月ベトナム国ハノイ市で開催された第 8 回日 ASEAN スポーツ高級実務者会議 (SOMS+Japan) 内にて、ASEAN11 各国に共有され、同意を得た。

本事業の過去 5 年間 (令和 7 年度を含む) の活動を通じ、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途とした政策提言、体育教師教育 (PETE) アクションプラン策定と実施・取組、グッド・プラクティス、ノウハウ、障がい者スポーツ分野の調査研究から得られた知見を積み重ね、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) の構築、関与する個人の能力開発を含め、事業としてのアウトプット、アウトカムを創出してきた。令和 6 (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、令和 7 (2025) 年 2 月のベトナムにおける第 2 回対面式ワークショップは、日 ASEAN の枠組下における一つの協働体として、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確認することに資する対面機会であった。また実施段階にあるインクルーシブで良質な体育のための体育教師教育改善・強化を目途としたアクションプランについての各国の取組、グッド・プラクティス等は、対面形式で共有されることで、各国カウンターパートの理解度、課題解決に対する意識はより高まった。本年度の第 3 回対面式ワークショップも、各カウンターパートが議論の結果や他国が提供する知見を自国に持ち帰り、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、各国文脈に落とし込んで再考し、新たな課題に対処する政策提言を行うための議論の裏付けとして活用することで、本事業のアウトカムが一層広く波及することを意図した。

(概要) 令和 7 (2025) 年度実施した対面式ワークショップのプログラムは表 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、日本体育大学主催による 5 日間のワークショップは、ASEAN 各国カウンターパートおよびオブザーバーを含め、ASEAN 加盟 11 各国全てから計 45 名が参加、実施された。ASEAN 加盟国が出揃った点は意義深いと感じている。加えて、本事業の実施協力、ASEAN 諸国の取り纏め、日本政府 (スポーツ庁) との窓口を担う ASEAN 事務局職員 (2 名) を招聘、対面式ワークショップに参加いただく機会を、本事業実施 5 年目で初めて設けることが出来た。事業の方向性や各国の事業へのコミットをさらに高める点で有意義であった。

- **初日（1月27日）** にハイパフォーマンス・スポーツ・センター（HPSC）の視察、スポーツ庁への表敬訪問並びに日本のスポーツ政策についての講義受講と意見交換、日本体育大学世田谷キャンパスでの部活動視察を組み入れた。新任の ASEAN 各国カウンターパートが他国カウンターパート、日本人有識者に親しみやすい導入環境を設定した。中でもスポーツ庁表敬の際、ASEAN カウンターパートを代表し、ブルネイ・ダルサラーム国カウンターパートを初年度から務める Md. Haji Azrin bin Haji Siaji 氏が、日本政府の支援に対する謝意と事業への積極的参画を表明した。また、スポーツ庁からは小川哲史参事官（国際担当）よりご挨拶いただき、①スポーツ庁の基本政策、②インクルーシブな体育授業の推進、③地域社会における障がい者スポーツの振興、④パラアスリートの競技力向上にテーマを絞って、講義が行われ、ASEAN カウンターパートからも日本政府のスポーツ政策に対する関心から、多くの質問が寄せられた。
- **2日目（1月28日）** 冒頭に開会セレモニーを行い、ASEAN 事務局より Joel de Leon Atienza 氏挨拶、ASEAN 各国カウンターパート代表者としてマレーシア PETE カウンターパートである Solehah binti Misron 氏からの挨拶と本ワークショップにおける決意表明があった。その後実施組織（日本体育大学）を代表し、プロジェクトリーダーの岡出教授が歓迎メッセージを送ると共に、対面式ワークショップの目的・方向性を共有した。同日は、佐藤教授、永田准教授（共に筑波大学）および戸村講師（福山大学）の日本人有識者が、前年の対面式ワークショップでブレインストーミングした ASEAN 各国の障がい者スポーツ（SPD）振興を目的としたアクションプラン策定支援を目的に、講義並びにグループ・ディスカッションを行った。その結果、本年度 SPD カウンターパートを選任しなかったシンガポール以外の 10 か国がアクションプランを事業アウトプットとして策定するに至った。
- **3日目（1月29日）** は終日、体育教師教育（PETE）分野に割り当て、前年度の対面式ワークショップ、本年度のオンライン・ワークショップで議論、素案の作成・再考を重ねてきた ASEAN 各国文脈に応じた PETE スタンダード（ガイドライン）案のプレゼンテーション、グループ・ディスカッション、改訂作業、改訂版の全体共有を行った。これらの PETE スタンダード（ガイドライン）は、前年度に米国版スタンダード（SHAPE, 2017）を参照し、各条文を各国文脈（社会的・制度的文脈、固有の課題、活用可能なリソース等）に鑑み、再考を重ねるプロセスを経て、素案を考案した経緯がある。本対面式ワークショップではグループ単位での議論を通じて、詳細を再検討し、各条文、記載内容をより現実的且つ明示的にすることを目的とした。また岡出教授より、米国版スタンダード内容が再度参照された後、ASEAN 各国案に追加すべき視座が随所で助言された。本年度 PETE カウンターパートを選任したものの、対面式ワークショップに派遣しなかったベトナム以外の 10 か国が、スタンダード（ガイドライン）案もしくは構想をアウトプットとして共有した。
- **4日目（1月30日）** 午前は、前日議論した PETE スタンダード（ガイドライン）案に関する総括を岡出教授が行い、閉会セレモニーを行った。その中で、ASEAN 事務局 Joel de Leon Atienza 氏、またスポーツ庁を代表し根井礼子氏より同ワークショップ内容に対する講評を受けた。全 ASEAN カウンターパートおよびオブザーバーの積極的な参画、日本人有識者の熱心な関与、ワークショップの成功とアウトプットに対し高い評価を受けた。また次年度以降の本事

業の継続と発展への期待が表明された。その後、ASEAN カウンターパートを代表し、カンボジア SPD カウンターパートである Yi Sopheakra 氏がスポーツ庁をはじめとする日本側への謝意、ASEAN 各国の体育教師教育並びに障がい者スポーツ分野における相互協力の重要性と、本事業を発端に形成された専門職学習集団（Professional Learning Community）への各自の積極的貢献への期待が述べられた。最後に岡出教授が、主催者側並びに日本人有識者を代表し、全関係者の尽力への謝意と継続的に相互扶助、忌憚のない情報・意見交換を行ってゆく方針が共有された。同日午後は、筑波大学附属大塚特別支援学校を訪問し、同校の高校生（知的障がい）を対象とした体育授業 2 コマを視察した。日本の特別支援学校でどのような目的のもと、授業内容、生徒への配慮が単元計画に盛り込まれ、授業の中で実践されているかを見学した。加えて、現職教師との懇談を通じ、体育授業の実態を現場の声から学ぶ機会を得た。ASEAN カウンターパート数名からは、「日本の特別支援学校の体育は、生徒の心身の生育・健康や楽しみを念頭に、生徒の将来を見据えた長期的視点から事前に綿密に計画、準備され、複数の教員の協働により、スポーツへの親しみやすさ安全性にも十分配慮され、行われていることに感銘を受けた」との感想が述べられた。

- 最終日 5 日目（1 月 31 日）は終日、筑波大学附属中学校にて開催された「体育・保健体育科合同研究科」と題した体育授業研究に一同参加した。附属小学校、中学校並びに高校の体育授業が順次行われ、授業の様子を視察すると共に、授業を行った教員の振り返り、授業観察に参加した他教員からの質疑、助言、改善指導等、一連の「良質な体育授業」の為の体育教師教育が、日本ではどのような方法、内容、目的で行われているかを体験する機会となった。一部の ASEAN カウンターパートからは、自国での体育教師教育との違いを確認しつつ、体育教師間、コミュニティ全体のスキルアップ、教授法をはじめ知見共有の場、アクションリサーチ並びに実践共同体（Community of Practice）としての機能に注目が集まっていた。日本で採用される方式を自国に取り入れてみたいとの声も聞かれた。本活動を以って、対面式ワークショップの東京開催を滞りなくして終えることができた。

実施組織（日本体育大学）として、本事業開始以降、ASEAN カウンターパート間で強く要望された日本のグッド・プラクティスの共有、現場視察、日本の体育・スポーツ政策担当者、学校など現場で尽力する現職教師等との懇談、意見交換を実現できたことに対し、関係するスポーツ庁ご担当者様、ご登壇者様、視察先の関係者皆様のご高誼に心より御礼申し上げます。また ASEAN 事務局より参加いただいた 2 名の職員の方々にも、次年度以降の事業実施のへのご理解、ご協力に深謝する次第である。

(障がい者スポーツに関わるワークショップ)

● アクションプランの見直し方針

- ✓ 学校内外の関係者を特定し、関与を求め、障がい生徒の体育に関する現行方針とサービスを評価する。
- ✓ 障がい生徒への適切なサービスのための入学、卒業、配置基準を定めるガイドラインを策定する。児童のアダプテッド体育またはスポーツ・サービスへの適格性の判断には、児童生徒の現在のパフォーマンスレベルを評価するための適切なテスト方法と、保護者や教師などの関連情報源を含める必要がある。

● 2025年度のゴール

- ✓ 策定中のSPDアクションプランに基づき、各国のアダプテッド体育または障がい者スポーツに関して、カウンターパートが直ちに解決すべき緊急課題を共有する。
- ✓ 解決すべき課題に緊急性を有さないものもある。カウンターパートが、各国のアダプテッド体育または障がい者スポーツに関して解決すべき長期的な課題と問題点（3～5年計画）を区分し、共有する。
- ✓ グループ内で共通の課題と問題点を見つけ、各国のアダプテッド体育または障がい者スポーツに関して、他のカウンターパートと協力し、問題解決計画を考案し、共有する。

● 結論

- ✓ 体育教師教育（PETE）、アダプテッド体育そして障がい者スポーツの各分野は、専門的研修、協働ネットワーク、実践経験の機会、そして社会的正義とインクルージョンの推進活動を通じて密接に関わり合っている。
- ✓ SHAPE Americaは、包摂（Inclusion）を基本理念とし、能力、背景、性別に関わらず、すべての生徒が公平に身体・健康リテラシーを習得できるよう支援することを主旨とする。それらに関わるポジティブな文化の構築、活動内容の変容、多様なコミュニケーション（視覚・聴覚）活用、そして生涯にわたる有意義でアクティブなライフスタイルのための多様なニーズへの対応に重点を置く。

(アウトプットとしての「障がい者スポーツ振興を目途とするアクションプラン」について)

本ワークショップでの議論を経た ASEAN10 各国のアクションプラン概要は表 6 の通りである。

表 6 ASEAN 各国の障がい者スポーツ振興アクションプラン記載 (概要)

国名	アクションプランの柱と進捗
ブルネイ・ ダルサラーム	<ul style="list-style-type: none"> ・ ステークホルダーへの情報共有と協働 (実施中) ・ School Games への障がい生徒の参加拡大 (実施中) ・ 学校体育カリキュラムの見直し、改訂 (実施中) ・ 体育教師教育の継続的質向上 (検討中)
カンボジア	<ul style="list-style-type: none"> ・ 各県における障がい者スポーツ委員会の設立 (未実施) ・ 国内障がい者スポーツコーチの能力開発 (未実施) ・ 次回パラリンピック出場選手の育成・選抜 (未実施)
インドネシア	<ul style="list-style-type: none"> ・ パラスポーツ・フェスティバルの開催 (実施中) ・ 学校教員を対象としたパラスポーツ・トレーニングの実施 (実施中) ・ 障がい者の為の Physical Fitness Test 評価の標準化 (未実施)
ラオス	<ul style="list-style-type: none"> ・ 障がい者スポーツコーチおよび選手の能力開発 (未実施) ・ パラスポーツに対する国民の理解促進 (未実施)
マレーシア	<ul style="list-style-type: none"> ・ 体育教師の専門職学習集団の形成 (政府内提案中) ・ 障がい者スポーツへの最新実践適用のためのマニュアル改訂 (ワークショップ開催済み) ・ より広いコミュニティの参加を促すパラスポーツ・リーグの創設 (パイロット事業を実施中)
ミャンマー	<ul style="list-style-type: none"> ・ 障がい者スポーツ参加のニーズ調査 (実施中) ・ 学校・地域社会におけるアダプテッド・スポーツ、レクリエーションと競技の道筋の整備 (検討中)
フィリピン	<ul style="list-style-type: none"> ・ パラスポーツ・カリキュラムの策定と実施 (承認待ち) ・ 公立学校におけるスポーツクラブの制度化に関する政策ガイドライン (実施評価・モニタリング中) ・ 障がい者スポーツマニュアルの策定 (実施中、一部政策考案中) ・ 国立スポーツアカデミーにおける基礎教育の障がい生徒のためのスポーツ機会の提供 (検討中)
シンガポール	<p>(SPD カウンターパート未選任により、同国 Disability Sports Master Plan 2024 の記載を引用、紹介した。)</p> <ul style="list-style-type: none"> ・ 障がい者スポーツ活動やプログラムへのアクセス向上 ・ 障がい者スポーツとインクルーシブスポーツ活動に関する認知度向上 ・ 高いパフォーマンスレベルでスポーツを行うことを望み、その可能性を有する障がい者の夢の実現 ・ 障がい者スポーツのためのパートナーシップ促進
タイ	<ul style="list-style-type: none"> ・ 革新的なインクルーシブスポーツ活動の実施 (実施中) ・ メディアを通じたパラスポーツの認知と参加の向上 (実施中) ・ パラスポーツ・トレーニング・マニュアルの開発 (実施中)
東ティモール	<ul style="list-style-type: none"> ・ 現職体育教師向けのインクルーシブ体育・スポーツ実施能力開発 (未実施) ・ パラスポーツ教育を通じた障がい者包摂の推進と政策調整 (未実施) ・ 社会統合のためのユニファイドスポーツとインクルーシブ体育の推進 (未実施)
ベトナム	<ul style="list-style-type: none"> ・ 障がい者のスポーツ機会へのアクセシビリティ改善 (国内議論展開中) ・ 障がい者スポーツクラブの創設拡大 (国内議論展開中)

(総括) 本年度は、日本人有識者による事前のヒント、示唆の提供、議論の方向付けにより、障がい者スポーツの議論に、従来強調されていた「エリート・パラスポーツ」の強化という視点に、「草の根レベルでの障がい者スポーツ機会拡大」の重要性への認識から、学校や地域社会をその発信地点並びに活動のベースとする考え方が新たに ASEAN 各国カウンターパート間で共有されたと捉えている。これは本年度の成果であり、また ASEAN Workplan 2021-2025 や ASEAN Persons with Disabilities in Sports Conference 2025 で採択された Joint Statement の内容に一致するものであると評価している。

(体育教師教育に関わるワークショップ)

● ASEAN 体育教師教育スタンダード (ガイドライン) 案の考案について

- ✓ 各国が体育教師教育における共通目標を共有し、自国の体育教師の現状を評価し、国内 PETE プログラムを改善するためには、体育教師のための共通スタンダード (ガイドライン) 策定が不可欠でと考える。
- ✓ 本ワークショップでは、各国文脈を反映し、体育教師に求められる能力・資質を明示する文書案の作成を目指す。
- ✓ これらの文書の比較・議論を通じ、全 ASEAN 加盟国が合意できるバージョン策定のベースとする。
- ✓ ASEAN 全体の PETE プログラム強化に向けた政策立案を支援するための関連文書策定も検討する。

● ワorkshopにおける作業の流れ

- ✓ ASEAN における PETE スタンダード (ガイドライン) の重要性の確認
- ✓ 各加盟国におけるインクルーシブで良質な体育のための PETE スタンダード案の策定過程におけるレビューと課題の特定
- ✓ PETE で習得すべき知識、スキル、能力、価値観を共有し、各国の PETE スタンダード案の改訂を行う。
- ✓ 各国 PETE スタンダード改訂案の全体共有とフィードバック
- ✓ ASEAN における PETE スタンダード案策定に係る今後の方向性に関する議論

● スタンダード (ガイドライン) 案改訂の際の留意点

- ✓ ターゲットの特定 (どのような教員、体育専科教員、体育授業を受け持つ一般教員等)
- ✓ スタンダード内容の実効性、現実可能性
- ✓ K-12 カリキュラム開発のスタンダードとの整合性
- ✓ 全ての教育レベルの経験豊富な体育教師のスタンダード立案への関与促進
- ✓ 米国版スタンダード (SHAPE, 2017) の理解と自国文脈への翻訳的適応 (Translative Adaptation)

6 つのスタンダード (①コンテンツに関する知識、②指導内容に関連した運動技能と体力、③計画立案と実施、④指導法とマネジメント、⑤生徒の学習の評価、⑥専門的学習責任)

(アウトプットとしての「体育教師教育スタンダード（ガイドライン）案」について)

本ワークショップでの議論を経た ASEAN10 各国の PETE スタンダード案概要は表 7 の通りである。

表 7 ASEAN 各国の体育教師教育スタンダード案概要（2026 年 2 月時点）

国名	スタンダード案における特記事項
ブルネイ・ ダルサラーム	<ul style="list-style-type: none"> ・ インクルーシブで安全かつ生徒中心の体育授業を設計・実施する能力 ・ 多様な能力とニーズに合わせて体育活動を適応させる能力 ・ 優れた教育内容の知識と実践的な指導スキル ・ PETE の成果を国のカリキュラムおよび教育目標と整合させる能力
カンボジア	<ul style="list-style-type: none"> ・ 米国版スタンダード（SHAPE, 2017）をベースとし、カンボジア国内の生徒の学齢や個別のニーズに応じた体育を教えられる能力および授業計画能力、リソースの有効活用能力、生徒や教員自身の評価実施能力
インドネシア	<ul style="list-style-type: none"> ・ （体育教師教育スタンダード案の考案により）学校体育の目標を、身体活動を通じて有意義な経験（meaningful experience）を提供することと再定義すると共に、（様々な特徴の生徒の）生涯にわたるスポーツへの参加意識を育み、より長く生きるだけでなく、より良く生きることにつなげる。
ラオス	<ul style="list-style-type: none"> ・ 現行の体育カリキュラムに整合した教授法を行う上で求められる能力、資質、経験、知識、価値観を規定するスタンダードを考案する。
マレーシア	<ul style="list-style-type: none"> ・ PETE スタンダードは、包括的、適応的、そして人間中心の体育教育を実施するための知識、スキル、そして態度を体育教師に身につけることを求めるものである。 ・ 特別支援教育（SEN）の児童生徒の能力に合わせた適応型体育カリキュラムとの整合、運動能力、体力、健康知識の明確なベンチマーク、個別教育計画能力の反映は必須である。
ミャンマー	<ul style="list-style-type: none"> ・ 国際スタンダードに関連性を担保しつつ、地域的な流動性、協力、文化、資源に配慮し、ASEAN 特有の要素を反映し、ASEAN 各国に適応可能であることが保証されることが望まれる。
フィリピン	<ul style="list-style-type: none"> ・ インクルーシブ体育とアダプティブスポーツのための地域社会との連携パートナーシップ ・ アダプティブスポーツの能力を通じ、多様なニーズを持つ学習者を支援できるよう教師を育成することで、体育における完全なインクルーシブ性の実現 ・ インクルーシブ体育、アダプティブスポーツ実施環境の安全を重視し、基礎教育と教育法の習得に長け、状況に応じた低コストの学習リソースを作成できる体育教師の能力
シンガポール	<ul style="list-style-type: none"> ・ すべての子どもの総合的な発達という体育の目的を達成する能力
タイ	<ul style="list-style-type: none"> ・ 生徒の身体的・精神的な潜在能力を引き出す能力 ・ 他の体育教師の経験や知識から学んだことを実践する能力など
東ティモール	<ul style="list-style-type: none"> ・ 現行の体育カリキュラムの更新内容に応じた体育授業の実践能力 ・ 体育に特化した教師教育スタンダード案策定自体を目指す。
ベトナム	(PETE カウンターパート不参加)

(スタンダード案に係る総括) ASEAN 各国が体育教師教育スタンダード(ガイドライン)に反映すべきと考える養成段階もしくは現職体育教師に求める能力、資質、知識、経験、価値観等は概ね下記に集約される。

- ✓ **適応能力:** 多様な能力やニーズに合わせて体育活動を調整する必要性
- ✓ **教育知識:** 優れた教育内容に関する知識と指導スキル
- ✓ **カリキュラムとの整合性:** 国の教育目標やカリキュラムに沿った授業計画立案能力
- ✓ **生涯スポーツ促進:** 身体活動を通じた有意義な経験を生徒に提供し、生涯にわたるスポーツ参加意識を醸成
- ✓ **評価能力:** 生徒や教員自身の評価を実施するスキル
- ✓ **地域適応:** ASEAN 各国文脈、地域社会のニーズ、特性を考慮した教育内容の柔軟な取り込み・反映
- ✓ **インクルーシブ教育:** 特別支援教育に対応したカリキュラムの基づく指導能力、配慮
- ✓ **個別指導計画:** 多様なニーズを持つ学習者を支援できる計画立案スキル、教具等の創意工夫
- ✓ **安全重視:** 体育環境の安全確保の意識
- ✓ **総合的発達への理解:** すべての子どもの発達を促進することが体育の目的との認識、価値観

これらの要素を踏まえ、体育教師教育スタンダード(ガイドライン)を策定することが望まれていることが分かった。

(ワークショップを終えて) 対面式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対面式ワークショップ(情報共有と議論の機会)実施の重要性、②各カウンターパートが本事業コミュニティ内で何をすべきかが明確になった点、③専門職学習集団(PLC)に対する帰属意識、主体的貢献意識の向上、④各国間協働へ向けた具体的な動き・対話、⑤次期事業への期待感、積極的参画姿勢が読み取られた。他方、各国が策定し、実施段階にある体育教師教育ならびに障がい者スポーツ分野のアクションプランの各国内における重要性の認識、実施進捗は、各カウンターパートの組織内での身分や立場、政府組織間の連携・協働体制の有無、政策提言から実施に向けた手続きやメカニズムに格差があることを改めて認識するに至った。本ワークショップで各国が考案した体育教師教育スタンダード(ガイドライン)案について、「より強制力のあるスタンダード(基準)との文言にするか、強制力のないものの遵守が推奨されるガイドライン(指針)」とすべきかの議論は別途ある。この議論は、各国により解釈が異なるため、本事業では現状「スタンダード」とするものの、共に文書の社会的信頼性を担保する意味では、どちらでも支障は無いと考えている。体育教師教育スタンダード(ガイドライン)案の ASEAN 版の策定は、日 ASEAN の枠組み全体での合意形成プロセスと各国で内容のより深い検討・議論、将来的な運用を視野に、次年度(2026年度)以降の事業活動を通じ、ASEAN 事務局やスポーツ庁とも擦り合わせながら、慎重に進めることとしたい。最終的には、ASEAN 版体育教師教育スタンダード(ガイドライン)が確立され、各国の社会的・制度的文脈、課題、ニーズ、活用可能なリソース、価値観等に応じ、翻訳的適応(Translative Adaptation)の過程を経て改編、社会実装されることが期待される。その為には中長期でのより具体的な支援が日本側に求められる。

(成果) 令和7(2025)年度の対面式ワークショップは、過去4年間(令和3~6年度:2021~2024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、各国カウンターパートの自発的な取組みとして、インドネシアをはじめとする国内ステークホルダーで構成される実践共同体(Community of Practice)の形成、定期的な講習の開催や、マレーシアやシンガポール等で運用されている教育ブループリント、体育シラバス、教師教育ガイドライン等の公開文書がPLC内で共有される等が見られるようになったことが最も顕著な成果であったと捉えている。これらの新たな動きは、次期事業のベースとなるアウトカムの創出と評価している。これは事後アンケート結果から、各国カウンターパートの関係がより親密且つ強固なものになってきていることに起因するものと考えられる。

今後チェンマイ宣言を踏まえ、令和12(2030)年度以降のPLC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、今般策定されつつあるASEANの体育教師教育スタンダード(ガイドライン)原案、体育教師教育の改善・強化並びに障がい者スポーツ振興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、実施方法を模索したい。また、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尚一層促すと共に、事業アウトカム、インパクト、各国における裨益拡大も実施組織(日本体育大学)として把握、発信して行けるよう、方法を模索して行きたい。

(まとめ) 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のASEANスタンダード(ガイドライン)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。
- 健康維持および運動能力向上以外の体育の役割、もたらす効果、学校体育におけるインクルーシブの観念が反映、考慮されることの重要性等がカウンターパート間で共有され、共通認識として定着した。
- 日本を含めた他国のインクルーシブな体育教師教育、障がい者スポーツにおけるグッド・プラクティスから学びたいという意識が多くASEAN諸国に見られている。
- 事業カウンターパートの政策提言の意義の理解、方法、ノウハウを個人の能力として更に蓄積した。
- 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に対するオーナーシップ(帰属意識、当事者意識、主体性)が共有され、向上した。
- 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)が確立され、機能し始めた。他方、将来的な自走の為にはリーダー人材の発掘・育成が必須になる。
- 上記PLCの延長上に、関係ステークホルダーで構成される実践共同体(Community of Practice)が各国内で形成され始め、事業内容、アウトプット、アウトカムが共有され始めて

いる。

- 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に行われる状況が散見され始めた。また各国で運用されているインクルーシブで良質な体育のための体育教師教育、障がい者スポーツ等に係る制度、公開されている公的文書、資料、情報が、各国間もしくは事業全体で自発的に共有される関係性、環境が整ってきた。
- 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、マレーシアが国際会議を主催する動きが出始めた。また、本事業カウンターパートが同会議の企画・運営を主導し、深く関与した。
- 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み、今後各国で具体的実施が見込まれる。
- 体育教師教育の改善・強化を目途とするアクションプランの各国における実施は、継続的なフォローアップが必要である。
- 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、体育教師教育、アダプテッド体育、障がい者スポーツにおける研究を深めたい人材が現れている。
- 対面式ワークショップに関する事後アンケートにより、事業目的の理解度、理論や議論を社会実装に繋げる重要性、次期事業への積極的参画の姿勢が確認されるに至った。

5) 体育教師教育カウンターパートを対象としたインタビュー調査

【実施時期】令和7(2025)年12月～令和8(2026)年3月

(概要) 令和3(2021)年度より5年間実施されている本事業の体育教師教育部門に関し、事業実施内容を客観的に評価することを主な目的として、岡出教授(日本体育大学)は同分野のASEAN数か国のカウンターパートを選抜し、インクルーシブで良質な体育のための体育教師教育(PETE)の改善・強化に関連し、各自の本事業前後での意識、能力、価値観等における変化に関するインタビュー調査を、本年度事業活動の一環で行うこととした。同インタビュー実施にあたり、岡出教授の他、佐藤教授、永田准教授(筑波大学)並びにMi AN 特別研究員(日本体育大学)が中心となり、質問項目等の検討を重ね、インタビュー調査を現在実施中、各自の回答データを収集している。今後、全インタビューを完了後、結果を取り纏め、学術論文を策定の上、国際学会もしくは学術誌上で、令和8(2026)年度中の発表を目途としている。この調査により、本事業が各カウンターパートのステータス、能力開発、意識の変化、より広い視座の獲得、知識や経験の社会実装等にどのような影響をもたらし、それらを客観的に評価することに繋げることを意図している。加えて、ASEAN 域内に構築した体育およびスポーツ高級実務者レベルで構成される専門職学習集団(Professional Learning Community)の自走、持続可能な発展の重要性を裏付けると共に、またそのプロセスにおける日本の寄与を内外に示す好機と捉えている。

第2節 障がい者スポーツ分野

1) 障がい者スポーツに関するオンライン・ワークショップの展開（概要）

【実施時期】令和7（2025）年11月4日（火）

（概要）本オンライン・ワークショップ冒頭で佐藤教授（筑波大学）、永田准教授（筑波大学）および戸村講師（福山大学）は、本セッションの目的を2026年1月に東京で予定されている対面式ワークショップに向けて、ASEAN各国事業選任代表者（カウンターパート）が、障がい者スポーツ振興に特化したアクションプランを各国の文脈（背景、課題、強み、ニーズ、利用可能な資源等）を基に策定できるよう準備することであると共有しスタートした。これにより令和7（2025）年2月にベトナム国ハノイで開催した対面式ワークショップでのアクションプラン策定のためのブレインストーミング等の結果を受けて、本年度対面式ワークショップでその文書化を目指す上での準備作業と、本オンライン・セッションを位置付けた。尚、既述3名の日本人有識者それぞれが短時間の問題提起を行い、それぞれのテーマに関し、ASEAN各国がグループ・ディスカッションを行い、話し合った内容を全体共有する形で進められた。

A.（佐藤教授）佐藤教授の研究は、ラオスの中等学校における体育授業の発達遅滞児の学業成績と社会性に対する影響に関する保護者の期待を探るものであり、主なポイントは以下の通りであった。

- 保護者の期待: 発達遅滞児が同年代と社会性を育めるよう、年齢相応の体育の授業を希望している。
- 体育のスキル: 体育を通じて身につけたスキルが、地域活動や友人作り、自立に資すると期待されている。
- 社会経済的懸念: 高額な自閉症センターの費用、公的サービスの選択肢の少なさ、経済的不安が保護者の支援に影響を及ぼしている。

佐藤教授からは、保護者が学校生活や支援方法に関する知識を深める必要があり、学校やサービス提供者は保護者と連携して支援を改善することが求められている点が指摘された。加えて、ASEAN各国の障がい児のスポーツ参加に関する保護者の理解の重要性について議論され、身体活動の利点や法的状況の理解も強調された。全体的として、親の理解が子どもの身体的および精神的発達に重要であることが確認された。

（議論テーマ）各国において、障がいのある子どもがスポーツや身体活動に参加する際に、親はどのような知識を持つべきか？

（各グループの議論概要）インドネシア、マレーシア、ブルネイは、身体活動のメリットや法制度・政策の理解を重視し、特に保護者に体育の価値を伝えることの重要性を強調した。タイ、東ティモール、ラオスのグループも、保護者が子どもの身体的・精神的ニーズを理解し、適切な活動を提供することが最優先と結論付けた。シンガポール、カンボジア、ミャンマーのグループは、身体活動の利点やリソースの認識、個々のニーズへの理解が重要であるとし、特に障がいのある子どもの親に対して、社会とのつながりの重要性を強調した。本パートの結論は、保護者の理解が子どもの発達支援に不可欠であるとの意見に概ね集約された。

B. (戸村講師) 戸村講師の発表は、ラオス人民民主共和国における多年齢学級での発達障がい児に対する体育指導の現状と教員の経験を調査したものであった。同研究では、教員が直面する課題や問題解決戦略、校長の役割に焦点を当てていた。主要な課題には、発達遅滞児の行動問題や教員研修の不足、指導方法の多様性が求められることが挙げられ、概ね以下3点に纏められた。

- 専門家ネットワーク：専門家による支援ネットワークが教員の自信回復に寄与すると示唆された。
- 保護者との連携：校長、教員および保護者間のデジタルコミュニケーションが発達遅滞児の学習を強化することが示唆された。
- 役割分担：校長、教員、保護者の役割分担が発達障がい児の包摂を促進し、社会的スティグマを軽減する可能性が示唆された。

学校は専門家ネットワークを構築し、校長は外部の知識を積極的に取り入れるべきと提言した。また、全校的な行動管理プログラムを実施することで、インクルーシブな学習環境を促進することが重要であると考えられた。本パートの議論では、校長のリーダーシップ強化や専門家ネットワークの構築、教師間の連携促進に向けた支援システムについて、それぞれの国における具体的な提案や課題を検討した。

(議論テーマ) あなたの国では、校長のリーダーシップを強化し、専門家ネットワークを構築し、障がいのある児童生徒の体育指導における教師間の連携を促進するために、どのような支援や制度が必要か？教員の専門能力開発プログラム、NGO 等との連携、校長間のネットワーク、あるいは政策・行政支援などを検討されたい。もしくは校長が直面しうる課題、それらの問題の対処方法を共有されたい。

(各グループの議論概要)

● **グループ1 (インドネシア、ブルネイ、カンボジア、ミャンマー)**

- ✓ インドネシア：発達障がい者への指導強化のため、校長間のネットワーク構築が重要。インクルーシブ体育には教師と保護者の支援が不可欠
- ✓ ブルネイ：日本の大学との連携等を通じて、特別なニーズのある生徒への指導改善に取り組む重要性
- ✓ カンボジア：国家戦略計画とNGOとの連携で、教師の能力開発とインクルーシブ実践の促進が必要

● **グループ2 (タイと東ティモール)**

- ✓ 両国も校長のリーダーシップ育成に関する課題を抱えている。
- ✓ タイ：研修プログラムの統一性の欠如、継続性の欠如が指摘され、明確な方針が必要
- ✓ 両国とも、専門能力開発と校長のリーダーシップ強化には、リソースと明確な方針が必要とした。

● **グループ3 (マレーシアとシンガポール)**

- ✓ シンガポール：校長との専門能力共有が障がい者のインクルーシブスポーツ意識向上に必要

- ✓ マレーシア：聴覚障がい者向け特別支援学校設立を例示し、正式手続きの必要性を強調した。尚、このスポーツに特化した特別支援学校（Special Education Sports School：13-17 歳対象）設立に向けた情報収集の会議が 2026 年 3 月に開催されている。
- ✓ 専門能力共有が校長支援とインクルーシブプログラム拡大の出発点となると結論づけた。

C. (永田准教授) 永田准教授は、ラオスにおける障がい者のスポーツ参加が地域社会への参加を促進し、健康に与える影響を調査した。同研究では 106 名の障がい者を対象に、スポーツ参加が身体的・精神的健康に与える効果を評価した。主な調査結果は、アスリートとしてのアイデンティティが高いほど、モチベーションや健康状態が向上することが示された。スポーツ参加者は地域社会活動への関心も高く、アスリートとしてのアイデンティティを促進することが重要であると示唆された。加えて、各国の障がい者スポーツ政策について、特に ASEAN 諸国が障がい者のスポーツ参加を人権として認める重要性が強調された。各国の取り組みには、障がい者のスキル向上や社会参加を促進するプログラムが含まれており、平等な待遇を目指すための課題の議論も重要であるとした。

(議論テーマ) 障がい者、パラスポーツ・プログラムを運営する政府職員、政策立案者といった様々なステークホルダーの視点から、自国における障がい者のスポーツ参加における望ましい成果について考察し、これらの成果がなぜ重要かを議論されたい。

(各グループの議論概要)

● **グループ 1 (タイ、東ティモール、ブルネイ・ダルサラーム)**

- ✓ タイ：障がい者のための国家タレント発掘プログラムを実施し、健康的なライフスタイル促進が成果
- ✓ 東ティモール：スポーツ参加を通じて障がい者のインクルージョンを推進することが成果
- ✓ ブルネイ：特別なニーズを持つ生徒のスポーツ参加を奨励し、自立生活スキルを育成することが成果

● **グループ 2 (シンガポール、インドネシア、カンボジア、ミャンマー)**

- ✓ シンガポール：パラスポーツを通じた障がい者の雇用機会向上を最終的な成果と位置付けた。
- ✓ インドネシア：政府のパラスポーツ・プログラムを通じた障がい者の社会参加の促進を重要とした。
- ✓ カンボジア：スポーツ・フォー・オールにより障がい者のスポーツ参加を保障することが重要とした。
- ✓ ミャンマーは政策立案者の関与を強調

● **グループ 3 (マレーシアとラオス)**

- ✓ マレーシア：高額賞金が障がい者のスポーツ参加を促進し、国民的関心、誇りを高めることを成果とした。
- ✓ 障がい者間の平等な待遇を目指す構造的課題があり、デフリンピック選手支援が不十分。
- ✓ マレーシア政府は障がい者全体にスポーツ文化を育む取り組みを包括的に進める方針を共有。

(結論) 全体的に、ASEAN 各国は障がい者スポーツを通じ、障がい者の健康や社会参加を促進し、平等な機会を提供する努力を進めることを目指しているが、本オンライン・セッションで各国から挙げられた課題を解決するための包括的なアクションプラン策定が望まれると 2026 年 1 月の対面式ワークショップでの議論を方向づけた。

2) 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

令和 7 (2025) 年度に本事業が発表し、公開した学術論文は、下記 ASEAN 加盟国における障がい者スポーツ分野にかかる 3 本である。

- カンボジア 障がい者スポーツオンライン調査に係る論文 (筆頭著者：永田真一准教授〈筑波大学〉)
⇒ (論文) (Un)sustainability of the elite parasport development system in a Least Developed Country: an investigation of Cambodian para-Athletic career pathways
(Managing Sports and Leisure 誌：2025 年 5 月公開済み)
<https://www.tandfonline.com/doi/full/10.1080/23750472.2025.2513947>
- ラオス 障がい者対象のスポーツ実施・非実施に係る量的調査に係る論文 (筆頭著者：永田真一准教授〈筑波大学〉)
⇒ (論文) No parasport development without social change: An investigation of parasport development constraints in the Lao People's Democratic Republic
(Journal of Sports for Development 誌：25 年 8 月公開済み)
https://jsfd.org/2025/08/20/no-parasport-development-without-social-change-an-investigation-of-parasport-development-constraints-in-lao-peoples-democratic-republic/?fbclid=IwY2xjawPVUehicmlkETF2M3BWYnpOeFNlUHJ2a29lc3J0YwZhcHBfaWQQMjlyMDM5MTc4ODIwMDg5MgABHvOalSevZbVlYd1uREksNHZ2IKVXDFEV20dioYh3W6vWBoAa5jpmDvs2TTi&brid=N5au9VJITB_e9TbgI8WgTg
- ラオス自閉症児童を持つ保護者対象の質的調査に係る論文 (筆頭著者：佐藤貴弘教授〈筑波大学〉)
⇒ (論文) Parents' expectations of Academic and Social Performance Among Their Children with Developmental Delays in Physical Education at Secondary Schools in Lao People's Democratic Republic (Quest 誌：26 年 1 月公開済み)
https://www.tandfonline.com/doi/full/10.1080/00336297.2026.2616263?fbclid=IwY2xjawPVUchzc nRjBmFwcF9pZBAyMjIwMzcxNzg4MjAwODkyAAEeh9awBi_Pv0BOLQHnOdmunAk1x_iBbpHXHlZkl7jtmX9ro7RctDhB0HOYh1Q&brid=hR7frFi3oUTE8Cha-wgCog

(概要) 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、英語を母語と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、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伴うオンライン実施）、令和 4（2022）年度は調査対象国をカンボジアに、令和 5（2023）および令和 6（2024）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）等を実施した。本事業で初めて策定、発表された学術論文「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」は、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、令和 8（2026）年 2 月 25 日時点で 2,743 回の閲覧回数、他の学術論文における引用数 3 回となっており、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。また同論文は、本年度 6 月マレーシア政府主催の「ASEAN Persons with Disabilities in Sports Conference 2025」の基調講演のベースコンセプトと設定され、永田准教授（筑波大学）が基調講演者、岡出教授（日本体育大学）がパネル・ディスカッション登壇者として招待を受けており、本事業における体育教師教育および障がい者スポーツ研究の成果が、ASEAN を拠点に広がりつつあることが周知された。

その他、本年度公開済みの 3 本を合わせ、これまで計 6 本の学術論文を事業成果として発表、公開している上、新たな論文（Review 中のものを含め）作成が進められている。

第4章 本事業における成果と今後の課題

第1章 事業成果

今年度を含む過去5年間の活動実績は表8の通りである。

表8 令和3～7年度（2021～25年度）の活動実績（概要）

年度	体育教師教育（PETE）分野	障がい者スポーツ（SPD）分野
2021	<ul style="list-style-type: none"> 第1回オンライン・ワークショップ（PETE改善・強化アクションプランの策定） 	
2022	<ul style="list-style-type: none"> 第2回オンライン・ワークショップ 	
	<ul style="list-style-type: none"> PETEアクションプランの実施モニタリング フォローアップ 	<ul style="list-style-type: none"> 調査研究（ASEANにおけるSPD全般） 調査研究（カンボジアのSPD）
2023	<ul style="list-style-type: none"> 第3回オンライン・セミナー 第1回対面式ワークショップ（カンボジア開催） 	
	<ul style="list-style-type: none"> PETEアクションプランのモニタリング フォローアップ 	<ul style="list-style-type: none"> 調査研究（ラオスのSPD）
2024	<ul style="list-style-type: none"> 第4回オンライン・ワークショップ（全2回） 第2回対面式ワークショップ（ベトナム開催） （PETE）ASEAN体育教師教育スタンダード案に関する議論、グループ・ワーク （SPD）ASEAN各国における障がい者スポーツ振興に係るアクションプラン案の策定 インドネシア教育大学特別講義（岡出先生、佐藤先生） 	
	<ul style="list-style-type: none"> ASEAN体育スポーツ学会（ACPES）での発表等 PETEアクションプランのモニタリング フォローアップ ブルネイPETEカウンターパートの本邦招聘 	<ul style="list-style-type: none"> 調査研究（ラオスのSPD、学校体育等）
2025 （本年度）	<ul style="list-style-type: none"> マレーシア政府主催「ASEAN Persons with Disabilities in Sport Conference 2025」への参加（永田准教授：基調講演、岡出教授：パネル・ディスカッション登壇） 第5回オンライン・ワークショップ（障がい者スポーツ） 第6回オンライン・ワークショップ（体育教師教育） 第3回対面式ワークショップ（日本開催） （PETE）ASEAN体育教師教育スタンダード案に関する議論、グループ・ワーク （SPD）ASEAN各国における障がい者スポーツ振興に係るアクションプラン案の策定 	
	<ul style="list-style-type: none"> カウンターパートのインタビュー調査（岡出教授） 	<ul style="list-style-type: none"> インドネシア教育大学特別講義（佐藤教授、永田准教授）

今年度を含む過去5年間の成果物は表9の通りである。

表9 令和3～7年度（2021～25年度）の成果物（概要）

年度	体育教師教育（PETE）分野	障がい者スポーツ（SPD）分野
2021	<ul style="list-style-type: none"> ASEAN 各国の PETE 改善・強化アクションプラン 	-
2022	<ul style="list-style-type: none"> 各国アクションプラン（改訂） 各国アクションプラン実施レポート 	<ul style="list-style-type: none"> 調査・分析結果（2） 調査・分析結果（3）
2023	<ul style="list-style-type: none"> 各国アクションプラン（改訂） 各国アクションプラン実施レポート 	<ul style="list-style-type: none"> 調査・分析結果（4） 学術論文（2）
2024	<ul style="list-style-type: none"> 各国アクションプラン（改訂） 各国アクションプラン実施レポート 体育教師教育スタンダード（ガイドライン）案 学術論文（1） ブルネイ PETE 招へいレポート 	<ul style="list-style-type: none"> ASEAN 各国の障がい者スポーツ振興アクションプラン案 調査・分析結果（5, 6, 7, 8） 学術論文（3）
2025 （本年度）	<ul style="list-style-type: none"> 体育教師教育スタンダード案（更新版） 各国アクションプラン実施レポート（回収中） 調査・分析結果（9） 	<ul style="list-style-type: none"> ASEAN 各国の障がい者スポーツ振興アクションプラン案（更新版） 学術論文（4, 5, 6）

※調査・分析結果に付した（ ）内の数字は、同じ番号の学術論文に関連する。

※上表中の学術論文に付した（ ）内の数字は、下記の学術論文（概要）と一致する。

1) 本事業にて策定・発表した学術論文（概要）

(1) ASEAN 事業 PETE アクションプラン実施、Professional Learning Community 形成（岡出教授）

⇒（論文）Building Professional Community For Inclusive Quality PETE System Under ASEAN-Japan Cooperation（Asian Journal of University Education 誌：2025 年 3 月掲載済み）

<https://ajue.uitm.edu.my/wp-content/uploads/2025/03/19-15-Building-Professional-Community-For-Inclusive-Quality-PETE-System-Under-ASEAN-Japan-Cooperation.pdf>

(2) ASEAN 障がい者スポーツ・カウンターパート対象インタビュー、アンケート調査（永田准教授）

⇒（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（International Journal Of Sport Policy And Politics 誌：2023 年 8 月掲載済み）

