

巻末資料

資料1 令和5年度事業活動一覧

実施 時期	事業実績（概要）
4月	<p><b>【体育教師教育（PETE）・障がい者スポーツ（SPD）共通】</b></p> <ul style="list-style-type: none"> <li>・第1回日本体育大学運営チーム打ち合わせ（4月6日）</li> <li>・第1回スポーツ庁・日本体育大学打ち合わせ（4月13日）</li> </ul>
5月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・第1回事業運営チーム打ち合わせ（5月9日：筑波大学、日本体育大学）</li> <li>・第2回スポーツ庁・日本体育大学打ち合わせ（5月12日）</li> <li>・キックオフミーティング（5月25日：ASEAN 事務局、スポーツ庁、日本体育大学）</li> </ul>
6月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・2023年度本事業案内およびASEAN 各国事業代表者選任依頼状の発出（6月27日） 日本体育大学→ASEAN 事務局→ASEAN 各国スポーツ高級実務者会議メンバー（SOMS）→各国担当省庁→事業代表者 （体育教師教育部門選任事業代表者、障がい者スポーツ選任事業代表者各1名）</li> </ul>
7月	<p><b>【SPD】</b></p> <ul style="list-style-type: none"> <li>・2023年度ラオス障がい者スポーツ等に係る現地調査研究実施に係る 同国政府宛て協力依頼状の発出（7月12日） 日本体育大学→ASEAN 事務局→ラオス国 SOMS→ラオス国教育スポーツ省</li> </ul> <p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・スポーツ庁主催日 ASEAN スポーツ協力情報交換会への出席、本事業概要の説明 （岡出教授）（7月31日）</li> </ul>
8月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・ラオス選任事業代表者とのキックオフミーティング（8月2日）</li> <li>・シンガポール選任事業代表者とのキックオフミーティング（8月4日）</li> <li>・タイ選任事業代表者とのキックオフミーティング（8月7日）</li> <li>・ミャンマー選任事業代表者とのキックオフミーティング（8月7日）</li> <li>・マレーシア選任事業代表者とのキックオフミーティング（8月8日）</li> <li>・フィリピン選任事業代表者とのキックオフミーティング（8月11日）</li> <li>・カンボジア選任事業代表者とのキックオフミーティング（8月16日）</li> <li>・第6回日 ASEAN スポーツ担当高級実務者会合における成果報告・情報発信 （The Sixth ASEAN Plus Japan Senior Officials Meeting on Sports (6<sup>th</sup> SOMS+Japan) August 30<sup>th</sup> 2023 I Chiangmai, Thailand）（8月30日：岡出教授）</li> </ul> <p><b>【SPD】</b></p> <ul style="list-style-type: none"> <li>・ラオス国における障がい者スポーツ等に係る現地調査研究の実施 （8月10日～16日〈10日および16日は移動日〉）</li> </ul>

8月	<p>：佐藤教授、齊藤教授および永田助教（筑波大学）</p> <ol style="list-style-type: none"> <li>1) 表敬訪問（教育スポーツ省、障がい者スポーツ部局、体育大学：8月11日）</li> <li>2) 下級中等学校体育授業担当教員面談・インタビューの実施（8月11日）</li> <li>3) 障がい者スポーツ関係者面談・インタビューの実施（8月12日・13日）</li> <li>4) 障がい者スポーツ関係者・行政官を対象としたワークショップの開催（8月14日・15日）</li> <li>5) 教育スポーツ副大臣との意見交換（8月15日）</li> </ol> <p>・ 学術論文のオープンアクセスによる公開（8月27日：永田助教）  「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」  ※（掲載学術誌：International Journal of Sport Policy and Politics）</p>
9月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・ ベトナム選任事業代表者とのキックオフミーティング（9月9日）</li> <li>・ ブルネイ選任事業代表者とのキックオフミーティング（9月13日）</li> <li>・ 第1回カンボジアにおける対面ワークショップ開催に向けたホスト国政府関係者との打ち合わせ（9月14日）</li> <li>・ 旅行代理店を通じた対面ワークショップ実施に係る各種手配の開始（9月中旬～）</li> <li>・ インドネシア選任事業代表者とのキックオフミーティング（9月25日）</li> </ul>
10月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・ インドネシア選任事業代表者の要請に基づくオンライン・コンサルテーション（10月20日：岡出教授、佐藤教授、永田助教）</li> <li>・ 第2回カンボジアにおける対面ワークショップ開催に向けたホスト国政府関係者との打ち合わせ（10月23日）</li> </ul>
11月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・ カンボジアにおける対面ワークショップ概要説明および招待状の発出（11月8日）  日本体育大学→カンボジア SOMS→ASEAN 事務局→ASEAN 各国スポーツ高級実務者会議メンバー（SOMS）→各国担当省庁→事業代表者</li> <li>・ フィリピン選任事業代表者の岡出教授への表敬訪問・日本体育大学の視察受け入れ（11月9日：岡出教授）</li> <li>・ マレーシア選任事業代表者（障がい者スポーツ部門）の交代に伴う事業概要説明およびキックオフミーティング（11月22日：岡出教授）</li> <li>・ インドネシア選任事業代表者およびインドネシア教育大学（UPI）日本の大学訪問、視察および学術交流を目的とした協議（11月27日～12月1日：27日および1日は移動日、日本体育大学がコーディネーターおよび同行） <ul style="list-style-type: none"> <li>● 筑波大学（11月28日：佐藤教授、永田助教、宮崎准教授）</li> <li>● 日本体育大学（11月29日：岡出教授、国際交流センター）</li> <li>● 国土舘大学、日本女子体育大学（11月30日：細越教授、須甲教授）</li> </ul> </li> </ul>

12月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・第1回オンライン・ワークショップ開催 「体育と障がい者スポーツの現状：ラオス人民民主共和国における実践に関する日本人有識者の考察と見解」 (12月1日：佐藤教授、永田助教、齊藤教授、山口助教、下窪助教)</li> <li>・第2回オンライン・ワークショップ開催 「多様性・包摂性を考慮した教育、スポーツに関する研究から実践への掛け渡し」 (12月7日：岡出教授、佐藤教授、山口助教、古田映布氏、戸村貴史氏〈筑波大学大学院〉)</li> <li>・第3回カンボジアにおける対面ワークショップ開催に向けたホスト国政府関係者との打ち合わせ (12月11日)</li> <li>・カンボジアにおけるワークショップ参加予定の日本関係者を対象とした事前打ち合わせ (12月18日：岡出教授、寺岡助教、下窪助教および奥村助教)</li> </ul>
1月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・第4回カンボジアにおける対面ワークショップ開催に向けたホスト国政府関係者との打ち合わせ (1月30日)</li> </ul>
2月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・カンボジア国（プノンペン市）における対面ワークショップ事前準備</li> <li>・カンボジア国（プノンペン市）における対面ワークショップの開催 (2月19日～22日：計50名：ASEAN10 各国選任事業代表者19名、インドネシア、カンボジアからのオブザーバー16名程度、日本から岡出教授、山口助教、寺岡助教、下窪助教および奥村助教、その他カンボジアおよび日本側運営スタッフ計10名が参加（開会および閉会セレモニーを除く）) (主催) カンボジア政府および日本体育大学による共催 (実施協力) カンボジアスポーツ高級実務者会議 (SOMS) Directorate General of Sports, Ministry of Education, Youth and Sports National Paralympic Committee of Cambodia National Institute of Physical Education and Sports, Cambodia (NIPES) (開催場所) カンボジア国プノンペン市</li> </ul> <ol style="list-style-type: none"> <li>1) 開会セレモニー (2月19日)</li> <li>2) 岡出教授および山口助教による講義 (2月19日)</li> <li>3) ASEAN 各国選任事業代表者によるインクルーシブな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実施状況に係るプレゼンテーション (2月19日～20日)</li> <li>4) カンボジア・パラリンピック委員会事務所、障がい者スポーツ施設、パラ・スポーツ・トレーニングの訪問・視察 (2月20日)</li> <li>5) カンボジア公立小学校・高校訪問、体育授業の視察 (2月21日)</li> <li>6) 視察を受けての質疑応答 (2月21日)</li> <li>7) アクションプラン再考のためのグループワーク (2月21日～22日)</li> <li>8) ASEAN 各国選任事業代表者による前半プレゼンテーションでの質疑への回答、アク</li> </ol>

2月	<p>シヨンプラン見直し、成果の客観的評価に係るプレゼンテーション (2月22日)</p> <p>9) 閉会セレモニー (2月22日)</p> <p>10) カンボジア政府主催カンボジア体育教育・スポーツ関係者対象ワークショップ (2月23日：カンボジア各25州教育委員会関係者、体育スポーツ大学教員および関係者約60名、日本からは岡出教授、寺岡助教、下窪助教および奥村助教が招待専門家として参加)</p>
3月	<p><b>【PETE・SPD 共通】</b></p> <ul style="list-style-type: none"> <li>・スポーツ庁主催日 ASEAN スポーツ協力情報交換会への出席、本事業における取組(カンボジア)の説明(岡出教授) (3月5日)</li> <li>・各種精算業務</li> <li>・事業完了報告書、成果報告書および事業報告書作成、事業報告書日体大 HP への掲載</li> </ul>



**ASEAN-JAPAN ACTIONS ON SPORTS  
WORKSHOP ON PROMOTING  
PHYSICAL EDUCATION TEACHER EDUCATION (PETE)  
& SPORT FOR PEOPLE WITH DISABILITIES (SPD)**

Nippon Sports Science University  
Okade Yoshinori

 スポーツ庁  
JAPAN SPORTS AGENCY

 **NSSU**  
Nippon Sport Science University

 筑波大学  
University of Tsukuba

  
one vision  
one identity  
one community

The Sixth ASEAN Plus Japan Senior Officials Meeting on Sports (6<sup>th</sup> SOMS+Japan)  
30<sup>th</sup> August 2023 | Chiang Mai, Thailand

## 1. Actual Outputs



### ■ Promotion of **Support for “Development through Sport”** and Establishing the Base of **PLC (Professional Learning Community) on PETE and SPD**

- (Future) New **“PETE model”** and **“SPD model”** originating in ASEAN will be expected to be exported, disseminated and utilised academically and politically worldwide.
- (Future) Promotion is also expected for knowledge accumulation, human resources enhancement, and system construction inside Japan to deploy support for **“Development through Sport”** worldwide with a view to the policy level in mind.

### ■ **Relationships Strengthening** among AMSs, including Japan

- 50<sup>th</sup> Anniversary of ASEAN-Japan Friendship & Cooperation

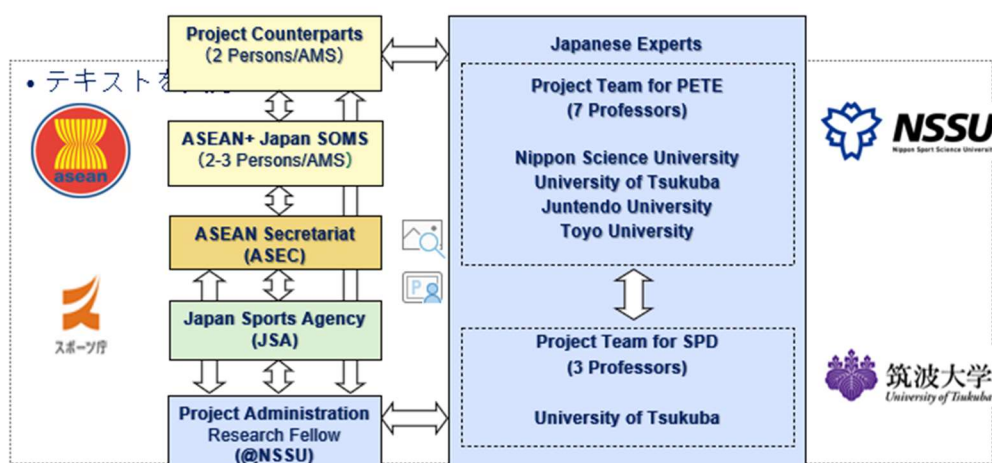
## 2. Challenging Tasks for PETE

- To realise the inclusive Quality Physical Education (QPE) advocated by UNESCO, first, a **“Collaboration System in ASEAN”** is expected to be established for developing healthy lifestyle habits inside and outside school education, etc., and to be upgraded to a PLC **“Professional Learning Community”** for promoting policy advocacy for social inclusion and its implementation from a long-term perspective.

- (Step 1) **Construction of Visible Relationships** (Achieved in 1<sup>st</sup> Online Workshop)
- (Step 2) **Strengthening of the Base for Interactive Relationships and Mutual Benefits** (Achieved in 2<sup>nd</sup> Online Workshop)
- (Step 3) **Promotion of Collaboration** among AMSS, including Japan (Ongoing)
- (Step 4) **Formulation of Sustainable PLC (Professional Learning Community)**

- The achievement through the process (from Step 1 to 4) will eventually lead to the development of **individual human resources capable of solving problems, advocating and implementing the policies for a more stable society through inclusive PE.**

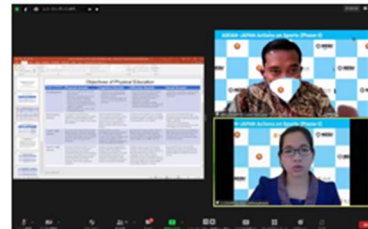
## 3. Operating Structure FY2021-2023 (PETE&SPD)



## 4. Photos (Online Workshops)



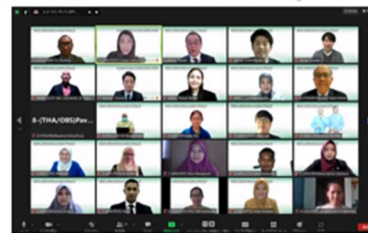
Information-sharing



Presentation & Moderation by Each AMS



Lecture from Project Leader



Closing Ceremony

## 5. Photos (Joint Presentation Meeting of Long-term Trainees for Prefectural Board of Education FY 2022)



On the first day of the 2<sup>nd</sup> online workshop in March 2023, the representatives from ASEAN member states attended the presentation meeting by Japanese trainees (in-service teachers), which was co-streamed online with simultaneous interpretation (Japanese⇔English).

## 6. Implementation Progress of the Action Plans

Progress Status at the End of FY2022 (March 2023)

Country	Brought to the Administrative Level	In Process of Preparation	Development of Training Program Started	Training Commenced	Effectiveness Verifications Carried Out	Description
Brunei Darussalam	●	●				
Cambodia	●	●	●	●		
Indonesia	●	●	●	●		
Lao PDR	●					
Malaysia	●	●	-*1	●		
Myanmar	●	●	-*1	●		
Philippines	●					
Singapore	●					
Thailand	●					
Viet Nam	●*2					

\*1: They are utilising the training program developed previously.

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

## 7. Good Practice example Ongoing

Indonesian counterparts have created an original career development platform for pre-service teachers and launched a training program for PE teachers.



### Who Are We?

A platform for teacher career development through training and various professional developments that are holistic, integrated and systematic.

- Initiated in October 2020 by Putera Sampoerna Foundation
- Goals:**
  - ✓ Improve access to teacher, students and principals trainings
  - ✓ Achieve better student learning outcomes
  - ✓ Develop a well-structured learning community
- 27.500 Active users\***
- 25.259 Webinars participants**
- 8000 Courses Participants**
- Strategies:**
  - Self-Paced Courses
  - Online Live Coaching
  - Implementation of courses materials
  - Dissemination

\*per Sept 2021



<https://gurubinar.id/>



## 8. Findings from Interviews Conducted (SPD)

### ◆FY2021: Study with ASEAN SPD administrator

Perceived lack of disability awareness and disability sport recognition were apparent in many ASEAN countries, and it was believed that elite sport success could solve these problems. Also, elite sport success seems to motivate funders, which may be resulting a lack of funding for grassroots-level sport promotion.

### ◆FY2022: Study with Cambodian SPD coaches and athletes

Sport was considered a job, not a leisure activity. Athletes typically receive little education, and the preparation for retirement transition is not enough. There is a strong need for more specialised SPD coaches, and possibly former athletes can fill the gap.