<https://www.tandfonline.com/doi/full/10.1080/19406940.2023.2236635>

(3) ラオス SPD 関係者（パラアスリート、コーチ等）および体育指導経験を有する教員インタビュー調査（佐藤教授）

⇒（論文）Physical education teachers' experiences in teaching lower secondary students in the Lao People's Democratic Republic

(Curriculum Studies in Health and Physical Education 誌：2025 年 2 月掲載済み)

https://drive.google.com/file/d/12nA_T24Jte1f1JgZEaIeucSqhTwTS_VM/view?usp=sharing

2) 本年度発表分

(4) カンボジア SPD 関係者（パラアスリート、コーチ等）インタビュー調査（永田准教授）

⇒ (論文) (Un)sustainability of the elite parasport development system in a Least Developed Country: an investigation of Cambodian para-Athletic career pathways

(Managing Sport and Leisure 誌：2025 年 6 月掲載済み)

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

(5) R5 年度ラオス実地調査に係る論文（永田准教授）

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

(Journal of Sport for Development 誌：2025 年 8 月：掲載済み)

https://jsfd.org/2025/08/20/no-parasport-development-without-social-change-an-investigation-of-parasport-development-constraints-in-lao-peoples-democratic-republic/?fbclid=IwY2xjawMXv0hleHRuA2FbQIxMABicmlkETExTWFnSmZHME9kQ3NsTldNAR6EITC5vqS6-Zjk6615YUk9doHNR3B2XrHeJenm7sQ8dWbv9k0S9m9klTmFrA_aem_vEbUknBXunvENcXqz6mtmw

(6) R6 年度ラオス自閉症児童を持つ保護者対象の質的調査に係る論文（佐藤教授）

⇒ (論文) Parents' expectations of Academic and Social Performance Among Their Children with Developmental Delays in Physical Education at Secondary Schools in Lao People's Democratic Republic (Quest 誌:26 年 1 月掲載済み)

https://www.tandfonline.com/doi/full/10.1080/00336297.2026.2616263?fbclid=IwY2xjawPVUchzc nRjBmFwcF9pZBAyMjIwMzcxNzg4MjAwODkyAAEh9awBi_Pv0BOLQHnOdmunAk1x_iBbpHXHlZkl7jtmX9ro7RctDhB0HOYh1Q&brid=hR7frFi3oUTE8Cha-wgCog

3) 策定中

(7) R6 年度ラオス中学校教員対象の質的調査に係る論文（佐藤教授）Review 中

(8) R6 年度ラオス自閉症の小学校生徒対象の質的調査に係る論文（戸村講師）Review 中

(9) PETE カウンターパートの事業参画前後の変化に係るインタビュー調査に係る論文（岡出教授）データ分析中

第2節 令和7年度活動実績（概要）

・体育教師教育分野（PETE）および両分野共通

- 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（オンライン）
- マレーシア政府主催国際会議における事業成果発信、進捗共有、マレーシア、カンボジア事例紹介
- 第8回日 ASEAN スポーツ高級実務者会議における事業成果発信、進捗共有、意見交換
- ASEAN 各国カウンターパートを対象とした PETE オンライン・ワークショップの開催
- ASEAN 各国カウンターパートを対象とした対面式ワークショップの開催（東京）
- 対面式ワークショップにおける ASEAN 体育教師教育スタンダード（ガイドライン）考案の為のグループ・ワーク
- 体育教師教育カウンターパートを対象としたインタビュー調査の実施
- SNS を活用した事業内容の広報および ASEAN 各国との情報共有・拡散

・障がい者スポーツ分野（SPD）

- 国際セミナー等における事業成果発信、進捗共有
- 障がい者スポーツに関する学術論文の投稿、公開
- ASEAN 各国カウンターパートを対象とした SPD オンライン・ワークショップの開催
- 対面式ワークショップにおける SPD 振興アクションプランの策定

上記令和7（2025）年度活動実績によりもたらされた成果（概要・順不同）

- 対面ワークショップの開催並びに、ASEAN 各国カウンターパートの次期事業参画への積極的姿勢
- ASEAN 各国カウンターパートおよび日本関係者間のより強固な信頼関係構築
- ASEAN+Japan の枠組みにおける専門職学習集団（PLC）形成と各自オーナーシップ向上
- ASEAN 各国カウンターパートの活動範囲拡大、各国における事業効果波及
- ASEAN 各国カウンターパートの政策提言、実施能力に係る人材・能力開発の更なる進展
- ASEAN 各国政府上層部、スポーツ高級実務者会議における本事業理解向上
- ASEAN 各国グッド・プラクティスの自主的な共有文化の定着
- ASEAN における体育教師教育スタンダード（ガイドライン）原案
- ASEAN 各国の障がい者スポーツ推進を目途とするアクションプラン原案
- ASEAN 域内の障がい者スポーツに係る調査研究の進展、知見の発信
- 本事業への参画・貢献に起因する数か国のカウンターパートの昇進（過去に参画した人材を含む）
- 本事業への参画に起因する研究者人材の育成（インドネシア・カウンターパートの国外留学等）
- 事業活動継続方向性に関する ASEAN カウンターパート間のコンセンサス
- ASEAN 各国への協力を通じた日本のプレゼンス向上等

第3節 本事業における成果と今後の課題

1) 事業成果

令和6(2024)年度は、第2回対面式ワークショップをベトナム国ハノイ市にて開催し、本令和7(2025)年度事業活動の前段階として、体育教師教育(PETE)分野ではASEANの体育教師教育スタンダード(ガイドライン)案策定を目的とした情報整理、議論を、障がい者スポーツ(SPD)分野ではASEAN各国における障がい者スポーツ振興を目的とするアクションプラン考案のための議論、概念整理等を行った。本令和7年度はそれら過去4年間で積み上げた事業成果(アウトプット、アウトカム)を踏まえ、各分野のオンライン・ワークショップの他、第3回対面式ワークショップを東京で開催することがスポーツ庁によって許可されるに至った。これによりASEAN各国カウンターパートの当初からの要望に応えることが叶った。加えて、ASEANに正式加盟が認められた東ティモールの新規事業参画に伴い、ASEAN加盟全11か国の事業参画等の物理的成果に加え、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、主体性)がASEANカウンターパート間に醸成され、各国間の協働・相互扶助の関係が大幅に促進されるに資したと捉えている。各国からの自発的な情報共有、話題提起等、これまでに見られなかった取組み、動きもASEAN各国間に生じてきている。本年度は事業を開始した令和3(2021)年から起算して5年目の節目であり、次年度以降の持続可能な事業の発展性の維持、令和12(2030)年度以降の事業成果の有効な活用、事業に端を発する専門職学習集団(PLC)の自走を踏まえると、結果的に大きな意味を持つ事業年度となった。

事業活動内容、進捗が事業関係者、カウンターパートのみならず、ASEAN各国政府上層部に共有、理解され、高い評価を得ていることが令和6(2024)年10月「第7回日ASEANスポーツ高級実務者会合(SOMS+Japan)」で確認された。令和7(2025)年10月「第8回SOMS+Japan」でも本年度および中長期での事業方向性、ビジョン共有が出来たことも、各国の継続的な理解・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することで、本事業で各自の果たすべき役割、事業のもたらす効果の理解度向上、自国内での各自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ことも、各カウンターパートとの日々のコミュニケーションからも確認できている。具体的には、マレーシア・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)および永田准教授(筑波大学)を、同国政府がASEAN Workplan 2021-2025に基づき主催した「ASEAN Persons with Disabilities in Sports 2025」に招待し、登壇を依頼する等の新たな取組みも派生した。また、各国カウンターパートからシンポジスト並びに司会が選出された(ブルネイ・ダルサラーム、カンボジア、マレーシア)。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、インドネシア・カウンターパートが米国やカナダで国費留学にて、博士課程の研究に従事する等の動きも、事業のもたらす重要なアウトプットの一部、専門職学習集団(PLC)の拡大と理解している。

令和8(2026)年2月開催の東京での対面ワークショップ後のアンケート結果からも、対面開催の意義、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(Professional Learning Community: 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ており、2030年度の事業終了見込み、以降の

PLC の協働体としての自走可能な土台が確固たるものとなった手応えを感じている。尚、本令和 7 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）は表 10 の中央列に記載した通りである。

表 10 過去 4 年間および本年度事業活動によりもたらされた成果と今後期待される成果

令和 6（2024）年度までの事業成果 （アウトプット）	本令和 7（2025）年度の事業成果 （アウトプット、アウトカム）	次期令和 8（2026）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）
<p>（体育教師教育：PETE）</p> <ul style="list-style-type: none"> ✓ ASEAN 各国の体育教師教育改善・強化アクションプランおよび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 	<ul style="list-style-type: none"> ✓ 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、体育教師の能力開発の継続 ✓ 一次（各国カウンターパートおよび行政官）を通じた二次裨益者数（各国内ステークホルダー、学校関係者、教員、指導者等）の段階的な増大 	<ul style="list-style-type: none"> ✓ 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、体育教師の能力開発の継続 ✓ 一次（各国カウンターパートおよび行政官）を通じた二次裨益者数（各国内ステークホルダー、学校関係者、教員、指導者、生徒、保護者等）の段階的な増大
<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ インクルーシブで良質な体育のための体育教師教育プログラムの充実等（養成段階および現職教員向け） 	<ul style="list-style-type: none"> ✓ インクルーシブで良質な体育のための体育教師教育プログラムの継続的充実等（養成段階および現職教員向け）
<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 各国内の専門職学習集団（Professional Learning Community：PLC）および実践共同体（Community of Practice：CoP）の形成 	<ul style="list-style-type: none"> ✓ 各国内の専門職学習集団（Professional Learning Community：PLC）および実践共同体（Community of Practice：CoP）の形成、自走および活性化
<ul style="list-style-type: none"> ✓ 体育教師に求められる資質、知識、価値観の客観的整理、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 	<ul style="list-style-type: none"> ✓ ASEAN におけるインクルーシブな体育教師教育にかかるスタンダード案の確立に向けた各国内での議論・検討の開始、 	<ul style="list-style-type: none"> ✓ ASEAN 各国内での現行 PETE スタンダード案の見直しもしくは新規制定もしくは施行の為の取組、議論、レビュー等 ✓ PETE スタンダード案の翻訳的適応、各国文脈に応じたカスタマイズ案の考案
<ul style="list-style-type: none"> ✓ 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 ✓ 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の為のステークホルダー獲得 	<ul style="list-style-type: none"> ✓ ASEAN 各国のインクルーシブ体育の重要性の認識向上、体育教師教育の質、ステータス向上 ✓ 日 ASEAN 傘下の PLC 拡大、更なるグッド・プラクティス、ノウハウ蓄積機会の増加 	<ul style="list-style-type: none"> ✓ ASEAN 各国内でのインクルーシブで良質な体育のための養成段階および現職体育教師に求められる資質、知識、経験、能力および価値観等に関する議論の活発化 ✓ それらのスタンダード内で明文化 ✓ 日 ASEAN 下の PLC の自走に向けた取組み（リーダー人材の発掘、育成） ✓ 日 ASEAN 下の PLC と他組織とのネットワーク強化
<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に取り組む人材の輩出 	<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に取り組む人材の継続的輩出並びにその人材を核とした共同研究等 	<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に取り組む人材の継続的輩出並びにその人材を核としたネットワーキング
-	<ul style="list-style-type: none"> ✓ インタビュー調査を通じた ASEAN カウンターパートの事業参加前後の変化の把握 	<ul style="list-style-type: none"> ✓ インタビュー調査により取得したデータの分析を通じた事業成果の客観的評価

令和 6 (2024) 年度までの事業成果 (アウトプット)	本令和 7 (2025) 年度の事業成果 (アウトプット、アウトカム)	令和 8 (2026) 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)
(PETE・SPD 共通) <ul style="list-style-type: none"> ✓ 日 ASEAN スポーツ協力下における Professional Learning Community (PLC) の基盤形成 ✓ 持続可能な各国関係性の構築、より強固な信頼関係の構築 	<ul style="list-style-type: none"> ✓ ASEAN 各国におけるステークホルダーの獲得、事業成果の各国内における共有、各国内の PLC 形成進展 	<ul style="list-style-type: none"> ✓ ASEAN 各国におけるステークホルダーの更なる獲得、事業成果の各国内における共有、各国内の PLC 活性化促進
<ul style="list-style-type: none"> ✓ 事業活動、進捗および成果発信 	<ul style="list-style-type: none"> ✓ ASEAN 域内 (ASEAN 事務局、ASEAN 各国スポーツ高級実務者会議等) 域外 (学会等) 組織への成果発信 ✓ SNS の有効活用 ✓ PLC のステークホルダー増大および協働、共同研究等の実施促進 	<ul style="list-style-type: none"> ✓ ASEAN 域内 (ASEAN 事務局、ASEAN 各国スポーツ高級実務者会議等) 域外 (学会等) 組織への成果発信の継続 ✓ SNS の継続的有效活用 ✓ PLC のステークホルダー増大および協働、共同研究等の実施促進
<ul style="list-style-type: none"> ✓ 事業目的の明示・共有 ✓ 事業において自身の果たす役割の明確化、次期事業への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、コンセンサス ✓ 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 	<ul style="list-style-type: none"> ✓ PETE 改善・強化、SPD 促進に係る政策提言、実施、見直し等に係るカウンターパート個人能力の向上 ✓ ASEAN 域内外組織との交流・協働、リーダー人材の育成 ✓ 日 ASEAN スポーツ協力下の PLC に対する各国カウンターパートのオーナーシップ向上 	<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個人能力の継続的な向上 ✓ 2030 年度以降、ASEAN カウンターパート自身による PLC 自走化 ✓ 日 ASEAN スポーツ協力下の PLC に対する各国カウンターパートのオーナーシップの継続的向上
<ul style="list-style-type: none"> ✓ 各国内ネットワーキング 	<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向上 	<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継続的向上
<ul style="list-style-type: none"> ✓ 国境を越えた協働事例の増加 	<ul style="list-style-type: none"> ✓ 自発的な各国間交流、情報交換機会の拡大 	<ul style="list-style-type: none"> ✓ 自発的な各国間交流、情報交換ネットワークの継続的拡大 ✓ ASEAN 域外の体育・スポーツ分野における協働事例の段階的増加と協働モデルの確立
<ul style="list-style-type: none"> ✓ 学術論文の発表 ✓ ASEAN 各国への知見の共有 	<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 域外への共有 	<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 域外への継続的共有
<ul style="list-style-type: none"> ✓ ASEAN 各国行政官と日本人有識者の交流、指導機会 	<ul style="list-style-type: none"> ✓ ASEAN 各国行政官から日本人有識者への情報提供、登壇依頼等の動き 	<ul style="list-style-type: none"> ✓ 日本人有識者の持つ知見の ASEAN 高級実務者レベルへの共有、政策提言への反映 ✓ 若手日本人有識者の国際レベルでの活躍機会の創出と育成の進展
-	<ul style="list-style-type: none"> ✓ 本事業への参画・貢献に起因する ASEAN 各国カウンターパートの所属組織における昇進 	<ul style="list-style-type: none"> ✓ 本事業への参画・貢献に起因する ASEAN 各国カウンターパートの所属組織における昇進
-	<ul style="list-style-type: none"> ✓ 東ティモールの新規参加 	<ul style="list-style-type: none"> ✓ 本事業に端を発する PLC 内での新たな各国間協働の活性化、可能性拡大
-	<ul style="list-style-type: none"> ✓ ASEAN Workplan 2021-2025 改訂への協力、同プランのより深い理解 	<ul style="list-style-type: none"> ✓ ASEAN Workplan 2026-2030 に準拠した事業計画立案

令和 6 (2024) 年度までの事業成果 (アウトプット)	本令和 7 (2025) 年度の事業成果 (アウトプット、アウトカム)	令和 8 (2026) 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)
<p>(障がい者スポーツ:SPD)</p> <ul style="list-style-type: none"> ✓ ASEAN 障がい者スポーツ・カウンタート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 ✓ ASEAN カウンタートパートの障がい者スポーツの持つ社会的役割、重要性の認識向上 	<ul style="list-style-type: none"> ✓ ASEAN 各国ステークホルダーの障がい者スポーツの持つ社会的役割、重要性の認識向上 ✓ ASEAN 域内における障がい者スポーツの草の根振興の重要性の継続的認識向上 ✓ マレーシア政府主催「ASEAN Persons with Disabilities in Sports Conference 2025」の開催、より広い対象者に向けた知見の共有、Joint Statement の採択 	<ul style="list-style-type: none"> ✓ ASEAN 各国国民の障がい者スポーツの持つ社会的役割、重要性の認識向上 ✓ ASEAN 域内における障がい者スポーツの草の根振興の重要性の継続的な認識向上 ✓ マレーシア政府主催「ASEAN Persons with Disabilities in Sports Conference 2025」で採択された Joint Statement に応じた事業運営
<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素案策定のためのブレインストーミング 	<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に係るアクションプラン案の策定 	<ul style="list-style-type: none"> ✓ 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 ✓ 一次裨益者（各国カウンタートパートおよび行政官）を通じた二次裨益者数（各国内ステークホルダー、障がい生徒、パラアスリート、パラスポーツコーチ等）の段階的な増大
<ul style="list-style-type: none"> ✓ 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・分析結果 ✓ 調査・分析結果の共有、フィードバック 	<ul style="list-style-type: none"> ✓ カンボジアでの調査・分析結果に係る論文発表を通じた知見の発信 ✓ カンボジア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、社会進出の促進 	<ul style="list-style-type: none"> ✓ カンボジアでの調査・分析結果を参考とする ASEAN 各国障がい者スポーツの継続的振興 ✓ 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、社会進出の促進
<ul style="list-style-type: none"> ✓ ラオスのパラアスリート、コーチ、学校教員、障がい生徒等を対象としたインタビュー調査結果および分析結果 ✓ ラオス教育スポーツ省行政官へのフィードバックを通じた同国人材による課題把握、課題解決に向けた政策提言 	<ul style="list-style-type: none"> ✓ ラオスでの調査・分析結果に係る論文発表を通じた知見の発信 ✓ ラオス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、社会進出の促進 	<ul style="list-style-type: none"> ✓ ラオスでの調査・分析結果を参考とする ASEAN 各国障がい者スポーツの継続的振興 ✓ 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、社会進出の促進
-	<ul style="list-style-type: none"> ✓ ASEAN 諸国のパラアスリートの社会参加促進を支援する日本の他組織とのネットワーク構築 	<ul style="list-style-type: none"> ✓ ASEAN 諸国のパラアスリートの社会参加促進を支援する日本の他組織とのネットワークの継続的構築

令和 7 (2025) 年度は前年度に引き続き、米国版体育教師教育スタンダード (SHAPE, 2017) を比較対象に設定し、インクルーシブで良質な体育授業の実施を目的とした体育教師教育の ASEAN スタンダード原案の再考を念頭に、オンライン・ワークショップを各国の養成段階および現職体育教師に求められる資質、能力、知識、経験、価値観等を整理、共有する機会とした。各国より提案された各条項について岡出教授からの問題提起、情報共有を受け、各国が分析、考察を行い、それらをベースに令和 8 (2026) 年 2 月に東京で開催した対面式ワークショップ内のグループ・ワークを通じ、ASEAN 各国文脈を反映した、より現実的な体育教師教育スタンダード (ガイドライン) を全体共有し、次年度以降の明文化、各国内議論の流れに繋ぐこととした。

対面式ワークショップでは、他国の体育教師教育に反映すべき養成段階および、現職体育教師に求められる資質、知識、経験、能力、価値観等をそれぞれ共有し合った。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捉えている。他国の体育教師教育システムに係るニーズ、課題を知ることと、自国制度を客観的視点から見直すことは、ASEANスタンダード（ガイドライン）の策定過程で不可欠な手続きであった。同スタンダード（ガイドライン）原案策定の一連の過程と各国で継続されている、体育教師教育の改善・強化を目的としたアクションプランの継続的な改訂と実施促進は、本事業の枠組み内で並行して進めていく。スタンダード（ガイドライン）原案は、各国共通のゴールを目指す上で、ASEAN共通の案を策定すると同時に、各国内での議論、レビュー、フィードバックを受けることを通じ、各国の文脈に応じた翻訳的適応（Translative Adaptation）を通じ、各国にとって現実的な内容を反映させる作業とを並行的に進める必要があると、本年度事業活動を通じて感じるに至った。また、現行のスタンダードがある国においてはその見直し材料として、無い国においては、関連省庁に同国版スタンダード（ガイドライン）の策定を議論する切掛け、参考資料と位置づけ、次年度以降、各国との議論を深めて行くこととする。

他方、本事業障がい者スポーツ分野では、前年まで行ってきたラオスでの実地調査は実施せず、これまでの調査結果から得られた知見の、学術論文の発表を通じた知見の共有、オンライン・ワークショップ、対面式ワークショップでのグループ・ディスカッションを通じた各国の障がい者スポーツに特化したアクションプラン案策定に注力した。次年度以降、各国内で変化する社会的状況に応じ、より現実的な改訂と各アクションの確実な実施が求められる。また同時に日本人有識者による定期的なモニタリング、必要に応じたフォローアップとアクションプランの実施促進は必須となると考えている。

令和 7（2025）年度は、本事業の枠組みを超えて、対外的に事業の進捗や成果、ヴィジョンを発信、周知する機会をより多く設けることに努めた。令和 7（2025）年 6 月にマレーシア政府主催で開催された「ASEAN Persons with Disabilities in Sports Conference 2025」がその最も顕著な例であった。同会議は、本事業で永田准教授（筑波大学）が執筆した学術論文「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（学術誌 International Journal of Sport Policy and Politics：掲載済み）」が発端となり、会議の主要コンセプトを構成した。本事業のマレーシア障がい者スポーツ分野のカウンターパートが主催側の責任者となり、本事業から前述の永田准教授（筑波大学）を基調講演者として、また岡出教授（日本体育大学）をパネル・ディスカッションのパネリストとして招待し、登壇を依頼し、同会議の主要部分が行われた。また本事業にて形成された専門職学習集団（PLC）からは、マレーシアとカンボジアの体育教師教育分野のカウンターパートが同パネリストとして、ブルネイ・ダルサラームのカウンターパートがファシリテーターとして招へいされ、協働が実現した。世界的にも、ASEANの体育教師教育、障がい者スポーツは依然「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、アウトカムには、学術的にも新規性があるものと思われる。次年度（2026 年度）も国際学会誌における学術論文の公開、国際学会での発表等を通じ、ASEAN を含めた国際的な場で広い発信機会を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、今後も有効に作用するものと捉えている。また、各国に本事業成果が波及することにつき、一次裨益（各国カウンターパートおよび各自の所属組織への波及）をアウトプット、それによりもたらされる二次裨益（各国内ステークホルダー、他組織、教育委員会、養成段階および現職体育教師、生徒、生徒の保護者やコミュニティ全体、障がい者スポーツ団体、パラスポーツ指導者、パラアスリート、全ての障がい者スポーツに親しむ方、家族等への波及）をアウトカム、各国の児童がより良質で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、フィリピン等の国が確認されたこともポジティブな動きである。また、ブルネイ、カンボジア、タ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、タイにおけるカウンターパートの2026年度日本派遣（日本体育大学受け入れ）を含めた独自の予算確保に基づく事業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構築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つつ、今一度事業の目的に立ち返り、次年度（2026年度）のより持続可能且つ発展的な事業企画、実施、運営に役立てる。

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。

● 事業カウンターパートの事業参加

（想定する対策）同国スポーツ高級実務者会議（SOMS）へのカウンターパートの選任依頼、当該担当省庁への各国SOMSを通じた説明機会の設定

これは、本事業の2つのテーマが、体育教師教育と障がい者スポーツとされ、前者はより教育分野にかかわるテーマであるため、現状のASEANの「スポーツ協力」枠組みのみでは、体育教師教育を扱いきれないことが背景にある。

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（2022）年度以降、限定的な事業活動に留まっている。令和7（2025）年度も同氏の事業参加が難しい場合、他人材を選任するようベトナムSOMSに促してきた。昨年度に判明したのは、SOMSが置かれるSports Authority of Viet Nam（日本のスポーツ庁に相当）は、同国文化スポーツ観光省管轄下であり、同国で体育教師教育を司る教育訓練省との協働が、同国の社会主義に基づく政治体制、縦割り

行政等から難しいことであった。従って、事業カウンターパート選任にあたり、ベトナム国内の異なる省庁間での細かい意思疎通、合意形成が難しいことがあり、現状行われている人選は、同国 SOMS 関係者の個人的な繋がりによるものであると思われる。また、選任を受けた教育訓練省の行政官は、体育関連部署の中間管理職の立場にあり、非常に多忙であることも、これまでの現地側への聴取で判明している。また事業参加意義への理解が充分得られていないこともあるように思われる。本件は、ASEAN 事務局、スポーツ庁を交えた令和 7 (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得たい。

● 各国間格差

(想定する対策) 確認したステークホルダーとの確実な連携促進、国別の実施促進・フォローアップ

本事業で策定した体育教師教育、障がい者スポーツ両分野のアクションプランは、各国での社会実装を前提としている。他方で、国によりその実施過程が進展しない場合が散見される。これは選任されたカウンターパート個人の専門性、省庁組織内の立場、業務分野等から同実施に繋がらない傾向等、当該国における実施に係る阻害要因は既に把握している。例えば、ラオス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事業への関与を促し、アクションプラン実施に向けた環境整備支援を行うことで対策としたい。また進捗する国に対しても継続的に実施モニタリング、助言を行うとともに、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図ることも必要になると考えられる。

● 各国事業カウンターパート職務および事業内での役割の不一致

(想定する対策) 各国関係省庁・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、事業実施組織としては、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。

● 学術的エビデンスと実践間にある格差

(想定する対策) 研究・調査により得られた学術的エビデンスに裏付けられる政策提言の重要性認識向上

本事業は、概ね政府機関職員（省庁、NPC 等）を属性とするカウンターパートにより構成されている。彼らは大卒者である一方、全員が必ずしも学術的バックグラウンドを持つ研究者としての素養を持ち合わせている訳ではない。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、日常業務では実践を求められる行政官の関心、モチベーションが低下する

可能性が危惧される。幸い、本事業展開過程でそのような事象は発生していない理由は、偏に日本人有識者が実践や社会実装、より現実的な視点、コンテンツを重視してきたことに起因するものと考えられる。また、5年間の事業展開で、調査・研究により得られるデータ、分析や考察結果、学術的な知見、エビデンスを持つ行政官の日常業務、実践に対する有効性、利用価値についての理解を深めていることがある。今一度、実施組織（日本体育大学）にはきめの細かい事業企画、重要なポイントの言語化、丁寧な説明、継続的な理解促進が求められる。

● ASEAN 域内外組織との連携強化

(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、国際学会参加および人脈作り

令和7(2025)年度は、マレーシア政府主催で開催された「ASEAN Persons with Disabilities in Sports Conference 2025」の他、インドネシア教育大学主催の国際セミナーに日本側の有識者会議メンバーが招待参加した。次年度(2026年度)も事業枠組みを超え、対外的なネットワーキングを目的に、6月開催予定の「2026 AIESEP (Association International des Écoles Supérieures d'Éducation Physique) World Congress」(台北開催予定)をはじめ、日本人有識者、ASEAN カウンターパートの参加を通じた 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。

● スタンダードとガイドライン(概念整理と文言の使い分け)

(想定する対策) スポーツ庁、ASEAN 事務局、日本体育大学間での事前調整、認識合わせ

令和7(2025)年度当初の3者キックオフミーティングにて、ASEAN 事務局より、前年度に本事業の体育教師教育分野で行った「ASEANにおける体育教師教育スタンダード」考案にかかる取組みに関し、「スタンダード」との文言の使用に関する懸念が表明された。それは、一国内の「法令(Law)、基準(Standard)、指針(Guideline)、ガイダンス(Guidance)」の内、必須事項を含むスタンダードには、法的拘束力は無いものの、国内である一定の効力を持つ印象を与える文言故、日 ASEAN スポーツ協力でどこまで踏み込むのかに関して事前のコンセンサスが、場合により必要になるとの点、加えて本事業は ASEAN 内の「スポーツ協力」の枠組みで実施されることから、より教育にリンクする体育教師教育について、枠組みを超えて「教育」を管轄する ASEAN 内の他の会議体を含めて広く議論すべきか等が指摘された。実施組織(日本体育大学)は呼称に対する拘りは無く、ガイドライン、指針という位置づけでも支障は無いと考える。他方、ASEAN Workplan 2021-2025 では、他事業スキームでスタンダードの設定に言及する箇所も見られ、また本事業内のオンラインおよび対面式ワークショップの中での各国議論でも、議論の内容と期待される成果物から、「スタンダード」がより適した呼称ではないかとの各国行政官からの意見も呈された。本件については、次年度も引き続きスポーツ庁、ASEAN 事務局と議論を進め、一致点を見出したい。

- 事業進捗・成果の対外的発信

(想定する対策) 発信内容とターゲットの再確認、発信に係る戦略の明確化

令和 7 (2025) 年度は、特別研究員の増員に伴い、課題となっていた情報発信に関し、Facebook を活用した発信に着手した。その結果、事業カウンターパート以外の ASEAN 各国の一般に対する事業進捗・成果の発信が進展したことは顕著な成果と評価している。他方、定期的な更新、発信機会の創出とともに、「どの情報をどのターゲットに向けて発信するか」の整理と、発信のリーチ拡大のための戦略は今一度実施組織である日本体育大学内で議論することが必要となる。その上で、今後も ASEAN カウンターパート、ステークホルダーの他、ASEAN 域外の外部組織・個人に向けた発信機会も模索、創出し、全世界でのネットワーキングを図る。

- 要支援課題の他支援スキームとの連携強化

(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 (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整備、資源確保に対する支援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、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 ASEAN スポーツ協力情報交換会、もしくは SFTC 事務局等を通じ、より一層の国内関係者への情報共有を図ることで対応していく。

第5章 オンラインおよび対面式ワークショップにおける講義資料

第1節 体育教師教育

(1) オンライン・ワークショップ (2025年12月2日実施)




ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025



ASEAN-JAPAN Cooperation PETE Online Workshop (December 2nd, 2025)

Developing PETE Standards (Guidelines) in ASEAN


Prof. Yoshinori Okade Ph.D.,
Nippon Sport Science University



ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Outline of the Workshop

- I Objectives of the Workshop Today (5 min.)
- II Program for the In-Person Workshop in Jan. (5 min.)
- III About Standards -Why Standards?- (15 min.)
- IV Today's Tasks -Group Discussion- (30 min.)
- V Sharing Ideas from Each Group (20 min.)
- VI Timeline Leading Up to the In-Person Workshop in Jan.
(5 min.)



2



Project Representatives for PETE & SPD (FY2025)

COUNTRY NAME	IN CHARGE	NAME	FAMILY NAME	NAME OF AFFILIATED ORGANISATION
1 BRUNEI DARUSSALAM	PETE	Haji Muhammad Azrin bin Haji Siaji		Mr. Ministry of Education
	SPD	Pengiran Nurhaziqah Azmina Pengiran Sahminan		Ms. Ministry of Education
2 CAMBODIA	PETE	Sitthisophealai	HOU	Ms. Ministry of Education, Youth & Sports
	SPD	Sopheaktra	YI	Mr. National Paralympic Committee of Cambodia
3 INDONESIA	PETE	Hilda Ilmawati		Ms. Ministry of Education, Culture, Research and Technology (Indonesia University of Education)
	SPD	Irul Trishima Atlas		Ms. Ministry of Youth and Sports (Newly Assigned)
4 LAO PDR	PETE	Visith	SENG AMPHANH	Mr. Physical Education College, Ministry of Education and Sports
	SPD	Latsame	VITHAYA	Ms. Ministry of Education and Sports
5 MALAYSIA	PETE	Solehah Misron		Ms. Ministry of Education
	SPD	Siti Mariam Ahmad Tobias		Ms. Ministry of Youth and Sports
6 MYANMAR	PETE	Ko Ko Htay		Mr. Ministry of Education
	SPD	Than Than Htay		Ms. Myanmar Paralympic Sports Federation
7 PHILIPPINES	PETE	Mita A.	PAROCHA	Ms. Department of Education (Newly Assigned)
	SPD	Erlinda F.	LEVA	Ms. Department of Education (Newly Assigned)
8 SINGAPORE	PETE	Chenck	LEE	Ministry of Culture, Community and Youth
	SPD	Chenck	LEE	Ministry of Disability Sports Council
9 THAILAND	PETE	Chalitpol	SUEBMAI	Mr. Ministry of Tourism and Sports
	SPD	Paveena	SIRISUTHIKUL	Ms. Ministry of Tourism and Sports (Newly Assigned)
	Assistant	Surangkana	SURIYAKHAM	Ms. Ministry of Tourism and Sports
10 TIMOR-LESTE	PETE	Josefina	ZECA PINTO	Ms. Ministry of Youth, Sports, Art and Culture (Newly Assigned)
	SPD			Mr.
11 VIET NAM	PETE	Nguyen Kien	NGUYEN	Ministry of Education and Training
	SPD	Thanh My		Ministry of Paralympic Committee of Viet Nam



Today's Timetable

Time (Japan Time)	Session	Content
11:00 - 11:05	Plenary	Introduction: Objectives of the Workshop
11:05 - 11:10	Plenary	Program for the Upcoming In-Person Workshop in Tokyo (January 2026)
11:10 - 11:25	Plenary	1)Reminder of the PETE Standard's "position as a reference" 2)An overview of each standard item discussed at the face-to-face workshop in February 2025
11:25 - 11:55	Breakout	Today's Tasks Group Discussion (3 Breakout Rooms) All participants will be randomly allocated to one of 3 groups. Each professor will join the group to assist with the discussion.
11:55 - 12:15	Plenary	Sharing Ideas from Each Group
12:15 - 12:30	Plenary	Closing: Timeline Leading Up to the In-Person Workshop in Tokyo (January 2026)



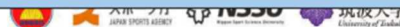
I Objectives of Today's Workshop (5 Min.)

- Wording Check “Standards” or “Guidelines”
- Gaining Insight into Developing Inclusive Quality PETE Standards in Your Country by Collaboratively Confirming Our Understanding of Each Standard
- Checking the Schedule Leading Up to the In-Person Workshop



II Program for the In-person Workshop in January 2026 (5 Min.)

Date	Time	Activities
January 26 th (Mon)	AM/PM	Arrival in Tokyo, Japan
January 27 th (Tue)	AM	DAY1 : Visit Japan High Performance Sport Training Centre (HPSC)
	PM	Visit Japan Sports Agency (JSA) & Nippon Sport Science University (NSSU)
January 28 th (Wed)	AM	DAY2 : Opening Ceremony Introduction & Workshop Morning Session (1) concerning SPD
	PM	Workshop Afternoon Session (2) concerning SPD
		Workshop Afternoon Session (3) concerning SPD
January 29 th (Thu)	AM	DAY3 : Workshop Morning Session (4) concerning PETE
		Workshop Morning Session (5) concerning PETE
	PM	Workshop Afternoon Session (6) concerning PETE Workshop Afternoon Session (7) concerning PETE
January 30 th (Fri)	AM	DAY4 : Workshop Morning Session (8) concerning PETE Closing Ceremony
	PM	Observing PE Lessons at the University of Tsukuba Special Needs School
January 31 st (Sat)	AM/PM	DAY5 : Attending Lesson Study in PE at the University of Tsukuba Junior High School
February 1 st (Sun)	AM/PM	Departure from Tokyo, Japan





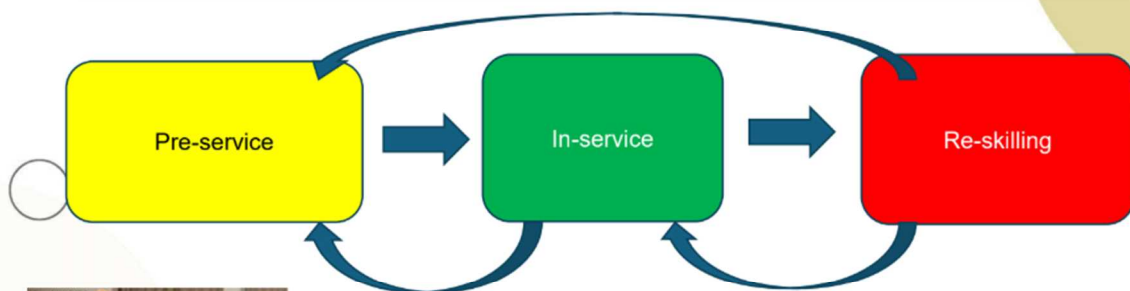
III About Standards -Why Standards?- (15 Min.)

- History of Developing PETE Standards in the USA Based on Its Implementation
- Rubrics for PE Teachers' Self-Assessment or Evaluation Based on The Standards
- Developing More Appropriate PETE Standards in Social and Institutional Context



CPD And The Process To Set Expected Outcomes In Content And Performance Standards

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





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 to 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)



9



3 Concepts of Teacher Learning: Different Goals of Teacher Education



Knowledge for Practice



Knowledge in Practice:
Problem Solvers



Knowledge of Practice:
Co-Creators of Knowledge



10



Knowledge for Practice

1) Knowledge for practice: **knowing more about subject matter, pedagogy, and educational theory, among other formal knowledge base leads more or less directly to improve practice.**

This belief is that skilled teachers have a deep and thorough grounding in their subject matter and well-developed strategies of this content to the students they teach. They learned these knowledge bases through various experience in their teacher preparation program. **Preservice physical education teachers implement, translate, use, adapt, and put into practice what they had learned of the knowledge bases.**

(O'Sullivan, 2003, p.276)



11



Knowledge in Practice

2) Knowledge in practice: The basic assumption is that "teaching is, to a great extent, an uncertain and spontaneous craft situated and constructed in response to particularities of everyday life in school and classrooms" (Cochran-Smith & Lytle, 1999, p. 262). Thus, what physical education teachers need to teach well is embedded in the exemplary practice of experienced physical educators. This view of teacher learning is exemplified in Donald's (1987) notions of **the reflective practitioner**. Physical education teachers are viewed as **problem solvers (and to a lesser extent, problem setters)**. They pose and construct problems out of the uncertainty and complexity of life in schools and in particular in the gymnasium. **Indeed, exemplary physical education teachers are generators of valuable tacit knowing in action.** They make sense out of the complexity of the teaching-learning environment and choose actions that can best ensure student learning in the classrooms. . . . The goal of these teacher-learning pedagogies is to provide social and intellectual contexts to probe the teacher's knowledge and the wisdom of their own and others' ideas of teaching and teaching practices.

(O'Sullivan, 2003, p.277)



12



Knowledge of Practice

3) Knowledge of practice: The basic assumption is that “the knowledge teacher needs to teach well emanates from systematic inquiries about teaching, learners and learning, subject matter and curriculum, and schooling (Cochran-Smith & Lytle, 1999, p.174) . . . Such teacher educators view the teacher’s role as “co-constructors of knowledge and creators of curriculum,” and teachers in turn see themselves as active change agents and school leaders. Pedagogies that allow preservice teachers to challenge their assumptions about teaching children, and schooling have the potential to transform gymnasia into teaching spaces that challenge existing inequities in physical education. (O’Sullivan, 2003, pp.277)



1995	
1 Content Knowledge	The teacher understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.
2 Growth and Development	The teacher understands how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.
3 Diverse learners	The teacher understands how individuals differ in their approach to learning and create appropriate instruction adapted to diverse learners.
4 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, and active engagement in learning, and self-motivation.
5 Communication	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.
6 Planning and Instruction	The teacher plans and implements a variety of developmentally appropriate instruction strategies to develop physically educated individuals
7 Learner Assessment	The teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical education
8 Reflection	The teacher is a reflective practitioner who values the effects of his/her actions on others (e.g. learners, parents/guardians, and other professionals in the learning community) and seeks opportunities to grow professionally.
9 Collaboration	The teacher fosters relationship with colleagues, parents/guardians, and community agencies to support learner’s growth and well being.





ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

2003 (2 nd 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 to learning and create appropriate instruction adapted to those 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 interactions, 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 Learner Assessment	Understand and use variety types of assessment and their contribution to overall program and the development of physical, cognitive, social, and emotional domains.
8 Reflection	Understand the importance of being a reflective practitioner and its contribution to overall professional 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/gardians, and community agencies to support the development of a physically educated person



ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

2008 (3 rd ed.)	
1 Scientific and Theoretical Knowledge	Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated person.
2 Skill-Based and Fitness-Based Competencies	Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 Standards.
3 Planning and Implementation	Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.
4 Instructional Delivery and Management	Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5 Impact on Student Learning	Physical education teacher candidates use assessment and reflection to foster student learning and inform decisions about instruction.
6 Professionalism	Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.





2017 (4 th ed)	
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.
2 Skillfulness and Health-Related Fitness	individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
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.
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.
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.
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.



IV Today's Tasks (30 Min.)

- Sharing Basic Concepts for Developing Your PETE Standards
- Comparing Commonalities and Differences in Understanding and Recognition of the Two Assigned PETE Standards in Your Group
- Getting Good Insight into the Development of Inclusive Quality PETE Standards by Checking Your Understanding of Each Standard

- Role Of the Moderator-
 - Facilitate Discussion
 - Give Positive Feedback
- Give Each Member Equal Opportunities To Explain Their Ideas





Groups for Discussion (30 Min.)

Group 1 (Prof. Dr. Teraoka)	Group 2 (Prof. Dr. Yamaguchi & Shishido)	Group 3 (Prof. Dr. Okade)
Thailand Indonesia Lao PDR	Malaysia Cambodia Singapore Timor Leste	Brunei Darussalam Philippines Myanmar Vietnam



Questions for Sharing Ideas from Each Group

Each group has a 4-minute presentation and a 2-minute Q&A

- 1) Are there any different understandings of the assigned standards within your group? If yes, what are they?
- 2) What difficulties did you and your group have in understanding the assigned standards?



Questions for Your Discussion (30 Min.)

- 1) Is the description aligned with the concept of each standard?
- 2) Which verbs have you included in your standards?
- 3) How many verbs have you used in your standards?
- 4) Are verbs appropriate for each standard?
- 5) Why have you used verbs in your standards?
- 6) Is there any concept to be added to your standards based on your PE curriculum?
 For example, description of inclusion?



Definition of Each Standard by SHAPE (2017) Standard 1 and 2

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.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Definition of Each Standard by SHAPE (2017) Standards 3 and 4

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.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Definition of Each Standard by SHAPE (2017) Standards 5 and 6

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.





V Sharing Ideas from Each Group (20 Min.)

Each group has a 4-minute presentation and a 2-minute Q&A

- 1) Are there any different understandings of the assigned standards within your group? If yes, what are they?
- 2) What difficulties did you and your group have in understanding the assigned standards?



VI Timeline Leading Up to the In-Person Workshop in January 2026 (5 Min.)

Date	Activities
December 2 nd , 2025	(Today) PETE Online Workshop
From December 3 rd , 2025 To January 9 th , 2026	<ul style="list-style-type: none"> • Reflection on Discussion during Today's PETE Online Workshop, • Brainstorm to Revise Your Country's Tentative PETE Standards, • Review and Revision of Your Country's Tentative PETE Standards
(Due Date) by January 10 th , 2026	<ul style="list-style-type: none"> • Submission of Your Country's Tentative PETE Standards to NSSU
January 29 th , 2026	<ul style="list-style-type: none"> • Presentation on Your Country's Tentative PETE Standards at the In-Person Workshop in Tokyo, Japan

(2) 対面式ワークショップ (2026年1月29・30日実施)

ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Direction of ASEAN PETE Standards (Guidelines) Development

Yoshinori Okade(Nippon Sport Science University)

29th January, 2026, Tokyo, Japan

ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Direction of ASEAN PETE Standards (Guidelines) Development

Directions	
Developing ASEAN PETE Standards (Guidelines)	Establishing common standards (guidelines) for PE teachers is essential for each country to share common goals, assess the current status of its PE teachers, and improve PETE programs within the country.
	Through the workshop, we aim to develop a document that clearly outlines the expected competencies for PE teachers, reflecting each country's national context.
	We will then compare and discuss these documents to create a version that all AMSs can agree upon.
	It is anticipated that, during the process of establishing this consensus, each country will define the expected competencies required for its PE teachers. In addition, relevant documents will be compiled to support policymaking aimed at enhancing PETE programs across ASEAN.