## 9. Plan for SPD In FY2023

### ◆SPD research in Laos

- Para athletes and coach interviews
- PE teacher interviews

### ◆In-person workshop in Laos

- Education sessions about grassroots sport development and evidence-based policymaking
- Hands-on sessions about techniques to accelerate inclusion

- The activities mentioned above have been conducted in cooperation with the Ministry of Education and Sports of Lao PDR from August 10<sup>th</sup> until August 15<sup>th</sup> 2023.

## 10. Photos (Research Surveys for SPD in Lao PDR)



In-Person Workshop



Interview Survey with Para-Athlete



Opening Ceremony



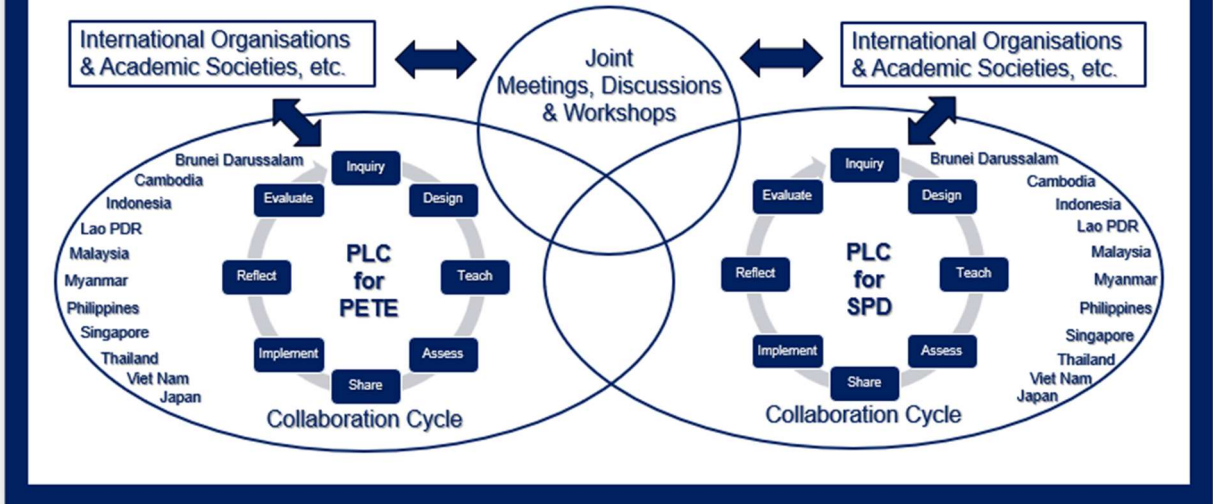
Courtesy Visit to Vice Minister of the Ministry of Education and Sports, Lao PDR

## 11. Future Issues (PETE&SPD)

- Establishment of “**Evaluation Indicators**” in terms of verification or measurement of progress & effectiveness in personal abilities/performance development,
- **Sustainability** of the PLC for Inclusive QPE in the ASEAN-Japan framework,
  - Sharing Good Practices among AMSs
  - Transition from “Support” to “Collaboration”,
- Strengthening the **Relationships with Diverse Stakeholders**,
- To point out & emphasise what has been detected through the progress,
  - Significance of **association between the administrative side (Government) and the academic side (Research)** in each AMS, and
  - Importance of **understanding and evaluating the situation** in each AMS **from an overall ASEAN perspective**

## 12. Future Implementation Structure (PETE&SPD)

■ Blueprint for PLCs (Professional Learning Communities) Under the ASEAN+Japan



資料3 令和5年度事業活動の様子（写真）



障がい者スポーツ ラオス実地調査（2023年8月）



ラオス パラアスリートのインタビュー調査



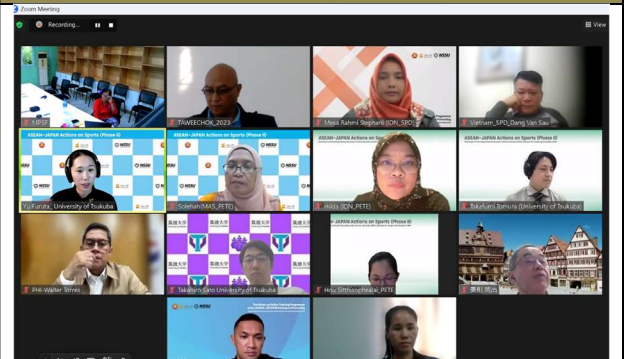
障がい者スポーツ ワークショップ開会セレモニー



ラオス教育スポーツ副大臣との会談



ラオス車いすバスケットボール 練習視察



オンライン・ワークショップ（23年12月）



ワークショップ 開会セレモニー（2024年2月）



岡出教授による対面式講義



ワークショップでの各国プレゼンテーション



ワークショップでの各国プレゼンテーション



カンボジア障がい者スポーツ施設練習視察の様子



カンボジア公立小学校 体育授業視察風景



タイ・カウンターパートへの岡出教授からの助言



ラオス、マレーシア間のディスカッション



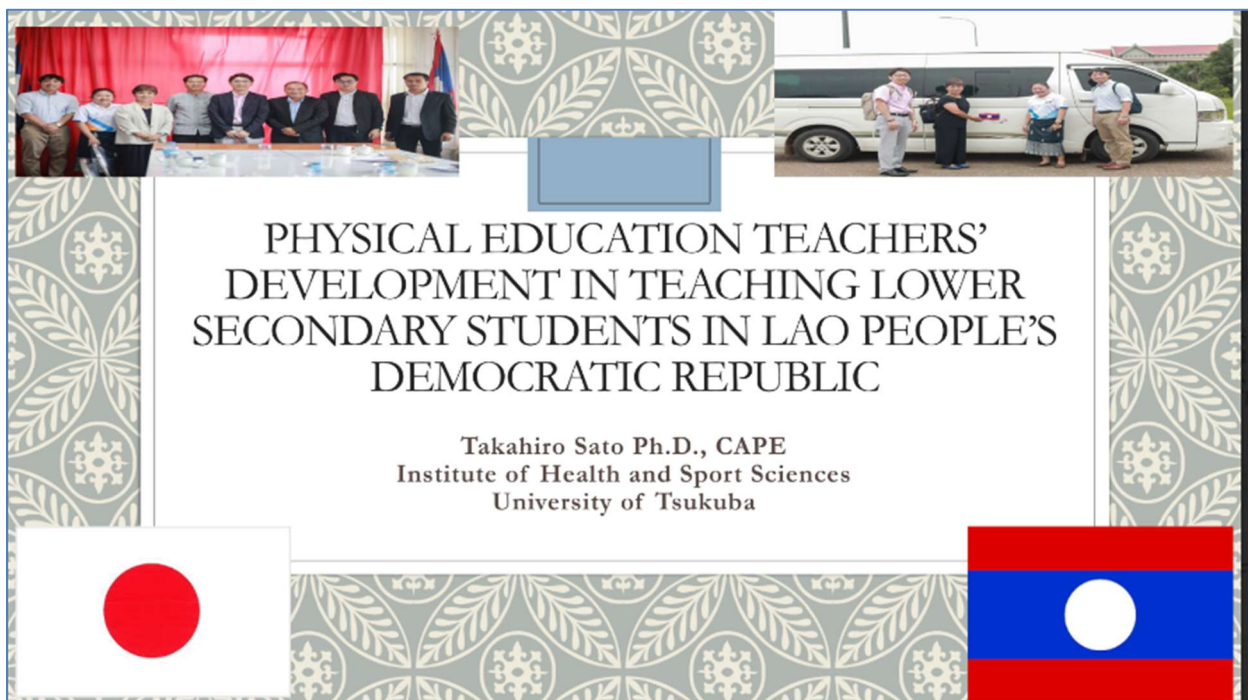
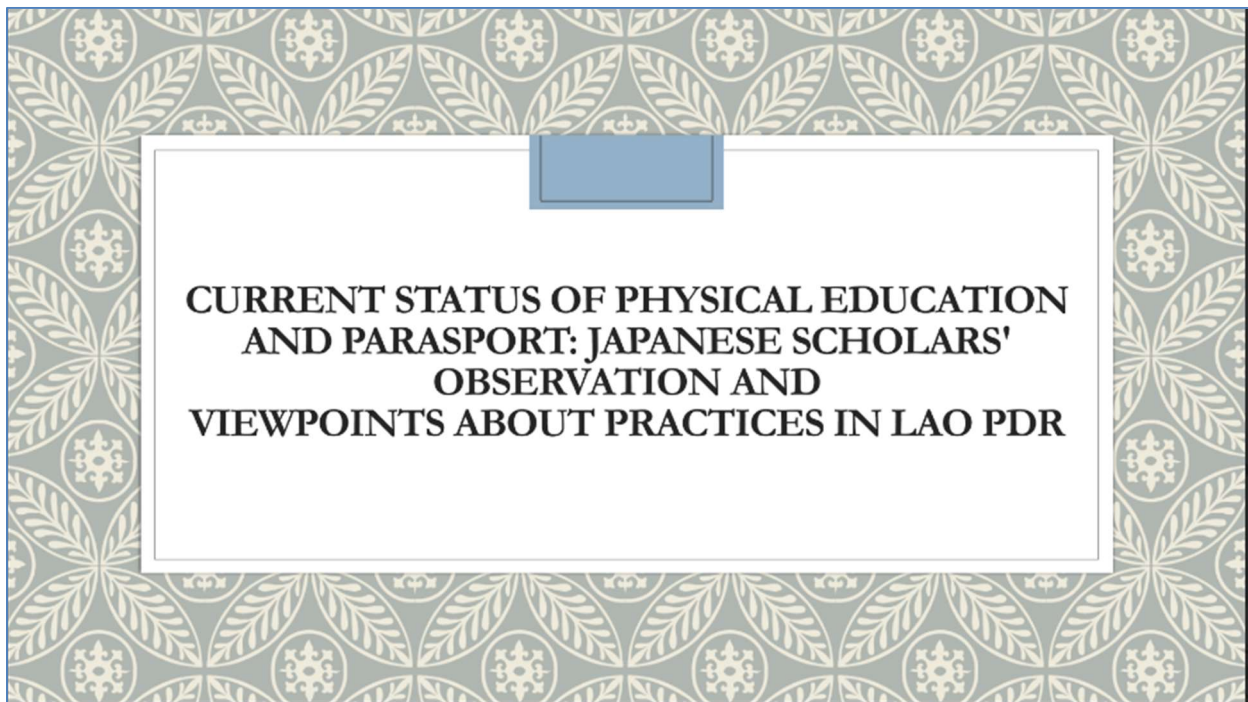
グループワーク、ディスカッション



対面式ワークショップ 閉会セレモニー

資料4 障がい者スポーツ部門オンライン・ワークショップ資料

佐藤教授 講義資料



## Introduction

- Developing quality physical education programs in primary and secondary schools is a topic of worldwide concern (Starc & Strel, 2012). UNESCO (2023) shares that quality physical education is designed to support student development in the physical, social, and emotional realms through peer-led learning and well-rounded skill development, fostering the creation of healthy, resilient, and socially responsible citizens.
- Physical education teachers face issues regarding the development of effective instruction, assessment, and academic learning time, and indicate concerns related to facilities, resources, and professional education in many Asian countries (Ho et al., 2019).

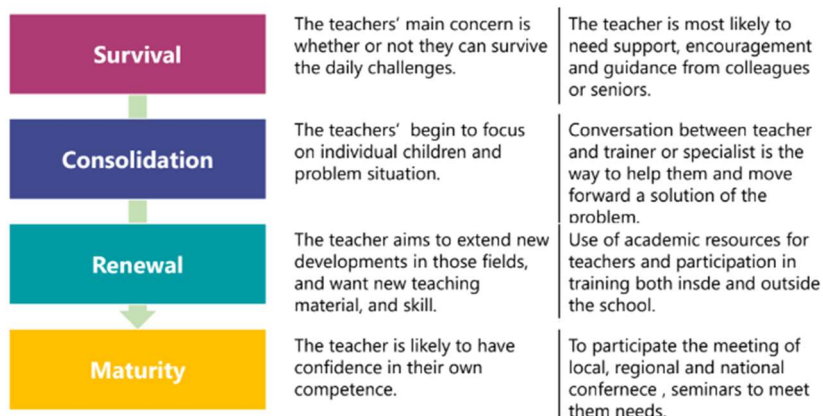
## Introduction

- More specifically, at the secondary school level, many Asian developing countries (e.g., Southeast Asian countries – Myanmar, Lao PDR, Cambodia) struggle to meet goals and objectives in relation to the body and mind.
- Many secondary students to become physically inactive and less participate in rigorous physical activity programs within the curriculum (Nakai & Metzler, 2005; Sato et al., 2022).

## Theoretical Framework

### Theory of Teacher Development (Katz, 1972)

This theory **explains how teachers develop knowledge, skills and grow professionally**, and helps researchers to **find the complex teacher development process**, including different perspectives, experiences, and ideas.



## Purpose

The purpose of this study was to describe and explain secondary physical education teachers' development in teaching secondary students at the lower secondary schools in Lao PDR.

The research questions guiding this study were:

- a) What are physical education teachers' perceptions regarding current issues and concerns teaching secondary school students in Lao PDR?, and
- b) How do physical education pedagogical experiences influence Japanese teachers' perspectives on teaching secondary school students in Lao PDR?



## Method (1)

### Research Design

(a) This study used a qualitative method with focus interviews (Seidman, 1998). Qualitative research helps researchers to investigate and explore a selected set of data (e.g., focus interviews), to identify themes that can be linked in a theory of teacher development (Thomas, 2006).

(b) The intent of using interviews was to elicit teachers' perceptions and explore meanings in teaching physical education for secondary school students in Lao PDR (Seidman, 1998).

## Method (2)

### Participants and Research Site

- a. This study was originally supported by ASEAN and Japan sport agency that the research team from Japan conducted an international collaboration project, aiming to investigate the current status of physical education in the Lao PDR. Then, we are assigned to develop better educational plan to allow physical education teachers to enhance quality of physical education instructions for students in the Lao PDR.
- b. There were seven physical education teachers who conveniently selected and consented to participate in this study, sharing their thoughts, opinions, and experiences related to physical education. Participants must meet two criteria (a) who graduated from physical education teacher education program in college of physical education, and (b) who are currently teaching physical education at lower secondary schools.

School	Name <sup>1</sup>	Age	Gender	Subject	Type of school	Country
Phu Lang Lower Secondary School	Ampha	20's	Female	Physical Education	Public	Lao PDR
Ben Heng Lower Secondary School	Phom	30s	Female	Physical Education	Public	Lao PDR
Phitsanulok Lower Secondary School	Xay	30s	Male	Physical Education	Public	Lao PDR
Mattayon Lower Secondary School	Vern	40s	Male	Physical Education	Public	Lao PDR
Buriram Pittayakhom Lower Secondary School	Tui	20s	Male	Physical Education	Public	Lao PDR
Marie Anusorn Lower Secondary School	Phone	20s	Male	Physical Education	Public	Lao PDR
Nondindaeng Municipality Lower Secondary School	Ae	20s	Male	Physical Education	Public	Lao PDR

## Method (3)

### Data collection

*Focus group interviews:* The focus group discussions were, on average, 80 to 90 minutes long and were held on two separate groups (groups of three and four) at college of physical education in Lao PDR (Carey, 1994).

Focus group interviews could provide information about a range of ideas and feelings that physical education teachers have certain educational issues and concerns that illuminate the differences in perspectives between groups of individuals (Rabiee, 2004).



## Method (4)

- In this study, the researchers used focused group discussion rather than individual semi-structural interviews, because all participants knew each other, developed professional network, and felt comfortable each other and engage in discussion (Green et al., 2003). The interviewers were bilingual in Japanese and English. Additionally, there is an official translator of English and Laos language during the interviews.
- *Data translation process:* In this study, the researchers used Laos and English language translators during the focus interview collection. This study videotaped and audiotaped all focus group interviews including language translators and researchers in the recorded data.