Object of the Session on PETE in 2025

- I Why Standards(Guideline) for PETE in ASEAN matter ? Morning Session
- II Sharing the Current Status on Action Plan Implementation in Each AMS and Developing Inclusive QPE TE Standards(Guidelines): Reviewing Stages and Identifying Issues to Be Addressed Morning Session
- III Sharing Expected Knowledge, Skills, Competencies and Values to Be Acquired in PETE Based on Tentative PETE Standards(Guideline), and Revising your own one Afternoon Session
- IV Presentation and Feedback on the Revision of Standards Afternoon Session
- V Discussion on Future Direction of PETE in ASEAN (if time allows)

3

Time Table on 29th Jan. for inclusive Quality PETE in Room 706

	Time	Content
29th	8:45-10:00	Introduction(15m.) Moring presentation and discussion on standards from each AMS (5-6 countries) (5 min. presentation+5 min. Q&A)
	10:00-10:15	Break
	10:15-11:30	Moring presentation and discussion on standards from each AMS (5-6 countries) (5 min. presentation+5 min. Q&A)
	11:30-12:30	Lunch at the hotel restaurant (1F-Restaurant IRIS)
	12:30-13:00	Rest
	13:00-14:30	Group discussion on developing inclusive Quality PETE standards(guidelines) , sharing related information, and Revising PETE Standards (guidelines) in each AMS
	14:30-15:00	Break
	15:00-16:30	Afternoon Presentation and Feedback on the Revision of Standards(5-6 countries) (5 min. presentation+ 5 min Q&A)
30th	9:00-10:00	Presentation and Feedback on the Revision of Standards (5-6 countries) (5 min. presentation+ 5 min Q&A) and summary

4

Why do Standards(Guideline) for PETE in ASEAN matter ?

Morning session

5

Why do Standards(Guideline) for PETE in ASEAN matter ?

What could you achieve with PETE Standards in your country ?

Whom do you need to realize importance of inclusive Quality physical education ?



What would be the disadvantages of not having any PETE Standards(Guideline)?

What are your long-term perspectives for disseminating inclusive quality PETE in your country?

6

Benefits of Having vs. Disadvantages of Lacking

Benefits of Having:

- Competent PE teachers drive inclusive quality PE
- Clear PETE program content and qualifications
- Effective assessment of teachers and programs
- Funding and support for inclusive PE

Disadvantages of Lacking:

- PE may remain the only subject without standards
- Teachers unprepared for diverse learners
- PETE programs unclear or ineffective
- Difficulty securing funding

7

1) When developing your standards, please consider your target groups:

- What types of physical education teachers are you focusing on?
- What competency expectations do you have for each target group?
- What rubrics are expected for different standards?

8

Three types of physical education teachers

- 1) a one subject Specialist Physical Education teacher;
- 2) a Physical Education teacher;
- 3) a Generalist teacher responsible (usually in primary/elementary/basic school settings) for a full range of subjects, including physical education.

- Overall, as table 21 demonstrates 49% of countries globally indicate that at least a second subject is required (UNESCO, 2014, p. 50)

9

Different competency expectations for initial and advanced PE teacher (NASPE, 2008)

Initial PE teacher	Advanced PE teacher
Standard 1: Scientific and theoretical knowledge (know and apply discipline-specific and theoretical concept)	Standard 1: Professional knowledge (ex.) Presentation at professional conference
Standard 2: Skill-based and fitness-based competence	Standard 2: Professional Practice (ex.) Records of live observation
Standard 3: Planning and Implementation (Developmentary appropriate learning experience)	Standard 3: Professional Leadership (ex.) Thesis, creative component, action research project
Standard 4: Instructional Delivery and Management (Communication and pedagogy)	
Standard 5: Impact on Student Learning (Assessment and reflection)	
Standard 6: Professionalism (disposition to be effective professionals)	

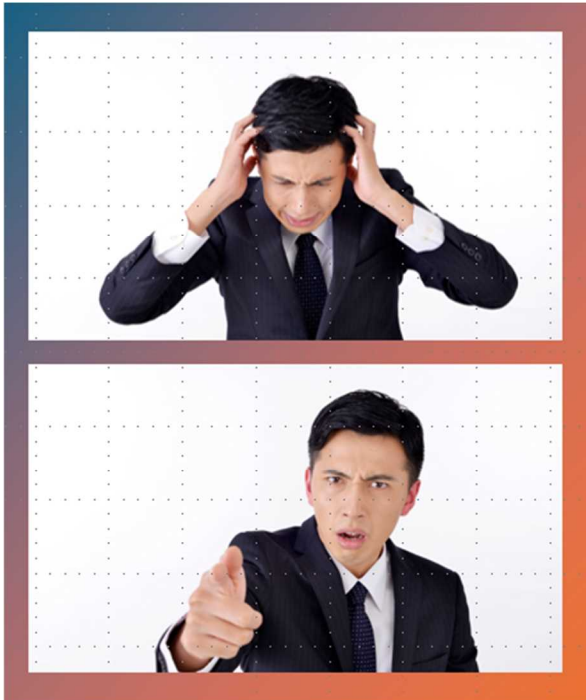
10

Rubric examples for teaching students to use metacognitive strategies (Standard 3: Planning and Implementation)
 (Sims & Mowling, 2020, p. 28).

Unacceptable	Acceptable	Target
<p>Candidate does not plan or implement metacognitive knowledge activities or these activities are not age and/or developmentally appropriate. Students are not provided opportunities to analyze, plan, monitor, evaluate, or reflect on their own performance.</p>	<p>Candidate plans and implements age and developmentally appropriate metacognitive activities.</p> <p>Candidate provides opportunities for students to explore knowledge and beliefs on the task (purpose), person (individual variables) and strategy (What, How, Why, When). Students reflect on one's own declarative and procedural knowledge related to their own performance.</p>	<p>Candidate plans and implements age and developmentally appropriate metacognitive knowledge and strategy learning activities.</p> <p>Candidate allows students to analyze, reflect, and improve skillful performances. Metacognitive knowledge provides means for students to explore the knowledge and beliefs on the task (purpose), person (individual variables) and strategy (What, How, Why, When).</p> <p>Candidate also provides opportunities for students to engage in metacognitive strategies by <u>aising</u> one's awareness, monitoring, and evaluating the learning process related to skillful performance. Students reflect on declarative, procedural, and strategic knowledge related to their own performance.</p>

2) When developing your standards, please think realistically! Don't try to include too many standards. It's the quality, not the number that matters!

- Please consider what to include and how to share/manage?



Some examples of standards newly added since 2017

- **Socialization**
(Andrew et al., 2018; Blackshear, 2021)
- **Comprehensive School Physical Activity Program (CSPAP)**
(Egan et al., 2025)
- **Common Content Knowledge (CCK), Specialized Content Knowledge (SCK), Metacognitive Strategies, and Advocacy Skills**
(Sims, 2020)

13

3) When developing your standards, refer to the U.S. standards and consider them in your own country's context.

- The reasons for developing standards in the U.S. context in 1995 (1st version)
- What are Standards in the U.S. context
- What additions were made to the revised PETE standards in the USA in 2017(3rd version)
- Discussion Highlights for Today
- Let's go through the SHAPE America standards once again!

14

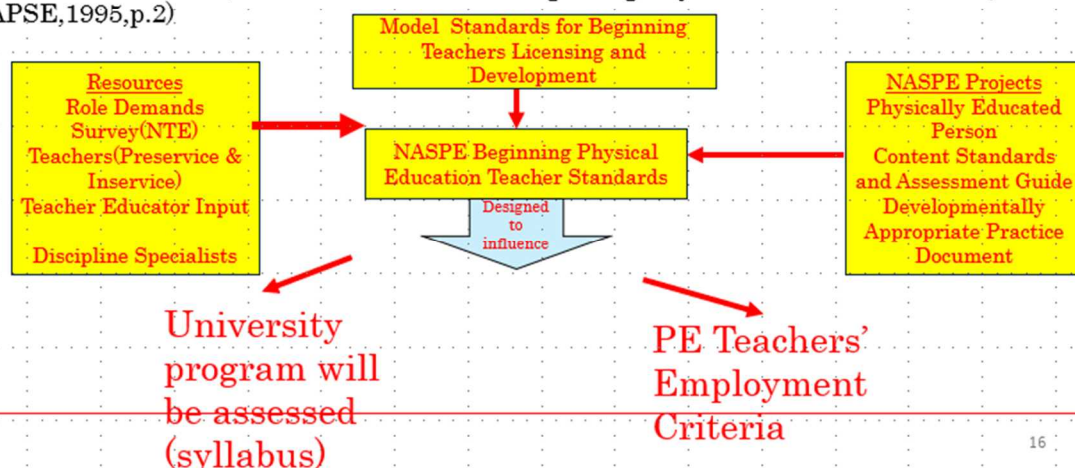
The reasons for developing standards in the U.S. context in 1995 (1st version)

- Influencing both public and professional investment of time and resources,
- Creating a forum for discussion about what is valued in teaching and learning,
- Establishing expectations that teachers are willing to expose their standards to public scrutiny, and ensuring the development of a supportive and thoughtful curriculum for students,
- **Standards for teacher education should be aligned with standards for k-12 curriculum development,**
- In addition, strong efforts were made to involve **experienced physical education teachers across all levels and contexts** in the development of standards.

15

What are standards in the U.S. context? (NASPE, 1995, p.2-3)

- Standards are designed so that all those involved attend to what is considered important and worth learning. As indicated in the figure, standards guide practice and are inextricably linked to assessment. (National Standards for Beginning Physical Education Teachers, NAPSE, 1995, p.2)



16

What are added in the revised PETE Standards in USA in 2017 ? (3rd version)

- Content and Foundational Knowledge Standard, Components 1.a (CCK) and 1.b(SCK)
- Planning and Implementation Standards, Component 3.f(metacognitive strategy)
- Professional Responsibility Standard, Component 6.c(Advocacy skills)

17

Discussion Highlights for Today! If the criteria differ,

Imagine planning a workshop on 'Content and Foundational Knowledge' for in-service PE teachers. What content should be included? Let's go through an example and review each standard one by one.

Example A :

In-service teachers should be able to teach and demonstrate a variety of sports skills, understanding the specific rules and etiquette of different sports, and effectively organize and manage sports events and competitions within the school.

Therefore, content might be
In addition, they should be assessed through

Example B:

In-service teachers should be able to describe and apply common content knowledge for teaching physical education.

Therefore, content might include
In addition, they should be assessed through

18

Let's go through the SHAPE America standards once again!

19

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

Standard 1. Content and Foundational Knowledge	Physical education candidates ¹ 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 ³ 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 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.

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.

Standard 2. Skillfulness and Health-Related Fitness¹
Physical education candidates are physically literate individuals who can demonstrate skillful performance² 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.

¹ To meet individuals with special needs within 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, supported cooperative devices, individualized devices) and fitness (e.g., weight programs, exercise logs).

² Skillful performance: A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

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 objectives.
- 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 among 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.

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.

II Sharing the Current Status on Action Plan Implementation in Each AMS and Developing Inclusive QPE TE Standards(Guidelines): Reviewing Stages and Identifying Issues to Be Addressed

Morning session

23

Remember to Share the Current Status on Action Plan Implementation in Each AMS

Checklist for Assessing the Stages (UNESCO, 2021, p. 16)

Stage	Definition
ACCESS RESPONSIVENESS	is your government willing to listen? Have decision makers publicly stated commitment to the core components of quality physical education (see page 9) in press releases or other official communication?
AGENDA RESPONSIVENESS	is quality physical education included on the political agenda? Are ministries of sport, education and health cooperating to deliver quality physical education?
POLICY RESPONSIVENESS	were young people engaged at all stages (planning, development, implementation) of national physical education policy? Have your needs and the needs of youth in general been adequately reflected in your national PE policy instrument?
OUTPUT RESPONSIVENESS	has your national PE policy framework been enforced? If not, can you easily find information on why not or the next steps for implementation?
IMPACT RESPONSIVENESS	can tangible impact be connected to policy implementation? If not, could this weakness be connected to the need to revise content in a participatory way with a diverse range of stakeholders?

https://docs.google.com/forms/d/e/1FAIpQLSde_SlEX3b-Fys-dmS8Ki08L0I-JBTKVMXb7hJbSvU17hnKbw/viewform?usp=header

24

**Presentation on Developing Inclusive
QPE/TE Standards (Guidelines)
(5mins presentation + 5 mins Q&A)**

Please use the template we have sent before

25

**III Sharing Expected Knowledge, Skills,
Competencies, and Values to Be Acquired in
PETE Based on Tentative PETE Standards
(Guidelines), and Revising Your Own**

Afternoon session

Group 1	Brunei Darussalam, Cambodia & Timor-Leste
Group 2	Malaysia, Singapore, Myanmar & Viet Nam
Group 3	Indonesia, <u>Philippines</u> , Thailand & Lao PDR

26

Group Discussion Highlights

- Explain each of your standards(guidelines) to group members.
- Check the appropriateness of each description based on SHAPE America's Standards, criteria and definitions. There may be new insights to learn or misunderstanding to clarify.
(examples: knowledge, assessment, delivery, child-protection, school sport management)
- Revise your tentative PETE standards(guidelines) accordingly.

27

IV Presentation and Feedback on the Revision of Standards

Afternoon Session

Afternoon presentation highlights
(5mins presentation and 5 mins Q&A)

- What and why did you revise for your standards?

28

V Discussion on Future Direction of PETE in ASEAN

- Standards as one of the indicators for discussing future inclusive Quality PETE in ASEAN
- How to set and disseminate inclusive Quality PETE Standards(Guideline) in your action plan ?

29

Appendix

30

Why Research on PETE practice in Europe ?

- **One of the most crucial conditions is qualified physical education teachers.** This prompts us to suggest that it is crucial that physical education teacher candidates engage in meaningful, relevant, and worthwhile educational experiences and upskilling opportunities on entering the teacher education programme, on graduation, and on starting their careers. For this reason, **there is a need to examine physical education teacher education (PETE) in European countries and effective PETE practices being employed across European countries.** This book sets out to directly address both issues. (MacPhail and Tannehill, 2019, p. 7)



SHAPE America PETE Standards(2017)

- <https://www.dropbox.com/scl/fi/auksumsqm0ay7gdvai53/National-Standards-for-Initial-Physical-Education-Teacher-Education-2017.pdf?rlkey=ddenm3d6y1kf3klr0zpleptp5&dl=0>
- <https://www.dropbox.com/scl/fi/b8tco1sjuv6u4dxdq5dwj/national-rubrics-2017.pdf?rlkey=wcbpipbp5iaiaarloksxzc0r&dl=0>
- <https://www.dropbox.com/scl/fi/p818fi3r0b3b64odvkofx/Sims-2020.pdf?rlkey=iv6ihtmjf94fy1jte819ja0gj&dl=0>

Teacher Candidate:	
Mentor Teacher (s):	
School Teaching Site:	
Central Focus of the Lesson:	
Date of Lesson:	

Instructions: Rate each teaching competency observed and/or not observed during the teaching segment using the following scale:

0= There was an opportunity to demonstrate the behavior, however it was not observed.

1= Beginning to develop

2= Developing

3= Preservice effective

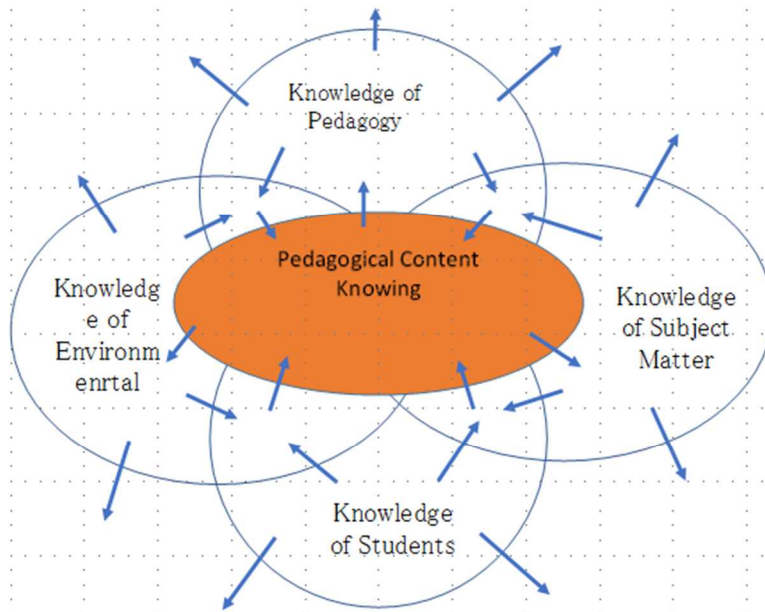
N/0= There was no opportunity to display the behavior, therefore the behavior was not observed.

Teaching Competency	Numerical Rating	Comments
1. Demonstrates knowledge of developmentally appropriate curricular models to deliver content to the students		
2. Accurately answers students questions based on content being delivered		
3. Demonstrates competency of the skill (s) being taught		
4. Demonstrates understanding of motor development and principles related to fundamental motor skills, skillful movement, physical activity and fitness		
5. Lesson includes standard-based learning outcomes for the lesson		
6. Designs lessons based on their students' present level of performance		
7. Plans learning experiences that engage students in using metacognitive strategies in order to analyze their own experiences		
8. Lesson content is aligned with local, state, and/or national standards		
9. Plans a lesson which includes a warm-up and/or instant activity, main activity, and closure		
10. Demonstrates evidence-based teaching strategies based on student's needs		
11. Provides choice of activities to foster autonomy and decision-making skills for the students		
12. Draws connections from the content to real life experiences		
13. Uses developmentally appropriate teaching cues to gain skill competence		

33

14. Identifies appropriate teachable moments to enhance the lesson objectives		
15. When appropriate implements learning experiences that require students to use technology		
16. Demonstrates verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences		
17. Uses a variety of instructional strategies to check for understanding after instruction is provided		
18. Organizes equipment and activities to maximize time on task		
19. Uses positive pinpointing to reinforce students who are behaving and/or performing appropriately		
20. Sets clear expectations and protocols for the students during their PE class		
21. Is consistent and fair in recognizing, addressing, and solving behavioral problems		
22. Develops and maintains a positive learning environment that allows students to feel safe (physically, mentally, and emotionally).		
23. Lesson is designed to guide students to take responsibility for their own behavior and learning		
24. Implements transitions and routines to create and maintain a safe, supportive and engaging learning environment		
25. Provides specific, congruent feedback to students individually or as a group		
26. Uses a variety of formative and/or summative assessment techniques during the lesson		
27. Assesses all learning domains: psychomotor, cognitive, and affective		
28. Makes changes during the lesson when student learning is not achieved		
29. Uses both traditional and authentic assessments to evaluate student progress		
30. Demonstrates ethical teaching behaviors		
31. Demonstrates culturally responsive teaching techniques		
32. Uses various teaching techniques and/or technology to increase advocacy for quality physical education and physical activity opportunities across a life span		
33. Demonstrates various reflective teaching techniques to promote professional development and growth		
Strengths demonstrated during the lesson:	Areas to improve for future lessons:	
1.	1.	
2.	2.	
3.	3.	

34



How to make these 4 components in PCK effectively in physical education teacher education program ?



A Developmental Model of Pedagogical Content Knowledge (PCK) as a Framework for Teacher Preparation (Cochran et al., 1993, p. 268)

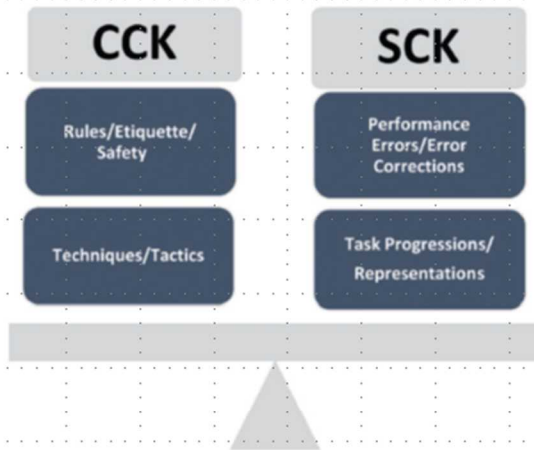


Figure 2.

Ward's (2009) components of each CCK and SCK in physical education

(Kim, et al., 2020, p. 21)

- 1 Knowledge of the rules, etiquette, and safety:
- 2 Knowledge of technique and tactics:
- 3 knowledge of errors: the ability you discriminate between errors of technique and tactical performance.
- 4 Knowledge of instructional representations and tasks: Knowledge of instructional representations refers to how a task is presented to students (Ward and Lehwald, 2018, p. 9)

New Reflective Assignments (Tsangaridou et al., 1994, p.30)

Reflective Log

A. Describe in detail one significant event that happened during your lesson.

It may be significant because it was something that excited you, bothered you, made you rethink your intentions/beliefs, or made you realize that your intentions/beliefs were sound.

B. Analysis of the event:

1. Specify why this event was significant.
2. Explain how and why you reacted to this event.
3. What did you learn from this event?
4. How do you plan to follow up regarding this event?

37

Reflective framework for teaching in physical education (Tsangaridou and O'Sullivan, 2004, p.20)				
Level	Focus	Technical	Situational	Sensitizing
	Description	Reflecting on instructional or managerial aspects of teaching by providing descriptive information of an action.	Reflecting on contextual aspects of teaching by providing descriptive information of an action.	Reflecting on social, moral, ethical, or political aspects of teaching by providing descriptive information of an action.
	Description & Justification	Reflecting on instructional or managerial aspects of teaching by providing descriptive information and the logic/rationale of an action.	Reflecting on contextual aspects of teaching by providing descriptive information and the logic/rationale of an action.	Reflecting on social, moral, ethical, or political aspects of teaching by providing descriptive information and the logic/rationale of an action.
	Description & Critique	Reflecting on instructional or managerial aspects of teaching by providing descriptive information, explanations and evaluation of an action.	Reflecting on contextual aspects of teaching by providing descriptive information, explanations and evaluation of an action.	Reflecting on social, moral, ethical, or political aspects of teaching by providing descriptive information, explanations and evaluation of an action.
	Description, Justification & Critique	Reflecting on instructional or managerial aspects of teaching by providing descriptive information, the logic/rationale, explanations and evaluation of an action.	Reflecting on contextual aspects of teaching by providing descriptive information, the logic/rationale, explanations and evaluation of an action.	Reflecting on social, moral, ethical, or political aspects of teaching by providing descriptive information, the logic/rationale, explanations and evaluation of an action.

38

Tentative PETE Standards(Guideline)
in each AMS on 27th Feb.

- https://www.dropbox.com/scl/fi/vqbvkg4y3n4ydj9uui_xrj/ASEAN-PETE-Standards-ver.2-3rd-sammy-18012026.xlsx?rlkey=73ae7rm2jzc6i1pdiohtkr645&dl=0
-

第2節 障がい者スポーツ

(1) オンライン・ワークショップ (2025年11月4日実施)

- 佐藤教授



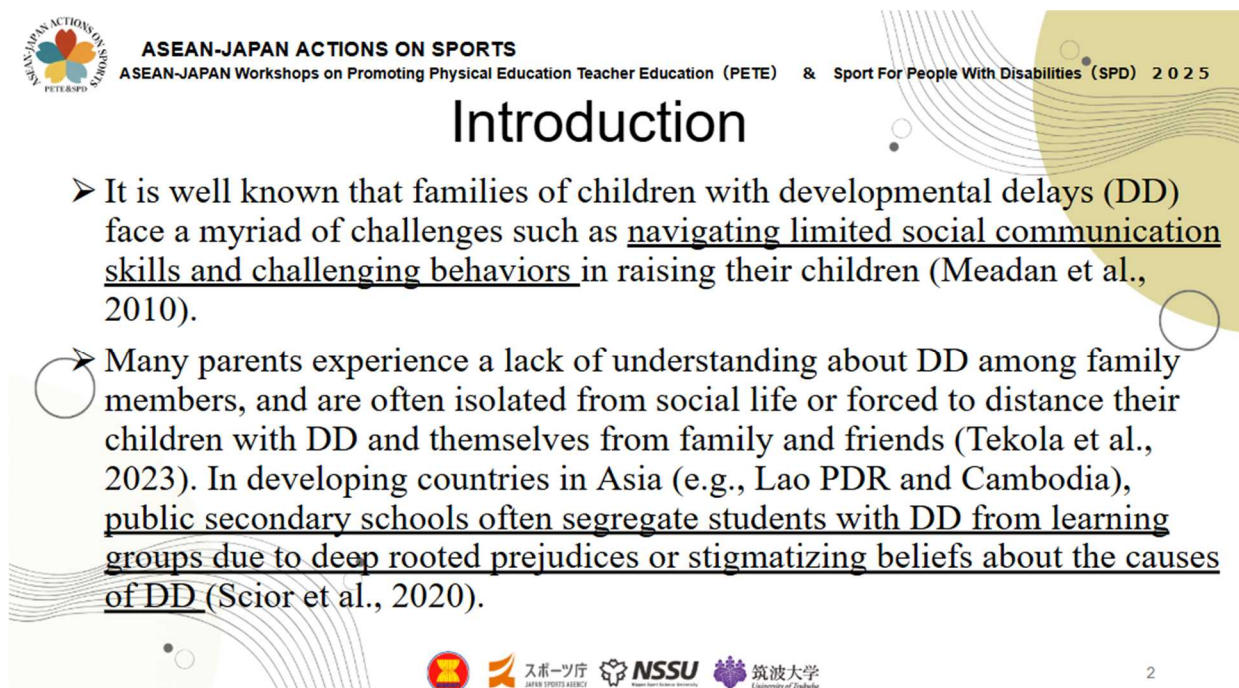
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ASEAN-JAPAN Cooperation SPD Workshop
(November 4th, 2025)

Parents' expectation on academic and social performance
among their children with developmental delay at secondary
schools in Lao People's Democratic

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Introduction

- It is well known that families of children with developmental delays (DD) face a myriad of challenges such as navigating limited social communication skills and challenging behaviors in raising their children (Meadan et al., 2010).
- Many parents experience a lack of understanding about DD among family members, and are often isolated from social life or forced to distance their children with DD and themselves from family and friends (Tekola et al., 2023). In developing countries in Asia (e.g., Lao PDR and Cambodia), public secondary schools often segregate students with DD from learning groups due to deep rooted prejudices or stigmatizing beliefs about the causes of DD (Scior et al., 2020).

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Introduction

- To enhance inclusivity and reduce stigmatizing attitudes in secondary schools, sport and physical activity may have a positive connection that impacts the overall health and quality of life of children with DD (Columna et al., 2020).
- However, there are several barriers in school settings that have been identified that limit physical activity engagement and programs for youth with disabilities, including inadequate or insufficient facilities, limited resources, limited equipment, and lack of qualified staff (Alexander & Leather, 2013).
- Therefore, parents play an important role as advocates for the participatory rights of children with DD in sport and physical activity in school and beyond (An & Goodwin, 2007; Wilhelmsen et al., 2021).



Theoretical framework

- This study used Parent Development Theory (PDT; Mowder, 2005), which is an applicable theoretical perspective for understanding individuals' parenting perceptions and behaviors.
- PDT is appropriate for this study, because the theoretical framework allows the researchers to describe and explain how parents play key roles in the development of children with DD, as parents in Lao PDR are they key caregivers who identify the needs of their children and who access professional and educational services (Mowder & Shamah, 2011; Sperling & Mowder, 2006).



Six Components of PDT

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



Purpose and Research Questions

- The purpose of this study was to explain and characterize parental expectations of inclusive physical education for children with DD at a secondary school in Lao PDR.

The research questions were:

- What were parents' expectations of academic and social performance in secondary physical education classes among their children with DD in Lao PDR?, and
- How did raising children with DD contribute to parental development and influence parental thoughts, perceptions, and opinions regarding physical education and sport in Lao PDR?



Method (1)

Research Design

- This study used a qualitative method with semi-structured interviews (Seidman, 1998).

Participants and Research Site

- There were six parents who were selected through purposeful sampling, and who consented to participate in this study, sharing their thoughts, perspectives, and expectations related to the academic and social performance of their children with DD. The research team decided to target one secondary school (Poi [pseudonym] secondary school), which is considered an inclusive school that teaches students with DD and multiple disabilities in the city of Vientiane in Lao PDR.



Participant Information

Pseudonym	Parent/ Guardian	Child's name (sex)	Child's age	Grade	Child's disability
Mr. Yang	Father	Roi (male)	14	7	Severe ADHD
Mr. Noy Ms. Manivong	Father Mother	Luke (male)	14	7	Autism
Mr. Sayavong	Father	Sachi (female)	14	7	Autism
Mr. Nguyen	Father	Ye (male)	16	7	Autism
Mr. Keo	Father	Noji (male)	17	6	Autism





Method (2)

- The interviews lasted between 60 and 90 minutes and were open-ended, assuming a conversational tone. Examples of interview questions include:
 - (a) What are your thoughts and opinions about inclusive physical education classes at Poi secondary school? Do you think physical education or sport allowed you to bond with your child with DD?
 - (b) As the parent, what do you expect when physical education teachers plan, prepare, and deliver inclusive education for your child with DD? What are current issues and concerns you are aware of?
 - (c) What are the critical incidents or interactions during your communication on sport and physical education with your child that have caused changes to your thoughts and opinions?



Method (3)

Data Analysis

- This study used a constant comparative method (Boeije, 2010) to analyze the interview transcripts. The basic strategy of this analytical process is to constantly compare pieces of data.
- More specifically, each potentially meaningful piece of data within the transcripts from the first and second set of individual interviews was coded independently by the first and second authors, and the differences were discussed until an agreement was reached.



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Results(1)

- Three interrelated themes emerged from the data analysis. These recurrent themes were
 - (a) *parental dilemmas about multi-grade and inclusive physical education,*
 - ➤ (b) *transformation from physical education to community practices and*
 - (c) *socioeconomic issues and concerns about maintaining sustainable services for children with DD.*



11



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Theme I - Parental dilemmas about multi-grade and inclusive physical education

- The first theme captured thoughts and feelings from the participants in this study expressing dilemmas about multi-grade lessons in inclusive physical education for their children with disabilities.
- ➤ More specifically, participants hoped that their children with disabilities would be able to learn physical education lessons using chronological age - appropriate practices that would possibly lead to their children with DD participating in community physical activity and sport.



12



Interview Quote

Mr. Noy (father of Luke) said:

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



Theme II: Transformation from physical education to community practices

- The second theme of this study demonstrates that the participants would like to see their children with DD gain motor and social skills in physical education classes that transform into independent skills to utilize in community participation.
- All participants mentioned that when their children with DD improve their coping competence through developing academic and social skills, they are more likely to receive opportunities (invited by their friends or classmates) to participate in community sport activities. Therefore, all participants agreed that they would encourage their children with DD to find quality and purpose of life through participation in lifelong physical activity and sport in the community.





Interview Quote

Mr. Yang said:

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



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

- This third theme indicated that when parents seek support, including counseling from the Center of Autism and/or participating in extracurricular activities, they have concerns that they may have socioeconomical challenges and may not be able to afford monthly tuition and fees, now or in the future.
- Participants shared that they rely on guidance from non-profit organizations (NPOs) and NGOs to help support them in managing the unpredictable and unexpected behaviors of their children with DD. The participants shared that they cannot diagnose their children's symptom and behaviors, and depend on doctors at the Center of Autism to evaluate their child's symptoms behaviors, which costs money.





Interview Quote

Mr. Nguyen shared his concerns in the interview:

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



17



Recommendations (1)

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



18



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Recommendations (2)

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



19



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Recommendations (3)

- Lastly, the parent's socioeconomic position is a complex notion that is important for their child's growth, development, health outcomes, schooling, and future participation in sport and physical activity (Aguho & Jalos, 2023).
- In order to minimize the parent's socioeconomic concerns, policymakers, practitioners, and government officials should collaborate with ASEAN, a Japan cooperation based organization (e.g., ADDP), when developing support systems for children with DD, focusing on long-term planning, community integration, and ensuring flexibility for diverse financial needs (Ganany-Dagan, 2024).
- This collaboration helps support parents and their children with DD to be welcomed in inclusive and supportive communities that improve quality of life in Lao PDR.



20



Discussion Question

What types of knowledge parents should have when their children with disabilities join in sport and physical activities in your countries?

- a. *Understand their child's specific needs*
- b. *Know the benefits of physical activities*
- c. *Be aware of available resources*
- d. *Understand the legal and policy landscape*



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Primary teachers' problem-solving experiences in teaching physical education to children with developmental disabilities in multi-aged classes in Lao PDR


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Fukuyama University

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Introduction

- Teachers' continuous professional development is widely recognized as a critical concept influencing their pedagogical practices that can positively impact the success and participation of children with developmental disabilities (DD) in inclusive PE classes (Lingard and Mills, 2007).
- Teachers are worried about the mood swings and behavioral problems of children with DD, which are often as result of the school environment being disorganized and filled with noise, making the daily school experience of children with DD stressful and overwhelming (Aubineau & Blicharska, 2020).
- Teachers must use behavioral management techniques, including clear rules and routines; positive reinforcement and rewards for good behavior; and a safe, supportive environment to encourage positive conduct and minimize disruptions in PE for children with DD (Gentile et al., 2023; Odom et al., 2021). Unfortunately, these findings may be inapplicable or irrelevant to the educational context of developing countries, including ASEAN countries (e.g., Lao PDR), because teachers encounter educational challenges arising from under-resourced conditions, such as limited training opportunities, inadequate budgets, and complex classroom demographics (Miles and Singal, 2010).



2



Introduction

- In Lao PDR, primary school teachers are commonly required to teach multi-aged classrooms, in part due to the high rates of grade repetition among children with DD (Itthida, 2015). As a result, teachers face numerous challenges in adapting their instruction to effectively support all learners.
- Teachers need to shift their pedagogical approach from traditional, chronological age-based instruction to developmental age-based instruction, which emphasizes inclusion and addresses the individual learning needs of all children, including those with DD (Shalom et al., 2019).
- To address the varied developmental levels within the PE classes, teachers should be able to modify the curriculum, including adjusting equipment and altering game rules, to better align with children's developmental stages rather than their chronological ages (Wilson et al., 2016).
- To better understand teacher experiences, and extend the existing research into ASEAN countries, this study focused on primary school teachers' professional learning through problem-solving experiences in teaching PE to children with DD in Lao PDR.



Theoretical Framework

- This study was guided by andragogy theory (Knowles et al., 2020), which provides a theoretical lens and analytical framework for examining how individuals engage in learning as part of their problem-solving processes in professional contexts.
- One of the participants served as both the school principal and as a classroom teacher. As the school principal, she conducted monitoring and feedback sessions with all classroom teachers, including the participants, in facilitating the growth and development of teachers.
- Therefore, school principals play a crucial role and have responsibilities in facilitating professional networks as well as professional learning opportunities for all classroom teachers. This study decided to use andragogy theory as a theoretical lens because the principal (Ms. Meh) is actively involved in the continuous professional development of and with the classroom teachers, rather than solely managing day-to-day school operations.



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Six assumptions of adult learning

- Andragogy theory explains that there are six types of assumptions of adult learning that can be applied to establish pedagogical practices and strategies that contribute to problem-centered professional learning.
 1. The need to know (Why do I need to learn this?),
 2. The learners' self-concept (I am responsible for my own decisions),
 3. The role of the learners' experiences (I have experiences which are valuable for my future learning),
 4. The readiness to learn (my professional situations spark learning needs),
 5. The orientation to learning (learning will help me deal with the problems I face), and
 6. The motivation to learn (I learn because I want to).



5



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Purpose and Research Questions

The purpose of this study was to explain primary school teachers' problem-solving experiences in teaching PE to children with DD in Lao PDR using the framework of andragogy theory.

1. What types of problems or challenges did primary classroom teachers face in teaching PE to children with DD in inclusive schools in Lao PDR?
2. How did primary classroom teachers solve these problems when they taught PE to children with DD?



6



Methods

Research design

A qualitative research design, utilizing semi-structured interviews (Seidman, 1998).

Participants

The researchers targeted one primary school (Noll Primary School, a pseudonym) approved by the Ministry of Education as an inclusive school that accepts 69 children in total and 21 children with DD. Five teachers (all teachers in Noll Primary School) agreed to participate in this study and share their experiences in teaching children with DD in PE.



Table 1. Participants' demographic information

Pseudonym	Gender	Grade Level of Class	Professional Years	Position	Disabilities represented in classroom
Ms. Meh	F	5	38	Principal and Classroom teacher	- Autism
Ms. Fah	F	4	25	Classroom teacher	- Autism - Multiple disabilities (Intellectual disability, Lower limb disability, and Visual impairment)
Mr. Noy	F	3	10	Classroom teacher	- Autism
Ms. Sala	M	2	6	Classroom teacher	- Autism
Ms. Alisa	F	1	18	Classroom teacher	- Down syndrome - Autism



Methods

Data Collection

The researchers conducted semi-structured interviews with five primary classroom teachers in Lao PDR, using this method as a primary data source to explore their problems, challenges, and concerns in teaching PE for children with DD.

Example interview questions were:

- (a) What specific experiences have you had addressing concerns of children with DD in your PE classes?
- (b) Can you describe an innovative teaching strategy or success story that you use to include children with DD in PE?



Methods

Data Analysis

This study employed the constant comparative method (Boeije, 2010) to analyze interview transcripts. This qualitative analytic approach involves a systematic, iterative process in which data are coded inductively, and each segment is continuously compared both within and across categories to refine their meaning and relationships (Schwandt, 2015).

Trustworthiness

To ensure trustworthiness of data analysis, this study adopted peer debriefing by two researchers by conducting several discussions about emerging themes until all of them reached an agreement.





Results

The researchers found three major themes by analyzing the interview transcripts from all participants:

1. *Developing a professional network to mitigate teachers' reality shock*
2. *Guiding children with DD to become independent learners in PE through sharing foundational skill progress with parents*
3. *Role assignment as a pedagogical strategy to foster peer interaction between children with and without DD*



Theme I *Developing a professional network to mitigate teachers' reality shock*

- Theme I captured that the participants experienced reality shock as they faced a major challenge when teaching PE in multi-age classes, including children with DD. More specifically, they struggled to handle gaps between their ideal images of teaching experiences in PE versus the reality of teaching experiences in PE during their first year as classroom teachers.
- To mitigate this reality shock, the participants highlighted the importance of developing a professional network, which is defined as a group of individuals to whom teachers choose to go for advice or information about pedagogical approaches (Wilhelm et al., 2020).
- They actively sought professional learning opportunities to learn effective behavioral management techniques, to meet the needs of children with DD, from experienced colleagues (e.g., senior teachers, principals) and external experts, aiming to ensure a safe and inclusive learning environment during PE classes.



Theme I *Developing a professional network to mitigate teachers' reality shock*



The first time I became a teacher of a 1st-grade class, I was shocked because I did not expect to be responsible for handling the unexpected behaviors of children with DD during PE classes. I was afraid of the aggressive behaviors of children with DD during PE because they may hurt other children and me. I understand that my fear stemmed from my lack of knowledge and skills to manage children's behavior. Initially, I could manage only one child with DD, but now I can teach five children with DD simultaneously. When I needed support, I asked the school principal to help me reflect on my issues and learn how to manage the aggressive behaviors of children with DD in PE. Thanks to guidance from the principal, I could learn and apply key behavioral management techniques to improve my instructions, such as attention, friendship-building, and patience, to ensure a safe learning environment in PE for all children while minimizing my reality shock. (Ms. Alisa, Interview)



Theme I *Developing a professional network to mitigate teachers' reality shock*

Teachers at my school had never received special training in teaching PE to children with DD. Therefore, my responsibility as a school principal is to teach them appropriate teaching approaches to manage behavioral challenges of children with DD and maintain safety in PE classes. To do so, I believe it is important to develop a professional network that encourages teachers to collaborate and learn behavioral management skills and techniques from each other. For example, we often conduct physical activities and have lunch together to observe each child with DD and give advice or share teaching repertoire. Moreover, holding daily meetings with teachers is important to provide them a space to discuss specific issues by sharing their concerns regarding PE. I must help teachers collaboratively innovate their teaching practices and create an environment to provide appropriate support for children with DD in PE classes.



Principal

This study suggests that lunch time may be used as a potential professional network of effective mentoring that allows beginning teachers to strategize to overcome reality shock through exchanging practical ideas and solutions in relation to behavioral management of children with DD in PE coordinated by more experienced colleagues.





Theme II *Guiding children with DD to become independent learners in PE through sharing foundational skill progress with parents*

- Theme two highlights that participants believed collaboration with parents was essential to developing the foundational skills children with DD needed to become independent learners and be physically, emotionally, and socially prepared for inclusive PE classes.
- The participants believed that parents may be able to serve as key partners who can help and support their child's emotional and skill development at home, in a manner similar to what is practiced and developed at school.
- The participants shared that there are three elements of foundational skills they expect children with DD to develop, which are a) language and communication, b) emotional regulation, and c) self-care abilities (e.g., dressing, eating, and toileting). These skills advance the main goals and objectives that the teachers and parents must collaborate on to minimize the gap between chronological and developmental age appropriate behaviors of the children.



Theme II *Guiding children with DD to become independent learners in PE through sharing foundational skill progress with parents*



In my first-grade classroom, children with DD often show developmental delays in daily living and social interaction skills. In PE, children with DD need to develop self-care skills such as changing athletic clothes and using the toilet independently. Also, they need to develop communication skills, including listening, speaking, and reading, to understand the content they learn during PE lessons. Once these self-care and communication skills are developed, children with DD are better able to participate in PE activities such as running, relaxation exercises, and basic dancing. However, they often struggle to retain what they have learned at school. To address this challenge, I work closely with their parents by sharing daily updates during pick-up times on the child's progress and identifying needed support at home. This collaboration helps promote repetitive learning at home, which I've found to be the best way to reinforce skill development. (Ms. Alisa, Interview)



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Theme II *Guiding children with DD to become independent learners in PE through sharing foundational skill progress with parents*

Nowadays, communicating with parents has become easy through digital technology. For example, I often call, text, or share photos and videos via WhatsApp to report on their children's good progress and challenging behaviors at school. Regarding PE, I send parents photos and videos of children engaging in physical activities. This method is effective because it enables parents to understand their children's development and the types of support that are appropriate for their growth. Therefore, I used digital communication as an essential way that allows me to collaboratively develop a supportive environment for their children's learning regarding PE at school and at home. (Ms. Fah, Interview)



Teachers must recognize that digital parent-teacher communication is a platform for parental education and collaboration that offers parents real-time opportunities to observe and monitor their children's growth and development rather than serving merely as a one-way channel of updates (Pöntinen et al., 2023).



17



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Theme III *Role assignment as a pedagogical strategy to foster peer interaction between children with and without DD*

- Theme three highlights the manner in which participants used role assignment as one of the pedagogical strategies to foster peer interaction and address the challenges that children with DD often encounter during PE classes.
- In the past, the participants explained that they often allowed children with DD to sit and observe during PE classes because of various challenges, such as mood swings, attention deficits, and motor developmental delay. However, through their professional development and learning, they realized that they treated children with DD differently and positioned them in social isolation in PE class.
- The participants reflected that it was important to assign roles and responsibilities for their children with DD to encourage them to become more active and socially engaged learners.