## Method (5)

### **Data analysis**

- This study used a constant comparative method (Boeije, 2010) to analyze the interview transcripts. The basic strategy of this analytical process was to do what its name implies, constantly compare pieces of data.
- More specifically, each potentially meaningful piece of data within the transcripts from the set of focus group interviews with each group was coded independently by the first and second authors, and the differences were discussed until an agreement was reached. The second set of individual responses of the focus group interviews (in English language) were initially coded by the lead author and checked by the second author.

## Results

These recurrent themes were:

- (a) *Creating new and safe PE equipment for lower secondary school students*
- (b) *Struggling to modify physical activities and lessons during rainy seasons*
- (c) *Defining teacher development between immaturity and maturity in teaching physical education* and
- (d) *Reflecting grading philosophy and evaluating students' performance in physical education*

### Theme 1: Creating new and safe PE equipment for lower secondary school students

- In Lao PDR, annual educational budget in relation to physical education at lower secondary schools was too low to secure various sport and physical activities all year long. Therefore, the participants explained that one of definitions of highly qualified physical education teacher is that physical education teachers have creative and innovative ideas to produce safe PE equipment and other resources.

#### **As explained:**

When I taught shot put for track and field, I did not have official shot put, so I split concrete block and use them in the physical education classes, but the shape of concrete block was square not rounded. After the class, many students asked me how the official shotput looks like? How do shot put athletes play in official games. As being a physical education teacher, I have a dilemma that I think my lessons should be aligned with official rules, routines, and regulations using adequate and appropriate equipment and resources, but I cannot do. That is tough.

## Theme II: Struggling to modify physical education lessons during rainy seasons(1)

- This theme explains that physical education teachers face various challenges to modify physical education lessons especially during the rainy season. For example, many public schools do not have a gymnasium space available in Lao PDR. Therefore, the participants were assigned to teach physical education lessons regarding rules and routines about sport without any physical activities during heavy rainfall seasons, especially, in August and September.
- During the rainy season, physical education teachers needed to focus on cognitive components (e.g., rules and routines of individual and team sports) rather than psychomotor and social components in the classroom.

## Theme II: Struggling to modify physical education lessons during rainy seasons(2)

- Mr. Tui explained:

I feel bad for my students when I teach physical education during the rainy season. There is no gymnasium in my school. Therefore, we needed to conduct some lessons in the classroom during physical education classes. I wanted my students to engage in physical activities as much as possible even during the rainy seasons, but it was very difficult to do. Last year, my students had to take three consecutive PE classes in the classroom for three weeks without moving their bodies. I think that is tough.

- Mr. Phone said that

There is a lack of educational resource here in my schools. I think it would be better when I have textbooks or other educational materials. Plus, in my school, I teach my students with diverse and ethnic backgrounds in physical education classes. I can see significant differences of study habit, physical activity experiences, and parental involvement regarding the physical education. I hope that my lecture helped to meet each student's unique needs, but I know it is difficult and challenge.

### Theme III: Defining teacher development between immaturity and maturity in teaching physical education(1)

- This theme exposes that the participants acknowledged that their pedagogical skills are still immature in teaching physical education even though they each participant had over five years of teaching experience offering lessons to lower secondary students.
- Participants believed that because they were utilizing outdated rules and routines related to sport, and hadn't received adequate professional development, that they hadn't developed pedagogically. This was quite frustrating for the participants.

### Theme III: Defining teacher development between immaturity and maturity in teaching physical education(2)

- Ms. Xay explained:

I think I am still immature because I have not been able to select physical education lessons and activities my students really like. Sometimes, my students were suffering poverty, they could not buy certain materials, but I had to teach the content even though some of my students could not access the content. I should consider socioeconomic factors and find physical education lessons and activities all students can access. I define that the mature teachers select physical education lessons and activities that emotionally, socially, and academically include and maximize their student learning.

- Mr. Vern explained:

I would say that teachers' knowledge and skills to assess and evaluate their student performance are important factors that determine whether teachers become mature or immature in teaching physical education. The matured teachers need to know how to increase validity, reliability and credibility regarding assessment and evaluation.

#### Theme IV: Reflecting grading philosophy and evaluating students' performance in physical education (1)

- This theme exposes that when the teachers grade student performance in physical education, they consider three components including performance, progress, and process of psychomotor skills.
- In lower secondary schools in Lao PDR, students from poor and rural communities are considered as educationally disadvantaged (Chaiyaporn & Manns, 2020). Therefore, they believed that they should focus and give more credits to students' progress and process rather than evaluating student outcomes.

#### Theme IV: Reflecting grading philosophy and evaluating students' performance in physical education (2)

- Mr. Phom explained:

When I grade student performance in physical education, I have to respect my student backgrounds and socioeconomic factors. There are some students who do not complete full cycle of academic year including physical education. Therefore, I should give extra credit opportunity and allow my students to do better. It is important to tell my students about the purpose of grading. For example, students asked me that if they run fast, time is important factor for grading. They also asked me that I should consider the running form as a part of grading. So, I am explaining about how goals and objectives of lessons are aligned with the purpose of grading. Time is a part of goals and objectives, I use the time as a part of grading.

## Discussion(1)

- In line with the theory of teacher development, teachers in this study had different challenges, perspectives, and experiences with lack of educational resources, physical education equipment, and professional development (Grossman, 1994).
- The physical education teachers struggled to modify physical education lessons to meet their students' unique needs in classroom settings during the rainfall seasons. For example, the physical education teachers believed that rainy weather conditions became a barrier to their students' physical activity levels at lower secondary schools in Lao PDR.

## Discussion(2)

- However, it was beneficial to offer physical education lectures for some students with disabilities (e.g., autism) in the classroom, because the students with disabilities were sensitive to lighting. In addition, the teachers found that socioeconomic factors adversely affected the students' health risks.
- Although grading students' academic outcomes in physical education is important, the teachers believed that they needed to embed health education and nutrition education curricula into physical education lessons and content to best meet the needs of all learners.



## Discussion(3)

- Specifically related to integrating health education and nutrition education content, the participants in this study struggled to find neutral activities to meet their students' health needs (related to both thinness and obesity) and felt that they were not prepared to teach prevent strategies or content related to health risks through their physical education lessons.
- The physical education teachers need to receive professional development training regarding the intersection of health, nutrition, and physical activity, and best practice in delivering this content to students in the physical education teaching space (Gray et al., 2015).

## Discussion(4)

- In this study, physical education teachers believed that they needed to know how to use self-made materials (e.g., plastic bags, newspapers) and low-cost materials (e.g., adhesive tapes, markers) to develop safe physical education equipment and teaching materials to enhance the quality of their physical education lessons.
- According to Mendez-Gimenez (2014), there are **four essential components** that physical education teachers should develop to modify and analyze the potentials of self-made physical education equipment, including **functionality, involvement, autonomy, and value education**.

## Discussion(5)

- **Functionality** means that physical education teachers need to consider and solve prevalent problems in physical education classes with limited budgets and resources.
- **Involvement** which means the physical education teachers and students collaboratively involve in construction tasks adjusted to their students' developmental and educational needs, and increase students' enjoyment, interests, and motivation through creating and using self-made physical education equipment.

## Discussion(6)

- **Autonomy** involves the dilemma that physical education teachers may face, where although they provide enough self-made physical education equipment to increase student motor skills practice and experiences, they may find their students face various challenges and difficulties in accessing self-made physical education equipment and practice opportunities with individual or team sports outside of physical education classes (Mendez-Gimenez, 2023).
- **Value education** aims to develop students' positive attitudes toward recycling materials and respecting the environment by developing ideas of raising ecological awareness using self-made physical education equipment in physical education classes.

## Discussion (7)

- In Lao PDR, physical education teachers perceive that students' physical activity levels at lower secondary schools exhibit a seasonal pattern (Harrison et al., 2015). More specifically, when the rainy season began, the physical education teachers in this study found their students demonstrated lower physical activity levels because of the lack of an indoor gymnasium and physical activity facilities.
- When physical education teachers modify physical education lessons in the classroom setting, they should focus on sport and adventure activities which appear more attractive to lower secondary school students, as they enjoy challenges associated with higher levels of motor skill development (Okely, et al., 2001).
- In addition, more structured physical activities are suggested as students increase in age (Malone & Tranter, 2003). For example, sport stacking using regular paper or plastic cups may be appropriate indoor activities in physical education, as it promotes hand-eye coordination, reaction time, and bilateral proficiency for students (Rhea et al., 2006).

## Discussion (8)

- The teachers in this study believed that years of teaching experience did not prepare them to exhibit the behaviors and skills of mature physical education teachers. This finding was interpreted using the theory of teacher development (Katz 1972), which describes how teachers grow without explaining the nature of the growth (Breidenstein, 2002).
- For example, the teachers in this study had not received professional development training opportunities in teaching physical education since graduating from college. Professional development opportunities allocate full responsibility to the teachers as to what to learn, how to learn, and ultimately whether students have learned (Tomura et al., 2022).

## Discussion (9)

- This study also found that in order to become mature teachers in teaching students at lower secondary schools, they need to develop a rich instructional repertoire of teaching strategies. Research indicates that teacher knowledge and understanding of instructional strategies during the instruction, consolidation, and application components of lessons directly impacts student growth and gains (Maynes & Hatt, 2015).
- For example, in order to include students from all backgrounds and of all abilities, the physical education teachers may need to utilize either direct instruction through modeling or indirect approaches through project based learning or cooperative learning.

## Discussion (10)

- The term maturity in the context of this study should be defined as the physical education teachers ability to select the appropriate teaching approach based on analyzing the status, condition, and situation, and providing learning opportunities that maximize students' ability to learn through their preferred learning styles (Maynes & Hatt, 2015).
- In this study, the physical education teachers believed that they needed to focus on assessment for learning which seeks to inform students of their learning progress in physical education (van der Mars et al., 2018). This is important in Lao PDR, because physical education in lower secondary schools allows students to engage in a lifelong commitment to being physically active. However, these physical education teachers had difficulty in assessing and articulating their intended outcomes, and also struggled to provide assessment and evaluation evidence that students were learning something substantive regarding goals and objectives in physical education.

## Discussion(11)

- According to van der Mars and Harvey (2010), experienced and mature teachers understand the “when”, “how much” and “who” of formative assessment (a type of evaluation method used to monitor student progress) and summative assessment (used to show what the student has learned or how they have improved over time).
- Experienced teachers also simultaneously perform instructional duties and assess student performance through repeated observations over multiple lessons and adjust prior assessments of each student in physical education classes.

## Recommendations(1)

- the Ministry of Education and Sport in Lao PDR and associated school districts may need to establish a self-made physical education equipment workshop in order to best prepare physical education teachers at lower secondary schools.
- This workshop should focus on two objectives that are suggested in this study:
  - (a) specific training of both physical education teachers and school administrators on homemade resources that promote safe physical education, sports, and recreation and
  - (b) the development digital platforms (in several languages) that guide physical education teachers, students, and parents with tutorials on how to efficiently build and use the self-made recourses (Mendez-Gimenez et al., 2023).

## Recommendations(2)

- The Ministry of Education and Sport in Lao PDR and school districts need to promote various ways to promote physical activity during school, such as short activity breaks, recess, and active transport; as well as activity focused school led initiatives before and after the school day (Gill et al., 2019).
- For example, schools may expand activities available (both inside and outside the building) which allow for students to have activity choices during lunch time or other breaks, ensuring the activities attract students from all backgrounds.

## Recommendations(3)

- In order to enhance the quality of assessment and evaluation practices in physical education, the Ministry of Education and Sport in Lao PDR and school districts need to collaboratively review and redesign the national standards for physical education, indicating psychomotor, social, and cognitive goals and objectives across grade levels (Marmeleira et al., 2020) The standards in Lao PDR related to the central tasks of teaching also need to be carefully revised.
- Also related to national standards, it is suggested that standards of professional development are also created (collaboration with ASEAN and Japan Sport Agency), to outline expectations of teacher participation in professional development workshops and trainings.

## Recommendations(4)

- Lastly, it is recommended that school districts develop screening guidelines that physical education teachers use to monitor and assess students' current levels of motor, social, and cognitive performance at the beginning of each semester.
- These guidelines could be designed collaboratively by the Ministry of Education and Sport in Lao PDR, school districts, and college professors. In addition, screening materials to identify students at risk for low academic achievement (Myers & Hatchel, 2019) would also be beneficial.

# ASEAN-Japan Actions on Sports

## Promoting Sport for People with Disabilities (SPD)

### Report of the Summer Interviews in Lao PDR

Shinichi Nagata, Ph.D.

## In-Person Interviews with SPD Stakeholders

- This study aimed to capture a clearer picture of the status of SPD of an ASEAN member country.
- This year, Lao PDR was selected
  - Last year, we did online interviews with Cambodian SPD stakeholders
  - We used the same methodology – but this time, in-person interviews with expanded interviewee categories
- What we knew in the previous interview with the Lao PDR counterpart (the interview we did in 2021):
  - Department of Sport for All establishes offices in provinces so that people in rural areas can participate in SPD
  - Budget is tight – cannot send referees to train
  - Getting medals in international competitions is a major goal





### Interviews with SPD Stakeholders

- Each stakeholder has particular interests and needs: A thorough investigation by interviewing major SPD stakeholders
- Interviewees:
  - Athletes (n=7)
  - Coaches (n=6)
  - Administrators (n=3)

Recruited with a help of the Department of Sport for All.



## Interviews

- Included sports: Goalball, power lifting, wheelchair basketball, blind football, swimming, boccia.
- Individual interviews took place in-person
- The interview questions include: their views about being a para-athlete or a coach, support from the government, and challenges related to sport participation.
- Interviews were conducted with a professional interpreter who can speak both Lao and English language.
- On average, the interviews lasted for approximately 65 minutes.

## Tentative Findings

- The need of sport equipment and regulation sport courts
- Athletes are practicing with sport equipment in less-than-ideal conditions at a non-regulation court
  - Basketball wheelchair
  - No walls in blind football
  - Boccia court not leveled
- Particularly in rural areas, resources are scarce – even though the Department of Sport for All is doing some work there.



## Tentative Findings

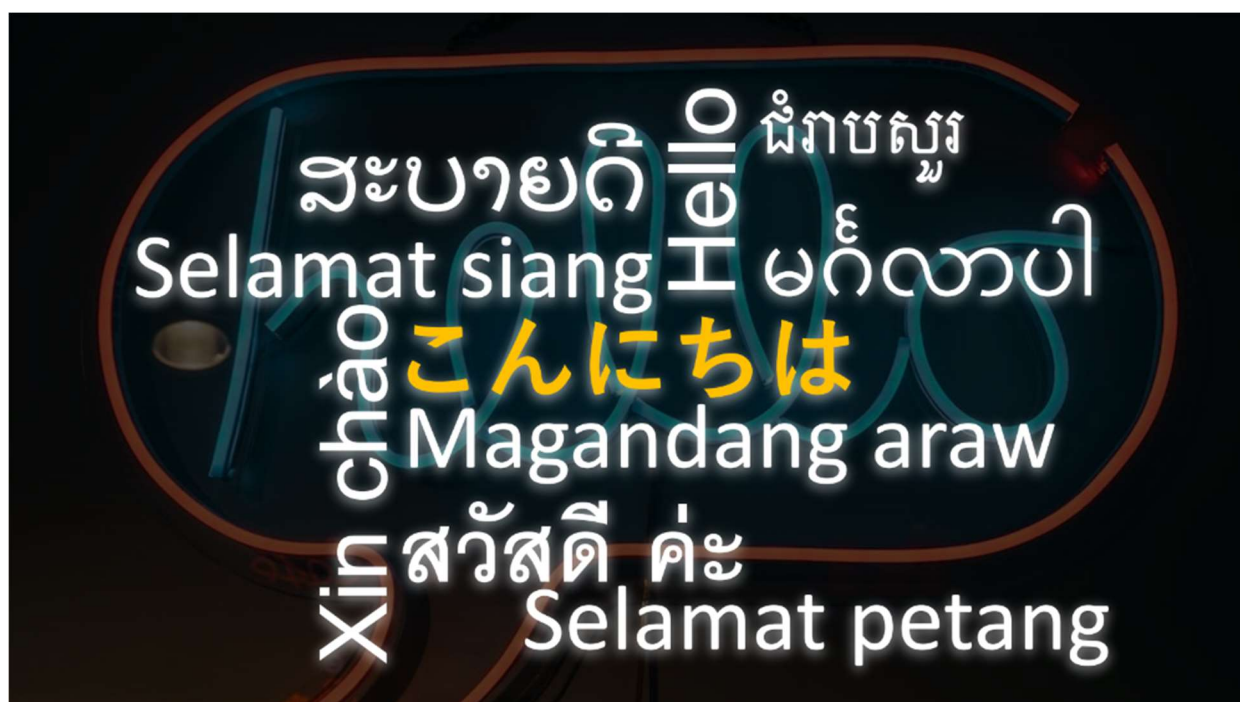
- Coaching development needs
- Training mostly in foreign countries. The need for travel (i.e., budget)
- The need for both soft and hard knowledge – tactics, sport sciences (sport psychology, nutrition, etc.)