18



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Theme III *Role assignment as a pedagogical strategy to foster peer interaction between children with and without DD*



There was a child with DD who often had difficulty completing tasks due to challenges with focus and mood swings during PE. He would usually join the activities at the beginning of class, but often chose to quit and begin other activities. So, I allowed him to take a break and suggested that he sit and observe. However, I felt this approach led him to be a passive observer and left him isolated, and possibly he may feel excluded. I realized that I needed to adjust to an inclusive way to support his social engagement. When he preferred to observe, I began assigning him simple tasks, such as serving as a referee or supporter of games and activities, which allowed him to take on a more active role in the class community. I believe this approach helped him develop social skills in the lesson and interact with their peers in physical activity. (Ms. Fah, Interview)



19



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Theme III *Role assignment as a pedagogical strategy to foster peer interaction between children with and without DD*

A child with DD often struggles to move his body due to a lack of motor skill development and learning disabilities. Therefore, I asked children without DD to have an opportunity for one-on-one instruction and support in order to complete tasks during PE, such as running or jumping. However, I often felt that assigning one student is not a good idea, and he or she may feel hardship. In order to overcome this challenge, I thought I could ask several children to serve as peer tutors using rotation for a certain period of time. I learned the strategy during the professional development (a one-week training program) three years ago. This strategy is beneficial because children without disabilities can serve as peer tutors and actively support their classmates with DD during PE lessons. Therefore, I regularly conduct orientation sessions to help all children learn about the different types of disabilities their classmates might have and to prepare them for their roles as tutors. (Mr. Noy, Interview)



This study suggests that school principals should exercise their instructional leadership to train teachers to foster disability awareness among all children and promote a classroom culture that supports inclusive peer relationships (Khaleel et al., 2021).



20



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Recommendations

- First, all school principals should have bi-weekly or monthly casual talk opportunities, including behavioral management techniques, parental involvement, and inclusive instructional practices that establish principals' professional networks and discuss their leadership and mentoring style when they deal with teachers' reality shock in teaching children with DD in PE.
- Within such networks, school principals may be able to exchange valuable experiences and resources with other principals who have both similar and different challenges and learn from each other (Moolenaar & Slegers, 2015).



21



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Recommendations

- Second, school principals should actively seek opportunities to observe and learn from experts outside the educational field in order to gain valuable insights for designing inclusive instruction that addresses the individual needs of children with DD in PE.
- For example, NGOs frequently implement sports-based initiatives that empower children with DD by fostering a sense of belonging, motivation to learn, self-confidence, autonomy, and social interaction (ADDP, 2025).
- Through observing such initiatives, all elementary teachers, including school principals, should develop a clearer understanding of practical strategies for developmentally appropriate instruction, including the creation of adapted PE equipment, the modification of lessons, and the application of inclusive assessment practices (Sato et al., 2025).



22



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Recommendations

- Lastly, principals should establish a school-wide behavior management program that promotes peer learning between children with and without DD. Within this program, principals can form a teacher leadership team to identify effective practices, coordinate training, and monitor implementation to support continuous improvement (Simonsen et al., 2008).
- Such events also help children deepen their understanding of safe behavior, disciplined group conduct, and a sense of responsibility and solidarity. By implementing these programs, principals and elementary teachers should promote peer learning opportunities to enhance children's disability awareness, reduce stigma, and cultivate a more inclusive and supportive PE environment (Heu, 2016).



23



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Conclusion

- Findings suggest that the school principal's leadership played a pivotal role in establishing a professional network that enabled teachers to exchange practical ideas and solutions for reducing reality shock, strengthening parent-teacher collaboration, and enhancing inclusive instructional practices.
- To advance the quality of instruction, teachers, administrators, local organizations, and researchers need clear and focused goals in relation to the quality, professional network, and support systems in place to support children with DD in PE.



24



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ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Discussion

- What kinds of support and systems are needed in your countries to strengthen the school principal's leadership to develop a professional network at each school to promote teachers' collaboration in teaching children with disabilities in PE?
 - Professional development program?
 - Association with NGOs?
 - Building a professional network among school principals?
 - Policy or administrative support?
- You can share what kinds of problems or issues the school principals in your countries may face, and how we can support them to solve these problems.



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SPORTS AGENCY



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University of Tsukuba

- 永田准教授および遠藤講師



ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Sport Participation as a Catalyst for Greater Community Participation: A Cross-Sectional Survey in Lao PDR

Shinichi Nagata & Hanae Endo




ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Background – Sport and Health

- Health disparity – people with disabilities are vulnerable to non-communicable diseases
- Research shows health benefits of sport participation
 - Physical health
 - Mental health
 - Social health
- Athletes in ASEAN countries enjoy benefits, too?





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Background – Community Participation

- UN's Convention of Rights of People with Disabilities (CRPD) – full-participation is the right
- Sport participation can enhance people's confidence – possibly breaking stigma of disability and lead to more community participation?
- How about the context of ASEAN, particularly where environment is not most accessible?



3



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Method

- Cross-sectional survey design
- N=106
- Purposive sampling, particularly targeted those who are playing sport and who are not, with the help of...
 - National Paralympic Committee of Lao
 - Lao Disabled People's Association
- For implementation, we got help from:
 - Department of Sport for All
 - ADDP (an NGO)
 - A principal of a local school
 - A Lao international student at University of Tsukuba



4



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Instruments

- Patient Health Questionnaire-9 (PHQ-9; Kroenke et al., 2001)
- General Mattering Scale (GMS-6; Flett & Nepon, 2024)
- Satisfaction with Life Scale (Diener et al., 1985)
- **Short Form-12 Health Survey (SF-12: Ware et al., 1995)**
 - This measure include both **physical and mental health**
- Athletic Identity Measurement Scale (AIMS; Brewer & Cornelius, 2001)
- Temple University Community Participation Measure (TUCP; Salzer et al., 2014)



5



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Instruments (Explained)

- Athletic identity
 - “the degree to which an individual identifies with the athlete role” (Brewer et al., 1993, p. 237)
 - Examples:
 - “I consider myself an athlete”
 - “I have many goals related to sport”
 - “Other people see me mainly as an athlete”



6



Results

- We could not find a statistically significant effect of sport participation.

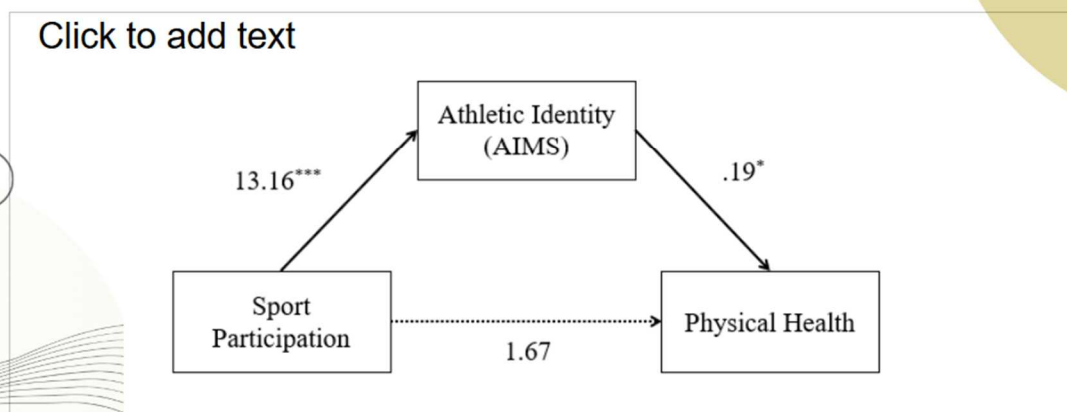
	Sport (n=61)		Non-Sport (n=45)		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>				
Leisure Satisfaction	3.49	1.06	3.60	0.92	-0.55	104.00	0.58	-0.11
PHQ-9	16.90	4.10	17.15	4.59	-0.29	104.00	0.77	-0.06
UCLA Loneliness Scale	5.46	1.37	5.89	0.96	-1.90	103.73	0.06	-0.35
General Mattering Scale	16.23	3.09	14.91	3.90	1.94	104.00	0.06	0.38
Satisfaction with Life Scale	25.66	5.65	23.82	6.36	1.57	104.00	0.12	0.31
SF12 Scale - Physical Component Score	42.78	7.48	40.18	7.83	1.74	104.00	0.09	0.34
SF12 Scale - Mental Component Score	43.28	6.89	43.67	6.84	-0.30	104.00	0.77	-0.06
AIMS	36.95	9.46	23.79	10.86	6.65	104.00	<.001	1.31



7

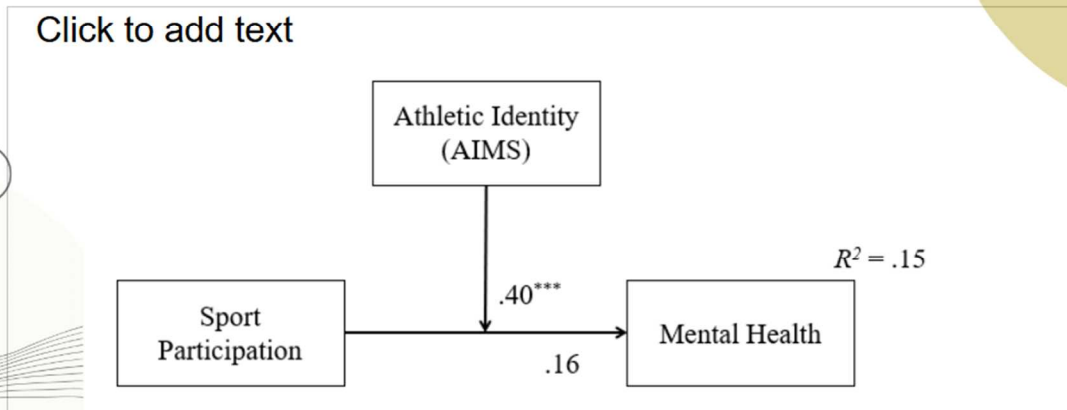


A Key Role of Athletic Identity for Health



8

A Key Role of Athletic Identity for Health



Sport and Community Participation

- People who play sport had more interests in community activities and did more of them

	Sport (n=61)		Non-Sport (n=45)		t-test			
	Mean	SD	Mean	SD	t	df	p	d
Participation Amount	74.23	36.92	67.44	31.31	.996	104	.321	.196
Number of Important Activities	19.23	4.99	16.24	5.88	2.821	104	.006	.554
Breadth of Participation	13.69	5.62	10.42	4.86	3.130	104	.002	.615
Participation Sufficiency	51.34	24.75	52.26	30.49	-.165	82.828	.869	-.033



The Broaden Areas of Participation

- Physical activity and socialization particularly significant

	Sport		Non-Sport		χ^2	df	p
	n imp.	% done	n imp.	% done			
Shopping	60	96.7%	38	92.1%	1.000	1	.317
Gym	57	56.1%	32	31.3%	5.095	1	.024
Work for Pay	55	90.9%	41	95.1%	.617	1	.432
School for Degree	52	36.5%	29	34.5%	.034	1	.853
Place of Worship	52	78.8%	30	83.3%	.244	1	.621
Social Group in the Community	51	70.6%	37	64.9%	.324	1	.569
Organized Sport	49	67.3%	29	27.6%	11.551	1	<.001
Hangout or Socialize with People	47	91.5%	32	84.4%	.955	1	.329
Watch a Sports Event	46	71.7%	26	38.5%	7.647	1	.006
Park/Recreation Center	45	80.0%	23	52.2%	5.677	1	.017
Get together/Attend Event with Friends	45	97.8%	31	71.0%	11.546	1	<.001
Community Fair, Event or Activity	44	79.5%	30	63.3%	2.377	1	.123
Restaurant/Coffee Shop	41	78.0%	20	90.0%	1.299	1	.254
Play Games at Home with Others	13	92.3%	7	28.6%	8.802	1	.003

11



Other potential areas of participation

- Employment
- Education (e.g., going to college, English lessons)
- Going to place of worship
- Join a hobby group in the community
- Going to library and museums
- Volunteering
- Going to a restaurant and coffee shop

12



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Conclusion

- In the context of Lao, sport alone did not have a direct impact on health
- Health outcomes were most apparent with the rise of athletic identity
- Community participation interests and engagement were associated with sport participation
- Physical activity and socializations were areas of greater participation



13



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Implications

- Facilitation for the growth of athletic identity among para-athletes. Treatment of para-athletes equal to other athletes without disabilities, in areas of media, rewards, and recognition, may help.
- Societal effort for better accessibility in the society, so that people with disabilities can fulfill their desires of community participation.



14



Discussion Questions

- What might be the desirable outcomes of sport participation in your country?
- Think about this question from the perspectives of different stakeholders
 - People with disabilities
 - Government workers who run the parasport programs
 - Policy makers
- Think about why these outcomes are important for them



(2) 対面式ワークショップ (2026年1月28日実施)



REVIEW OF ACTION PLAN

Goals and Objectives (2025) in Hanoi Vietnam

- Identify and involve relevant stakeholders, both within and beyond the school setting, to assess the current policy and services regarding placing students with disabilities in physical education.
- Establish guidelines to determine entry, exit and placement criteria for appropriate services for children with disabilities. Determine a child's eligibility for adapted physical education or sport 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.

GOALS AND OBJECTIVE IN 2026!!

- Based on developing action plans of SPD, explain urgent agenda and problems counterparts immediately resolve regarding adapted physical education and/or disability sport in your countries.
- Although there are agenda and programs which counterparts need to resolve, it is not urgent. Explain long term agenda and problems the counterparts need to resolve (3-5 years plan) regarding adapted physical education and/or disability sport in your countries.
- Find common agenda and problems within your discussion group and collaboratively develop and share problem – solving plans with other counterparts regarding adapted physical education and/or disability sport in your countries.

TIME SCHEDULE

Section 1: 100 minutes

Presentations (5-min. x 10 participating countries)

A Q&A session after every five presentation (15minutes)

Section 2: 90 minutes

Mini-lecture, Discussions, and Revise Action Plans

Section 3: 90 minutes

Presentation of Revised Action Plans, and Closure

SECTION 1

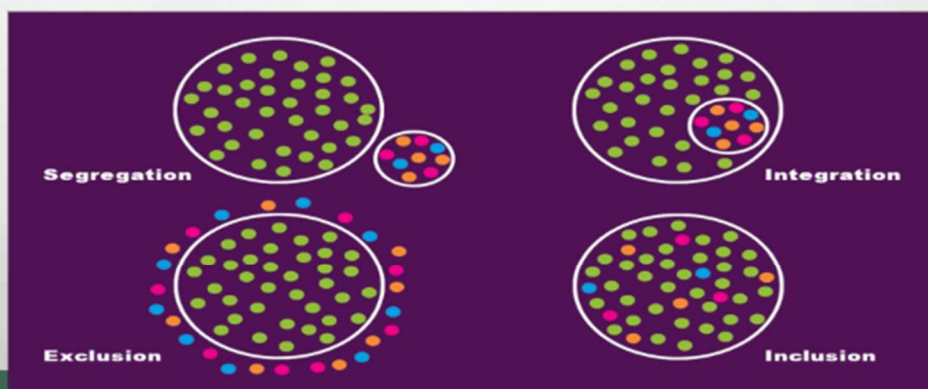
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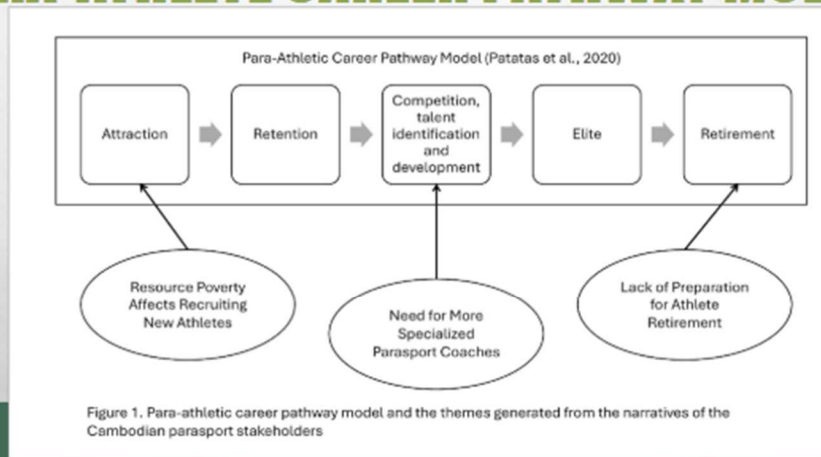
REFRESHER MATERIALS

- **WHY?** Participation In ... Sport Is Viewed As A **Basic Human Right**, Regardless Of Having A Disability – **Inclusion** (UNCRPD: the United Nations 2006). For **Health** (WHO, 2020)
- For **WHOM?** The Government Needs To Develop A System Of SPD Inclusive Of Grassroots To Elite Level Participation (Depauw And Gavron 2005).
- But **HOW?** Hearing From Stakeholders Is a Key. We Have Conducted Investigating The Critical Needs With ASEAN Members.

POTENTIAL FOCAL POINTS: INCLUSION MODEL: APE AND DISABILITY SPORT



POTENTIAL FOCAL POINTS: PARA-ATHLETE CAREER PATHWAY MODEL



THE IMPORTANCE OF ACTION PLAN

- Clarify The Goals And Objectives
- **Reflective Practice** – Clarify What Are Going Well And What Needs Improvement As You Implement It
- And Here Today – We Can Learn From Each Other: Good Practices, Share The Problems, And Further, We Can Think Of Solutions Together

PRESENTATIONS OF YOUR CURRENT ACTION PLANS

Presentations (5-min.!) **PLANS**

○ Talking Points:

- What Is The Main Goal Of Your Action Plan?
- What Is The Target Achievements For This Year?
- What Are The Current Issues And Concerns (E.G., Policy, Culture, Or Habits) ?

● A Q&a Session After Every Five Presentation (15minutes)

● Presentation Order: 1 PHILIPPINES 2 MALAYSIA 3 BRUNEI 4 INDONESIA 5 TIMOR
LESTE

● 6 VIETNAM 7 MYANMAR 8 THAILAND 9 CAMBODIA 10 LAOS 11 SINGAPORE

BREAK - LUNCH



MINI-LECTURE

Another way to think about Athletic Pathway

Foundation – Talent – Elite/Mastery
Look at F1 – F3, T1 – T4 descriptions
Preparing environment

Possibly, not only the community sport, but also sport environment in schools must be strengthened

SWAS Talent ID & Development Framework for Para-Athletes: Unpacked

Elite/Mastery	<p>A Paralympic/Para-Olympic or medalist over consecutive or multiple high-performance cycles.</p>
Talent	<p>T4 Breakthrough and reward: Gaining additional formalised and professional support for continued development i.e., winning a VISA scholarship. Performing well at a key event (e.g., a major championship) can also be a critical milestone.</p> <p>T3 Practising and achieving: Committing to daily training in a high-performance environment and striving for continual performance improvements.</p> <p>T2 Talent verification: Consistently demonstrating required skill, psychological and physical capabilities at national training camps and state/national level competitions. Para-athletes should be seeking a national level classification.</p> <p>T1 Demonstration of potential: Performance potential identified through demonstration of skill at a regional/state level. Para-athletes may be eligible for additional support through the SWAS and Inland Athlete Program.</p>
Foundation	<p>F3 Sport Specific Commitment and/or Competition: Committing to regular training and is competing for a local club. In the phase, clubs, coaches, private providers, and the individual are responsible for athlete development. Para-athletes should have a provisional classification for each sport they are training for.</p> <p>F2 Extension and Refinement of Movement: Participating in organised activities at school and/or local club (i.e., school sports, Junior State, All Abilities Assembly, multi-sport clubs and try events etc.). In this phase, family, friends, teachers, clubs, and allied health professionals are responsible for athlete development. Para-athletes are encouraged to obtain a provisional classification for each sport they are training for.</p> <p>F1 Learning and Acquisition of Basic Movement: Learning or re-learning (if the disability is acquired) a wide range of fundamental movement skills. In this phase, family, friends, teachers, and allied health professionals are responsible for athlete development.</p>

* Given the breadth of classified impairments, some para-athletes may progress through the stages more rapidly than others. Individual sporting pathways should be cross-checked with the relevant State Sporting Association or National Sporting Organisation.

SWAS is a proud partner of the Victorian Government.

From: South West Academy of Sport
<https://www.swas.org.au/parasport>

GRASSROOTS PARASPORT DEVELOPMENT

- Important Factors For Grassroot Parasport Development:
 - 1) The Basic Treatment And Services For Persons With Disabilities (I.E., Policies, Healthcare, Education, Employment),
 - 2) Having Strong (Local And National) Project Leaders , And
 - 3) Level Of Interest In Parasport Among The General Population.

Forber-Pratt et al. (2013)

NO PARASPORT DEVELOPMENT WITHOUT SOCIAL CHANGE

- A Case Study In Lao PDR
- The Need For Income: **Labor Equity For Sustainable Parasport Development**
- Social Change Is Necessary For Continuing Parasport Development, Enabling Athletes To Maintain Their Livelihoods.
- **Multi-ministerial Collaborations** Are The Must.
- Use The Positive Image Of Parasports Achievements To Change The Way People See Disability.

DISCUSSION

Pay particular attention to:

- The collaboration network your colleagues have
- The resources your colleagues have
- The key persons your colleagues identified

QUESTION 1 (15 MINUTES)

- Based on your action plan, share the urgent agenda and problems you would immediately want to resolve regarding adapted physical education and/or parasport in your countries.

This discussion should provide answer to:

What is the logical, reasonable next step toward solving your urgent problem?

QUESTION 2 (15 MINUTES)

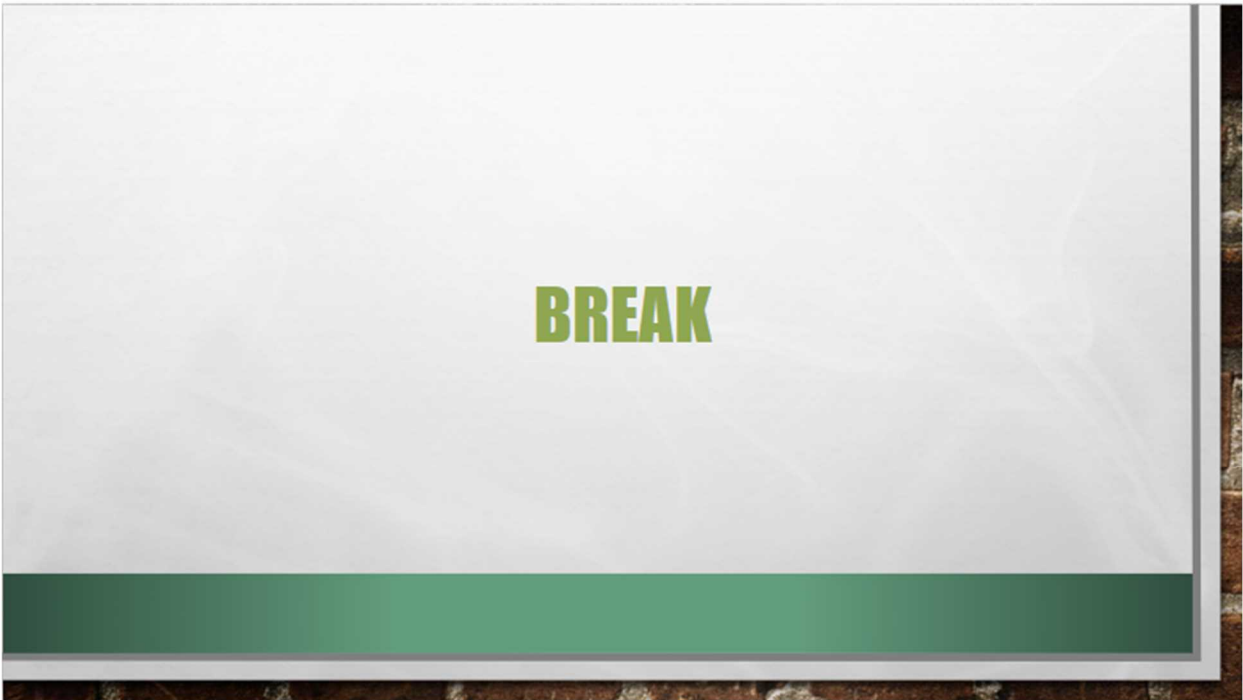
- Although there are agenda and programs which counterparts need to resolve, it is not urgent. Explain long term agenda and problems the counterparts need to resolve (3-5 years plan) regarding adapted physical education and/or disability sport in your countries.

This discussion should provide answer to:

What is something that you start now toward your long-term problem?

Practice

Find common agenda and problems within your discussion group, and collaboratively develop and share problem – solving plans with other counterparts regarding adapted physical education and/or disability sport in your countries.



PRESENTATION OF REVISED ACTION PLAN

Presentations (5-min.!)

○ Talking Points:

§ What Did You Learn From Today's Activities?

§ What Is The Main Revision Points?

§ What Is The Immediate Next Step To Implement Your Action Plan?

§ A Q&a Session (**From Audience**) After Every Five Presentation (15minutes)

§ Presentation Order: 1 PHILIPPINES 2 MALAYSIA 3 BRUNEI 4 INDONESIA 5 TIMOR
LESTE
6 VIETNAM 7 MYANMAR 8 THAILAND 9 CAMBODIA 10 LAOS 11 SINGAPORE

TAKE HOME MESSAGES


- Physical education teacher education (PETE), adapted physical education (APE), and Disability Sport sectors are connected through specialized training, collaborative network, practical experience opportunities and advocacy for social justice and inclusion.
- SHAPE America emphasize inclusion as fundamental, ensuring all students, regardless of ability, background, or gender, can achieve physical and health literacy through accessible, equitable practices, focusing on building a positive culture, modifying activities, using varied communication (visuals, audio), and addressing diverse needs for a meaningful, lifelong active lifestyle.



第6章 対面式ワークショップにおける各国プレゼンテーション資料


第1節 体育教師教育

■ ブルネイ



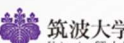




ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE)
& Sport For People With Disabilities (SPD) FY2025

Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Azrin AJI
Ministry of Education
Brunei Darussalam

29 January 2026 (Thu.)
@3rd In-Person Workshop (Tokyo, Japan)




ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE)
& Sport For People With Disabilities (SPD) FY2025

Brief Background

- Population
- 2 Major Stakeholders
- 3 Major Departments

ACTION

29 January 2026 (Thu.)
@3rd In-Person Workshop (Tokyo, Japan)





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Content

Opinion on standards
Draft in preliminary stage
Progress
Country's context



29 January 2026 (Thu.)
@3rd In-Person Workshop (Tokyo, Japan)



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Please put some photos related to PE, PETE or school activities in your country.



Thank you!



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Direction of ASEAN PETE Standards (Guidelines) Development

	Directions
Developing ASEAN PETE Standards (Guidelines)	• Establishing common standards (guidelines) for PE teachers is essential for each country to share common goals, to assess the current status of its PE teachers, and to improve PETE programs in its own country.
	• Through the workshop, we aim to develop a document that clearly outlines the expected competencies for PE teachers, reflecting their own national context.
	• We will then compare and discuss these documents to create a version that all AMSs can agree upon.
	• It is anticipated that during the process of establishing this consensus, each country will define the expected competencies required for its PE teachers.
	• Additionally, relevant documents will be compiled to support policymaking aimed at enhancing PETE programs across ASEAN.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

PETE Online Session Results

Discussion Summary

- While national priorities may differ, efforts should be made to find common ground between the goals of physical education and PETE
- Adapting to national circumstances while maintaining the common goal of inclusive PETE
- Aligning standards with current educational goals and ensuring inclusion in physical education
- Prioritising student experience and enjoyment in physical education classes

(Standard 1) Include pedagogical approaches in the content of foundational knowledge?

(Standard 2) Change the term "proficient" to "qualified" if teachers are qualified?

(Standard 3) Include the term "contextualised experience" because definitions of meaningful experiences vary?

(Standard 4) Include elements related to safety and the learning environment, such as location and equipment?

(Standard 5) Include feedback and reflection when discussing the assessment of student learning?

(Standard 6) Consider professional responsibility to ensure ongoing community engagement and professional engagement?

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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Overview

Items	Keywords/Brief Phrases
Impression You Have On Current U.S. Standards (SHAPE, 2017)	<i>From participation to physical literacy, holistic development, accountability</i>
Essential Points to be added to ASEAN PETE Standards (Guidelines)	<i>Concept of Adapted PE and how it can be contextualized in our own country setting - "Avoid one size fits all approach"</i>

Contextualisation -Reflecting the Situation in Your Country-


Items	Keywords/Brief Phrases
Needs In Your Country's Physical Education (PE)	<i>Clarify the national definition of Inclusive Quality PE Stronger integration of inclusive and adapted PE in mainstream schools National context and specific needs</i>
Needs In Your Country's PETE	<i>Lack of opportunity to learn how to create inclusive PE lesson plans and the capacity to implement lesson plans – "Existing Strengths of National Standards"</i>
Points To Emphasise In Your Tentative PETE Standards (Guidelines)	<i>Ability to design and deliver inclusive, safe, and student-centred PE lessons</i> <ul style="list-style-type: none"> • <i>Competence in adapting PE activities for diverse abilities and needs</i> • <i>Strong pedagogical content knowledge and practical teaching skills</i> • <i>Alignment of PETE outcomes with national curriculum and education goals</i>



ASEAN-JAPAN ACTION ON SPORTS

ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) 2025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Challenges for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
<p>Third Prioritized</p> <p>Review Physical Education Curriculum (June, 2025)</p>	YES	In Progress	<p>Strengthening Professional Learning Communities</p> <ul style="list-style-type: none"> • The Curriculum Development Department Ministry of Education initiated a Meeting of the Committee for the Development of National Standards for Physical Education and Health to update the current Physical Education SPN21 curriculum <ul style="list-style-type: none"> ◦ 1st meeting: 26th September 2024 ◦ 2nd meeting: 3rd June 2025 ◦ 3rd meeting: 29th September 2025 	<ul style="list-style-type: none"> • Curriculum review processes are time-intensive, requiring multiple levels of approval and coordination. • Balancing inclusivity with existing curriculum demands, ensuring adaptations do not overburden teachers or schools. • Limited local reference models for fully integrated Adapted Physical Education within the national curriculum. • Need for teacher readiness and training alignment before curriculum changes can be effectively implemented.

Stakeholder Engagement & Consultation

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Revise the PETE Standards (Guidelines) draft by incorporating additional perspectives, concepts, and elements that reflect the content of the previous slides, the key points from the online workshop, and the specific context of your

COUNTRY Standard 1: Brunei's Draft Content and Foundational Knowledge	Updated Version Standard 1: Content and Foundational Knowledge
Candidates will:	Candidates will:
1.a Describe and apply fundamental content knowledge for teaching Preschool to Year 11 physical education, considering Brunei's national curriculum and cultural values.	Integrate Brunei's national curriculum and cultural values into the instruction of fundamental PE concepts for students aged Preschool through Year 11.
1.b Describe and apply specialised content knowledge for teaching Preschool to Year 11 physical education, integrating traditional Bruneian games and modern sports.	Explain and implement core PE principles for Preschool through Year 11, ensuring alignment with Brunei's national educational framework and cultural expectations.
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.	Analyze and utilize principles of physiology and biomechanics to enhance movement skills and fitness in P-11 students, fostering a commitment to long-term wellness.
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.	Apply motor learning and psychological frameworks to improve student movement and fitness, supporting Brunei's national health and education objectives.

Please update and choose more suitable verbs and terms according to the contexts of PE and PETE in your country.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 2: Brunei's Draft Skillfulness and Health-Related Fitness	Updated Version Standard 2: Skillfulness and Health-Related Fitness
Candidates will:	Candidates will:
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.	Exhibit competence in Fundamental Movement Skills, encompassing locomotor, non-locomotor, and manipulative skills, and apply these skills across multiple physical education domains. The integration of Brunei's traditional games and activities will further support cultural relevance and contextual learning.
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.	Demonstrate technical proficiency across diverse physical activities, implementing strategic adaptations to ensure an inclusive and engaging environment for all ability levels.
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.	Develop and maintain a health-enhancing level of fitness throughout the program, inspiring active and healthy living across Brunei's education community.
2.d	

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: Brunei's Draft Planning and Implementation	Updated Version Standard 3: Planning and Implementation
Candidates will:	Candidates will:
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.	Plan and design structured lesson plans that integrate measurable, developmentally appropriate, performance-based objectives consistent with Brunei's national curriculum and physical education priorities.
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.	Develop scaffolded lesson plans that ensure logical progression and cater to diverse learner profiles.
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.	Manage resources and time to promote engagement and participation.
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.	Create lesson plans which will accommodate diverse students' needs at various stages of learning.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 4: Brunei's Draft Instructional Delivery and Management	Updated Version Standard 4: Instructional Delivery and Management
Candidates will:	Candidates will:
4.a. 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.	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.
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.	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.c Continuously assess and adjust instructional approaches based on the evolving learning environment, modifying tasks and explanations to match students' needs and comprehension levels.	Continuously assess and adjust instructional approaches based on the evolving learning environment, modifying tasks and explanations to match students' needs and comprehension levels.
4.d Establish structured transitions, routines, and positive behavior management strategies that reflect Brunei's cultural and educational values, ensuring a safe, supportive, and engaging physical education environment.	Establish structured transitions, routines, and positive behavior management strategies that reflect Brunei's cultural and educational values, ensuring a safe, supportive, and engaging physical education environment.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 5: Brunei's Draft Assessment of Student Learning	Updated Version Standard 5: Assessment of Student Learning
Candidates will:	Candidates will:
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.	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.
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.	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.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.	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.d	

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 6: Brunei's Draft Professional Responsibility	Updated Version Standard 6: Professional Responsibility
Candidates will:	Candidates will:
6a. Engage in behaviour that reflects to a code of conduct that meets the standards for civil servants and teachers, showing professionalism and education values.	Engage in behavior that reflects to a code of conduct that meets the standards for civil servants and teachers, showing professionalism and education values.
6.b Engage in professional growth through collaboration with colleagues and participation in schools and/or professional organisations.	Engage in professional growth through collaboration with colleagues and participation in schools and/or professional organizations.
6.c Describe strategies, including the use of technology, to promote and advocate physical education and expand physical activity.	Describe strategies, including the use of technology, to promote and advocate physical education and expand physical activity
6.d	



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Questions	Answers
1. If the tentative PETE Standards (Guidelines) for ASEAN are developed through this project, how can they be effectively utilised in your country?	This can be done through the Curriculum Department which is our largest stakeholder in disseminating information to schools. Teachers Academy (BDLTA) will train the trainers. Needs to be vetted by SUT office.
2. If so, please imagine and describe how the process will be.	Lobbying - Proposal from PETE/SPD in the form of report writing and presentation to the Head of Curriculum as well as Project Leaders.
3. In that case, who will be the national stakeholder?	National stakeholder will be the buy in from HODs of Physical education departments for each school in cluster levels > Curriculum Department. Question of ownership.
4. If national standards for teacher education already exist in your country, can the tentative PETE Standards (Guidelines) for ASEAN that will be developed through this project serve as a reference for future revision of the original standards for your country?	They can add value if they can be developed as a reference for adopting an international standard by: Benchmarking and quality assurance. Promoting regional harmonization. Identifying emerging trends and best practices.

■ ブルネイ (改訂版)

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Revise the PETE Standards (Guidelines) draft by incorporating additional perspectives, concepts, and elements that reflect the content of the previous slides, the key points from the online workshop, and the specific context of your country.

Standard 1: Brunei's Draft	Updated Version
Content and Foundational Knowledge	Standard 1: Content and Foundational Knowledge
Candidates will:	Candidates will:
1.a Describe and apply fundamental content knowledge for teaching Preschool to Year 11 physical education, considering Brunei's national curriculum and cultural values.	Integrate Brunei's national curriculum and cultural values into the instruction of fundamental PE concepts for students aged Preschool through Year 11.
1.b Describe and apply specialised content knowledge for teaching Preschool to Year 11 physical education, integrating traditional Bruneian games and modern sports.	Explain and implement core PE principles for Preschool through Year 11, ensuring alignment with Brunei's national educational framework and cultural expectations.
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.	Analyze and utilize principles of physiology and biomechanics to enhance movement skills and fitness in students, fostering a commitment to long-term wellness.
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.	Apply motor learning and psychological frameworks to improve student movement and fitness, supporting Brunei's national health and education objectives.

Please update and choose more suitable verbs and terms according to the contexts of PE and PETE in your country.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 2: Brunei's Draft Skillfulness and Health-Related Fitness

Candidates will:

- 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.
- 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.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.d



Updated Version Standard 2: Skillfulness and Health-Related Fitness

Candidates will:

- Exhibit** competence in Fundamental Movement Skills, encompassing locomotor, non-locomotor, and manipulative skills, and apply these skills across multiple physical education domains. The integration of Brunei's traditional games and activities will further support cultural relevance and contextual learning.
- Demonstrate** technical proficiency across diverse physical activities, **implementing** strategic adaptations to ensure an inclusive and engaging environment for all ability levels.
- Develop and maintain** a health-enhancing level of fitness throughout the program, inspiring active and healthy living across Brunei's education community.

SEAN/JAP

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: Brunei's Draft Planning and Implementation

Candidates will:

- 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.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.
- 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.d Develop individualized instructional strategies within the lesson plan framework, incorporating accommodations and modifications to support diverse student needs at each stage of learning.



Updated Version Standard 3: Planning and Implementation

Candidates will:

- Plan and design** structured lesson plans that integrate measurable, developmentally appropriate, performance-based objectives consistent with Brunei's national curriculum and physical education priorities.
- Develop** scaffolded lesson plans that ensure logical progression and cater to diverse learner profiles.
- Plan for and manage resources within each teaching interval to provide active, fair, and equitable learning experiences that promote student engagement and participation.
- Create** lesson plans which will accommodate and modify diverse students' needs at various stages of learning with technology-based methods.

SEAN/JAP

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 4: Brunei's Draft Instructional Delivery and Management	Updated Version Standard 4: Instructional Delivery and Management
Candidates will:	Candidates will:
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.	Communicate verbally and non-verbally culturally appropriate and adapted to students' developmental levels and abilities, ensuring clear and respectful interactions in all learning experiences.
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.	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.c Continuously assess and adjust instructional approaches based on the evolving learning environment, modifying tasks and explanations to match students' needs and comprehension levels.	Continuously assess and adjust instructional approaches based on the evolving learning environment, modifying tasks and explanations to match students' needs and comprehension levels.
4.d Establish structured transitions, routines, and positive behavior management strategies that reflect Brunei's cultural and educational values, ensuring a safe, supportive, and engaging physical education environment.	Establish structured and safe transitions, routines, and positive behavior management strategies that reflect Brunei's cultural and educational values, ensuring a safe, supportive, and engaging physical education environment.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 5: Brunei's Draft Assessment of Student Learning	Updated Version Standard 5: Assessment of Student Learning
Candidates will:	Candidates will:
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.	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.
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.	Create 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.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.	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.d	







ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 6: Brunei's Draft Professional Responsibility	Updated Version Standard 6: Professional Responsibility
Candidates will:	Candidates will:
6a. Engage in behaviour that reflects to a code of conduct that meets the standards for civil servants and teachers, showing professionalism and education values.	Consistently engage in behavior that reflects to a code of conduct that meets the standards for civil servants and teachers, showing professionalism and education values.
6.b Engage in professional growth through collaboration with colleagues and participation in schools and/or professional organisations.	Engage in continuous professional growth through collaboration with colleagues and participation in schools and/or professional organizations.
6.c Describe strategies, including the use of technology, to promote and advocate physical education and expand physical activity.	Describe and implement strategies like including the use of technology, to promote and encourage physical education and expand physical activity.
6.d	




■ カンボジア


ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025


Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-




Cambodia
Hou Siththisophealai
(Ministry of Education, Youth & Sports)

29 January 2026 (Thu.)
 @3rd In-Person Workshop (Tokyo, Japan)







ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Revise the PETE Standards (Guidelines) draft by incorporating additional perspectives, concepts, and elements that reflect the content of the previous slides, the key points from the online workshop, and the specific context of your country.

Standard 1: Cambodia's Draft Content and Foundational Knowledge	➔	Updated Version Standard 1: Content and Foundational Knowledge
Candidates will:		Candidates will:
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 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.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.
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 physical fitness for students in in Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.		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 physical fitness for students in in Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.
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.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 2: Cambodia's Draft Skillfulness and Health-Related Fitness



Updated Version Standard 2: Skillfulness and Health-Related Fitness

Candidates will:

2.a 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

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 health-enhancing level of physical fitness throughout the program.

Candidates will:

Demonstrate competency in all fundamental motor skills, as well as skillful performance in physical education content areas to be taught in primary schools, lower and upper secondary schools (e.g. recreation, athletics, gymnastics, physical fitness, ball games, rhythm exercise, swimming, traditional sports, table tennis, pétanque, and international 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

2.c Demonstrate competency in skillful performance in doing physical fitness test and **maintain a health-enhancing level of physical fitness throughout the program** to the students based on the PE curriculum in Primary, Lower-Secondary, and Upper-Secondary Schools.

Combine with 2.c

ASEAN/16

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: Cambodia's Draft Planning and Implementation



Updated Version Standard 3: Planning and Implementation

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 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.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.c Plan for and manage resources to provide active, fair and equitable learning experiences.

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.

Candidates will:

3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives (**physical education objectives by grade and by school level**) that are aligned with the students' learning outcomes of in PE curriculum in Primary, Lower-Secondary, and Upper Secondary schools.

3.b Develop and implement lesson plan with lesson objectives, inclusive content and activities that align with short- and long-term plan objectives (physical education objectives by grade and by school level) 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.c Plan for and manage **teaching and learning** resources to provide active, fair, **equitable, and inclusive** learning experiences for **all students including student with special needs**.

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 **do self assessment**.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 4: Cambodia's Draft Instructional Delivery and Management	Updated Version Standard 4: Instructional Delivery and Management
Candidates will:	Candidates will:
4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	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 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 demonstrations, explanations and instructional cues aligned with short-and long-term objectives (lesson's objectives, physical education objectives by school level) 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.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.
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.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.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 5: Cambodia's Draft Assessment of Student Learning	Updated Version Standard 5: Assessment of Student Learning
Candidates will:	Candidates will:
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 (lesson's objectives, physical education objectives by grade and by school level).
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 and attitude at the beginning of the year, during each PE lesson, and throughout the academic year (teacher assessment, student self assessment, peer assessment , monthly exam and semester exam), as well as summative assessments that evaluate students' learning and attitude at the end of the academic year.
5.c Lead the students to do peer assessment after each PE lesson throughout the academic year.	deleted
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 a reflective cycle to guide decision-making specifically to candidates' performance, students' learning and attitude , and short- and long-term plan objectives (physical education objectives by grade and by school level).

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 6: Cambodia's Draft Professional Responsibility

Candidates will:

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



Updated Version Standard 6: Professional Responsibility

Candidates will:

- 6.a Engage in behaviour that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organisations.
- 6.c Develop PE teaching and learning materials under limited resources and circumstances in their own school context and **encouraging** all students to play sports as extra-curricular activities.
- 6.d Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities **that support the development of physically literate individuals**



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

PETE lesson at National Institute of Physical Education and Sport (2025)



Swimming



Pétanque





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Please put some photos related to PE, PETE or school activities in

Training to Special School Teacher Trainees on teaching PE at National Institute of Special Education (2025)



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

PE teaching in one high school in Phnom Penh (2025)





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

PE teaching (Aerobics) in Phnom Koy Lower Secondary School in Pailin (January 2026)



Photo Source: Facebook account by Hen Long (January 2026)



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PE teaching in schools in Phnom Penh (2025)







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Thank you for your kind attention!





■ カンボジア（改訂版）

Updated part

Standard 1		
<p>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.</p>	<p>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.</p>	<p>Candidates will:</p> <p>1.a Describe and apply common content knowledge for teaching preK-12 physical education.</p> <p>1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.</p> <p>1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.</p> <p>1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.</p> <p>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.</p> <p>1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.</p>
<p>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.</p>		
<p>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 physical fitness for students in Kindergarten, Primary, Lower-Secondary, and Upper-Secondary schools.</p>		
<p>1.d Describe the historical, philosophical and social perspectives of physical education issues and legislation</p>		

Standard 2		
<p>2.a 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).</p>	<p>Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.</p>	<p>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.</p>
<p>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</p>		
<p>2.c Demonstrate competency in skillful performance in doing physical fitness test and maintain a health-enhancing level of physical fitness throughout the program to the students based on the PE curriculum in Primary, Lower-Secondary, and Upper-Secondary Schools.</p>		
<p>2.d Achieve and maintain a health-enhancing level of physical fitness throughout the program.</p>		

Standard 3		
<p>3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives (physical education objectives by grade and by school level) that are aligned with the the students' learning outcomes in the Bachelor of Education Program in Physical Education and students' learning outcomes of in PE curriculum in Primary, Lower-Secondary, and Upper Secondary schools.</p>	<p>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.</p>	<p>Candidates will:</p> <p>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.</p> <p>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.</p> <p>3.c Plan for and manage resources to provide active, fair and equitable learning experiences.</p> <p>3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.</p> <p>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).</p> <p>3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.</p>
<p>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.</p> <p>3.b Develop and implement lesson plan with lesson objectives, inclusive content and activities that align with short- and long-term plan objectives (physical education objectives by grade and by school level) 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.</p>		
<p>3.c Plan for and manage resources to provide active, fair and equitable learning experiences:</p> <p>3.c Plan for and manage teaching and learning resources to provide active, fair, equitable, and inclusive learning experiences for all students including student with special needs.</p>		
<p>3.d Plan, implement, and adapt 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 do self assessment, analyse their own performance results.</p>		

Standard 4		
4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences, keeping the class inclusive with safe learning environment and culturally appropriate - (Philippines and Brunei)	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. 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.b Implement demonstrations, explanations and instructional cues aligned with short-and long-term objectives (lesson's objectives, physical education objectives by school level) and implement structured and safe 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. (establish structured and safe transition)		
4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.		
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.		