## Tentative Findings

- Strengths of Lao PDR
- Support on employment for para-athletes – a major role of ADDP
  - Athletes having work experience, less worry about retirement
  - Employment opportunities must be expanded wider in the society







**Yu Furuta**



- 2021- Doctoral student in Physical education, Health, and Sport Sciences at University of TSUKUBA
- 2018-2021 MA in International Development and Peace through Sports at University of TSUKUBA
- 2014-2018 BA in Education at IBARAKI University
- 2023- Post-doc Researcher, International Research Center for Sports and Gender Equality, SEIJO University, Tokyo
- 2020-2022 Part-time Lecturer, Ibaraki Prefectural Junior College of Industrial Technology
- 2019 Youth Researcher, School of Population Health, University of New South Wales, Australia

**Educational backgrounds**

**Professional experience**

**Respecting diverse cultures, religions, and values while finding solutions that address their needs.**



## My research is...

### **Online Professional Development in Physical Education: Public Elementary Teacher's Learning in Teaching Japanese Language Learner Children**

- Focusing on the teachers ' perceptions, behaviors, experiences, and teaching strategies when teaching Japanese language learners at elementary school.
- Found out the challenges and issues in teaching physical education (PE) to Japanese language learners.
- To solve the current issues, I created a professional development program.

## Why Professional Development?

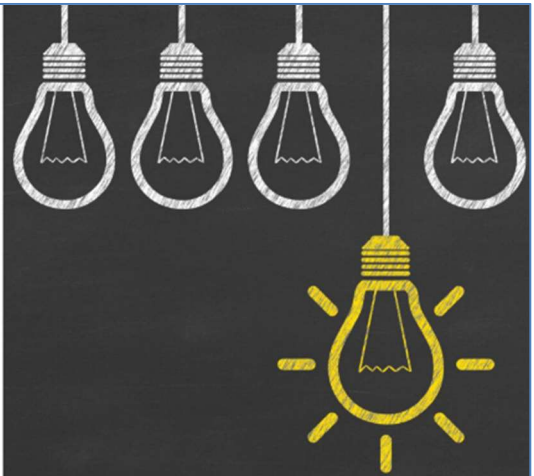
**Children see Teachers.**




## Why Professional Development?

- **CONTINUOUS IMPROVEMENT** to stay updated with the latest educational theories, strategies, and technologies, and contribute their ongoing professional development due to the rapid social changes.
- **STUDENT OUTCOME** is directly impacted by teachers' professional growth, and directly impacts future society in your country.
- **COLLABORATION** and **INNOVATION** by sharing experiences, strategies, and best practices through professional development within the learning community.

Enhancing teachers' professional development, it should be flexible and accessible for teachers.



**INCLUSION**  
creating an environment  
where everyone feels  
**BELONGING**



# QUALITY PHYSICAL EDUCATION

Guidelines for Policy-Makers  
<https://www.unesco.org/en/quality-physical-education>

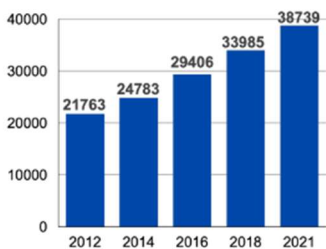
“ **Physical education and sport can be used as a vehicle to promote the social inclusion of marginalized population. Marginalized populations often include indigenous peoples, members of minority ethno-cultural groups, asylum seekers and refugees, girls and women, persons with disabilities, homeless people, and out-of-school unemployed youth. Furthermore, all people living in extreme poverty suffer from exclusion.** ”

Quality of Physical Education, Guidelines for Policy-Makers

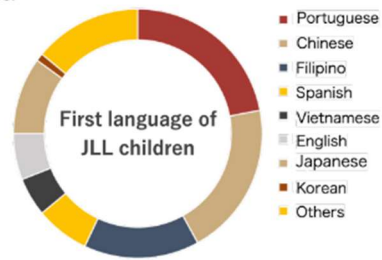
## Globalization Phases

### The information about international students in Japan

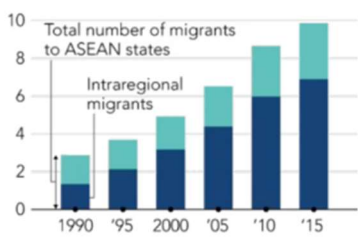
The number of JLL children at public elementary school



Year	Number of JLL children
2012	21763
2014	24783
2016	29406
2018	33985
2021	38739



### Southeast Asia increasingly favored as destination by migrants (in millions)



Year	Intraregional migrants (millions)	Total number of migrants to ASEAN states (millions)
1990	~1.5	~2.5
'95	~2.0	~3.5
2000	~3.0	~4.5
'05	~4.0	~6.0
'10	~5.5	~8.0
'15	~6.5	~9.5

Source: United Nations





## My initial research

Teachers believe that physical education has the potential to promote children's peer-learning through sports and physical activity.

BUT....

Teachers have difficulty addressing diversity and social inclusion.

>>> Struggles with religious attire and customs  
 >>> When JLL children behaved in ways unfamiliar to Japanese teachers, they were **judged as inappropriate or unacceptable**. Japanese teachers tended to prioritize their own social and cultural norms, expecting JLL children to conform to Japanese **societal** norms.

Professional development programs should provide a learning environment where **everyone can learn and solve their problems to promote critical practices for physically, emotionally and socially inclusive settings** in PE and Sports.

I created **an online professional development** by utilizing Google Classroom and YouTube which are easy platforms to use and access, even by smartphone.

My role, as an educator or facilitator for professional development, was to integrate THEORY and modify it to Japanese context.



## Construction of professional development program

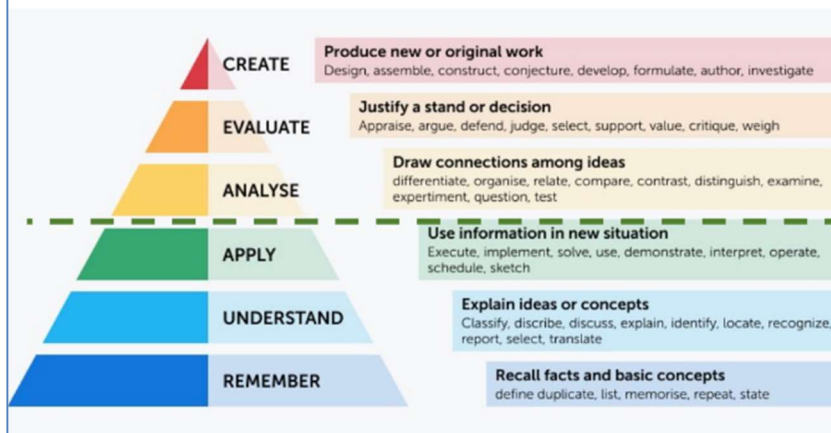
### >>>ANDRAGOGY THEORY

(Knowles et al. 2020)

Adults learn best through problem-solving. Their focus is on being able to apply new information, not just memorize it. They tend to be goal-oriented learners, expecting their education to directly help to achieve their objectives and can be more demanding than their counterparts.