Standard 5		
5.a Select or create authentic formal assessments that measure students' attainment of short and long-term objectives (lesson's objectives, physical education objectives by grade and by school level).	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. 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.
5.b Implement formative assessments that monitor students' learning and attitude at the beginning of the year, during each PE lesson, and throughout the academic year (teacher assessment, student self assessment, peer assessment, monthly exam and semester exam), as well as summative assessments that evaluate students' learning and attitude at the end of the academic year.		
5.c Lead the students to do peer assessment after each PE lesson throughout the academic year.		
5.d Implement a reflective cycle to guide decision-making specifically to candidates' performance, students' learning and attitude, and short- and long-term plan objectives (physical education objectives by grade and by school level). (Feedback from the teacher/assessor-assessment is incomplete without communicating the result, (Skinner))		

(Skillset)		
Standard 6		
6.a Engage in behaviour that reflects professional ethics, practice and cultural competence.	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.b Engage in continued professional growth and collaboration in schools and/or professional organisations.		6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
6.c Develop PE teaching and learning materials under limited resources and circumstances in their own school context and getting encouraging all students to play sports as extra-curricular activities.		6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
6.d Describe and implement strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities that support the development of physically literate individuals		6.c 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


ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025


Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Indonesia
Hilda Ilmawati
 The Ministry of Primary and Secondary Education
 Indonesian Univ. of Education

29 January 2026 (Thu.)
 @3rd In-Person Workshop (Tokyo, Japan)



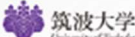

ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting P FY2025 :ducation Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

Overview

Items	Keywords/Brief Phrases (Please erase the e.g. and describe yours.)
Impression You Have On Current U.S. Standards (SHAPE, 2017)	<i>Different context from the ASEAN region (influenced by political, financial, and other contextual factors, which may not align with ASEAN)</i>
Essential Points to be added to ASEAN PETE Standards (Guidelines)	<i>Concept of Adapted PE, Meaningful PE, Safety place for learning, and Social Justice.</i>

Contextualisation -Reflecting the Situation in Your Country-

Items	Keywords/Brief Phrases (Please erase the e.g. and describe yours.)
Needs In Your Country's Physical Education (PE)	<i>Articulating the concept and enactment of Inclusive Quality Physical Education, meaningfulness in Physical Education, safe and supportive learning environments for students, and ensuring equity in learning opportunities.</i>
Needs In Your Country's PETE	<i>Difficulties in aligning curriculum expectations with Physical Education practices in schools, as well as challenges in pedagogical development for pre-service and in-service teachers</i>
Points To Emphasise In Your Tentative PETE Standards (Guidelines)	<i>Reframing the goal of physical education in schools as providing meaningful experiences of physical activity, which are believed to foster a disposition toward lifelong participation, not only to live longer, but to live better.</i>



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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

The Indonesian context

- In 2024, the Ministry of Primary and Secondary Education of the Republic of Indonesia established a policy mandating that physical education be implemented through a meaningful approach for students. (BSKAP Decree No. 046/H/KR/2024)
- **Meaningful:** Learners are able to experience the benefits and relevance of what they learn for their lives. Learners can construct new knowledge based on prior knowledge and apply their understanding in real-life contexts.
 - Physical education is positioned as an opportunity for students to engage in active participation in ways that make experiences more meaningful and enrich their lives. As Kretchmar (2006) suggests: 'one of the greatest things about physical activity and play is that they **make our lives go better, not just longer. It is the quality of life, the joy of being alive**'. In this way, Meaningful physical education places the quality and personal significance of students' experiences at the forefront of a teacher's pedagogical decision-making (Kretchmar, 2008).



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

The Indonesian context

- Based on this thinking, Indonesia has developed **tentative standards for PETE**, grounded in the goal of **preparing** physical education teachers to facilitate **meaningful physical education learning** for students
 - Meaningfulness is grounded in the **Meaningful Physical Education (MPE) framework**. This framework is not regarded as a **panacea**, but rather as a **supportive framework** that complements and informs other pedagogical decisions
 - As Fletcher says that Meaningful PE is a pedagogical innovation that supports teachers in prioritising meaningful experiences for students and using this priority as the main driver for their pedagogical decision-making (Fletcher et al. 2021).





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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Revise the PETE Standards (Guidelines) draft by incorporating additional perspectives, concepts, and elements that reflect the content of the previous slides, the key points from the online workshop, and the specific context of your country.

Standard 1: Indonesia's Draft (Updated in November 2025) Content and Foundational Knowledge

Candidates will:

- 1.a. Demonstrate understanding and apply appropriate teaching content for K–12 physical education.
- 1.b. Demonstrate understanding of motor learning theories and apply them appropriately according to learners' developmental levels.
- 1.c. Describe and integrate the concepts of Meaningfulness in Physical Activity, Physical Literacy, Social Justice, and Adapted Physical Education in K–12 physical education teaching.
- 1.d. Demonstrate understanding of the strands of the Physical Education curriculum.



Please update and choose more suitable verbs and terms according to the contexts of PE and PETE in your country.



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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 2: Indonesia's Draft Skillfulness and Health-Related Fitness

Candidates will:

- 2.a. Demonstrate a range of motor skills, from fundamental motor skills to more specialized skills, in teaching K–12 physical education.





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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: Indonesia's Draft Planning and Implementation

Candidates will:

- 3.a. Analyzing learning objectives, identifying appropriate assessment methods, and planning learning activities to achieve the objectives (backward design).
- 3.b. Utilizing features of meaningful physical education, physical literacy, adapted PE, and social justice as the basis for selecting pedagogical approaches in learning.
- 3.c. Understanding and applying various pedagogical approaches, such as democratic and reflective pedagogy, as well as physical education teaching models or methods including TPSR, TGfU, SEM, and others.
- 3.d. Optimizing existing learning resources, including natural resources, to enhance physical education learning (asset-based thinking).



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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 4: Indonesia's Draft Instructional Delivery and Management

Candidates will:

- 4.a. Use pedagogical approaches, instructional models, and learning methods that align with learning objectives, content, and student characteristics, while promoting student goal-setting, reflection, choice, and voice in physical education.
- 4.b. Implement learning experiences that foster social justice, physical literacy, and meaningful engagement for K-12 physical education students.
- 4.c. Provide both general and specific feedback to enhance students' learning across skill, cognitive, social, and affective domains, and actively seek to understand students' reflections on their learning.
- 4.d. Establish and maintain a safe, supportive, and inclusive physical education learning environment





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ASEAN-Japan Workshops On Promoting P FY2025 :ducation Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

Standard 5: Indonesia's Draft Assessment of Student Learning

Candidates will:

5.a. Understand the purpose of assessment and effectively apply Assessment as Learning, Assessment of Learning, and Assessment for Learning.

5.b. Use assessment results to inform and improve teaching practices.

5.c. Utilize assessments to support students' reflection on meaningful experiences, enabling them to express what is significant to them during physical education. Examples include PE Journals, PE Diaries, or Equalizers, which primarily assess affective aspects and may also capture cognitive learning, without assigning grades to these personal experiences.



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ASEAN-Japan Workshops On Promoting P FY2025 :ducation Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

Standard 6: Indonesia's Draft Professional Responsibility

Candidates will:

6.a. Demonstrate professional responsibility in accordance with ethical standards and cultural norms within the educational environment.

6.b. Participate actively in teacher learning communities and collaborate with fellow teachers, parents, and the wider community.

6.c. Show positive social interactions and maintain a positive professional self-image.



Questions	Answers
1. If the tentative PETE Standards (Guidelines) for ASEAN are developed through this project, how can they be effectively utilised in your country?	<i>The document needs to be introduced to the association of heads of Physical Education Teacher Education (PETE) programs at universities across Indonesia. In addition, the document should be disseminated to professional development organizations for Physical Education teachers, with the aim of supporting the provision of teacher training aligned with the established standards.</i>
2. If so, please imagine and describe how the process will be.	<i>Sending the document to the association of heads of study programs across Indonesia. Sending the document to organizations responsible for in-service teacher education.</i>
3. In that case, who will be the national stakeholder?	<i>The Ministry of Higher Education and the Ministry of Primary and Secondary Education, through central and regional implementing units responsible for teacher development (https://atk.kemendikdasmen.go.id).</i>
4. If national standards for teacher education already exist in your country, can the tentative PETE Standards (Guidelines) for ASEAN that will be developed through this project serve as a reference for future revision of the original standards for your country?	<i>Indonesia does not yet have established PETE standards. Therefore, the ASEAN PETE standards can be used as a reference for PETE in Indonesia.</i>

Please put some photos related to PE, PETE or school activities in your country.



Thank you!



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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Please put some photos related to PE, PETE or school activities in your country.



Thank you!



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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Please put some photos related to PE, PETE or school activities in your country.



Thank you!



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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Please put some photos related to PE, PETE or school activities in your country

■ **インドネシア (改訂版)**

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting P FY2025 :ducation Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

Standard 6: Indonesia's Draft Professional Responsibility

Candidates will:

- 6.a. Demonstrate professional responsibility in accordance with ethical standards and cultural norms within the educational environment.
- 6.b. Participate actively in teacher learning communities and collaborate with fellow teachers, parents, and the wider community.
- 6.c. Show positive social interactions and maintain a positive professional self-image.
- 6.d. Critically reflect on their own teaching in Physical Education.

Rationale:

An indirect supervisory process may be more suitable than the clinical supervisory model (Tsangaridou and O'Sullivan, 1994, p.20).

It is also recommended that communities of practice for reflective practitioners be established and developed to promote the concept meaningfully (Crawford et al., 2012)

■ ラオス

 ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025


Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Lao PDR
Visith Seng Amphanh
(Ministry of Education and Sports)


29 January 2026 (Thu.)
@3rd In-Person Workshop (Tokyo, Japan)



 ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Objectives:

1. Historical Background of PE in Lao PDR.
2. Current Status: Systemic Framework.
3. Current PE Teacher Training Curriculum.
4. Major Challenges & Opportunities.
5. The Critical Need for National PE Teacher Standards.
6. Conclusion & Open for Discussion





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

1: Historical Background of PE in Lao PDR

The Physical Education College was established in 1978, originally named the "Vientiane-Level School of Physical Education and Sports". In 1993, the **Department of Sports, Physical and Arts Education** was founded with the mandate to oversee physical education and sports programs in secondary schools. Consequently, the institution was renamed the "**Secondary-Level Physical Education Teacher Training School**" in 2007. By 2009, further improvements were made to the curriculum and infrastructure, leading to its upgrade and current designation as the "**Physical Education College**", a name it retains to this day.

Evolution: Over decades, the focus has gradually expanded from basic training to include health education, sports skills, and holistic student development.



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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

2. Current Status: Systemic Framework

Governing Body: The **Department of Sports for All, Physical and Education (DSPE)**, under the Ministry of Education and Sports (MoES), holds the primary mandate.

Teacher Training: Conducted primarily at the **Physical Education College and Art Education College** (Diploma and Bachelor's levels).

Integration: PE is a compulsory subject within the basic education curriculum (Primary & Secondary levels).

General Education Schools: Approximately 1,862 institutions (Primary & Secondary combined).

PE Teachers: Estimated 1,268 and 200 Female teachers nationwide.

Key Issue: Low teacher-to-student ratio, indicating a significant gap in qualified personnel coverage across all schools.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

3. Current PE Teacher Training Curriculum

Program: 4 Years Bachelor of Education (Physical Education teacher).

Core Components:

Theory: Foundations of PE, Exercise Physiology, Sports Science, Educational Psychology.

Pedagogy: Teaching Methods, Curriculum Design, Classroom Management for PE.

Practical Skills: Athletics, Gymnastics, Traditional & International Sports, Coaching Basics.

Health & Wellness: Health Education, Nutrition, First Aid.

Focus: Producing teachers capable of delivering the national PE curriculum.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

4. Major Challenges & Opportunities

Challenges:

Lack of National Standards: No unified, formalized national competency framework for PE teachers.

Qualification Gap: Shortage of qualified teachers, leading to non-specialists teaching PE.

Resource Constraints: Widespread lack of sports facilities, equipment, and teaching materials.

Curriculum Time: Limited allocated hours for PE within the school schedule.

Perception: PE is sometimes undervalued compared to academic subjects.

Opportunity: This gap presents a clear opportunity to develop a modern, benchmarked national standard





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5. The Critical Need for National PE Teacher Standards

Why Standards?

Ensure Quality: Define minimum competencies for knowledge, skills, and pedagogy.

Guide Training: Modernize the pre-service curriculum at training colleges.

Professional Development: Create a framework for in-service training and career progression.

Equity: Ensure all students, regardless of location, have access to quality PE.

Regional/Global Alignment: Facilitate cooperation and align with international best practices (e.g., ASEAN, Japan).



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ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

6. Conclusion & Open for Discussion

Summary: Laos has established a foundational system for PE but faces significant challenges, primarily the absence of national PE teacher standards.

Goal: To build a sustainable, quality PE education system through professionalization.

- Lao PDR would like to establish its own national standards for PE and PETE in the future as well as we can

Invitation: We are eager to learn from international experiences and explore collaborative partnerships to develop these crucial standards.

Q & A

Thank You. Questions and suggestions are welcome

ຂອບໃຈ ຫຼາຍໆ Khob Jai Lay Lay







1. I aim to understand the parallel development of the Paralympic sports movement and the training of physical education instructors specializing in disability sports.

2. Our team will examine the viability of creating an execution plan and verify if governmental budgetary resources are available to support this initiative.


3. We will present the key outcomes and recommendations from this meeting to the **General Director of the Department of Sports for All, Physical and Arts Education** and the **Minister of Ministry of Education and Sports**, in order to seek guidance for implementing the **National Project for Developing Trainers and Instructors for Sports for Persons with Disabilities**.

■ マレーシア






ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Malaysia
Solehah Mison
(Ministry of Education)


29 January 2026 (Thu.)
@3rd In-Person Workshop (Tokyo, Japan)

ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Overview

Items	Keywords/Brief Phrases <i>(Please erase the e.g. and describe yours.)</i>
Impression You Have On Current U.S. Standards (SHAPE, 2017)	SHAPE (2017) provides a comprehensive and systematic framework for physical education, covering motor skills, fitness, health knowledge, and positive attitudes toward physical activity.
Essential Points to be added to ASEAN PETE Standards (Guidelines)	Learning Outcomes / Skills, Adaptive Fitness Benchmarks, Inclusive Teaching Methods, Assessment & Progress Indicators, IEP Integration / Holistic Goals, Human-centric
Contextualisation -Reflecting the Situation in Your Country-	
Items	Keywords/Brief Phrases <i>(Please erase the e.g. and describe yours.)</i>
Needs In Your Country's Physical Education (PE)	Adaptive PE curriculum aligned with SEN pupils' abilities, clear benchmarks for motor skills, fitness, and health knowledge, integration of IEPs.
Needs In Your Country's PETE	Training for PE teachers on adaptive teaching methods, inclusive assessment strategies, and understanding cognitive, physical, and social-emotional needs; ongoing CPD on best practices.
Points To Emphasise In Your Tentative PETE Standards (Guidelines)	Tentative PETE standards should equip PE teachers with the knowledge, skills, and attitudes to deliver inclusive, adaptive, and human-centric physical education.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Revise the PETE Standards (Guidelines) draft by incorporating additional perspectives, concepts, and elements that reflect the content of the previous slides, the key points from the online workshop, and the specific context of your country.

Standard 1: Malaysia's Draft Content and Foundational Knowledge	Updated Version Standard 1: Content and Foundational Knowledge
Candidates will:	Candidates will:
1.a Understanding and embracing the philosophy of education.	Understand the philosophy of education, including inclusive and human-centric principles.
1.b Understanding educational policies and their implications on teaching and learning.	Interpret educational policies and their implications for teaching and learning.
1.c Understanding the curriculum and cocurricular implementation.	Understand the curriculum and co-curricular implementation in Physical Education.
1.d Updating Knowledge from Time to Time Based on Current Trends and Developments in Education.	Update professional knowledge based on current trends and developments in education.
	Understand child and adolescent development, including diverse SEN profiles.
	Understand health, wellness, and lifestyle concepts related to Physical Education.
	Apply safety and risk management principles in Physical Education settings.

Please update and choose more suitable verbs and terms according to the contexts of PE and PETE in your country.

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 2: Malaysia's Draft Skillfulness and Health-Related Fitness	Updated Version Standard 2: Skillfulness and Health-Related Fitness
Candidates will:	Candidates will:
2.a Subject Knowledge and Technique - understanding of various sports, exercises and physical activities.	Demonstrate subject knowledge and technical understanding of a range of sports, exercises, and physical activities, including adaptive and modified forms suitable for SEN pupils.
2.b 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.	Foster a positive, inclusive, and safe learning environment that motivates SEN pupils to participate actively in physical activity.
2.c Personal Fitness - PE teachers to lead by example.	Demonstrate personal fitness and healthy lifestyle practices as a professional role model for SEN pupils.
2.d Teaching Methods: Skillful PE teachers can adapt their teaching style to meet the needs of diverse pupils.	Apply a range of teaching methods and instructional strategies adapted to the diverse needs, abilities, and learning profiles of SEN pupils.
	Apply safe movement principles and injury prevention strategies during skill development and fitness activities.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: Malaysia's Draft Planning and Implementation	Updated Version Standard 3: Planning and Implementation
Candidates will:	Candidates will:
3.a 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	Design lessons and long-term PE programs aligned with educational goals, promoting skill development, inclusivity, and IEP integration for SEN pupils.
3.b 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.	Execute lesson plans effectively using teaching strategies, assessments, and engagement techniques.
3.c 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.	Apply instructional strategies, classroom management, adaptation, and flexibility according to SEN pupils' levels, abilities, and IEPs.
3.d Demonstrate safety protocols in teaching PE. Utilizing knowledge based on diverse educational sources and research-based knowledge	Incorporate pupils' assessment and reflection to adjust instruction and ensure inclusivity.
	Demonstrate safe teaching practices while applying knowledge from diverse educational sources and research-based evidence.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 4: Malaysia's Draft Instructional Delivery and Management	Updated Version Standard 4: Instructional Delivery and Management
Candidates will:	Candidates will:
4.a Identifying the needs and potential of pupils for effective learning.	Assess the needs and potential of pupils for effective learning.
4.b Appreciating the uniqueness of every pupil.	Recognize the uniqueness of every pupil.
4.c Implementing effective teaching and learning towards meaningful learning.	Execute effective teaching and learning towards meaningful learning.
4.d Creating a conducive learning environment (ecosystem).	Establish a conducive learning environment (ecosystem).





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 5: Malaysia's Draft Assessment of Student Learning	Updated Version Standard 5: Assessment of Student Learning
Candidates will:	Candidates will:
5.a Planning suitable methods for learning assessment.	Design suitable methods for learning assessment.
5.b Implementing appropriate assessments.	Conduct appropriate assessments.
5.c Evaluating and monitoring the pupils' progress to provide suitable guidance.	Analyze pupils' progress to provide suitable guidance.
5.d Using assessment results to do decision making (Data Driven Decision Making).	Utilize assessment results for data-driven decision-making.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 6: Malaysia's Draft Professional Responsibility	Updated Version Standard 6: Professional Responsibility
Candidates will:	Candidates will:
6.a Practicing ethical teaching principles.	Demonstrate ethical teaching principles.
6.b Practicing Continuous Improvement and Self-Reflection.	Engage in continuous improvement and self-reflection.
6.c Practicing Humanistic Leadership in Education.	Lead humanistic and inclusive educational practices.
6.d Engaging the Community to Support Pupils.	Collaborate with the community to support pupils.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Questions	Answers
1. If the tentative PETE Standards (Guidelines) for ASEAN are developed through this project, how can they be effectively utilised in your country?	Effective utilization in Malaysia will require a structured, multi-layered approach
2. If so, please imagine and describe how the process will be.	<ol style="list-style-type: none"> 1. Alignment with National Curriculum & Policies 2. Integration into Teacher Education & Professional Development 3. Practice school level 4. Evaluate the effectiveness of the guideline/standard
3. In that case, who will be the national stakeholder?	<ol style="list-style-type: none"> 1. Ministry of Education 2. State Education Department 3. District Education Office 4. Schools 5. PE Teachers
4. If national standards for teacher education already exist in your country, can the tentative PETE Standards (Guidelines) for ASEAN that will be developed through this project serve as a reference for future revision of the original standards for your country?	-na-



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

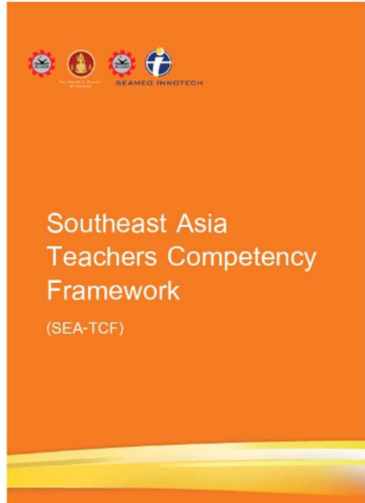
Please put some photos related to PE, PETE or school activities in your country.



Thank you!

■ マレーシア（改定版）

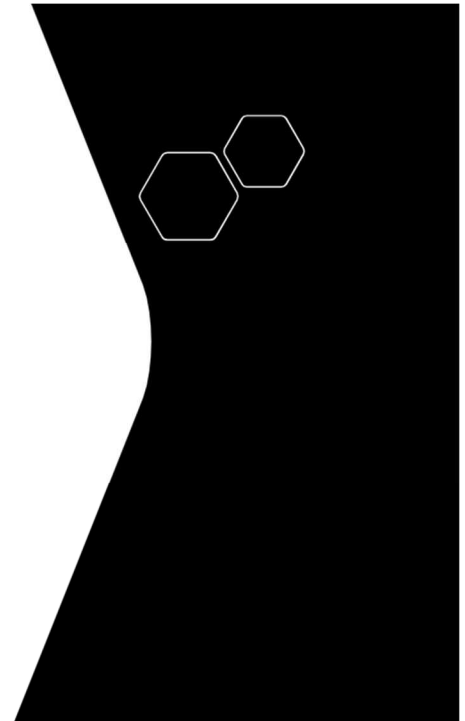
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Existing document in Malaysia



Existing document in Malaysia



What Are The Current Issues And Concerns (E.G., Policy, Culture, Or Habits)?


ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025


Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Myanmar
Ko Ko Htay
(Ministry of Education)

29 January 2026 (Thu.)
@3rd In-Person Workshop (Tokyo, Japan)




ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Overview

Items	Keywords/Brief Phrases (Please erase the e.g. and describe yours.)
Impression You Have On Current U.S. Standards (SHAPE, 2017)	They serve as a reference model for Myanmar's ongoing modernization of PE teacher education, especially in the context of ASEAN PETE standard development.
Essential Points to be added to ASEAN PETE Standards (Guidelines)	Essential points to be added is same to SHAPE, 2017, Additionally, ASEAN-specific elements such as regional mobility, collaboration, cultural preservation, and resource-sensitive guidelines will ensure the standards are both globally relevant and locally adaptable.

Contextualisation -Reflecting the Situation in Your Country-

Items	Keywords/Brief Phrases (Please erase the e.g. and describe yours.)
Needs In Your Country's Physical Education (PE)	Inclusive Quality Physical Education (PE) in Myanmar is defined as a learning process that ensures equal access and participation for all students—regardless of gender, ability, or background
Needs In Your Country's PETE	Addressing this requires structured training, practical experience, resource support, and mentorship so that teachers can ensure equal participation and holistic development for all students
Points To Emphasise In Your Tentative PETE Standards (Guidelines)	the importance of collaboration, adaptation, and continuous professional growth in strengthening Physical Education Teacher Education in Myanmar and across ASEAN.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Revise the PETE Standards (Guidelines) draft by incorporating additional perspectives, concepts, and elements that reflect the content of the previous slides, the key points from the online workshop, and the specific context of your

Standard 1: Myanmar's Draft Content and Foundational Knowledge	Updated Version Standard 1: Content and Foundational Knowledge
Candidates will:	Candidates will:
Teaching Method	Understanding classroom management, and curriculum design.
Basic sport Knowledge	Understanding teamwork, discipline, and student engagement and Applying psychology to enhance participation and performance.
Child psychology	Understanding how children learn and develop physically and mentally,



Please update and choose more suitable verbs and terms according to the contexts of PE and PETE in your country.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 2: Myanmar's Draft Skillfulness and Health-Related Fitness	Updated Version Standard 2: Skillfulness and Health-Related Fitness
Candidates will:	Candidates will:
Physical Fitness Test	Candidates undergo fitness testing (e.g., sit-ups, push-ups, shuttle runs) to measure their own health-related fitness.
Can play one event of sport	Mastery of fundamental movement skills (running, jumping, throwing, catching) and Proficiency in sport-specific techniques (e.g., dribbling in basketball, serving in volleyball).
Have certificate for health	understand and promote the Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility , Body Composition





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: Myanmar's Draft Planning and Implementation	Updated Version Standard 3: Planning and Implementation
Candidates will: physical education teacher training course	Candidates will: Can be apply the Curriculum Alignment, Lesson Planning, Unit & Annual Planning, Safety & Inclusivity (all these are trained in physical education teacher training course and PE and Specialized sport event refresher course)
PE and Specialized sport event refresher course	Candidates must show correct techniques and movements.
Fill up the infrastructure. eg, football field, gymnastic.....	



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 4: Myanmar's Draft Instructional Delivery and Management	Updated Version Standard 4: Instructional Delivery and Management
Candidates will: national task force	Candidates will: be able to show correct techniques (e.g., a volleyball serve, a sprint start). Use of visual cues, step-by-step breakdowns, and modeling
ministry of education	be able to Cooperative learning through group games and peer teaching.
department of basic education	be able to Adjusting delivery for different age groups, fitness levels, and cultural contexts
Education office of all region and state	





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 5: Myanmar's Draft Assessment of Student Learning	➔	Updated Version Standard 5: Assessment of Student Learning
Candidates will:		Candidates will:
chapter end test		Be able to measure whether their students are truly developing skillfulness, fitness, and healthy habits
monthly Test		trained to use a mix of formal and informal assessments
half year end test		Be able to know PE is about holistic growth, not just competition
year end test		



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 6: Myanmar's Draft Professional Responsibility	➔	Updated Version Standard 6: Professional Responsibility
Candidates will:		Candidates will:
curriculum, basic sport, school health		Have the Ethical Conduct , Commitment to Student Development, Cultural Responsibility, Professional Growth
Grouping by PE knowledge and physical, mental development		could use to self-evaluate their ethical, instructional, and cultural responsibilities





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Questions	Answers
1. If the tentative PETE Standards (Guidelines) for ASEAN are developed through this project, how can they be effectively utilised in your country?	They ensure consistency with international best practices while respecting Myanmar's cultural context and They help harmonize teacher competencies with ASEAN neighbors, supporting mobility and recognition.
2. If so, please imagine and describe how the process will be.	ASEAN PETE Standards are developed, the process in Myanmar would begin with policy adoption and alignment to our national curriculum framework. Next, Would revise their curriculum to integrate these standards, supported by capacity-building workshops for educators. Implementation would occur through updated coursework and practicum for PE teacher candidates, followed by monitoring and evaluation to ensure quality. Finally, regional collaboration would allow Myanmar to share experiences and benefit from mutual recognition across ASEAN. This step-by-step process ensures both modernization and cultural relevance in our PE teacher education system.
3. In that case, who will be the national stakeholder?	In Myanmar, the national stakeholders for implementing ASEAN PETE Standards would include the Ministry of Education, the Department of Basic Education and the National Curriculum Committee. Supporting stakeholders would be the Physical Education Department of DBE, schools, and Grassroot community organizations. Together, these bodies would ensure that the standards are effectively localized, integrated into teacher education, and sustained through professional development and cultural relevance.
4. If national standards for teacher education already exist in your country, can the tentative PETE Standards (Guidelines) for ASEAN that will be developed through this project serve as a reference for future revision of the original standards for your country?	By using ASEAN PETE guidelines as a reference, Myanmar can strengthen its teacher education system, align with regional expectations, and promote mutual recognition of qualifications, while still adapting the standards to reflect our cultural context and national priorities.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025



14th ASEAN SCHOOLS GAMES OPENING CEREMONY BRUNEI DARRUSSLAM



ASG-14 Myanmar Student Sport Team





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025



Regional/State Sport Competition Myanmar Schools Games



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025



Opening Ceremony Of Shan State Schools Games and Regional/State Schools Activities Physical Fitness Exercise



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025



Physical Education and Sports Basic Coaching Course Batch-23



Physical Education and Sports Basic Coaching Course Batch-23



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025



Physical Education and Sports Basic Coaching Course Batch-23 Basic Skills of Volleyball Teaching





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025



Physical Education and Sports Basic Coaching Course Batch-23 Basic Skills of Volleyball Teaching







ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025




Physical Education and Sports Basic Coaching Course Batch-23 Basketball Teaching

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ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Philippines
Mita A. Parocha, EdD
Education Program Specialist
Department of Education

9 January 2026 (Thu.)
@3rd In-Person Workshop (Tokyo, Japan)







ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Overview

Items	Keywords/Brief Phrases
Impression You Have On Current U.S. Standards (SHAPE, 2017)	Strong Emphasis on Content Mastery, High Expectations for Teacher Skillfulness, Structured and Inclusive Instructional Planning, Effective Delivery and Classroom Management, Commitment to Assessment and Professional Ethics
Essential Points to be added to ASEAN PETE Standards (Guidelines)	Community Engagement and Partnership for Inclusive PE and Adaptive Sports;
Items	Keywords/Brief Phrases
Needs In Your Country's Physical Education (PE)	Stronger MATATAG implementation, better assessment, improved teacher capability, full inclusivity, data-driven fitness, reinforced safety, and accessible, community-supported sports programs
Needs In Your Country's PETE	Developing PE teachers who are inclusive and adaptive-sports competent, data-informed, safety-focused, community-engaged, and capable of creating contextualized, low-cost learning resources
Points To Emphasise In Your Tentative PETE Standards (Guidelines)	<ul style="list-style-type: none"> • Community Engagement and Partnership for Inclusive PE and Adaptive Sports; • Full inclusivity in PE by preparing teachers to support learners with diverse needs through adaptive-sports competence • PE teachers who are inclusive, adaptive-sports competent, safety-focused, with foundational and pedagogical mastery, and able to create contextualized, low-cost learning resources



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 1: (SHAPE America 2017) Content and Foundational Knowledge	Standard 1: Content and Foundational Knowledge
Candidates will:	Candidates will:
1.a Describe and apply common content knowledge for teaching preK-12 physical education	Apply pedagogical approaches to plan and deliver instruction in fundamental movement skills, physical literacy, and health-related fitness aligned with the Department of Education Physical Education Curriculum
1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.	Integrate specialized content knowledge across games, sports, dance, fitness, and outdoor pursuits appropriate to Philippine schools.
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.	Apply principles of exercise physiology and biomechanics to design safe and effective movement learning experiences for varied facilities and class sizes.
1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.	Integrate motor learning and behavior-change strategies to develop skillful movement, physical activity, fitness and promote active, healthy lifestyles
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.	Apply motor development theories and principles to design and implement age-appropriate, sequential instruction across grade levels
1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.	Analyze historical, philosophical, and social perspectives of physical education issues and legislation, and apply these insights by integrating culturally relevant Philippine and indigenous movement practices.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 2: (SHAPE America 2017) Skillfulness and Health-Related Fitness	Please develop your country's version. Standard 2: Skillfulness and Health-Related Fitness
Candidates will:	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)	Demonstrate competency in all fundamental motor skills, and 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.	Achieve and maintain health-enhancing fitness and model positive health behaviors aligned with school hygiene and safety protocols.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: (SHAPE America 2017) Planning and Implementation	Standard 3: Planning and Implementation
Candidates will:	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 K12 Physical Education.	Design and implement measurable, developmentally appropriate objectives aligned with the Department of Education Physical Education Curriculum, ensuring coherence between intended outcomes, assessments, and learning activities
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.	Plan and implement progressive and sequential learning experiences that align with curriculum goals and respond to the diverse needs, cultural backgrounds, and contexts of Filipino learners.
3.c Plan for and manage resources to provide active, fair and equitable learning experiences.	Plan and implement strategies to manage time, space, and equipment effectively, ensuring active, fair, and equitable learning experiences even in large classes and limited facilities.
3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.	Adapt instruction and individualize tasks with accommodations and modifications for varied needs and abilities.
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)	Plan and implement technology-enhanced learning experiences that promote responsible student use of digital tools, align with objectives, and ensure privacy, accessibility, and offline options for low-connectivity contexts
3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.	Plan and implement learning experiences that engage students in using metacognitive strategies such as self-assessment, goal setting, and reflection to analyze their performance and guide improvement



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 4: (SHAPE America 2017) Instructional Delivery and Management	Please develop your country's version. Standard 4: Instructional Delivery and Management
Candidates will:	Candidates will:
4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	Communicate clearly and respectfully using verbal and nonverbal strategies that promote inclusivity, convey sensitivity, and support multilingual and diverse learners across all learning experiences in alignment with Department of Education standards..
4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.	Deliver precise demonstrations, clear explanations, and effective instructional cues that are aligned with objectives and success criteria to ensure accurate skill execution in physical education activities.
4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.	Monitor learner progress and classroom dynamics continuously and adjust instructional tasks responsively to support engagement and achievement of learning objectives.
4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.	Establish and sustain a safe, supportive, and engaging learning environment by implementing effective transitions, consistent routines, and positive behavior supports..
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.	Assess and analyze motor skills and performance using varied methods including observation and technology-assisted tools, and provide specific, timely, and objective feedback aligned with learning goals to improve student outcomes.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 5: (SHAPE America 2017) Assessment of Student Learning	Please develop your country's version. Standard 5: Assessment of Student Learning
Candidates will:	Candidates will:
5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.	Select or design authentic, valid, and reliable assessments that accurately measure student attainment of intended learning 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.	Use formative assessments to monitor learner progress and summative assessments at key points to evaluate overall achievement, while integrating reflective practice to continuously refine instructional strategies.
5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.	Implement a reflective cycle to analyze evidence of student learning and instructional effectiveness, and use insights to adjust and improve teaching practice.
	Communicate assessment results clearly, ethically, and constructively to learners and other stakeholders, ensuring that feedback supports learner growth, motivation, and accountability



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025



Standard 6: (SHAPE America 2017) Professional Responsibility	Please develop your country's version. Standard 6: Professional Responsibility
Candidates will:	Candidates will:
6.a Engage in behavior that reflects professional ethics, practice and cultural competence.	Demonstrate professional ethics and cultural competence by consistently engaging in practices that uphold integrity, respect diversity, and comply with child-protection and data-privacy policies.
6. b Engage in continued professional growth and collaboration in schools and/or professional organizations.	Engage in continuous professional growth and collaboration within schools and recognized professional communities.
6. c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.	Design and implement strategies, including technology-based approaches, to actively promote and advocate for physical education and expanded physical activity opportunities.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 7: (SHAPE America 2017)	Please develop your country's version. Standard 7: Program Leadership, School Sports Management, and Community Partnerships
Candidates will:	Assess community, cultural, and environmental factors that influence learners' physical activity participation and use these insights to inform the design of movement opportunities.
	Design inclusive, culturally relevant, and developmentally appropriate physical activity initiatives that respond to identified community needs and promote lifelong physical activity.
	Demonstrate effective communication and collaboration skills when engaging families, barangays, SPED centers, and local organizations to support or co-create physical activity opportunities.
	Advocate for safe, equitable, and health-enhancing physical activity using evidence-based health information, culturally responsive messaging, and child-protection principles.
	Participate professionally in school or community physical activity initiatives and demonstrate readiness for collaborative practice, cultural responsiveness, and learner-centered engagement.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Questions	Answers
1. If the tentative PETE Standards (Guidelines) for ASEAN are developed through this project, how can they be effectively utilised in your country?	<ul style="list-style-type: none"> Integrate the standards in DepEd's performance appraisal tools Improve assignment and deployment decisions Use as criteria for selecting trainers, coaches, and master teachers Support inclusive education implementation Guide monitoring and evaluation of PE programs DepEd can utilize the ASEAN PETE Standards by embedding the domains into its hiring, teacher preparation, professional development, performance appraisal, resource development, school sports programming, and continuous quality improvement processes.
2. If so, please imagine and describe how the process will be.	<ul style="list-style-type: none"> Utilize the ASEAN PETE Standards by embedding the 7 domains into its hiring, teacher preparation, professional development, performance appraisal, resource development, school sports programming, and continuous quality improvement processes. Inform the Commission on Higher Education and TEC
3. In that case, who will be the national stakeholder?	<p>Teacher preparation (CHED)</p> <p>Teacher certification (PRC)</p> <p>Teacher practice and program implementation (DepEd)</p>
4. If national standards for teacher education already exist in your country, can the tentative PETE Standards (Guidelines) for ASEAN that will be developed through this project serve as a reference for future revision of the original standards for your country?	Yes — that can serve as a complementary benchmark and evidence-based reference to inform future revisions, alignment, and enhancement of our national PETE standards.




ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025





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ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY FY2025

Contexts of the Proposed PETE Standard

- 1. CHED PSG and HEI Curricula**
 Provides the structural and curricular foundation for BPEd programs, ensuring alignment with national competency standards and quality assurance requirements.
- 2. DepEd Curriculum**
 Defines the learning competencies and developmental expectations in Physical Education, ensuring PETE graduates are prepared to teach effectively in the K–12 basic education system.
- 3. Philippine Professional Standards for Teachers (PPST)**
 Establishes the professional competencies, ethical practices, and learner-centered expectations required of teachers, guiding the development of PETE graduates' professional identity

ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY FY2025


Use of Outcomes Based Education in Stating Standards



CHED mandates OBE as part of an outcomes-based quality assurance system for all higher education programs.

OBE ensures graduates meet PQF-aligned competencies, emphasizing 21st-century skills and responsiveness to global and technological changes.

Higher education reforms require OBE to align curricula with national development goals and evolving industry demands.

The **Philippine Qualifications Framework (PQF)** is a **national policy** that defines levels of educational qualifications and sets **standards for learning outcomes** across all education and training sectors in the Philippines






ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

ALIGNMENT CHECK

HEI Curriculum Frame DepEd PE Curriculum Philippine Professional Standards for Teachers

ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 1: (SHAPE America 2017) Content and Foundational Knowledge	Standard 1: Content and Foundational Knowledge
Candidates will:	Candidates will:
1.a Describe and apply common content knowledge for teaching preK-12 physical education	Apply pedagogical approaches to plan and deliver instruction in fundamental movement skills, physical literacy, and health-related fitness aligned with the Department of Education Physical Education Curriculum
1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.	Integrate specialized content knowledge across games, sports, dance, fitness, and outdoor pursuits appropriate to Philippine schools.
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.	Apply principles of exercise physiology and biomechanics to design safe and effective movement learning experiences for varied facilities and class sizes.
1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.	Integrate motor learning and behavior-change strategies to develop skillful movement, physical activity, fitness and promote active, healthy lifestyles
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.	Apply motor development theories and principles to design and implement age-appropriate, sequential instruction across grade levels
1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.	Analyze historical, philosophical, and social perspectives of physical education issues and legislation, and apply these insights by integrating culturally relevant Philippine and indigenous movement practices.

Presenter Notes
9:33 PM Feb 17

Why this domain is important: Physical Education teachers must have strong knowledge of movement sciences, pedagogy, and cultural contexts to design safe, developmentally appropriate, and culturally relevant learning experiences.



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Thailand
Chaitipol Suebmal
(Ministry of Tourism and Sports)



ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025


Standard 2: (SHAPE America 2017) Skillfulness and Health-Related Fitness	Please develop your country's version. Standard 2: Skillfulness and Health-Related Fitness
Candidates will:	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)	Demonstrate competency in all fundamental motor skills, and 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) and apply in real setting.
2.b Achieve and maintain a health-enhancing level of fitness throughout the program.	Achieve and maintain health-enhancing fitness and model positive health behaviors aligned with school hygiene and safety protocols.

 **Presenter Notes**
 9:33 PM Feb 17


Why this domain is important: Teachers must demonstrate physical competence and model health-enhancing behaviors to inspire and guide learners toward lifelong physical activity.

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Developing Tentative PETE Standards (Guidance Presentation FY2025)
 Thailand
 Challop Suehmal
 (Ministry of Tourism and Sports)



ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: (SHAPE America 2017) Planning and Implementation	Standard 3: Planning and Implementation
Candidates will:	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 K12 Physical Education.	Plan and implement measurable, developmentally appropriate objectives aligned with the DepEd PE Curriculum, maintaining constructive alignment among intended outcomes, assessments, and learning activities; sequence learning progressively and contextualize for the diverse needs, cultural backgrounds, and contexts of Filipino learners.
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.	Plan and implement strategies to manage time, space, and equipment effectively, ensuring active, fair, and equitable learning experiences even in large classes and limited facilities.
3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.	Adapt instruction and individualize tasks using accommodations, modifications, and appropriate technologies to ensure accessibility, privacy, safety, digital citizenship, and offline options for low-connectivity contexts.
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.	Plan and implement learning experiences that engage students in using metacognitive strategies such as self-assessment, goal setting, and reflection to analyze their performance and guide improvement.

 **Presenter Notes** ✓
 9:33 PM Feb 17

D3. Why this domain is important: Effective planning ensures coherent, inclusive, and culturally relevant instruction that meets diverse learner needs.

Adapt = adjust instruction as needed, during teaching, based on student performance, behavior, ability, or context.

Adapt talks about what the learner/teacher candidate is able to DO.


Adapt instruction → an observable action

Individualize tasks → a measurable teaching behavior

Use accommodations and modifications → clear performance expectations

For varied needs and abilities → directly tied to learner diversit

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 ASEAN-JAPAN ACTIONS ON SPORTS ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025	
Standard 4: (SHAPE America 2017) Instructional Delivery and Management	Please develop your country's version. Standard 4: Instructional Delivery and Management
Candidates will:	Candidates will:
4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	Communicate verbally and nonverbally in ways that are <u>clear and accessible</u> to all students, consistently demonstrating respect, sensitivity, and inclusivity across all learning interactions.
4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.	Deliver precise demonstrations, clear explanations, and effective instructional cues that are aligned with objectives and success criteria to ensure accurate skill execution in physical education activities.
4.c 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.
4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.	Establish and sustain a safe, supportive, and engaging learning environment by implementing effective transitions, consistent routines, and positive behavior supports.
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.	Assess and analyze motor skills and performance using varied methods including observation and technology-assisted tools, and provide specific, timely, and objective feedback aligned with learning goals to improve student outcomes.

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9:33 PM Feb 17


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9. (Thailand) ASEAN-JAPAN...

ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education & Sport For People With Disabilities (SPD) FY2025

Developing Tentative PETE Standards (Guidelines for Presentation FY2025)

Thailand
Chaitpol Suebmai
(Ministry of Tourism and Sports)

 ASEAN-JAPAN ACTIONS ON SPORTS ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025	
Standard 5: (SHAPE America 2017) Assessment of Student Learning	Please develop your country's version. Standard 5: Assessment of Student Learning
Candidates will:	Candidates will:
5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.	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.	Integrate formative assessments throughout the long-term plan to continuously monitor and adjust student learning, while using summative assessments at the end to evaluate overall learning outcomes.
5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.	Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
	Communicate assessment results clearly, ethically, and constructively to learners and other stakeholders, ensuring that feedback supports learner growth, motivation, and accountability

Presenter Notes ✓
9:33 PM Feb 17

Use formative assessments to monitor learner progress and summative assessments at key points to evaluate overall achievement, while integrating reflective practice to continuously refine instructional strategies.

Additional □- Assessment is incomplete without communication of results □- Communication of results drives learner growth and improvement
- Ethical and constructive feedback is a core assessment competency □It belongs to Assessment of Student Learning because:
it involves reporting and interpretation of assessment data
it includes communication with stakeholders
it addresses ethical and professional responsibilities
it is part of summative or formal assessment processes

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 6: (SHAPE America 2017) Professional Responsibility	Please develop your country's version. Standard 6: Professional Responsibility
Candidates will:	Candidates will:
6.a Engage in behavior that reflects professional ethics, practice and cultural competence.	Demonstrate professional ethics and cultural competence by consistently engaging in related community practices that uphold integrity, respect diversity, and comply with child-protection and data-privacy policies.
6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.	Demonstrate ongoing professional learning and effective collaboration within schools, communities, and professional organizations, including active participation in physical activity initiatives that reflect cultural responsiveness and learner-centered practice.
6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.	Design and implement evidence-based, culturally grounded, and child-protection-aligned advocacy initiatives utilizing appropriate technologies to promote physical education and expand safe, equitable, and health-enhancing physical activity opportunities.
	Engage in professional reflection and learning to evaluate the impact of instruction on student movement performance and adapt teaching practices based on evidence-based research and colleague feedback.

Presenter Notes 9:33 PM Feb 17

Why this domain is important: Ethical, culturally competent teachers who engage in continuous growth and advocacy strengthen the quality and sustainability of physical education programs.

- Combining standard from the Domain 7 Demonstrate ongoing professional learning and effective collaboration within schools, communities, and professional organizations, including active participation in physical activity initiatives that reflect cultural responsiveness and learner-centered practice.

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Questions	Answers
1. If the tentative PETE Standards (Guidelines) for ASEAN are developed through this project, how can they be effectively utilised in your country?	<ul style="list-style-type: none"> Integrate the standards in DepEd's performance appraisal tools Improve assignment and deployment decisions Use as criteria for selecting trainers, coaches, and master teachers Support inclusive education implementation Guide monitoring and evaluation of PE programs DepEd can utilize the ASEAN PETE Standards by embedding the domains into its hiring, teacher preparation, professional development, performance appraisal, resource development, school sports programming, and continuous quality improvement processes.
2. If so, please imagine and describe how the process will be.	<ul style="list-style-type: none"> Utilize the ASEAN PETE Standards by embedding the 7 domains into its hiring, teacher preparation, professional development, performance appraisal, resource development, school sports programming, and continuous quality improvement processes. Inform the Commission on Higher Education and TEC
3. In that case, who will be the national stakeholder?	<p>Teacher preparation (CHED is in charge of preparation; sets the curriculum standards; conduct post graduate curricula)</p> <p>Teacher certification (PRC – does quality assurance; sets licensure examination requirements)</p> <p>Teacher Training, Professional practice and program implementation (DepEd – implements PE Program nationwide, conduct in-service training)</p>
4. If national standards for teacher education already exist in your country, can the tentative PETE Standards (Guidelines) for ASEAN that will be developed through this project serve as a reference for future revision of the original standards for your country?	<p>Yes — that would serve as a complementary benchmark and evidence-based reference to inform future revisions, alignment, and enhancement of our national PETE standards.</p>

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ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Singapore
Chua Siang Yee
 (Ministry of Culture, Community & Youth)

29 January 2026 (Thu.)
 @3rd In-Person Workshop (Tokyo, Japan)


ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Overview

Items	Keywords/Brief Phrases <i>(Please erase the e.g. and describe yours.)</i>
Impression You Have On Current U.S. Standards (SHAPE, 2017)	<i>Helpful starting point, key areas covered</i>
Essential Points to be added to ASEAN PETE Standards (Guidelines)	<i>N/A</i>

Contextualisation -Reflecting the Situation in Your Country-

Items	Keywords/Brief Phrases <i>(Please erase the e.g. and describe yours.)</i>
Needs In Your Country's Physical Education (PE)	<i>Holistic development of every child</i>
Needs In Your Country's PETE	<i>Ability to achieve purposes and goals of PE</i>
Points To Emphasise In Your Tentative PETE Standards (Guidelines)	<i>N/A</i>



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Revise the PETE Standards (Guidelines) draft by incorporating additional perspectives, concepts, and elements that reflect the content of the previous slides, the key points from the online workshop, and the specific context of your country.

Singapore

Standard 1: Content and Foundational Knowledge

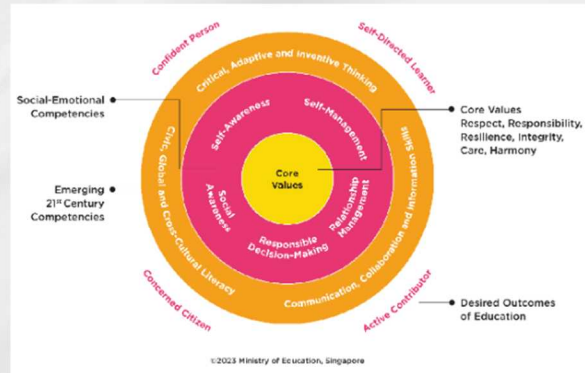
Candidates will:

Be taught, among other things, the Physical Education (PE) and Sports Development Framework, which guides the delivery of Physical Education and sports within the school system

Understand the philosophical underpinnings of the PE syllabus, and how PE Should use movement and environment to develop the whole child

Understand the purpose and goals of PE, which is to develop physically competent and confident individuals who enjoy a lifetime of active and healthy living

Understand how PE works towards the Ministry of Education's Desired Outcomes of Education



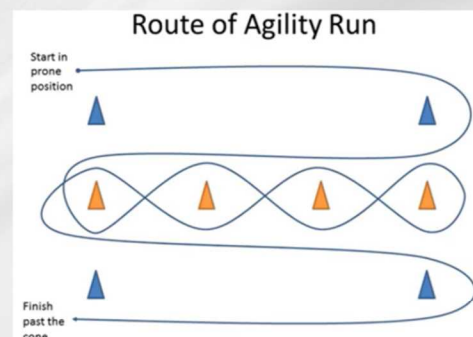
Singapore

Standard 2: Skillfulness and Health-Related Fitness

Candidates will:

Be required to sit for and pass a Physical Proficiency Test (PPT). The PPT comprises five stations: (1) Agility Run; (2) Gymnastics; (3) Possession Game; (4) Badminton; and (5) Swimming

Demonstrate ability to conduct effective lessons, including tailoring lessons based on profile of students.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Singapore

Standard 3: Planning and Implementation

Candidates will:

Plan classes with the purpose of PE in mind – the purpose is guided by the five goals namely:

1. Movement Competence
2. Healthy Lifestyle Practices
3. Safety Mindset
4. Core Values
5. Enjoyment

Plan for progressive learning experiences to help students practice competencies they have developed, which in turns drives development of core values

Implement lessons which uses movement and the environment to develop the whole child.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Singapore

Standard 4: Instructional Delivery and Management

Candidates will:

Be trained on how to deliver lessons across different age groups:

1. Primary (Ages 7-12)
2. Secondary (Ages 13-16)
3. Pre-university (Ages 17-18)

Learn how to deliver lessons effectively, including considering, among other things, the following:

1. Explicit Teaching
2. Content Setting
3. Communication Styles
4. Didactic Interactions
5. Teachable Moments





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Singapore

Standard 5: Assessment of Student Learning

Candidates will:

Learn to develop assessments which are:

- integrated into teaching and learning
- a continuous process and done throughout the unit
- purposeful and meaningful in the teaching and learning process

Learn to ensure that time spent on assessment during PE should be meaningful to make a difference in students' learning

Understand the four-stage process of assessment for PE, which comprises:

- Communication of learning intentions and success criteria
- Lesson Experiences
- Analysis of assessment information
- Sharing of learning attainment



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Singapore

Standard 6: Professional Responsibility

Candidates will:

Be schooled in the ethos of the teaching profession

Be empowered to take ownership of their professional growth and foster 21st Century Competencies in students



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Questions	Answers
1. If the tentative PETE Standards (Guidelines) for ASEAN are developed through this project, how can they be effectively utilised in your country?	Our teacher-training frameworks are comprehensive, and our curriculum has been reviewed recently involving multiple stakeholders.
2. If so, please imagine and describe how the process will be.	Where able, we will be happy to share our experiences to inform the drafting of the PETE Standards.
3. In that case, who will be the national stakeholder?	When it is completed, we will share them with the Ministry of Education (who is in charge of training our PE teachers) for their review and incorporation into their framework where appropriate.
4. If national standards for teacher education already exist in your country, can the tentative PETE Standards (Guidelines) for ASEAN that will be developed through this project serve as a reference for future revision of the original standards for your country?	(see Ans 1-3 above)

■ シンガポール (改訂版)

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025


Overview

Items	Keywords/Brief Phrases
Impression You Have On Current U.S. Standards (SHAPE, 2017)	<i>Helpful starting point, key areas covered</i>
Essential Points to be added to ASEAN PETE Standards (Guidelines)	<ul style="list-style-type: none"> Broad agreement that SHAPE standards provide a good base E.g. fitness levels, refresher courses Not prescriptive Flexible wording

Contextualisation -Reflecting the Situation in Your Country-



Items	Keywords/Brief Phrases
Needs In Your Country's Physical Education (PE)	<i>Holistic development of every child</i>
Needs In Your Country's PETE	<i>Ability to achieve purposes and goals of PE</i>
Points To Emphasise In Your Tentative PETE Standards (Guidelines)	<i>N/A</i>





ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Thailand
Chalitpol Suebmai
 (Ministry of Tourism and Sports)

29 January 2026 (Thu.)
 @3rd In-Person Workshop (Tokyo, Japan)


ASEAN-JAPAN ACTIONS ON SPORTS
 ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Overview (Thailand)

Items	Keywords/Brief Phrases (Please erase the e.g. and describe yours.)
Impression You Have On Current U.S. Standards (SHAPE, 2017)	<i>The U.S. standards have clear and comprehensible objectives however, some sub-components may require revision to ensure effective implementation aligned with ASEAN socio-cultural contexts, including Thailand.</i>
Essential Points to be added to ASEAN PETE Standards (Guidelines)	<i>Conceptual framework and application of adapted PE, inclusive PE, and Quality PE.</i>

Contextualisation -Reflecting the Situation in Your Country-

Items	Keywords/Brief Phrases (Please erase the e.g. and describe yours.)
Needs In Your Country's Physical Education (PE)	<i>Promoting the implementation of the national core PE curriculum by adopting the Inclusive Quality PE approach as a standard framework for teaching and learning.</i>
Needs In Your Country's PETE	
Points To Emphasise In Your Tentative PETE Standards (Guidelines)	<i>The competency to effectively facilitate inclusive participation in physical education classes among students with and without special needs.</i>





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 1: Thailand's Draft Content and Foundational Knowledge	Updated Version Standard 1: Content and Foundational Knowledge
Candidates will:	Candidates will:
1.a Understand and apply knowledge of physical education's academic, philosophical, and conceptual approaches to teach PE class.	1.a Demonstrate and apply academic, philosophical, and conceptual knowledge of physical education in the design of instructional activities that enable students to effectively participate in PE classes.
1.b Understand and apply knowledge of fundamental movements and movement across various age groups.	1.b Demonstrate and apply knowledge of fundamental movements across age groups in the design of developmentally appropriate learning activities that students can practically perform.
1.c Understand and apply knowledge of health-related physical fitness and motor skills to promote physical activity to students.	1.c Demonstrate and apply knowledge of health-related physical fitness and motor skills in designing learning activities that promote active participation among students.
1.d 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.	1.d Demonstrate and apply sports skills, rules, and etiquette in the design of instructional and co-curricular activities, including the effective organization and management of school-based sports events and competitions.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 2: Thailand's Draft Skillfulness and Health-Related Fitness	Updated Version Standard 2: Skillfulness and Health-Related Fitness
Candidates will:	Candidates will:
2.a Exemplify as a healthy lifestyle role model, maintaining good physical fitness, engaging and participating in exercises and sports.	2.a Demonstrate and apply leadership in health and physical activities through the design and facilitation of learning activities that model appropriate actions and guidance for students.
2.b Demonstrate and exemplify leadership in health and physical activities through their actions and guidance.	2.b Demonstrate and apply leadership in health and physical activities through the design and facilitation of learning activities that model appropriate actions and guidance for students.
2.c Guide and teach students to engage in critical thinking and analysis, especially in the context of physical fitness and health approaches.	2.c Demonstrate and apply instructional strategies that promote students' critical thinking and analysis, particularly in the context of physical fitness and health-related learning activities.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: Thailand's Draft Planning and Implementation	Updated Version Standard 3: Planning and Implementation
Candidates will:	Candidates will:
3.a Capable of effectively designing inclusive physical education programs that focus on a learner-centered approach and promote active participation.	3.a Demonstrate the ability to design inclusive physical education programs that apply a learner-centered approach and promote students' active participation.
3.b Demonstrate the appropriate implementation of teaching materials, resources, and technology that align with students' diverse needs in the classroom.	3.b Demonstrate the effective use of teaching materials, resources, and technology to address students' diverse learning needs in the classroom.
3.c Be able to prepare and design both short-term and long-term lesson plans, effectively incorporating the curriculum into the preparation and design process.	3.c Demonstrate the ability to prepare and design short-term and long-term lesson plans that systematically integrate the curriculum into instructional planning.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 4: Thailand's Draft Instructional Delivery and Management	Updated Version Standard 4: Instructional Delivery and Management
Candidates will:	Candidates will:
4.a Conduct and adapt the curriculum to accommodate diverse learning styles and a variety of activities.	4.a Demonstrate the ability to implement and adapt the physical education curriculum to accommodate diverse learning styles through effective pedagogical practices that promote meaningful learning experiences.
4.b Integrate physical education and health topics, including physical fitness and exercise, into various subject areas to support a comprehensive approach to learning.	4.b Demonstrate the ability to integrate physical education and health-related content across subject areas through effective communication, feedback, and the use of technology to enhance student learning outcomes.
4.c Manage the PE classroom in a way that fosters and promotes student learning.	4.c Demonstrate effective instructional and classroom management skills in physical education settings to foster student engagement and enhance learning.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 5: Thailand's Draft Assessment of Student Learning	Updated Version Standard 5: Assessment of Student Learning
Candidates will:	Candidates will:
5.a Assess and evaluate student learning based on the lesson objectives and ensure that it aligns with the curriculum's goals.	5.a Assess and evaluate student learning based on the lesson objectives and ensure that it aligns with the curriculum's goals.
5.b 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.	5.b 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.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 6: Thailand's Draft Professional Responsibility	Updated Version Standard 6: Professional Responsibility
Candidates will:	Candidates will:
6.a Uphold ethics and morals toward PE profession, oneself, students, colleagues, and society, while fostering love, faith, honesty, and responsibility in the PE profession.	6.a Uphold ethics and morals toward PE profession, oneself, students, colleagues, and society, while fostering love, faith, honesty, and responsibility in the PE profession.
6.b Exemplify for being good health and physical fitness in actions and lifestyle to students.	6.b Exemplify for being good health and physical fitness in actions and lifestyle to students.
6.c Collaborate creatively and provide mutual support among colleagues in the profession.	6.c Collaborate creatively and provide mutual support among colleagues in the profession.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Questions	Answers
1. If the tentative PETE Standards (Guidelines) for ASEAN are developed through this project, how can they be effectively utilised in your country?	The Department of Physical Education may use these standards to engage in discussions with the Ministry of Higher Education, Science, Research and Innovation and the Ministry of Education to explore potential collaboration with the aim of appropriately adopting and integrating them into the PETE standards and the national core physical education curriculum.
2. If so, please imagine and describe how the process will be.	Once collaboration between the Ministry of Tourism and Sports, the Ministry of Higher Education, Science, Research and Innovation, and the Ministry of Education is established a joint working group may be formed to invite relevant stakeholders such as the Thailand National Sports University, representatives from primary and secondary schools, and university-based PE experts to provide input on the revision of the national PETE standards. This process may take time but it offers a valuable opportunity for relevant government agencies to engage in meaningful dialogue.
3. In that case, who will be the national stakeholder?	<ul style="list-style-type: none"> - The Department of Physical Education, and Thailand National Sports University, The Ministry of Tourism and Sports - The Ministry of Higher Education, Science, Research and Innovation - The Ministry of Education
4. If national standards for teacher education already exist in your country, can the tentative PETE Standards (Guidelines) for ASEAN that will be developed through this project serve as a reference for future revision of the original standards for your country?	Yes, we would fully support the tentative ASEAN PETE Standards as an important reference framework for the future revision of our national teacher education standards.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Please put some photos related to PE, PETE or school activities in your country.

PETE Classes in Universities



Faculty of Physical Education, Srinakharinwirot University

Thank you!



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Please put some photos related to PE, PETE or school activities in your country. **PE Teacher Practicum in primary and secondary schools**



Faculty of Education, Chiangmai University

Thank you!



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Please put some photos related to PE, PETE or school activities in your country. **PE Classes in schools**




Srinakharinwirot University Prasarnmit Demonstration School




Assumption College, Primary Section

Thank you!

■ タイ (改訂版)

 ASEAN-JAPAN ACTIONS ON SPORTS ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025	
Standard 1: Thailand's Draft Content and Foundational Knowledge	Updated Version Standard 1: Content and Foundational Knowledge
Candidates will: 1.a Understand and apply knowledge of physical education's academic, philosophical, and conceptual approaches to teach PE class.	Candidates will: 1.a Demonstrate and apply academic, philosophical, and conceptual knowledge of physical education in the design of instructional activities that enable students to effectively participate in PE classes.
1.b Understand and apply knowledge of fundamental movements and movement across various age groups.	1.b Demonstrate and apply knowledge of fundamental movements across age groups in the design of developmentally appropriate learning activities that students can practically perform.
1.c Understand and apply knowledge of health-related physical fitness and motor skills to promote physical activity to students.	1.c Demonstrate and apply knowledge of health-related physical fitness and motor skills in designing learning activities that promote active participation among students.
1.d 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.	1.d Demonstrate and apply sports skills, rules, and etiquette in the design of instructional and co-curricular activities, including the effective organization and management of school-based sports events and competitions.

 ASEAN-JAPAN ACTIONS ON SPORTS ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025	
Standard 2: Thailand's Draft Skillfulness and Health-Related Fitness	Updated Version Standard 2: Skillfulness and Health-Related Fitness
Candidates will: 2.a Exemplify as a healthy lifestyle role model, maintaining good physical fitness, engaging and participating in exercises and sports.	Candidates will: 2.a Demonstrate fundamental movement patterns and basic skills in sports and games relevant to instructional practice.
2.b Demonstrate and exemplify leadership in health and physical activities through their actions and guidance.	2.B Apply leadership in health and physical activity to design and manage learning activities that serve as positive models of appropriate practice and effective guidance for students.
2.c Guide and teach students to engage in critical thinking and analysis, especially in the context of physical fitness and health approaches.	2.c Demonstrate and apply instructional strategies that promote students' critical thinking and analysis, particularly in the context of physical fitness and health-related learning activities.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 3: Thailand's Draft Planning and Implementation	Updated Version Standard 3: Planning and Implementation
Candidates will:	Candidates will:
3.a Capable of effectively designing inclusive physical education programs that focus on a learner-centered approach and promote active participation.	3.a Design inclusive physical education programs that apply a learner-centered approach and promote students' active participation.
3.b Demonstrate the appropriate implementation of teaching materials, resources, and technology that align with students' diverse needs in the classroom.	3.b Apply teaching materials, resources, and technology effectively to address students' diverse learning needs in the classroom.
3.c Be able to prepare and design both short-term and long-term lesson plans, effectively incorporating the curriculum into the preparation and design process.	3.c Prepare and design short-term and long-term lesson plans that systematically integrate the curriculum into instructional planning.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025


Standard 4: Thailand's Draft Instructional Delivery and Management	Updated Version Standard 4: Instructional Delivery and Management
Candidates will:	Candidates will:
4.a Conduct and adapt the curriculum to accommodate diverse learning styles and a variety of activities.	4.a Implement and adapt the physical education curriculum to accommodate diverse learning styles through effective pedagogical practices that promote meaningful learning experiences.
4.b Integrate physical education and health topics, including physical fitness and exercise, into various subject areas to support a comprehensive approach to learning.	4.b Integrate physical education and health-related content across subject areas through effective communication, feedback, and the use of technology to enhance student learning outcomes.
4.c Manage the PE classroom in a way that fosters and promotes student learning.	4.c Apply effective instructional and classroom management skills in physical education settings to foster student engagement and enhance learning.





ASEAN-JAPAN ACTIONS ON SPORTS


ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 5: Thailand's Draft Assessment of Student Learning	 Updated Version Standard 5: Assessment of Student Learning
Candidates will:	Candidates will:
5.a Assess and evaluate student learning based on the lesson objectives and ensure that it aligns with the curriculum's goals.	5.a Assess and evaluate student learning based on the lesson objectives and ensure that it aligns with the curriculum's goals.
5.b 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.	5.b 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.







ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Standard 6: Thailand's Draft Professional Responsibility	 Updated Version Standard 6: Professional Responsibility
Candidates will:	Candidates will:
6.a Uphold ethics and morals toward PE profession, oneself, students, colleagues, and society, while fostering love, faith, honesty, and responsibility in the PE profession.	6.a Uphold ethics and morals toward PE profession, oneself, students, colleagues, and society, while fostering love, faith, honesty, and responsibility in the PE profession.
6.b Exemplify for being good health and physical fitness in actions and lifestyle to students.	6.b Exemplify for being good health and physical fitness in actions and lifestyle to students.
6.c Collaborate creatively and provide mutual support among colleagues in the profession.	6.c Collaborate creatively and provide mutual support among colleagues in the profession.




■ 東ティモール








ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE)
& Sport For People With Disabilities (SPD) FY2025

Developing Tentative PETE Standards (Guidelines) -Presentation FY2025-



Timor-Leste
Josefina Zeca Pinto
(Ministry of Youth, Sports, Art & Culture)

29 January 2026 (Thu.)
@3rd In-Person Workshop (Tokyo, Japan)



ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE)
& Sport For People With Disabilities (SPD) FY2024

National Context:


- Annual Action Plan for Sports, Supported by MJDAC
- Covers national & international activities

Curriculum Challenges:

- PE in schools: only 45 minutes/week
- Time allocation is insufficient
- Curriculum update urgently needed

Higher Education Issues:

- PE program at Diploma 3 (Bachelor) level
- Established in 2009
- Limited alignment with international standards





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Teacher Qualification Gap

- Public schools require bachelor's degree
- Many PE teachers do not meet this requirement
- Public schools lack PE teachers

Current Practice:

- Private schools hire part-time PE teachers
- Outdoor PE activities due to lack of facilities

Strengths

- Physical, social & emotional development
- Active lifestyle & health
- Inclusion & accessibility



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

Need for Support:

- Academic improvement
- PETE & SPD action plans
- Learning from ASEAN experience

Commitment

- PE school activities
- Special Olympics & para-sports
- Strong government commitment



Thank you!



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2025

PE school activities



Special Olympics Activities

Para-sports participation



- ベトナム (PETE カウンターパート不参加により未提出)

第2節 障がい者スポーツ

■ ブルネイ



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 025

Date: January 28, 2026. Place: Tokyo, Japan

SPD Action Plan 2025 Report



BRUNEI DARUSSALAM

PG NURHA ZIQAH AZMINA PG SAHMINAN

Ministry of Education



ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
<p>First Prioritized</p> <p>Information sharing and cascading to relevant stakeholders (Feb, 2025)</p>	NO	Partially In Progress 	<p>Formal reporting and national alignment achieved</p> <ul style="list-style-type: none"> ASEAN-Japan Sports for People with Disabilities (SPD) Action Plan formally submitted to MCYS and MOE <ul style="list-style-type: none"> 29 March 2025 – Formal national report submission 29 September 2025 – Report presented in preparation for 8th ASEAN Ministerial Meeting on Sports (AMMS-8) <p>Effective information cascading and inter-agency engagement</p> <ul style="list-style-type: none"> SPD initiatives were formally shared and discussed with key stakeholders: <ul style="list-style-type: none"> Department of Special Education (JPKhas) Department of Co-Curriculum Education (JPKK) Special Olympics Brunei Darussalam (SOBD) <p>Institutionalisation and early ownership</p> <ul style="list-style-type: none"> JPKhas has embedded the SPD action plan under the STRIVE Project, positioning it as a Departmental Key Deliverable to promote active participation of students with disabilities at school level. Early cross-sector ownership demonstrated, with SOBD independently initiating bi-weekly football sessions for persons with disabilities. 	<p>Coordination and planning gaps</p> <ul style="list-style-type: none"> Further discussions and joint planning with MCYS and the Paralympics Council for 2026 initiatives have not yet commenced. <p>Limited athlete pool</p> <ul style="list-style-type: none"> Small numbers of athletes in certain sports affect consistency, progression pathways, and scalability, particularly at grassroots and school levels. <p>Sustainability concerns</p> <ul style="list-style-type: none"> Current initiatives rely on ad-hoc, posing risks without long-term funding, structured programmes, and formal policy anchoring.





ASEAN-JAPAN ACTION ON SPORTS
ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPF) 2025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
<p>Second Prioritized</p> <p>Increase level of participation in national school games for students with special education needs (Nov, 2025)</p>	NO	In Progress 	<ul style="list-style-type: none"> • Successful initiation of Unified Badminton collaboration between JPKK and JPKhas at the primary school level, marking a key milestone in inclusive school sports implementation. • Structured planning for SEN teacher capacity building, with a pre-competition preparatory course planned to equip teachers with foundational knowledge and skills in introducing and training SEN students in badminton. • Strengthened cross-department collaboration between co-curriculum, special education, and related stakeholders, supporting coordinated and inclusive sports delivery at school level. • Early alignment with national direction to expand sports participation beyond athletics, supporting the long-term objective of multi-sport inclusion within national school games. 	<p>Human resource constraints</p> <ul style="list-style-type: none"> • Limited availability of trained coaches, teachers, and volunteers with expertise in inclusive or adapted sports slows programme expansion. <p>Variation in teacher confidence and experience, particularly among SEN teachers with limited background in sports training.</p> <p>Facility and equipment limitations, especially for schools without access to badminton courts or adapted equipment.</p>



ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 025

Summary

BRUNEI DARUSSALAM SCHOOLS GAMES 2024
 Special Needs Division - Athletics Event



BADMINTON FESTIVAL FOR PRIMARY SCHOOL 2025
 Special Needs Division - Unified Double Event





ASEAN-JAPAN ACTION ON SPORTS

Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
<p>Third Prioritized</p> <p>Review Physical Education Curriculum (June, 2025)</p>	YES	In Progress 	<p>Strengthening Professional Learning Communities</p> <ul style="list-style-type: none"> The Curriculum Development Department Ministry of Education initiated a Meeting of the Committee for the Development of National Standards for Physical Education and Health to update the current Physical Education SPN21 curriculum <ul style="list-style-type: none"> 1st meeting: 26th September 2024 2nd meeting: 3rd June 2025 3rd meeting: 29th September 2025 	<ul style="list-style-type: none"> Curriculum review processes are time-intensive, requiring multiple levels of approval and coordination. Balancing inclusivity with existing curriculum demands, ensuring adaptations do not overburden teachers or schools. Limited local reference models for fully integrated Adapted Physical Education within the national curriculum. Need for teacher readiness and training alignment before curriculum changes can be effectively implemented.



ASEAN-JAPAN ACTION ON SPORTS

Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
<p>Forth Prioritized</p> <p>Provide Quality Continous Profesional Development for PETE</p>	YES	Not Started	<p>No implementation yet as this action is scheduled to commence after foundational work on curriculum review</p>	<ul style="list-style-type: none"> Limited pool of local trainers and specialists in inclusive PE and adapted sports. Ensuring consistent uptake across districts and school types, particularly between urban and rural schools.





1st prioritized task

Information sharing and cascading to relevant stakeholders

	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2025	Inform stakeholders specifically MCYS to MOE through report writing on latest 2025 ASEAN meeting	Finish report, forward to stakeholders (MCYS and MOE), await clearance for further instruction	Letter of approval from stakeholder (MOE)	Memorandum letter from MOE to respective departments	Permanent Secretary Office, Director of Schools, Department of Co-Curriculum, Department Of Special Education, BDLTA	Consultation, Collaboration, Endorsement
Medium term goal	2025	Reachout framework program to relevant stakeholders post approval from ministry	Sharing framework session to stakeholders (JSS, JPKK, JPKhas, BDLTA, JPK)	Hold sharing session on the initiatives and lobby the expected goals and outcomes to the parties present	Memorandum letter of invitation to and from Permanent Secretary Office and stakeholders (JSS, JPKK, JPKhas, BDLTA, JPK)	Permanent Secretary Office, Director of Schools, Department of Co-Curriculum, Department Of Special Education, BDLTA	Consultation, Collaboration, Endorsement
Long term goal	2026	Spearheading initiatives for the year 2026	Cascade sharing session and goal setting to physical education teachers, PCBD, SOBD, MCYS	Hold sharing session on the initiatives and lobby the expected goals and outcomes to the parties present	Memorandum letter from external stakeholders	JSS (MOE), JBS (MCYS), PCBD, SOBD	Consultation, Collaboration



2nd prioritized task

Increase level of participation in national school games for students with SEN

	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2026	Introduce variety of sports available to schools	Survey forms spread across stakeholders (parents, teachers)	More participation by students with SEN	Survey data, memos to schools for consent letters	Parents, school, principals, teachers, welfare takers	Inclusive sport opportunities
Medium term goal	2026 - 2028	Increase number of sports available to national school games from athletics to badminton, bocce.	To be included in the executive meeting with national school games organisers, to consult on the possibility of including more than 1 sport for national school games To be included in the executive meeting with ASEAN level of para competition To be included in the executive meeting with national games organisers, to consult on the possibility of including 1 sport	Minutes of the meeting with executive committee	Memorandum letters for invitation to JPKhas and JSS	Department of Co-Curriculum, Department of Schools, MCYS	Inclusivity
Long term goal	2028 onwards	To prepare list of school national athletes available from the national games to compete in the para games	Long list of athletes winning medals to be included in the executive meeting with MCYS for parasports selection	Athlete selection committee deciding on the number of para athletes	Publication of selected athletes to the media	MCYS	



3rd prioritized task

Review Physical Education Curriculum

	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2025-2026	Reviewing current PE Curriculum	Review ASEAN Inclusive PETE draft standards; map them against current Brunei PE curriculum.	Identified gaps and recommendations documented.	Comparative matrix, review report.	Curriculum Dept., PETE Committee.	Curriculum alignment.
Medium term goal	2027 - 2028	Piloting to the school	Pilot inclusive PE standards in selected schools.	Pilot evaluation results; teachers adopt adapted lesson plans.	Teacher feedback forms, lesson observation checklist.	Co-Curriculum Dept., JPKhas, School Leaders.	Adapted Physical Education, pilot testing.
Long term goal	2028 onwards	Integrate contents to revised PE curriculum and teachers training	Integrate inclusive PE content into revised national curriculum and teacher training modules.	Inclusive PE officially adopted nationwide.	Revised curriculum, policy circular.	Curriculum Dept., JPKhas, BDLTA.	Policy integration, sustainability.



4th prioritized task

Provide Quality Continuous Professional Development for PETE

	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2026-2027	CPD Workshops	Conduct CPD workshops (e.g., Inclusive Lesson Design, Action Research, Assessment Tools).	At least two CPD sessions delivered; positive feedback from participants.	Attendance records, evaluation forms.	PETE Teachers, Co-Curriculum Dept., BDLTA.	Professional upskilling
Medium term goal	2027-2028	Developing PETE-SPD CPD	Develop a structured PETE-SPD CPD pathway aligned with ASEAN standards.	CPD framework endorsed by MOE; modules digitised.	CPD framework document, endorsement memo.	PETE Committee, Curriculum Dept., HRD MOE.	Capacity building, standardisation.
Long term goal	2028 onwards	Implementation & Training plan	Institutionalise inclusive PETE CPD in annual MOE training plan and pre-service programmes.	Continuous implementation with annual review.	Annual training plan, CPD attendance analytics.	HRD MOE	Sustainability, professionalisation.

■ カンボジア



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

Date: January 28, 2026. Place: Tokyo, Japan

SPD Action Plan 2025 Report

CAMBODIA
YI SOPHEAKTRA



ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
1 st Establishing Provincial Committees for Persons with Disabilities (PWD) in Para-Sports (Feb, 2025)	No	In Progress		
2 nd Capacity Building of National and International Coaches and Classifiers (Feb, 2025)	No	In Progress /Pending		
3 rd Qualification for the Paralympic Games in Los Angeles (Feb,2026)	No	Not Started		





ASEAN-JAPAN ACTIONS ON SPORTS **1st Establishing Provincial Committees (in progress)**
 Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short							
Medium term goal	2025-2028	Develop one committee which is responsible for PWD in each province	Meeting with all stakeholders to decide the member of committee and request for approval by president of NPCC	each committee will know about para-sports and will have athletes with disability to national competition of Para sports.	according to royal degree of NPCC and each committee from each provinces will do the annual report	NPCC/Provincial Office of education/Provincial Office of Social Affair/NGO	Human Development/Ethical/Communication
Long term goal							



ASEAN-JAPAN ACTIONS ON SPORTS **2nd Capacity Building of National and International Coaches and Classifiers(In Progress)**
 Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 2 0 2 5

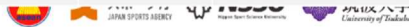
Name of the task input here!	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate
Short term goal	2025	Coach/classifier	Participate training courses/exchange training programs with another country	Have international Coach/ Have international Classifier	Communicate with another country Communication with IF	National Coach National Classifier Coach from each province
Medium						
Long						





3rd Qualification for the Paralympic Games in Los Angeles (Not Started)
ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 2025

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short							
Medium term goal	2028	Qualify to Paralympic Game	Pathways to qualify to Paralympic /Participate some recognized events	Qualify for Paralympic Game	research how to qualify/ reasearch for recorgnized competition	Government/NPCC	Human Development
Long							



■ インドネシア



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 025

Date: January 28, 2026. Place: Tokyo, Japan

SPD Action Plan 2025 Report

INDONESIA,
IRUL TRISHIMA ATIAS



ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
Para-Sports Festival (August, 2025)	NO	In Progress	Implementation Para-Sports Festival 2025 Participants : 2,460 students with disabilities Sports : Para Athletics, Para Badminton, Para Table Tennis, Boccia Places : 9 cities	Differences in regional capacity and readiness affect the implementation of the Para-Sports Festival, including limitations in accessible facilities, adaptive sports equipment, sport-specific technical support, and budget constraints that prevent the program from reaching all regions.
Para-Sports Training (August-Des, 2025)	NO	In Progress	Para-Sports Training is provided to accompanying teachers to equip them with technical assistance skills for the implementation of para-sports activities for students with disabilities. In practice, the teachers serve as accompanying instructors during the Para-Sports Festival. Implementation : Participants : 190 teachers SLB Places : 9 cities	Variations in teachers' levels of prior knowledge and experience, limited time for training and practice, uneven availability of para-sports expertise across regions, constraints in accessible facilities and adaptive sports equipment, and budget limitations that affect the scale of implementation.
Developing standardized physical fitness assessment tests for persons with disabilities (2026)	NO	Not Started	-	Variations in types and levels of disabilities, limited availability of trained assessors, differences in regional capacity and infrastructure, lack of adaptive testing equipment, and budget constraints that limit large-scale piloting and implementation across regions.





ASEAN-JAPAN ACTIONS ON SPORTS

Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

1st Para-Sports Festival (In Progress)

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2025	Participation people with disabilities in sports activities	Para-Sports Festival Sports : Para Athletics, Para Badminton, Para Table Tennis, Boccia	Increased Participation of Students with Disabilities in sports activities, +/- 2.500 students with Disabilities for one years	Number of students with disabilities who participate in the Para-Sports Festival	Ministry of Social Affairs of the Republic of Indonesia, Ministry of Primary and Secondary Education of the Republic of Indonesia, National Paralympic Committee of Indonesia	(1) Para-Sports Festival : The Disability Sports Festival is an inclusive, participatory, and educational sports event designed to provide opportunities for persons with disabilities—particularly students—to actively participate in various sports that have been adapted to meet their needs and abilities
Medium term goal	2027	11,67% Participation people with disabilities in sports activities	Para-Sports Festival Sports : Para Athletics, Para Badminton, Para Table Tennis, Boccia, Football	Increased Participation of People with Disabilities in sports activities, +/- 3.000 People with Disabilities for one years		Ministry of Social Affairs of the Republic of Indonesia, Ministry of Primary and Secondary Education of the Republic of Indonesia, National Paralympic Committee of Indonesia, Communities of people with disabilities in Indonesia	(2) Sports Activities : Sports activities refer to various forms of physical activities or sports conducted in a structured or recreational manner, with the aim of improving physical fitness, skills, health, and/or performance, either individually or in groups
Long term goal	2029	13,39% Participation people with disabilities in sports activities 15,10%	Para-Sports Festival Sports : Para Athletics, Para Badminton, Para Table Tennis, Boccia, Football	Increased Participation of People with Disabilities in sports activities, +/- 3.500 People with Disabilities for one years		Ministry of Social Affairs of the Republic of Indonesia, Ministry of Primary and Secondary Education of the Republic of Indonesia, National Paralympic Committee of Indonesia, Communities of people with disabilities in Indonesia	



ASEAN-JAPAN ACTIONS ON SPORTS

Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

2nd Para-Sports Training (In Progress)

Developing standardized physical fitness assessment tests for persons with disabilities	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Shot term goal	2025	To build teachers competence in the implementation of para-sports activities for students with disabilities	Para-Sports Training for Teachers	Teachers demonstrate improved capacity to implement inclusive and safe para-sports activities through their effective participation in Para-Sports Festival	Attendance list of teachers participating in the Para-Sports Training	Ministry of Youth and Sports (Kemenpora), NPC of Indonesia, Community of Para Sports, SLB	SLB : schools for students with disabilities/Special and inclusive schools
Medium term goal	2027	Draft Para-Sports Training Module for Students with Disabilities	Develop Para-Sports Training Module for Students with Disabilities	Draft Para-Sports Training Module for Students with Disabilities	Draft Para-Sports Training Module for Students with Disabilities	Ministry of Youth and Sports (Kemenpora), NPC of Indonesia, Community of Para Sports, Universities and faculties of sports science, SLB	
Long term goal	2029	Para-Sports Training Module for Students with Disabilities including video	Develop and deliver a Para-Sports Training Module for Students with Disabilities, including video-based learning materials.	The Para-Sports Training Module is used during para-sports activities for students with disabilities	The Para-Sports Training Module and supporting video materials	Ministry of Youth and Sports (Kemenpora), NPC of Indonesia, Community of Para Sports, Universities and faculties of sports science, SLB	





ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

3rd Developing standardized physical fitness assessment tests for persons with disabilities (In Progress)

0 2 5

Developing standardized physical fitness assessment tests for persons with disabilities	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	Draft Physical fitness assessment tools, differentiated by types of disabilities (physical, intellectual, and sensory)	Develop initial draft physical fitness assessment tools, differentiated by types of disabilities (physical, intellectual, and sensory)	Draft physical fitness assessment tools, differentiated by types of disabilities (physical, intellectual, and sensory)	Draft instruments	Ministry of Youth and Sports (Kemenpora), NPC of Indonesia, Community of Para Sports, Universities and faculties of sports science, Special and inclusive schools	Physical fitness assessment : According to the American College of Sports Medicine (ACSM), physical fitness assessment involves a series of standardized measures that evaluate key components of physical fitness — including body composition, cardiorespiratory endurance, muscular fitness, and flexibility — to determine an individual's overall fitness level and inform appropriate exercise or health programs
Medium term goal	2031	Physical fitness assessment tools, differentiated by types of disabilities (physical, intellectual, and sensory)	Refine and validate assessment tools nationally, including pilot testing and reliability checks. Scale up implementation and provide guidance	Technical guidelines physical fitness assessment for people with disabilities officially published	Technical guidelines physical fitness assessment	Ministry of Youth and Sports (Kemenpora), NPC of Indonesia, Community of Para Sports, Universities and faculties of sports science, Special and inclusive schools	
Long term goal	2033	National regulation for Physical fitness assessment tools, differentiated by types of disabilities (physical, intellectual, and sensory)	Advocate for formal national policy adoption of the standardized assessment tests and develop national physical fitness database for persons with disabilities	Official national regulation or guideline enacted and national physical fitness database for persons with disabilities	1. Policy and regulatory documents 2. National data dashboards	Ministry of Youth and Sports (Kemenpora), Ministry of Law, NPC of Indonesia, Community of Para Sports, Universities and faculties of sports science, Special and inclusive schools	



■ ラオス




ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 025

Date: January 28, 2026. Place: Tokyo, Japan

SPD Action Plan 2025 Report



LAOS PDR LATSAME VITHAYA

ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
1 st task: Training Para sport coaches and athletes (October, 2025)	No	Not started		
2 st task: Increase the social awareness of Para Sports (October, 2025)	No	Not started		



ASEAN-JAPAN ACTIONS ON SPORTS 1st Training Para sport coaches and athletes (not started)
 Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 2025

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate
Short term goal	2026	Training Para sport coaches and athletes, staffs for the NPC and para-sports federations	(COACH) Adapted coaching, Training Methods; (ATHELES) Assessment & Classification	The number of qualified coaches and athletes will increase	Improve the handbook and guideline, Organize in-person workshops to talk to the coaches and athletes,	<ul style="list-style-type: none"> - MoES - NPC - Para sports federations - IPC - APC - International social organization



ASEAN-JAPAN ACTIONS ON SPORTS 2nd Increase the social awareness of Para Sports (Not started)
 Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 2025

Name of the task input here!	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate
Long term goal	2026-2030	Increase the social awareness of Para Sports	Promote Para sports to disability person para powerlifting and Athletics - make a plan - Propose a plan to MoES - NPC of Laos gather PWDs by collaboration with LDPA	get the data number for People with Disabilities.	Caused by internal/external conditions No disabled people play sports	Federation don't get enough donation



■ マレーシア



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Date: January 28, 2026. Place: Tokyo, Japan

SPD Action Plan 2025 Report

MALAYSIA

SITI MARIAM BINTI AHMAD TOBIAS,
SOLEHAH BINTI MISRON,



ASEAN-JAPAN ACTION ON SPORTS
Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
1. Professional Learning Community for PE Teachers (Feb, 2025)	YES (Changes to more specific task)	In the proposal phase	-	-
2. Revise TID Manual to implement updated practices for PWD sports participation (Feb, 2025)	NO	Meetings with key stakeholders and subject-matter experts have been conducted, alongside workshops to obtain initial input	The initial-level module review workshop was conducted to identify the need for revisions	
3. Inclusive PWD sports league to foster wider participation and engagement across the PWD community (Jan, 2026)	YES (Change to a new priority task)	Meetings with key stakeholders have been conducted, alongside workshops to obtain input for improvement	Nationwide pilot: 3 inclusive team sports for all PWD (age 15+, non-professional, any impairment)	





ASEAN-JAPAN ACTIONS ON SPORTS
Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st Professional Learning Community for PE Teachers (In the proposal phase)

PLC for PETE	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal (1 - 12 months)	2026	Establishment and activation of PLC for PE Teachers	<ol style="list-style-type: none"> 1. Establish National and State-Level PLCs 2. Identify PE Teachers, Mentors and Experts 3. Provide Basic Guidelines for Adaptive PE Teaching 	<ul style="list-style-type: none"> - PLCs officially established - Terms of Reference finalised 	Meeting Minutes Attendance Records	Special Education Division; State Education Department, District Education Office, Schools and teachers	Special Education Program- i. Special Education School, ii. Special Integrated Education Program, iii. Inclusive Education Program Individual Education Plan (IEP) National Standard Curriculum Document Classroom-based Assessment Assessment of Physical Activity, Sports, and Co-curricular Activities (PAJSK)



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st Professional Learning Community for PE Teachers (In the proposal phase)

PLC for PETE	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Medium term goal (13-36 months)	2027-2029	Enhancement of teaching quality	<ol style="list-style-type: none"> 1. PE Teachers implement PLC 2. Best practices documents systematically 3. Monitoring and targeted support 	<ul style="list-style-type: none"> Teaching quality improves Reflective practice and innovation increase PLC becomes a central knowledge-sharing and support platform 	SEN PBD Evidence	PE Teachers	Special Education Program- i. Special Education School, ii. Special Integrated Education Program, iii. Inclusive Education Program Individual Education Plan (IEP) National Standard Curriculum Document Classroom-based Assessment Assessment of Physical Activity, Sports, and Co-curricular Activities (PAJSK)





ASEAN-JAPAN ACTIONS ON SPORTS
Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st Professional Learning Community for PE Teachers (In the proposal phase)

PLC for PETE	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Long term goal	2027-2031	PLC Sustainability and SEN Pupils Outcome	<ol style="list-style-type: none"> 1. Continuous Professional Growth 2. Long-Term Impact Assessment 3. Sustained Knowledge Sharing 4. Continuous Monitoring and Improvement 	<ul style="list-style-type: none"> • PLC becomes a standard mechanisms for teaching quality enhancement • PE Teachers maintain ongoing professional growth • SEN pupils benefit continuously 	<ul style="list-style-type: none"> • Best Practice Repository • PLC guidelines • SEN Pupils Impact Report 	PE Teachers	Special Education Program- i. Special Education School, ii. Special Integrated Education Program, iii. Inclusive Education Program Individual Education Plan (IEP) National Standard Curriculum Document Classroom -based Assessment Assessment of Physical Activity, Sports, and Co-curricular Activities (PAJSK)



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

2nd Revise TID Manual to implement updated practices for PWD sports participation (In Progress)

Revise TID Manual to implement updated practices for PWD sports participation	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2026	Review and assess current TID manual for gaps and outdated practices	Conduct comprehensive review of existing TID manual, including battery tests, forms, safety protocols, safeguarding and talent continuity mechanisms	<ul style="list-style-type: none"> • Review report completed • List of gaps, outdated procedures, and improvement areas 	<ul style="list-style-type: none"> • Gap analysis report • Stakeholder consultation minutes 	<ul style="list-style-type: none"> • Policy Maker • National Sports Institute • National Sports Council • Malaysia NPC • Related Para Sports Association • Department of Social Welfare • Ministry of Education 	TID: Talent Identification Battery Test: Series of physical/skill assessments
	2027	Update TID Manual with latest tools and procedures	Revise testing batteries, forms, safety measures, safeguarding and guidelines for both selected and non-selected PWD talents	<ul style="list-style-type: none"> • Revised manual drafted and validated • All forms updated and standardised 	<ul style="list-style-type: none"> • Draft manual versions • Validation workshop outcomes • Checklist of updated forms 	<ul style="list-style-type: none"> • Subject Matter Expert • Classifier • PWD Sports Officer • PWD Coaches • Teacher supporting students with SEN • Related Agencies / Parties etc 	Manual: Official guidebook for talent identification and development



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

2nd Revise TID Manual to implement updated practices for PWD sports participation (In Progress)

Revise TID Manual to implement updated practices for PWD sports participation	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Medium term goal	2028	Pilot and validate updated TID Manual	Implement pilot testing in selected states with both newly identified and previously assessed PWD athletes	<ul style="list-style-type: none"> • pilot tests conducted • Safety compliance • Feedback collected from all participants • Developed Criterion for each battery test 	<ul style="list-style-type: none"> • Pilot test reports • Safety incident logs • Participant and coach feedback forms 	<ul style="list-style-type: none"> • Policy Maker • National Sports Institute • National Sports Council • Malaysia NPC • Related Para Sports Association 	Pilot: Trial implementation to test effectiveness and usability
		Standardise implementation and ensure continuity of talent pathways	Develop SOPs for tracking selected and non-selected talents, including progression, referral, or alternative pathways	<ul style="list-style-type: none"> • SOPs approved and disseminated • Adherence to SOPs across states 	<ul style="list-style-type: none"> • SOP distribution logs • Monitoring and compliance reports • Talent tracking database 	<ul style="list-style-type: none"> • Department of Social Welfare • Ministry of Education • Subject Matter Expert • Classifier • PWD Sports Officer • PWD Coaches • Teacher supporting students with SEN • Related Agencies / Parties etc 	Continuity: Structured pathways for both selected and non-selected PWD athletes
Long term goal	2030	Institutionalise updated TID Manual within national sports systems	Integrate revised manual into national talent programmes, comprising trained and accredited personnel	<ul style="list-style-type: none"> • All states implementing updated TID manual • Dedicated officer training completed 	<ul style="list-style-type: none"> • Training completion records • Annual talent development report 	<ul style="list-style-type: none"> • Teacher supporting students with SEN • Related Agencies / Parties etc 	Institutionalisation: Embedding updated practices into formal systems



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop on Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

3rd Inclusive PWD sports league to foster wider participation and engagement across the PWD community(In Progress)

Inclusive PWD sports league to foster wider participation and engagement across the PWD community	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2026	Refine a unique, inclusive PWD sports league concept to increase participation, fun, mixed-ability teams, and social cohesion	Enhancement to strengthen the PWD sports league	<ul style="list-style-type: none"> • Enhancement of league concept and guidelines • Clear differentiation from existing programmes documented 	<ul style="list-style-type: none"> • 2025 Pilot Test Reports / Post-Mortem Findings • Concept paper • Benchmarking analysis • Design workshop reports 	<ul style="list-style-type: none"> • National Department of Youth and Sports (State and District) • Malaysia NPC • Para Sports Association • NGOs • Relevant ministries/agencies 	Inclusive League: A PWD-only sports competition that prioritizes participation, confidence, social cohesion, and sports culture over performance.
		To expose PWD to the selected sports	Implement structured sports workshops, ensuring adequate preparation and readiness for participation in the next in the league cycle	<ul style="list-style-type: none"> • Increased awareness and understanding among PWD of the sports to be contested in the league • Basic rules, formats, and inclusive playing methods. 	<ul style="list-style-type: none"> • Number and types of sports • Number of PWD attending sports workshops 		PWD Sports Workshop: A practical training programme aimed at preparing PWD with the necessary skills, understanding, and confidence to participate in the league sports.



ASEAN-JAPAN ACTIONS ON SPORTS

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

3rd Inclusive PWD sports league to foster wider participation and engagement across the PWD community(In Progress)

Inclusive PWD sports league to foster wider participation and engagement across the PWD community	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Medium term goal	2027	Implementation of an inclusive PWD sports league	Implementation of PWD Sports League at the State and National Level	<ul style="list-style-type: none"> League locations (states and national level) PWD participations 	<ul style="list-style-type: none"> League registration data League reports Participant profiles 	<ul style="list-style-type: none"> National Department of Youth and Sports (State and District) Malaysia NPC Para Sports Association NGOs Relevant ministries/agencies 	Inclusive League: A PWD-only sports competition that prioritizes participation, confidence, social cohesion, and sports culture over performance.



ASEAN-JAPAN ACTIONS ON SPORTS

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

3rd Inclusive PWD sports league to foster wider participation and engagement across the PWD community(In Progress)

Inclusive PWD sports league to foster wider participation and engagement across the PWD community	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Medium term goal	2028-2029	Increase attractiveness and retention of PWD participants	Enhance the league with social elements, recognition systems, and adaptive rules to sustain motivation	<ul style="list-style-type: none"> Participant retention rate Participant satisfaction 	<ul style="list-style-type: none"> Attendance tracking Participant surveys League evaluation reports 	<ul style="list-style-type: none"> Community Groups Corporate CSR Partners Media Agencies National Department of Youth and Sports (State and District) Malaysia NPC/ Para Sports Association Relevant ministries/agencies/parties 	Retention: Continued participation across seasons
Long term goal	2030	Sustainability of the league	<ul style="list-style-type: none"> Conduct biennial league across all states Ensure continuous engagement between editions Promote league as signature PWD program 	<ul style="list-style-type: none"> League runs every 2 years (biennial) across all states/national Recognized as flagship program Sustained high participation and engagement 	<ul style="list-style-type: none"> State/national implementation reports Participation and engagement statistics Policy references 	<ul style="list-style-type: none"> Policymakers Funding Agencies State sports councils National sports council PWD community Malaysia NPC/ Para Sports Association Relevant ministries/agencies/parties 	Sustainability: Program continues over time with ongoing engagement and relevance



**PILOT OF THE PWDs SPORTS LEAGUE
(MAY-SEPT 2025)**



■ ミャンマー

 ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE)
& Sport For People With Disabilities (SPD)

Myanmar Action Plan in 2026



Myanmar
Professor Than Than Htay (SPD)

29th January 2026 (Thu)
3rd In-Person Workshop
Tokyo, Japan.

 ASEAN-JAPAN ACTIONS ON SPORTS
ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE)
& Sport For People With Disabilities (SPD)

The **Paralympic Sports Federation** was formed in **18th October 1989** under the **Ministry of Sports**.

To enable people with disabilities to participate in sports and exercise in Myanmar.





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)



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



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

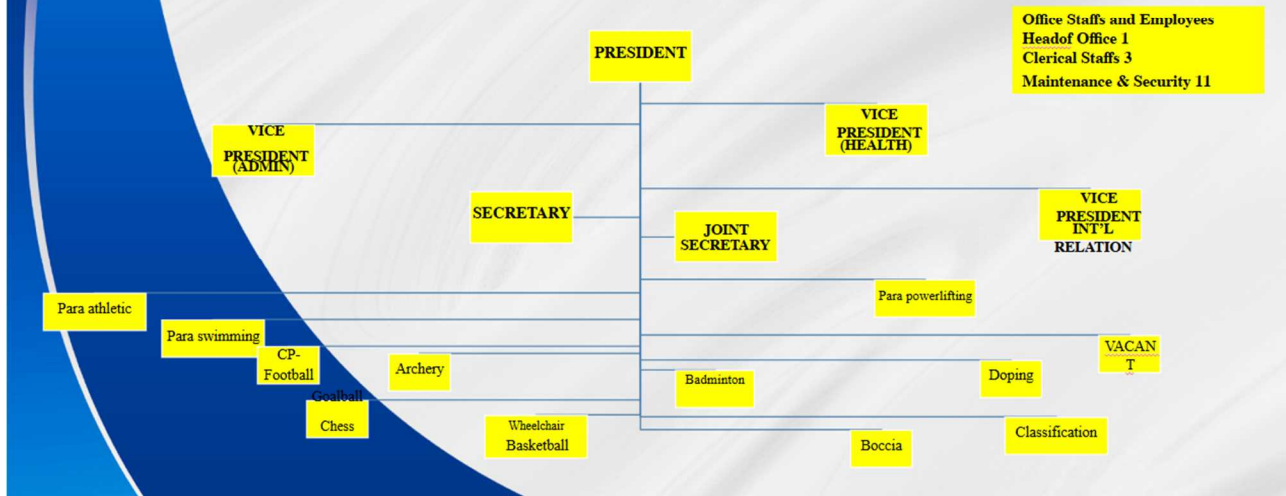


Myanmar Paralympic Sports Federation

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

GOVERNANCE MODEL



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

History of Participation in Para Sports

Medallists [edit]

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

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



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

1st ASEAN Para Games, Kuala Lumpur, Malaysia, 2001

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

2nd ASEAN Para Games, Vietnam, 2003

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



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

3rd ASEAN Para Game, Manila, Philippines, 2005

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

4th ASEAN Para Game, Nakhon Ratchasima, 2008

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

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

5th ASEAN Para Game, Kuala Lumpur, Malaysia, 2009

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

6th ASEAN Para Game, Surakarta, Central Java, 2011

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

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

7th ASEAN Para Game, Naypyidaw, Myanmar, 2014

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

8th ASEAN Para Game, Singapore, 2015

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

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

9th ASEAN Para Game, Kuala Lumpur, Malaysia, 2017

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

11th ASEAN Para Game, Solo, Indonesia, 2022

2022 ASEAN Para Games medal table^[1,2]

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

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

12th ASEAN Para Game, Cambodia, 2023

2023 ASEAN Para Games medal table

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



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

Para Athletics (2010–2022) [edit]

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

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

Para Swimming (2010–2022) [edit]

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

ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

Achievement of Myanmar Paralympic Sports Federation



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

October 24, 2023 Global New Light of Myanmar 204



Two bronze medals in 100 Meter event and 200 Meter event



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)



Activities of Myanmar Paralympic

Sports Federation



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

12th ASEAN Para Game, Cambodia,
2023

5th Asian Youth Para Games
(Para Taekwondo)

Dates: December 7-14, 2025.

Participants: Around 1,500 athletes from 35
countries.

Sports: 11 sports





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD)

12th ASEAN Para Game, Cambodia,
2023

The 2nd Chess Olympiad for People with Disabilities

Dates: October 19-26, 2025.

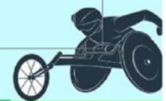
Location: Astana, Kazakhstan, at the Paralympic Training Centre.

Participants: 34 teams from around the world, with players having visual, hearing, and physical disabilities.



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

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





ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

Established plans for disability Sport (parasport)

Short - term plans

- Data Collection:** Track PWD participation to identify gaps and needs.
- Awareness:** Run campaigns, workshops, and community events on sports opportunities.
- Recruitment:** Outreach in schools and communities to engage PWD in sport.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPD) FY2024

Established plans for disability Sport (parasport)

Long-Term Plans

- Increase Participation:** Develop recreational and competitive pathway, including adaptive sports in schools and communities.
- Infrastructure:** Improve accessible facilities and provide adaptive equipment.



ASEAN-JAPAN ACTIONS ON SPORTS

ASEAN-Japan Workshops On Promoting Physical Education Teacher Education (PETE) & Sport For People With Disabilities (SPI)

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

■ フィリピン



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Date: January 28, 2026. Place: Tokyo, Japan

SPD Action Plan 2025 Report

PHILIPPINES
ERLINDA F. LEVA



ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
First Prioritized Task Finalization (January to April 2026) and Implementation of Parasports Curriculum (May 2026 onwards)	Drafted the Parasports Curriculum in 2025	For finalization and approval – first quarter of 2026	Not yet implemented	Not yet implemented
Second Prioritized Task Implementation of DO 22, s. 2025 Policy Guidelines on the Institutionalization of the School Sports Club in Public Schools - SY 2025-2026	Policy issued already	Monitoring and Evaluation of the Implementation for SY 2025-2026	Schools organizing their School Sports Club that include Learners with Disabilities	Lack of monitoring of the participation of LWDs in the School Sports Club Lack of safe environment and sports equipment for LWDs Shortage of PE and SNED teachers with knowledge in parasports for LWDs





ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
Third Prioritized Task Writing of Manual for Sports – November 2025 - ongoing	Validated the latest copy of the Manual of Sports	Finalize and prepare the cover policy	Schools implement sports with different manual	Lack of policy and manual of sports
National Academy of Sports to cater sports for Learners with Disabilities in the basic education				



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st prioritized task: Finalization and Implementation of Parasports Curriculum for LWDs

Name of the Task	Year	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence (Data)	Stakeholder needed to advocate	Glossary list
Short Term	First Quarter of 2026	Get approval of the Parasport Curriculum (PC) for LWDs	Finalization and approval of the PC	Approved Copy of the PC for LWDs	Activity report	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, BCD, BLD-SID	Parasports Curriculum (PC) for Learners with Disabilities – structured curriculum on sports for LWDs
	First Quarter of 2026	Identification of pilot schools	Identify the schools, divisions and region to pilot the PC for LWDs	Number of schools to pilot the PC for LWDs	Report	School Head, SNED Supervisor (Division and Region), Regional Director, BCD, BLD-SID	PC Pilot Schools – schools with existing sports for LWDs and with existing facilities
	SY 2025-2026	Audit of sports facilities and equipment for LWDs	Conduct audit of sports facilities and equipment for LWDs	Number of available sports facilities and equipment for LWDs	Report, List of equipment for LWDs	School Head, SNED Supervisor, BCD, BLD-SID	Sports facilities and equipment for LWDs – facilities in compliance with BP 344 and equipment appropriate for LWDs

Objective of the Parasports for Curriculum

To provide Learners with Disabilities (LWDs) with structured, safe, and inclusive opportunities to engage in Sports (Athletics, Bocce, Goalball, and Swimming), fostering holistic development, sport-specific skills, social competencies, and pathways to excellence, aligned with Olympism, LTAD, and FTEM Frameworks.





1st prioritized task: Finalization and Implementation of Parasports Curriculum for LWDs
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Name of the Task	Year	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence (Data)	Stakeholder needed to advocate	Glossary list
Medium Term	SY 2026-2027	Pilot the PC for LWDs	Pilot implementation of the PC for LWDs	Number of pilot schools	Monitoring and evaluation	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, BCD, BLD-SID	Pilot implementation – implement the PC for LWDs in select schools
	Second Quarter of 2026	Provide training to PC for LWDs implementers	Train the SNED Teachers, Receiving Teachers, School Heads, SNED Supervisors about PC for LWDs	Number of trained SNED Teachers, Receiving Teachers, School Heads, SNED Supervisors	No. of training conducted,	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, NAS, PSC, BCD, BLD-SID	Trained implementers of PC for LWDs
	2026	Develop learning materials for PC for LWDs	Develop the learning modules for PC for LWDs for the SNED and Receiving teachers	Learning Modules for PC for LWDs	No. of workshops conducted to develop the learning modules for PC for LWDs	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, BCD, BLD-SID	Learning Modules for PC for LWDs



1st prioritized task: Finalization and Implementation of Parasports Curriculum for LWDs
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Name of the Task	Year	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence (Data)	Stakeholder needed to advocate	Glossary list
Medium Term	SY 2026-2027	Train Implementers on the different sports covered by PC for LWDs	Train SNED teachers, Receiving teachers, and PE teachers on the standards of athletics, bocce, goalball and swimming for LWDs	Number of trained SNED teachers, receiving teachers, and PE teachers	Activity report	SNED Teacher, Receiving Teacher, PE Teacher, NAS, PSC, Organizations on sports for LWDs, BCD, BLD-SID	Trained SNED teachers, receiving teachers, and PE teachers on the standards of athletics, bocce, goalball and swimming for LWDs
	2026-2027	Provide sports equipment appropriate for LWDs	Provide funds to schools for the acquisition of sports equipment for LWDs	Number of schools provided with funds Number of sports equipment for LWDs	DepEd Policy, Report	SNED Teacher, Receiving Teacher, PE Teacher, BCD, BLD-SID	Sports equipment for LWDs
	2026-2027	Modify sports facilities appropriate for LWDs	Provide funds for the modification of sports facilities appropriate for LWDs	Number of modified facilities appropriate for LWDs	DepEd policy, report Compliance with BP 344	EFD, BCD, BLD-SID	Modified sports facilities for LWDs





1st prioritized task: Finalization and Implementation of Parasports Curriculum for LWDs
ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 2025

Name of the Task	Year	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence (Data)	Stakeholder needed to advocate	Glossary list
Long Term	SY 2027-2028	Implement the PC for LWDs	Conduct training the full implementation of the PC for LWDs and the use of the Learning Modules	Number of schools implementing the PC for LWDs	Number of training conducted, activity report	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, BCD, BLD-SID	Full implementation of the PC for LWDs
	SY 2027-2029	Monitor the implementation of the PC for LWDs	Conduct initial gain and progress monitoring	Number of monitoring conducted, Monitoring report	Monitoring report	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, BCD, BLD-SID	Initial gains and progress of implementation of PC for LWDs
	2027-2032	Establish sports facilities for LWDs	Construct sports facilities for LWDs	Number of constructed sports facilities for LWDs	DepEd Policy Report	EFD, BCD, BLD-SID	Newly constructed sports facilities for LWDs



2nd prioritized task: Implementation of School Sports Club (DO 22, s 2025)
ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 2025

Name of the Task	Year	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence (Data)	Stakeholder needed to advocate	Glossary list
Short Term	SY 2026-2027	Train implementers on DO 22, s. 2025 SSC	Conduct training of SSC Coordinators re inclusion of LWDs in SSC	No. of SSC Coordinators, SNED teachers and receiving teachers on inclusion of LWDs in SSC	Activity report	SSC Coordinators, SNED and receiving teachers, NAS, BLSS, BCD, BLD-SID	SSC Coordinators
Medium Term	SY 2026-2028	Identify practices in inclusion of LWDs in SSC	Monitor the inclusion of LWDs in SSC	No. of established SSC in all regions with LWD members	Report, practices in inclusion of LWDs in SSC	SSC Coordinators, SNED and receiving teachers, BLSS, BCD, BLD-SID	Practices in inclusion of LWDs in SSC
Long Term	SY 2028-2033	Sustain SSC culture for LWDs	Identify effective practices in inclusion of LWDs in SSC	Effective practices in inclusion of LWDs in SSC	List of effective practices	SSC Coordinators, SNED and receiving teachers, NAS, BLSS, BCD, BLD-SID	SSC culture of LWDs





ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

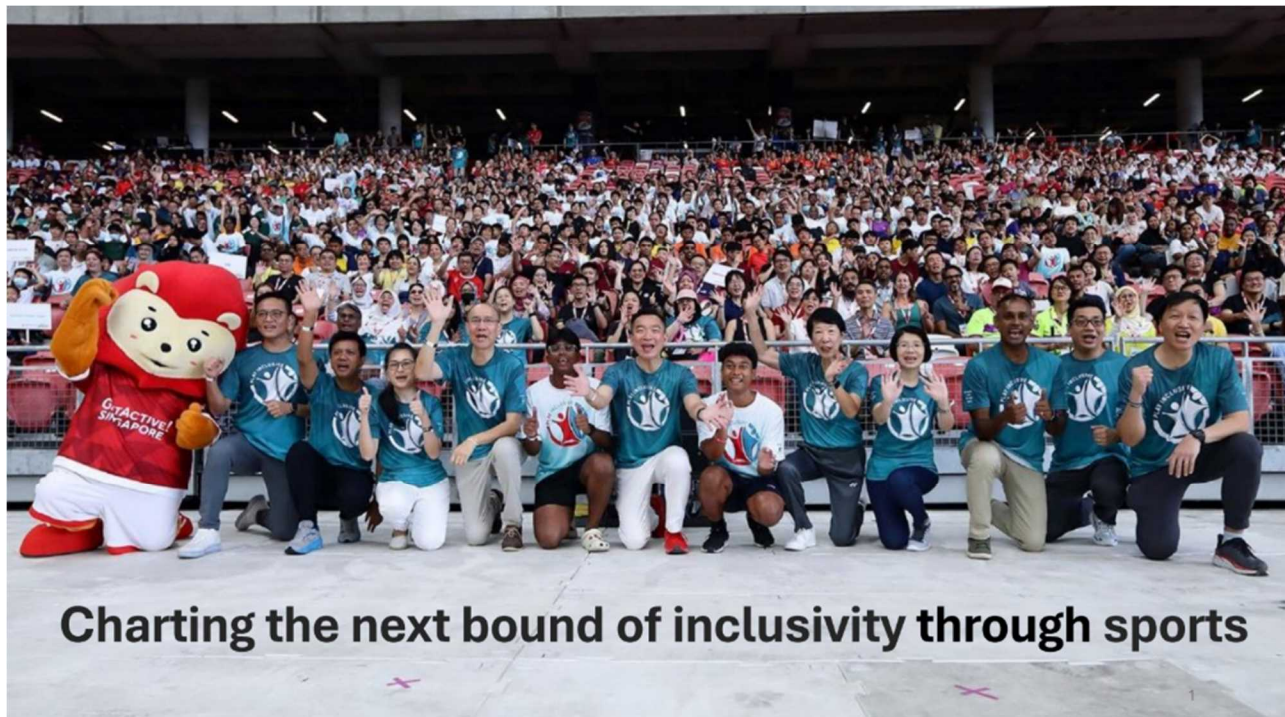
3rd prioritized task: Manual of Sports

2025

Name of the Task	Year	Goal	Action you would take	Expected Outcome (Indicator)	How to gather evidence (Data)	Stakeholder needed to advocate	Glossary list
Short Term	2025-1 st Quarter of 2026	Finalize and prepare the cover policy	Conduct workshop on the finalization and writing of cover policy	Final copy and cover policy of the manual	Number of workshop conducted, Activity report	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, NAS, PSC, BLSS, BCD, BLD-SID	Manual of Sports
Medium Term	2 nd Quarter of 2026	Get approval of the manual and policy	Submit the manual and policy for approval	Approved manual and policy cover	Hard and soft copy (DepEd website) of the manual and policy	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, NAS, PSC, BLSS, BCD, BLD-SID	Policy on Manual of Sports
Long Term	2026-2031	Orientation and monitoring of the use of manual	Orient schools Monitor the use the manual	Number of oriented schools, Number of schools monitored	Activity Report, monitoring and evaluation result, Feedback on the use of manual	SNED Teacher, Receiving Teacher, School Head, SNED Supervisor, NAS, PSC, BLSS, BCD, BLD-SID	Oriented and monitored schools on the use of Manual of Sports



- シンガポール (SPD カウンターパート未選任につき、PETE カウンターパートが同国ディスアビリティ・スポーツ・マスタープランを紹介)



We can achieve more

- Sports as a lever to promote inclusivity and sustain **engagement** among persons of all abilities
- Lives of persons with disabilities are **enriched** through sports
- All persons with disabilities are **empowered** to pursue their sporting aspirations

2

Objectives of DSMP 2024



(1) Increase **accessibility** to disability sports activities and programmes



(2) Enhance **awareness** of disability sports and inclusive sports activities



(3) Fulfill **aspirations** of persons with disabilities who desire and have the potential to do sports at high performance level



(4) Enable **partnerships** for disability sports

By 2030

Raise sport participation of persons with disabilities to 70%

Sustain podium success and increase number of para athletes and sports represented

Increase awareness to build a cohesive society through inclusive sports

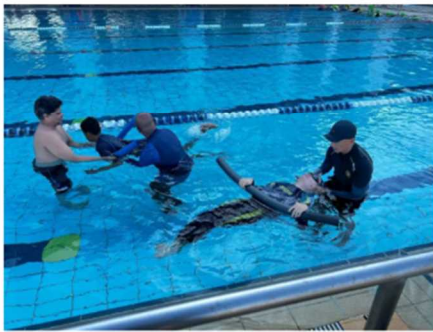


3



Increase number of regular participants in disability sports programmes **from 3,200 today to ~5,400 by 2030**

- **Every SPED school** encouraged to **appoint a coordinator** who will work with SportSG and SPED teachers



(2) Enhancing Awareness



All ~340 MOE schools to have at least one programme for students to experience disability sports by 2028

- Through **curricular adaptation, CCA, Sports Education Programme, Value in Action** experiences or other form of school activities
- Today, 30%-35% of MOE schools offer such experiences



VISUAL IMPAIRMENT EXPERIENCE



BOCCIA



SITTING VOLLEYBALL

P1-P6 I'mPOSSIBLE PROGRAMME

Improve reach of stories of persons with disabilities doing sports through different stakeholders and channels

- Beyond athletes, and to also profile persons with disabilities and their **caregivers**





National Training Centre for para sport as part of Home of TeamSG in Kallang

- **Dedicated training facilities** to meet the needs of selected para sports

(4) Enabling Partnerships



11

Launch a new Enabling Sports Fund with a targeted \$10 million by 2030 to support ground-up disability sports initiatives

- **\$ for \$ matching by Govt** for donations
- Include support for signature events that foster a more inclusive sporting culture, e.g. **Special Olympics Singapore National Games**



12



Our goal is to **unleash**
the **power of sports** in
fostering a **more**
inclusive Singapore by
enabling sports for all

13



Date: January 28, 2026. Place: Tokyo, Japan

SPD Action Plan 2025 Report

THAILAND

Mr. Mongkon Wimonrat, Ms. Paveena Sirisuthikul,
Mr. Chalitpol Suebmai, Ms. Surangkana Suriyakham



Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
Developing innovative inclusive sports activities (May, 2025)	NO	In Progress	Three inclusive sports <u>try-outs</u> were implemented with persons with and without disabilities, who participated together in three sessions.	The trial was conducted alongside the adaptation of the rules of each sport to ensure truly inclusive participation.
Promoting public awareness and engagement through media channels. (January, 2025)	NO	In Progress	The project's activities were promoted through social media channels (Facebook Fanpage).	Public awareness regarding inclusive sports participation between persons with and without disabilities is still limited.
Developing Learning Materials for Training Programs (December, 2025)	NO	In Progress	Draft content for training manuals covering three sports—3×3 basketball, chairball, and boccia—has been developed.	The drafted manual content still requires review and validation by experts and relevant stakeholders before finalization.





ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st prioritized task(In Progress)

0 2 5

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2025	Finish the first try-out	Organize a trial competition event.	People with and without disabilities in general communities can participate in the same sports games.	Trial play sessions were conducted in actual sports fields settings.	- People with and without disabilities in general public - Foundation for People with Disabilities	
Medium term goal	2025	Finish the second try-out	Organize a trial competition event.	People with and without disabilities in general communities can participate in the same sports games.	Trial play sessions were conducted in actual sports fields settings.	- People with and without disabilities in general public - Foundation for People with Disabilities	
Long term goal	2025	Finish the third try-out	Organize a trial competition event.	Students with and without disabilities in secondary schools participate in the same sports games.	Trial play sessions were conducted in actual sports fields settings.	- Inclusive schools - Students - PE Teachers - Parents	



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st prioritized task(In Progress)

0 2 5

Photograph

Inclusive Sports Activities Try-Out for General People With and Without Disabilities





ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st prioritized task(In Progress)

0 2 5

Photograph

Inclusive Sports Activities Try-Out for General People With and Without Disabilities



スポーツ庁
JAPAN SPORTS AGENCY



筑波大学
University of Tsukuba



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st prioritized task(In Progress)

0 2 5

Photograph

Inclusive Sports Activities Try-Out for Students with and without disabilities in secondary school



スポーツ庁
JAPAN SPORTS AGENCY



筑波大学
University of Tsukuba



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

2nd prioritized task (In Progress)

0 2 5

Name of the task input here!	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2025	4,000 views	Providing additional information and continuously raising awareness.	Enhancing social media engagement and inclusive awareness.	Facebook engagement statistics	<ul style="list-style-type: none"> - Ministry of education - Ministry of social development and human security - Foundation for people with disabilities - Mass media 	
Medium term goal	2026	50,000 views					
Long term goal	2026	100,000 views					



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

2nd prioritized task (In Progress)

0 2 5

Facebook Fanpage : Inclusive Sport Activities





ASEAN-JAPAN ACTIONS ON SPORTS

Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

3rd prioritized task (In Progress)

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate	Glossary list
Short term goal	2026	Development and finalization of the training manuals and Videos content	Collaboration with experts to finalize content	The training manuals and videos were utilized as training materials.	On-site physical training sessions in 4 sessions in 4 regions	- Experts - PE Teachers - Foundation for people with disabilities	
Medium term goal	2026	Organizing training programs 4 sessions in 4 regions	Coordination with local administrative organizations and schools to identify and recruit appropriate trainees	The trainees extended their instruction to community settings and schools.	On-site physical training sessions in 4 sessions in 4 regions	- Local administrative organizations - Schools	
Long term goal	2026	Completion of the Inclusive sports day activities	Organization of a sports day event	Inclusive sports teams from 4 regions participated in the competition.	On-site physical competition in a sports venue	- Experts - Schools - PE Teachers	



ASEAN-JAPAN ACTIONS ON SPORTS

Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025 0 2 5

3rd prioritized task (In Progress)

Training Materials



■ 東ティモール



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Date: January 28, 2026. Place: Tokyo, Japan

SPD Action Plan 2025 Report

Timor Leste,
Januário Gomes,



ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
Enhancing Teachers' Capacity for Inclusive Physical Education and Sport (Jan,2026)	no	Just started?		
Advancing Disability Inclusion through Policy Coordination and Para-Sport Education (Jan,2026)	no	Just started?		





ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st task: Enhancing Teachers' Capacity for Inclusive Physical Education and Sport

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate
Short term goal	2026	teachers are aware to understand more deeply about each character of people with disabilities, and building good relationships, support different type for disabilities student	develop the standard National policy for PE and Sport For Disability	the teachers are motivated to encourage their students with disabilities to engage sport and physical activity.	surveys	Ministry of youth and sport, Ministry of Education, SEFOPE, MSSSI, Ministry of Justice
Medium term goal	2028	provide better space and access for people with disabilities to participate in programs held at schools	collaborate with institutions Social Solidarity, work for disabilities to provide program training for teachers in handling those with special needs	many teachers access training opportunities and programs	participation rates in trainings	Ministry of youth and sport, Ministry of Education, Local NGO, Ministry Social Solidarity Institution



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

2nd task: Advancing Disability Inclusion through Policy Coordination and Para-Sport Education

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate
Short term goal	2026	government, Civil Society, Community are already aware of the participation of people with disabilities in the development process of the country	strengthen mechanisms of coordination, collaboration and communication for the implementation and monitoring of the NAP between line ministries and civil society and development partners for the implementation of government priorities in the NAP	involve people with disabilities representative organizations in all processes, especially in program development, implementation including accessibility to their participation in the whole process	Survey	All stakeholder
Medium term goal	2028	reduces stigma, builds empathy, and encourages respect for diversity	advocate the inclusion of para sport and special Olympic sport information into the PE & SPD curriculum	improved physical health and fitness, Increased confidence and self-esteem, greater awareness and acceptance of disability	Survey	Ministry of Education,



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Promoting Unified Sports and Inclusive Physical Education for Social Integration

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate
Common long-term goal	2029	promoting inclusion and social integration, Reducing stigma and discrimination, Building mutual respect, empathy, and understanding, creating a culture of acceptance and diversity	promote Unified Sport and create opportunities and resources for schools and University to introduce para sports and Special Olympic Sport to students and teachers	majority of students with disabilities are active in sports and physical activity in school. all PE teachers are confident and positive about engaging students with disabilities in sport and PE.	Surveys	Ministry of Education, Disability Ministry of youth and sport



■ ベトナム



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Date: January 28, 2026. Place: Tokyo, Japan


SPD Action Plan 2025 Report

VIETNAM PARALYMPIC COMMITTEE

MRS. HO THANH MY

NPC VIETNAM HEAD OF INTERNATIONAL RELATIONS



 ASEAN-JAPAN ACTION ON SPORTS Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025				Summary
The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
First Prioritized Task Name (Feb, 2025)	Yes	Implement the proposal with the Government	Proposing nutritional and reward policies for athletes with disabilities	Many opinions were expressed by various ministries and departments
Second Prioritized Task Name (June, 2025)	No	Continue to submit documents and proposals	Proposing nutritional and reward policies for athletes with disabilities	Continuing the discussion with comments from ministries and agencies



ASEAN-JAPAN ACTION ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

Summary

The priority order of the task and the time it was created	Revision made in a later stage?	Progress Status	Achievements for actions that have begun implementation	Challenges for actions that have either begun implementation or not yet started
Third Prioritized Task Name (December, 2025)	Yes	The proposal has been approved	1. Decree 349/2025/ND-CP issued on December 30, 2025: Stipulating the regime and policies for members of sports teams participating in concentrated training and competitions. 2. Decision No. 1190/QD-TTg of the Prime Minister approving the Program to Assist People with Disabilities for the period	Government attention has been given through decrees and programs to assist people with disabilities, including sports activities for people with disabilities



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

1st prioritized task

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate
Short term goal	2026	1% of people with disabilities have the opportunity to participate in accessible sports activities	Introducing some easy-to-learn community sports such as: Pickleball, athletics	Approximately 100,000 people with disabilities participate in community-based physical therapy	Provinces across the country report the data	Non-governmental organizations, businesses, media outlets
Medium	2027-2030	1% → 5%	Same as above	100,000 → 500,000	Same as above	Same as above
Long	2030-2035	5% → 10%	Same as above	500,000 → 1,000,000	Same as above	Same as above



ASEAN-JAPAN ACTIONS ON SPORTS
Workshop Promoting Physical Education Teacher Education (PETE) & Sport for People with Disabilities (SPD) FY2025

2nd prioritized task

Name of the task	Year	Goal	Action you would take	Expected outcome (Indicator)	How to gather evidence (Data)	Stakeholder you need to advocate
Short term goal	2026	Establish 10 sports clubs for people with disabilities	Providing professional support to establish clubs for sports such as: table tennis, badminton, athletics, and pickleball	10 sports clubs for people with disabilities	Reports from disability associations in provinces and cities	Non-governmental organizations and businesses from several localities are expected to be established
Medium	2027-2030	10 → 20	table tennis, badminton, athletics, swimming, chess, and weightlifting	10 → 20	Same as above	Same as above
Long	2030-2035	20 → 30	table tennis, badminton, athletics, swimming, chess, weightlifting, judo, football, archery, and wheelchair tennis	20 → 30	Same as above	Same as above, "the government" added

第7章 令和7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

2026年1月27日から31日まで5日間開催された、体育教師教育（PETE）強化・改善と障がい者スポーツ（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ASEAN11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、19名の参加者、10カ国から回答を得た。

● アンケート実施期間：2026年2月6日（金）～2月20日（金）

● アンケート実施目的：各カウンターパートの意見を踏まえ、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19名／21名のASEAN事業選任代表者（カウンターパート）内17名＋オブザーバー2名、計19名が回答

[ワークショップの背景および回収結果の理解]

結果的にシンガポール障がい者スポーツ（SPD）カウンターパート1名が、同国スポーツ高級実務者会議内の問題により未選任、ベトナム体育教師教育（PETE）カウンターパートは所属組織である教育訓練省内の業務日程の都合で不参加となったものの、ブルネイ・ダルサラーム、カンボジア、タイの3か国からのカウンターパート以外の自費での参加も受け入れ、本事業で初めて本邦開催した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、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、東京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本年度を含む5年間の事業活動を通じ、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、事業の目的や方向性がより深く理解され、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更に高めることが出来たと捉えている。他方、本年度が初参加となるカウンターパートについては、事業における自身の役割、事業の方向性、目的、自身の担当ではない分野の理解が十分でない点も一部で確認された。

本アンケート結果からは、①他国の体育、体育教師教育の改善・強化や障がい者スポーツ振興の様子の視察、②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等前年同様の回答に加え、本年度新たに③自国での取組みの現状、進捗を共有したい、④体育教師教育スタンダード案等、事業アウトプットとしての文書作成・発表を望む声も確認された。次年度が「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の後半の1年目となることから、実施組織（日本体育大学）は、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、アウトプットをアウトカムに目に見える形で示して行くための企画を考案し、効果的な事業実施を進めることに注力したい。この度得られたASEAN各国カウンターパートの意見はそれらを再考する上で、貴重なフィードバックであり、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専門的な知見が多く含まれていたことから、カウンターパートの身分や職務範囲、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得た。本事業開始当初

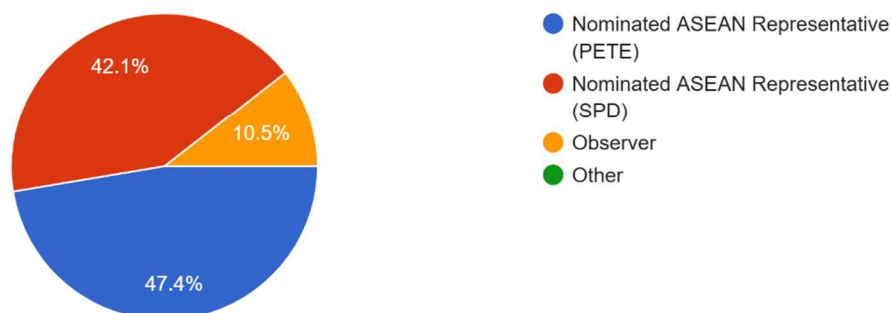
より岡出教授が説いてきた政策提言における「研究・調査等学術的なデータ、根拠に裏打ちされた知見、エビデンスの重要性」、「データ、理論を実践に繋げるために必要な動き」が広く周知、理解されていることの表れと捉えている。

[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.

19 responses



東京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 10 名、障がい者スポーツ（SPD）部門から 7 名の ASEAN カウンターパートの他、2 名のオブザーバー参加者（ブルネイ・ダルサラーム 1 名、タイ 1 名）計 19 名が本アンケートに回答した。ベトナム（SPD）の参加者からは回答を得ることが出来なかったため、ASEAN 加盟全 11 か国の参加の内、10 か国の回答となっている。

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 Tokyo, Japan?

回答は以下のとおりであった（抜粋・順不同）。

- マレーシア（SPD）：日本や ASEAN 各国のインクルーシブで良質な学校体育と障がい者スポーツ全般を学び、自国の文脈に落とし込んで新たな政策提言の為の着想を得たい。
- フィリピン（PETE）： ASEAN 域内の協働関係の確立、ASEAN の方向性、中長期でのゴールに沿った体育教師教育スタンダードの自国での立案のための新しい知見の獲得、他国との対話を通じた知見、ベスト・プラクティス等の共有と自国で実践可能な戦略に関する学び
- タイ（オブザーバー）： 日本人有識者や他 ASEAN 各国の PETE、SPD における課題へのアプローチ、ベスト・プラクティスのより深い理解と共に学び、協働し続ける意義の再確認
- ブルネイ・ダルサラーム（SPD）： 日本の特別支援学校における体育授業からの学び
- マレーシア（PETE）： 専門職学習集団（Professional Learning Community：PLC）構成意義の理解、ASEAN 各国との協働関係強化、所属組織における PETE、SPD に係る政策の効果的実施
- 東ティモール（PETE）： 自国にない実例から学び、自国に枠組み整備、政策提言に反映する。
- シンガポール（PETE）： 各国のカウンターパートの対話を通じ、実践を学び、自国のノウハウを共有する

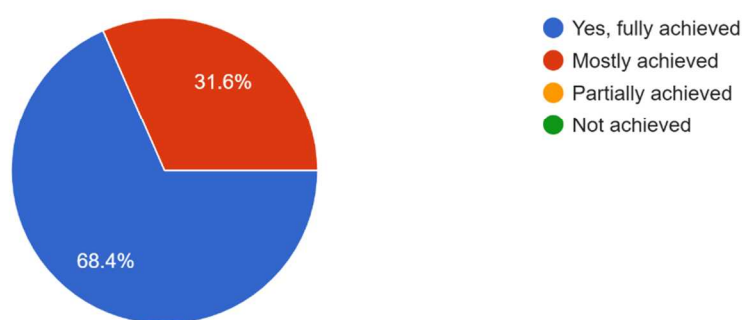
回答した多くの ASEAN カウンターパートおよびオブザーバーは今般の対面式ワークショップに当たり前年同様、日本を含めた他国の体育教師教育の強化・改善、障がい者スポーツ振興に向け

た取組みとそのグッド・プラクティス、得られた洞察より学ぶこと、自国のアウトカムを専門職学習集団（PLC）にフィードバック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、参加目的が、「インクルーシブで良質な体育のための体育教師教育スタンダードの考案」や「専門職学習集団の活性化」等、より焦点を絞ったものとなりつつある傾向が見て取れる。加えて、「自国の進捗や成果を発信したい」との目的をもつカウンターパートが、更に多く見られるようになってきた。回答したASEAN10か国（ベトナム以外）はその社会・経済状況、体育や障がい者スポーツを取り巻く環境や文脈、活用可能なリソースは異なるが、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、文字通り第三者的視点から事業内容・目的、自国並びに他国の事業内での動きを理解することが主な参加目的とされた。

3. 自身の主な参加目的は達成できたか

3. Did you achieve your main objective for attending this in-person workshop?

19 responses

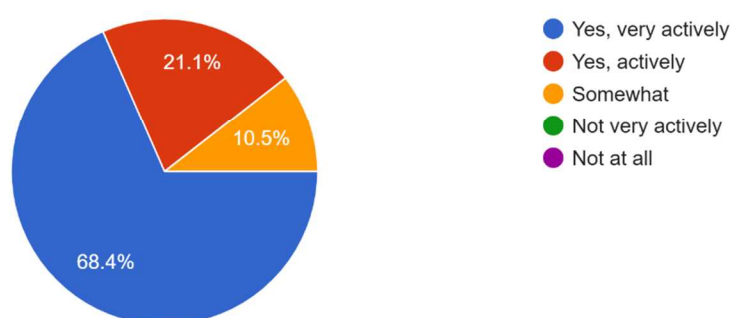


全回答者の7割弱相当のASEANカウンターパートおよびオブザーバーは今般の対面式ワークショップにおける自身の主要な参加目的を達成し（前々年 57.9%→前年 60.0%→本年 68.4%）、その他のカウンターパートも概ね達成したと回答した。この結果より、一昨年度カンボジアにて開催した第2回対面式ワークショップ以降、参加目的が達成できたと感じたカウンターパートおよびオブザーバーは徐々に増加する傾向が示された。ASEAN各国が経年の対面式ワークショップへの参加を通し、参加目的や自身の果たすべき役割がより明確になってきたことが推察される。

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

4. Did you actively participate in this in-person workshop in Tokyo, Japan?

19 responses

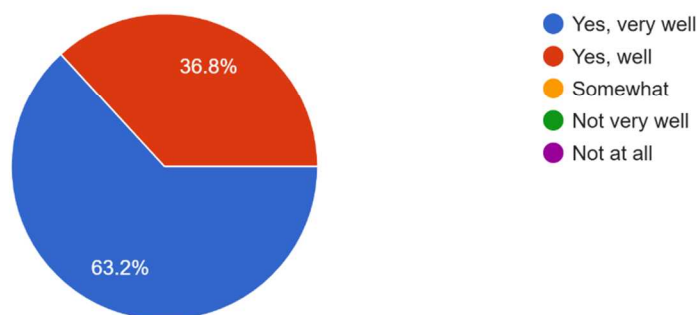


回答した ASEAN カウンターパートおよびオブザーバーのほとんど（前々年 94.7%→前年 85%→本年 89.5%）は、東京での対面ワークショップにおける自身の参加は積極的だったと評価している。これは前々回第 1 回の対面式ワークショップから 5%程度低下する結果となった。これは今回新規参加者数が多く、特に全ての事業関係者との対面が初めてとなった東ティモール・カウンターパートが「やや積極的 (somewhat)」と回答したこと等に起因する。また同国 PETE カウンターパートは英語への苦手意識があり、同国 SPD カウンターパート、通訳者を介して他国カウンターパートと意見交換などを行わなければならなかったことも影響した。次年度以降、各自の英語のレベルアップはお願いしつつ、日本人有識者や他国カウンターパートとの積極的な交流を実施組織としても、新規参加者を中心にサポートすることが対策として考えられる。

5. 他 ASEAN 各国カウンターパート、オブザーバーとの交流

5. Were you able to interact well with representatives and observers from other ASEAN countries and Japanese professors?

19 responses

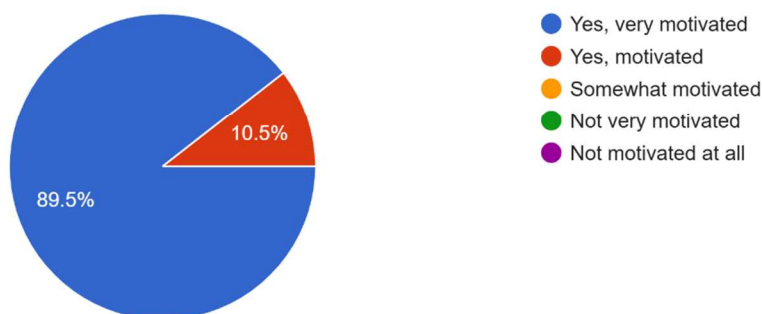


他国カウンターパートとの交流は、全てのカウンターパートが「全体的に活発な交流が行えた」と回答した。「非常に良く交流できた」と考えるカウンターパートの割合は、（前々年 84.2%→前年 85%→本年 63.2%）と低下した。これは、新規参加のカウンターパートの割合が高まったことに起因するものと考えられる。カウンターパートの入れ替え、新規任命は毎年少なからず発生すると想定し、実施組織として、グループ・ディスカッションや協働ワークの時間を多く設定することに努めた。全体として、専門職学習集団（PLC）で自由に情報交換、議論、協働のしやすい環境、信頼関係が育まれ、成熟段階に達したものの、実施組織は新規参加のカウンターパート、オブザーバーをいかにサポートし、より積極的に他国と交流できるような設定を対面式およびオンライン・ワークショップに取り入れていけるかを再考することとする。

6. 次期プロジェクトへの参加意欲

6. Have you felt motivated to continue participating in this project next year?

19 responses



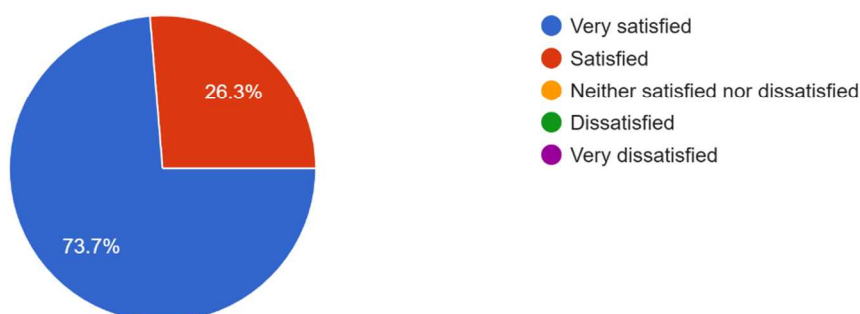
上記結果より、回答した全員が、本年度東京で開催した対面式ワークショップへの参加を通じ、「次年度事業への参加意欲が湧いた」と回答した。「とても参加意欲が湧いた(Yes, very motivated)」とした回答者の割合は、前年からおおむね横ばいと確認された（前々年 78.9%→前年 90%→本年 89.5%）。一つには、3 回目の対面式ワークショップで実施主体の事業コンセプト、進め方がより深く理解され、また顔見知りの ASEAN 他国カウンターパートの積極的参画に刺激を受けたことも相乗効果をもたらしていることが、対面活動を通して感じられた。その他、かねてより多くのカウンターパートが希望した対面式ワークショップの東京開催が実現したことに伴う満足感が、次期事業への期待感、ひいては参加意欲の高レベルに維持に資したことが推察される。実施組織は、次年度以降のより発展的事業企画・運営に努めることとしたい。

(PETE)

7. 他国や日本人専門家により提供された体育教師教育 (PETE) の知見に対する満足度

7. Are you satisfied with the knowledge and information on Physical Education Teacher Education (PETE) shared by other ASEAN representatives and Japanese professors?

19 responses



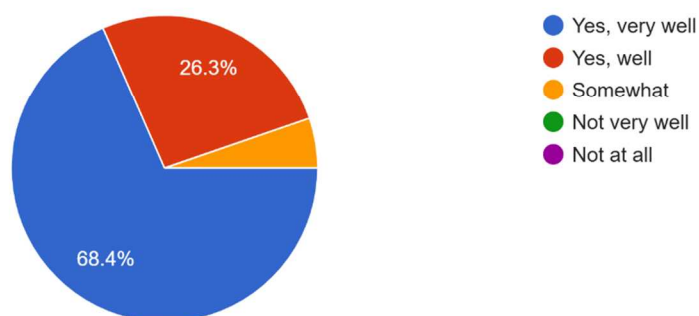
回答した ASEAN 各国カウンターパートおよびオブザーバーは、対面ワークショップに際し、他の参加国や日本人専門家から提供された知識、情報に、(前々年 63.2%→前年 65%→本年 73.7%) が非常に高い満足度を感じていることが判明した。これは前年度から改善した結果と考えられ、岡出教授主導で行われた「体育教師教育スタンダードの考案」過程で提供された、スタンダード考案の意義、考案されるスタンダードが各国内で果たす役割がいかにインクルーシブで良質な体育を行う上で重要な理解が顕著に進むと共に、スタンダードの考案・確立が国際的潮流に沿った行動で

あるとの認識が高まった結果であると考え。加えて、他国カウンターパートが更新、提供した各国の体育教師教育に係る状況や抱える課題等の情報が、新たな視点をもたらしたこと、それらによりグループ・ディスカッション、質疑応答が活発化したことが高い満足度に繋がったと推察される。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有識者間における互いの情報共有の質・量をいかに維持、向上し、参加者全員の能力開発、各自の所属組織のノウハウ蓄積により分かり易い形で繋ぐ設定の整備も念頭に、実施組織には継続的努力が求められる。

8. 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

8. Did you get to learn about the significance of drafting the “ASEAN Standards (Guidelines) for PETE” as part of this project?

19 responses

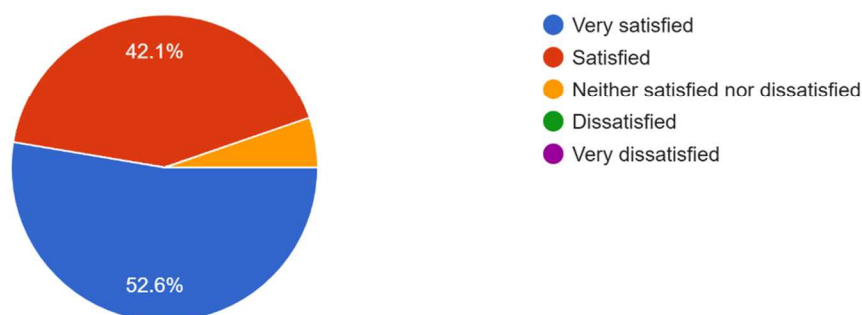


初回参加となった東ティモール PETE カウンターパート以外は、高い割合（前年 95%→本年 94.7%）で ASEAN における体育教師教育スタンダード案の策定の意義について理解が得られたことが推察された。これは、昨年度開催の対面式ワークショップ並びに本年度のオンライン・ワークショップで、基礎となる情報提供、概念整理、議論を行っていたことや、対面式ワークショップ冒頭で岡出教授が「なぜスタンダードを考案するのか」を改めて分かりやすく説明したことが、高い理解度の維持につながったものと考えられる。本スタンダード案考案に係る各国カウンターパートの注目、関心の高さは、2024 年および 2025 年の ASEAN 高級実務者会議 (SOMS+Japan) でも言及されており、実施組織には次年度同会議での進捗報告、方向性の提示が求められる。

9. ASEAN の体育教師教育 (PETE) スタンダード案内容に関する自身の満足度

9. How satisfied are you with the content of the ASEAN Standards (Guidelines) for PETE discussed at the in-person workshop?

19 responses

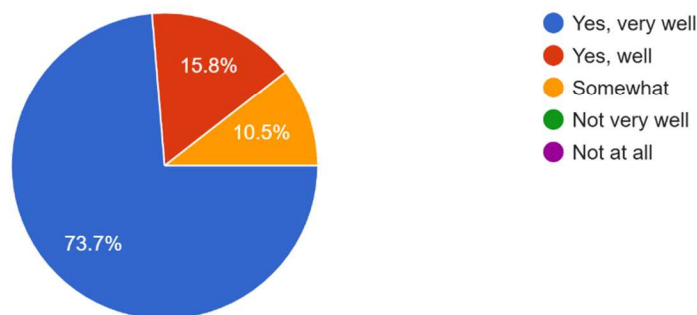


回答した ASEAN 各国のカウンターパートおよびオブザーバー全員から、ASEAN 体育教師教育スタンダードの内容、策定過程、進め方等について、概ね満足感が示された。他方、「とても満足（前年 30%）→本年 52.6%」と改善したことは、スタンダード考案の意義理解の進展に起因すると推察される。2024 年 11 月開催のオンライン・ワークショップ後は「多様な社会・経済状況や文化的背景から、ASEAN 共通のスタンダードを立案すること」に否定的な意見も寄せられたが、こうした状況下においても、域内スタンダードとして「同じゴールに向けた取り組みや方向性」を共有し明文化することの意義や、事後的に ASEAN スタンダード案を各国文脈に合わせ翻訳的に適応させていくべきこと等、対面式ワークショップ上の岡出教授からの説明により理解が深まり、同意を得る結果となったものとする。実施組織は ASEAN 全体としてのスタンダード案を取りまとめ、各国に提示し、各国内でステークホルダーのレビューやフィードバックを受けて改訂するなどのプロセスを次年度以降に想定している。

10. 学校視察を通じた日本の体育（PE）および体育教師教育（PETE）の現況に係る自身の理解度

10. Did you get to learn about the current situation and challenges in PETE and physical education in Japan through the school visit?

19 responses

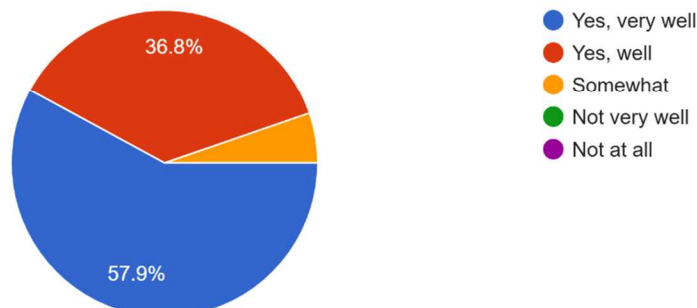


日本における体育および体育教師教育の現況に係り、「学校視察を通じて理解することが出来たか」との問いに対し、前年度ベトナムでの学校視察を通じた同国体育、体育教師教育の理解度（非常に良く理解できた：25%、理解できた：35%＝計 60%）から、（非常に良く理解できた：73%、理解できた：15.8%＝計 89.5%）と大幅に改善した。これは、前年のベトナムでは、豊富な資金により設備やカリキュラムの整った私立学校での視察が、結果的に現地政府により企画・調整された事情から、同国公立校での標準的な学校体育並びに体育教師の指導法、指導能力等の現況が把握、理解しにくい状況にあり、ASEAN カウンターパート間のニーズとの乖離が生じたためだと考えられる。それらを踏まえ今回は、日本の公立校との状況に大きな違いの無い、筑波大学附属中学校で開催された体育授業研究（小中高それぞれのレベルで体育授業が行われ、それらを養成段階もしくは現職体育教師が視察し、事後的に行われた授業の内容、教授法等について、討論や意見交換を行う体育教師教育の一環で行われる会合）および筑波大学附属大塚特別支援学校における体育授業視察、現職体育教師との懇談、意見交換を設定した。日本の学校体育、体育教師教育の現状視察は、本事業開始当初より ASEAN カウンターパートより強く要望されており、ニーズに沿ったものである上、日本人体育教師により作成された体育授業の単元計画、目的や期待されるアウトカムを ASEAN カウンターパートに事前共有することで、必要な情報を理解した上で、視察に臨めたことも奏功したものとする。また日本人体育教師との質疑応答、懇談も疑問の解消に資したものとする。加えて、日本人体育教師が、ASEAN 各国で取り入れやすいようにとの配慮から、リサイクル素材で手作り可能な教具を使用した授業を行ったことも、理解の一助となった。次年度以降、ASEAN 各国で同様の機会を設ける際、カウンターパートのニーズに合致した視察先の選定、事前準備が必須となる。

11. ASEAN 各国の体育教師教育（PETE）現況に関する自身の理解度

11. Did you get to learn about the current situation and challenges in PETE in other ASEAN countries?

19 responses

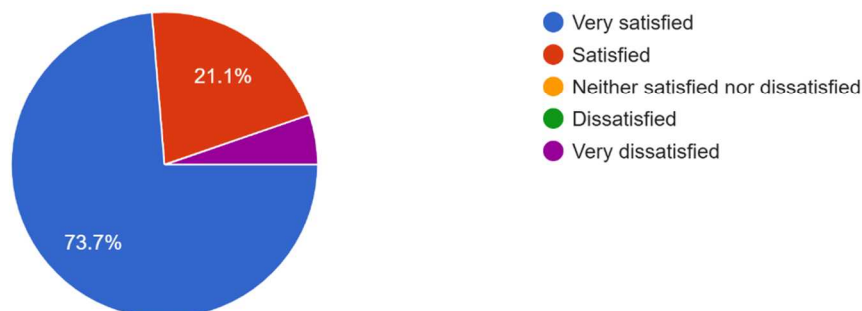


前年同様、回答した ASEAN カウンターパートおよびオブザーバーの（前年 90%→本年 94.7%）が他国の体育教師教育の現況を理解することが出来たと回答した。一方でシンガポール PETE カウンターパートが「幾分理解できた」との回答に留まった。今回のワークショップ 5 日間の上、視察に 2.5 日、障がい者スポーツに 1 日、残りの 1.5 日を体育教師教育に割り当て、体育教師教育についてはスタンダード案の議論にウエイトを置いた。従って、前年まで行っていた ASEAN 各国の体育教師教育の強化・改善を目的としたアクションプランの実施進捗報告、各国の課題と解決の取組み等に係る情報共有を行う時間は設定されなかった。その為、新規参加且つ選任と対面式ワークショップへの参加が来日 2 週間前に決まったシンガポール PETE カウンターパートは、事前に共有した各国の体育教師教育および障がい者スポーツの状況に関する情報への通覧、把握までには至らなかったため、限定的な理解となったと推察される。次年度以降、実施組織は、新規参加カウンターパートに対する事前の情報共有、事業経緯や各国の取組みに係る説明等の時間を確実に設けることが、各国間の相互理解向上に不可欠であるとの認識を新たにした。

12. 他国や日本人専門家により提供された障がい者スポーツ（SPD）の知見に対する満足度

12. Are you satisfied with the knowledge and information on Sports for People with Disabilities (SPD) shared by other ASEAN representatives and Japanese professors?

19 responses



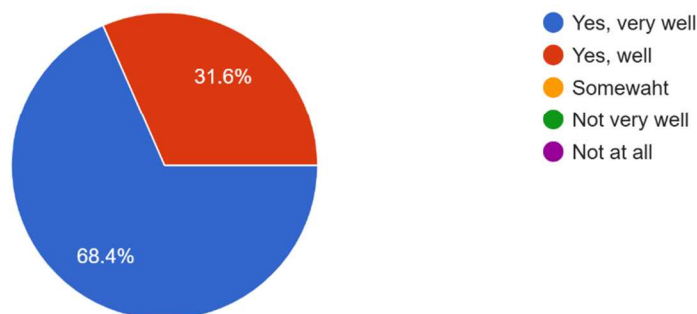
1 名を除き、回答したすべての ASEAN 各国カウンターパートおよびオブザーバーから、今般の対面式ワークショップで他国および日本人専門家から提供された障がい者スポーツに関する情報、知識は満足度の高いものであった旨回答された（前年／非常に満足：40%、満足：60%→本年／非常

に満足：73.7%、満足：21.1%）。殊に日本人有識者がこれまで実施した実地調査研究の結果から得られた考察や、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策定に資する情報は、当該分野の最新且つ高度な知見を含んでいたものの、日本人有識者の的を射た助言、ヒントの提示、分かり易いファシリテートから、参加者の高い満足度に繋がったものと思われる。1名「非常に満足できなかった」とした東ティモール PETE カウンターパートは、①新規参加である上、自身の専門分野では無いこと、②英語での理解が困難であったこと、③一部専門的な内容の理解が至らなかったことが、その評価の理由ではないかと推察する。次年度以降のフォローアップが必須である。

13. 自国の障がい者スポーツ（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

13. Did you get to learn about the significance of drafting the Action Plan for SPD in your country?

19 responses



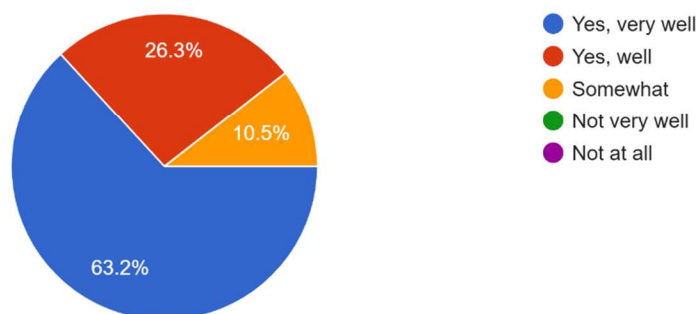
本設問に係り、高い理解度を示す結果が得られた（前年 85%→本年 100%）。前年は、カンボジア PETE カウンターパートおよび同国カウンターパートが「幾つかの点で理解が困難であった」としていたが、自国の障がい者スポーツ振興に係るアクションプランの策定意義は、パラリンピックに代表されるエリートスポーツおよび草の根レベルでのより広い障がい者スポーツの普及に係り、学校体育、体育教師教育分野とも密接に関わっていることに対する理解度が、本対面式ワークショップ並びに他の事業活動を通じて向上したことが窺える。併せて、カンボジア PETE カウンターパートが、25 年 6 月にマレーシア政府主催で開催された「ASEAN Persons with Disabilities in Sports Conference 2025」にパネリストとして、岡出教授、マレーシア PETE カウンターパートらと登壇するにあたり、自国の情報を整理する過程で、障がい者スポーツ分野の理解も同時に進んだことが遠因となっている。

加えて、各国障がい者スポーツのカウンターパートが、自国の障がい者スポーツ振興に関する課題解決の喫緊性を認識し、アクションプランとしての明文化の必要性にも合致したものと推察される。今般のワークショップでは限られた時間ではあったものの、各国とのグループ・ディスカッションを通じて、多くを学び、立案する時間となった。今後、各アクションプランの実施プロセスで見えてくる促進要因、阻害要因、新たな課題を整理し、プラン自体の改訂を繰り返す作業と、各国内でプランの実施を目途とした、ステークホルダーの特定とネットワーキング等、社会実装に向けた具体的な手続き方法の確認と遂行が肝要となる。アクションプラン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、実施促進を実施組織として継続的に行う所存である。成果の評価指標の開発は、この観点から見て取り組むべき課題といえる。

14. ASEAN各国の障がい者スポーツ（SPD）現況に関する自身の理解度

14. Did you get to learn about the current situation and challenges in SPD in other ASEAN countries?

19 responses

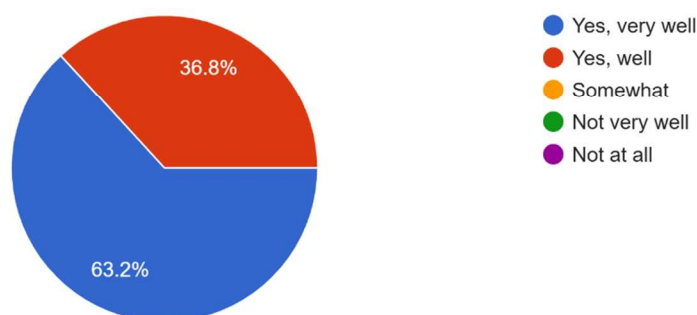


上記から、(前年 90%→本年 89.5%) の参加者が、各国が新たに策定した障がい者スポーツ振興に特化したアクションプラン案のプレゼンテーションやグループ・ディスカッションを通じ、他国の障がい者スポーツの現況を理解した。中でも「とてもよく理解できた」の割合は(前年 25%→本年 63.2%)と大幅に改善した。一方で、カンボジアとタイ PETE カウンターパートが「幾分理解できた」との回答に留まった。今般の対面式ワークショップの障がい者スポーツ部分では、全体に向けた各国の障がい者スポーツ現況の共有は行わず、アクションプラン策定を前提とした日本人専門家からの情報共有、助言、グループ・ディスカッション、各国カウンターパート自身の自国の課題整理、発表資料の作成にウエイトが置かれ、一部人材に対し、各国の障がい者スポーツ現況の把握には至らなかったものと推察する。

15. 特別支援学校視察を通じた日本の障がい生徒への体育授業の現況と課題に係る自身の理解度

15. Did you get to learn about the current situation and challenges in PE for students with disabilities at schools in Japan through the special needs school visit ?

19 responses



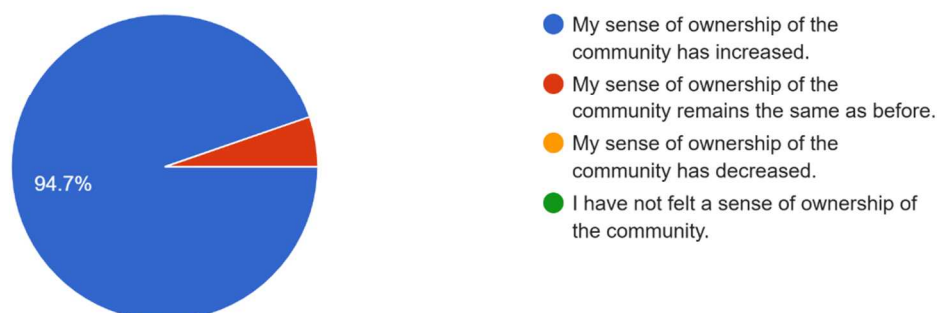
前年度のベトナムにおけるハノイ市障がい者スポーツセンターの視察を通じた同国障がい者スポーツの現況と課題理解に対する回答(よく理解できた:10%、理解できた:70%)に対し、今般の筑波大学附属大塚特別支援学校の視察を通じた日本における障がい生徒に対する学校体育の現況と取組みに関する理解度は、(よく理解できた:63.2%、理解できた:36.8%)となった。厳密には同プログラム、視察内容ではないため、比較はできないものの、今回回答者全員が概ね高い理解度を示した結果から、同校視察は日本の特別支援学校で、どのような目的と計画の下、障がい生徒への体育授業がどのような方法で行われているかをより効果的に各参加者に伝えることが出来たと考え

る。同校における体育授業視察に加え、現職体育教師との懇談、質疑応答を設定した。日本人現職体育教師により作成された体育授業の単元計画、目的や期待されるアウトカム等の情報は、英訳の上 ASEAN カウンターパートに事前共有された。これらの情報を理解した上で、視察に臨めたことが、各参加者の理解を促進したものと考えられる。また、体育教師が、ASEAN 各国の特別支援学校の現場で採用し易いようにとの配慮から、費用を必要としない形で、リサイクル素材を用い、手作りした教具を使用した体育授業を行ったことも、各参加者のニーズに沿ったものと推察される。筑波大学附属大塚特別支援学校関係者の皆様には、この場を借りてご厚誼に深謝申し上げます。

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. After this workshop, to what extent do you feel a sense of “ownership” of the Professional Learning Communities (PLCs) for PETE and SPD within...ing, responsibility, proactivity, and commitment.

19 responses



対面式ワークショップを終えた 2026 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 90% (前年 70%) が「以前より増した」と評価し、向上したことが示された。これは本年度対面式ワークショップへの参加を通じ、本事業を発端に形成される ASEAN11 各国のカウンターパートと日本人有識者で構成される①専門職学習集団 (PLC) の協働体としての機能、②形成意義、③その内での自身の役割、目的がより明確になってきたこと、④本事業最終年度と設定される 2030 年度以降の自走化への期待感が、オーナーシップの高まりに繋がっているものと推察される。

一方、1 名 (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」と評価した。同国は体育教師教育、障がい者スポーツ共に課題はあるものの、政治形態から新たな政策提言、制度改革が困難である背景があることは、「オーナーシップが以前と同等である」とする意見に一定の影響を与えている可能性は考えられる。とは言え、以下問 17 では、提供される情報や文書の有用性に触れている。各自の知見や取組みは、他国のカウンターパートや日本人有識者、PLC 自体にとって重要であることに、今一度理解を深める努力を行う次第である。

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 (抜粋、順不同)。

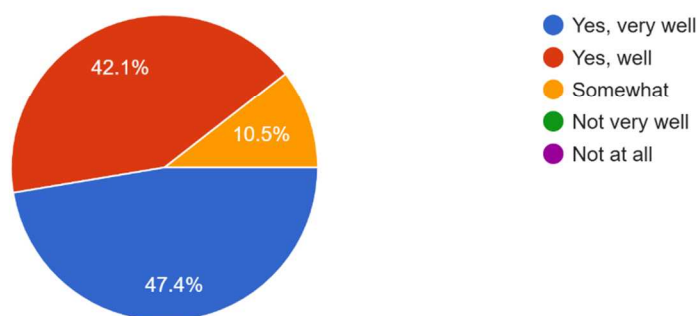
- ミャンマー (PETE) : 本事業への参画なくして、自国の体育のこれまでの改善・強化は得られなかったため。
- ラオス (PETE) : 本ワークショップで共有される情報、文書は自国にとって有用であるため。
- タイ (オブザーバー) : 各国間の強い協働精神や前向きな貢献を目にするにつれ、オーナーシ

- ップと責任感を感じる一方で、継続的な関与のモチベーションが高まったため。
- インドネシア (PETE)：このコミュニティ内での繋がりが年々強まっていると感じる。本事業からの学びはインドネシアの体育の発展に繋がってきている。このコミュニティ内の志が高く、共通のゴールに向かって協働したいと常に思わせてくれる存在であるため。
 - マレーシア (SPD)：ワークショップで議論が出来、コラボレーション機会が提供され、自身の役割と目的が明確になったため。また、継続的な関与により、オーナーシップがさらに強化されるだろう。
 - フィリピン (SPD)：ワークショップを通じ、PETE と SPD の PLC における共通の目標と協働責任への意識が深まった。日 ASEAN 協力での積極的な参加、対話、そして多様な視点に触れること、この経験を通して、インクルーシブな実践に貢献し、教育者と学習者の共同成長を支援することに、より積極的に取り組む動機を与えてくれたため。
 - ブルネイ・ダルサラーム (オブザーバー)：PLC の目的が明確に理解できたことで、自身が意見を共有する意義と積極的な参加の重要性を感じることができたため。
 - マレーシア (PETE)：ワークショップで有意義な対話、共通する課題の解決、プランニングの機会が提供され、自分の視点と貢献が重要であると実感したため。今では、参加者としてだけでなく、日 ASEAN スポーツ協力に基づく PETE と SPD の PLC の成功と継続的な発展に責任を負うメンバーと自覚している。
 - ブルネイ (PETE)：日 ASEAN のコミュニティは、全体として前進するためにベストプラクティスやアイデアを共有することで、より強固なものとなっていると感じるため。
 - シンガポール (PETE)：今回初めて参加し、他国の取組みについて知ることができて有意義と感じたため。また、主催者がセッションを有意義なものにするために尽力しているのを見て感動した。
 - カンボジア (PETE)：ワークショップを通じ、日 ASEAN の枠組みにおける PLC の重要性を理解した。他国の参加者とのディスカッションと日本人有識者の指導を通じて知見、認識、理解と自信を深め、カンボジアで PETE と SPD の向上に向けて努力する意欲が高まったため。

18. 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

18. Are your role in the ASEAN-Japan project and your participation in this in-person workshop in Tokyo well known and understood in your workplace (e.g., ministries, organizations)?

19 responses



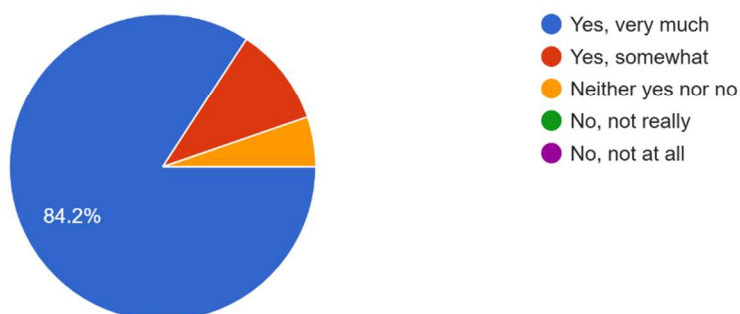
前年同様、殆どの ASEAN カウンターパート（前々年 94.7%→前年 95%→本年 89.5%）は、自身の本事業内容、自身のワークショップへの参加が各自の職場で概ね理解と周知を得ている旨、回答した。一方、タイ PETE カウンターパート、シンガポール PETE カウンターパートのみが、職場の理解と周知について「幾分」との回答に留まった。これに対し、実施組織はこれまでの事業成果に対する評価（事業の達成度等の数字）、毎年の事業計画並びに目標等をより明確に文書化し（例年、事業案内およびコンセプトノートとして発出）、各国スポーツ高級実務者会議（SOMS）およびカウ

ンターパート所属組織により分かり易い形で伝える必要がある。各国カウンターパートが本事業で得られる知見や情報を所属先の上司、同僚、ステークホルダーに共有することで裨益効果拡大にも資するものと考えられる。次期以降では具体的且つ継続的な改善が求められる。

19. 対面式ワークショップを通じプロジェクト内で自身の行うべきことが自組織にとって明確になったか

19. Did this workshop help clarify your expected roles and responsibilities in our project when you return to your organization?

19 responses



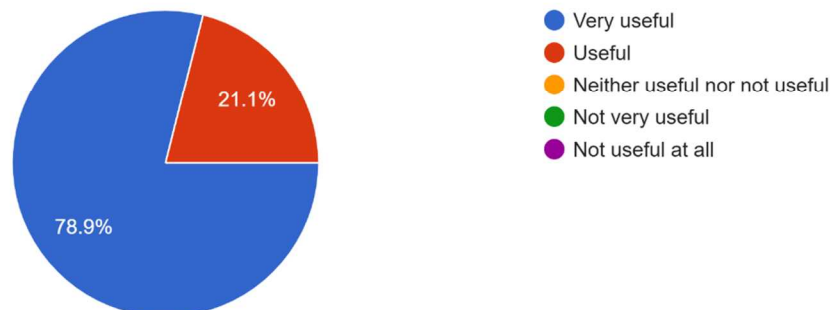
回答者の84.2%（前々年63.2%→前年50%）が今般の対面式ワークショップへの参加を通じ、本事業において自身が行うべき役割や責任が自身の所属先にとって「とても明確になった」、その他2名も概ね明確になったと回答したことを踏まえると約95%が「明確になった」と回答した。1名は「どちらともいえない」と回答したが、ブルネイ・ダルサラームのオブザーバー参加者の回答であり、事業として明確に規定する部分ではないため、致し方ないと理解している。

他方、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ことに、同一パッケージ内で二分野の事業を並行実施するメリットを実施組織は見出していた。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スタンダード、アダプテッド体育、障がい者スポーツそれぞれの議論は密接に関わり合い、各分野を同じ枠組みで議論することの利点は、カウンターパート間でも理解され始めている。本設問に対する回答で、各自が担うべき役割、責任に関する理解は一定程度担保されていると捉える一方、それを各カウンターパートの所属先により深く理解をしてもらう努力を継続しなければならないと考えている。

20. 対面式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

20. Will the information and documents shared before and during this in-person workshop be useful for your work or research in your organization/institution?

19 responses

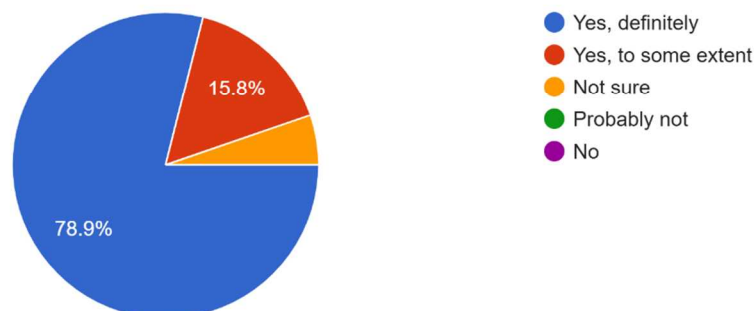


8割近くの参加者（前々年 63.2%→前年 55%→本年 78.9%）が今般東京で開催した対面式ワークショップ前および期間中に提供された知識、情報は、自身の所属先における職務や研究に有用であったと評価し、残り（前々年 36.8%→前年 45%→本年 21.1%）も有用と回答した。非常に高い有用性をカウンターパートが実感できたことは、前向きに捉えたい。今般の対面式ワークショップでは、スポーツ庁が実施を進める日本の学校体育、障がい者スポーツ政策に係る情報詳細の他、体育教師教育スタンダード考案に関連し、新たな知見、助言が岡出教授より提供され、各国のスタンダード案も共有された。障がい者スポーツでは、日本人有識者の実地調査研究の結果、分析の共有から、国際レベルの最新の知見、情報、ヒントが提供され、各国は自国文脈に沿ったアクションプラン案を策定、船体共有した。その他、視察した日本の特別支援学校並びに小中学校の体育授業の単元計画等、教育現場で生かされる参考資料も共有された。高度な学術的知識も含まれていた為、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、難解な部分も部分的に含まれてい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、日本人有識者の知見、ノウハウを借りて行ってゆかなければならない。体育教師教育スタンダード案の考案、障がい者スポーツのアクションプランの実施は中長期での作業になるが、各国文脈・ニーズに応じ、社会実装され、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様、カウンターパートと共に模索、協働を継続する所存である。

21. 自身の職場の上司、同僚に対面式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

21. Will you have opportunities to share what you learned from this in-person workshop with your supervisors and colleagues at your workplace?

19 responses

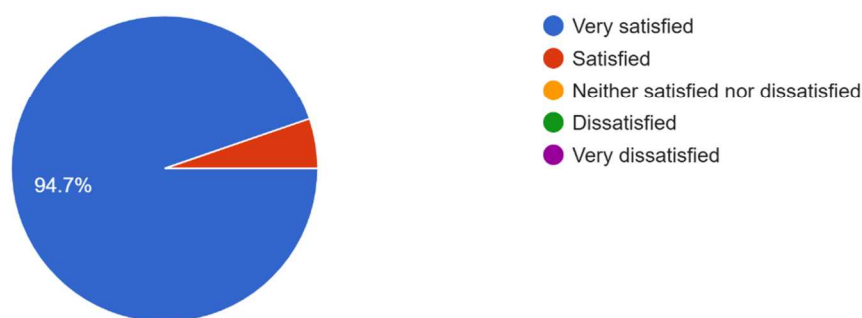


回答した ASEAN カウンターパートおよびオブザーバーの約 8 割（前々年 73.7%→前年 60%→本年 78.9%）が対面式ワークショップで得た情報、知識を職場の上司、同僚らに共有する機会があると回答した。また 15.8%も何らな形の共有に前向きな姿勢を示した。このような行動は、各国カウンターパートを通じ、事業コンテンツ、成果を理解するステークホルダーの輪が拡大すると共に、各カウンターパート所属組織内外での事業アウトカムの波及、間接裨益者として事業インパクトの波及範囲を広げることに繋がる。実施組織は、本事業の持続可能性、発展性を念頭に、共有する知識、情報の質と量、提供方法を継続的に検討していく所存である。

22. 日本で行われた対面式ワークショップの全体運営、準備に対する満足度

22. Are you satisfied with the overall operation and coordination of this in-person workshop hosted by NSSU?

19 responses



回答した ASEAN カウンターパートおよびオブザーバーの（前々年 90%→前年 85%→本年 94.7%）が本年度東京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。過去 2 年度はカンボジア政府、ベトナム政府との共催形式を採用したが、本年度は日本開催故に、日本体育大学単独での主催の形を採った。共催形式の場合、現地政府職員が当日運営に関わってくれるため、ある程度の人数でのオペレーションが可能となるメリットがあった。他方、実施組織内の対面式ワークショップの運営チームは 3 名の事業専従研究員であたったため、マンパワーの不足が懸念されたが、日本体育大学の学生 3 名の助力を受けることで、5 日間の対面式ワークショップの運営を行うことが出来た。これは、参加者よりある一定の評価を得られる運営レベルを 5 日間維持できた要因であったと認識している。次年度以降の事業企画・運営方法の最適化、効率化、事業の質向上に向け、これまで以上の努力と発案が実施組織に要される。

23. 本事業に将来最も期待することは何か（自由記述）

23. Please feel free to share what you are most looking forward to in the future project activities.

回答を通じ、以下の意見が寄せられている（抜粋、順不同）。

- ミャンマー（PETE）：本ワークショップで得られる知識や情報で、自国の体育を QPE（良質な体育）に向上させたい。
- ラオス（PETE）：本プロジェクトと活動への参画でき、光栄、誇りに思う。この取り組みが今後も継続されることを心から願うとともに、再び貢献できる機会を心待ちにしたい。
- タイ（オブザーバー）：ASEAN と日本の関係者間での協力と知識共有が進むことを期待している。共同の努力を通じて具体的な成果が得られること、また「誰一人取り残さない」という理念のもとで ASEAN の多様性が今後の活動に与える影響に期待する。

- インドネシア (PETE) : ASEAN 各国と共同研究を行い、その知見を ASEAN 体育教師教育スタンダードに反映させたい。
- マレーシア (SPD) : 本ワークショップがまだ開催されていない他の国々、特にシンガポールとインドネシアでそれら 2 か国について学び、体育教師教育と障がい者スポーツに対するそれらの国の取り組みについて洞察を得ることに興味がある。
- フィリピン (PETE) : ASEAN で確立された 6 つの体育教師教育スタンダード案に基づき、次の対面会議では、各国がマクロまたは国家レベルで使用している指標や戦略を特定することに焦点を当てたい。目的は各国で既に実施されつつあるものを整理し、今般の体育教師教育スタンダード案との整合性を検証するアプローチを通じ、ASEAN 地域全体でのスタンダードの実施状況を、一貫性を持って把握、理解することが可能になると考える。
- フィリピン (SPD) : 多様な文化的視点から学び、革新的な実践に貢献し、すべての学習者の包括的かつ総合的な発達を促進する有意義なパートナーシップを維持することで、専門的な成長を深めたい。
- ブルネイ・ダルサラーム (SPD) : 我が国の継続的な発展とワークショップでのアクションプランの成果に期待する。PLC と関係者の連携がアクションプラン等を持続可能にする鍵となると考える。また、特別な教育ニーズを持つ生徒のためのアダプテッド体育の実践を学ぶため、他の ASEAN 諸国を訪問する機会に期待しており、インクルーシブな機会がどのように生徒の成長を支えているかを視察したい。
- 東ティモール (SPD) : ASEAN の新たな加盟国として、このプロジェクトが継続されることを望んでいる。より先進的なシステムを導入し、運用している国々から多くの知識を得て学ぶことは、東ティモールにとって非常に重要である。
- ブルネイ・ダルサラーム (オブザーバー) : オブザーバーとして、ワークショップで得たスキルと知識を活かし、他のメンバーと再度協力できることを楽しみにしている。また、日 ASEAN スポーツ協力における PLC 強化につながる有意義なプロジェクトにも今後も貢献したい。
- ラオス (SPD) : 本事業を通じた自国のパラコーチと選手の能力開発と、より包括的なスポーツの機会の創出に最も期待している。
- マレーシア (PETE) : 本事業で構築された PLC の活動の継続、国境を越えた有意義な連携、会議やその他の学術プラットフォームにおける専門的な議論の共有の機会を通じ、PLC の持続的成長に期待している。また、長期的な (個人の) 能力開発と日 ASEAN の教育分野のパートナーシップ強化にも貢献したい。
- 東ティモール (PETE) : 本事業での学びを自国での実践に繋げるべく、教育省等との協働を具体化したい。
- ミャンマー (SPD) : ミャンマーでは障がい者スポーツ振興について、教育省、スポーツ・青少年省、社会福祉・救援・再定住省が連携して活動している。教育省は体育教師教育に近年注力しているが、アダプテッド体育の知識、経験を持つ教師が不足している。特別支援学校は外部から体育教師を雇っている状況がある。ミャンマー・パラリンピックスポーツ連盟は、全国大会や ASEAN パラゲームで成果を上げつつあり、パラアスリートを特別支援学校や障がい者スポーツ団体から募集している状況である。日 ASEAN スポーツ協力の事業を通じ、ミャンマーの障がい者スポーツ推進に向けたロードマップの作成のノウハウ提供、協働を期待している。
- カンボジア (PETE) : 次回の ASEAN PETE および SPD の対面式ワークショップに出席し、カンボジア向け ASEAN PETE 標準の作成を完了したい。加えて、AMS のすべての友人や日本の有識者と共に ASEAN 共通の PETE スタンダードの作成に貢献したい。

ASEAN 各国との継続的な学び・議論、継続的な意見交換、協働、情報共有、まだ対面式ワークショップを開催していない ASEAN 諸国への訪問、学校や障がい者スポーツ現場の視察、ASEAN