- ✓ Need to know why they need to learn
- ✓ Autonomous & self-directed
- ✓ Learn with prior experience
- ✓ Relevant to immediate value to real-life
- ✓ Problem-centered learning
- ✓ Intrinsic motivation to further learning

**Indicator for evaluation of learning outcome**  
**>>> REVISED BLOOM TAXONOMY**



Define cognitive processes associated with these instructional goals.

**The goal of this professional development program was "APPLY"**

<https://www.valamis.com/hub/blooms-taxonomy> (Anderson & Krathwohl, 2001)

**Online Professional Development for Problem-Solving**

**Combination of LIVE and ON-DEMAND**

**60min. of each module**

- Lecture video >25-30min.
- Reference materials and video > 10 min.
- 500 words of reflective journal >10 min.



1. Introduction	Guidance of the online course, Sharing the experience in teaching JLL children
2. Cultural awareness and cultural understanding	Understanding 8 cultural competencies, and the process of cultural understanding
3. Diversity and Inclusion in PE	The relevance between racial, religious, and refugee backgrounds and PE/Sport
4. Culturally relevant pedagogy and culturally responsive	Understanding the concept of culturally relevant/responsive pedagogy, and the teachers' competencies in teaching diverse
5. Reflection	Looking back on their lesson practices
6. Health education with comparison in other countries	Case studies comparing the school culture in other countries and Japan, and critical thinking about teaching health
7. Parental involvement	Case studies to promote parental involvement
8. Case studies of PE including JLL children	Case studies of integrating the concept of cultural relevancy in PE
9. Action plan	Application their learning to their PE lesson plan.
10. Group discussion	Online discussion about their learning and teaching JLL children

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**Online Professional Development for Problem-Solving**

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9. Action plan	<b>ON-DEMAND</b>	Application their learning to their PE lesson plan.
10. Group discussion	<b>LIVE</b>	Online discussion about their learning and teaching JLL children

**Online Professional Development for Problem-Solving**

**Need to know why they learn**

1. Introduction	<b>Ready to learn</b>
2. Cultural awareness and cultural understanding	Understanding 8 cultural competencies, and the process of cultural understanding
3. Diversity and Inclusion in PE	The relevance between racial, religious, and refugee backgrounds and PE/Sport
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## Online Professional Development for Problem-Solving

**Understand,  
Remember**

1. Introduction	Guidance of the online course, Sharing the experience in teaching JLL children
2. Cultural awareness and cultural understanding	<b>Foundation knowledge to clarify the problem</b>
3. Diversity and Inclusion in PE	
4. Culturally relevant pedagogy and culturally responsive	
5. Reflection	
6. Health education with comparison in other countries	Case studies comparing the school culture in other countries and Japan, and critical thinking about teaching health
7. Parental involvement	Case studies to promote parental involvement
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## Online Professional Development for Problem-Solving

**Learn  
with prior-experience**

1. Introduction	Guidance of the online course, Sharing the experience in teaching JLL children	
2. Cultural awareness and cultural understanding	Understanding 8 cultural competencies, and the process of cultural understanding	
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4. Culturally relevant pedagogy and culturally responsive	Understanding the concept of culturally relevant/responsive pedagogy, and the teachers' competencies in teaching diverse	
5. Reflection	<b>Reflection</b>	
6. Health education with comparison in other countries		Case studies comparing the school culture in other countries and Japan, and critical thinking about teaching health
7. Parental involvement		Case studies to promote parental involvement
8. Case studies of PE including JLL children		Case studies of integrating the concept of cultural relevancy in PE
9. Action plan		Application their learning to their PE lesson plan.
10. Group discussion		Online discussion about their learning and teaching JLL children

## Online Professional Development for Problem-Solving

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**Problem-centered learning**

**Learning through case studies for problem-solving**

## Online Professional Development for Problem-Solving

1. Introduction	Guidance of the online course, Sharing the experience in teaching JLL children
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9. Action plan	
10. Group discussion	

**Self-directed learning and apply their learning immediately**

**Application**



## Transformation of teaching strategies

### Module 5

○本時の展開 (45分) [全5時間中第4時]

時間	○学習内容	→学習活動	→指導上の留意点	■評価基準 (評価基準)
導入	◎準備体操	◎ゆめでよ内田の物語 ◎用具の準備をする	◎準備しないように きちんとストレッチ するようにする。(30 秒×2、制限時間)	◎使用する用具の種類や 片付けを、友達と一緒に しようとしている。
展開	◎休むでしの演劇	◎ようまふアタラシ ◎フタフタくぐり ◎ボールゲーム	◎手帳な演劇遊びを行 う。体を動かさずや 心算止まりを繰り返す。 ◎自分と心算 の変化に気づいたり、あ んなで関わり合ったりす ることができる。	◎柔軟な演劇遊びを行 う。体を動かさずや 心算止まりを繰り返す。 ◎自分と心算 の変化に気づいたり、あ んなで関わり合ったりす ることができる。
まとめ	◎自分の振り返り	◎自分の活動振り返り、発 見する。	◎発見が楽しい児童 はどんなことか、発 見したかという感想 でもいいと伝える(5分 間)。	

### NO CONSIDERATION ABOUT JLL CHILDREN'S BACKGROUNDS

ユウマの演劇 (1) 外国のスポーツを取り入れた演劇の準備はこれまでで行うことができませんでした。通常の授業準備が済んでいて、どのおもに外国のスポーツを取り入れることが困難です。さらに、学年ごとにルールが異なり、決まったものがないので、学年ごとの外国の遊びを取り入れることができません。

ユウマの演劇 (2) アラフアで遊ぶことを決まっていた。自分の心に任せて、決まらずに遊ぶ。チームが異なると、外国のルールが「むづかしい」と思われたり、決まらずに遊ぶ。外国のルールを覚えて、決まらずに遊ぶ。決まらずに遊ぶ。決まらずに遊ぶ。

ユウマの演劇 (3) 演劇の準備をする。学年ごとにルールが異なり、決まったものがないので、学年ごとの外国の遊びを取り入れることができません。



### Module 9

時間	○学習内容	→学習活動	→指導上の留意点	■評価基準 (評価基準)
導入	◎準備体操、ゆめで ◎最終発表まで、ゆめでを 準備する。	◎ゆめでを準備する。 ◎ゆめでを準備する。	◎準備しないように、ま んとストレッチをするよ うにする。	◎準備しないように、ま んとストレッチをするよ うにする。
展開	◎ゆめでの演劇遊び ◎ゆめでの演劇遊び ◎ゆめでの演劇遊び	◎ゆめでの演劇遊び ◎ゆめでの演劇遊び ◎ゆめでの演劇遊び	◎ゆめでの演劇遊び ◎ゆめでの演劇遊び ◎ゆめでの演劇遊び	◎ゆめでの演劇遊び ◎ゆめでの演劇遊び ◎ゆめでの演劇遊び
まとめ	◎自分の振り返り	◎自分の活動振り返り、発 見する。	◎発見が楽しい児童 はどんなことか、発 見したかという感想 でもいいと伝える(5分 間)。	

### APPLIED

Self-directed learning  
& Creating a new modified game

## Transformation of teaching strategies

### Module 5

○本時の展開 (45分) (全7時間中の4時間目)

時間	○学習内容・学習活動	・指導上の留意点	■評価基準 (評価基準)
導入	○単語認識、予備活動 ・アトム体操 ・サーキット	・授業をしないようにきちんとストレッチできるようにする。 (言葉かけ、礼賛励励)	
展開	○タスクゲーム ・移動時間を設ける ・フィードバック ○メインゲーム ・4対4	・積極的な話し合い、作戦タイムにする (疑問：どんな場面を気づけないか) ○相手の意見に同意している、△話し合いに参加していない	■ゲームに応じて、チームのよきや特徴を活かした作戦を立てられている (目標達成に話し合いに参加している、○相手の意見に同意している、△話し合いに参加していない)
まとめ	○私のチームの良かったプレーを発表	・具体的に伝えられるように、なぜそれが良いと思ったのか伝えられるようにする。(奨励)	

### LINGUISTICAL CONCERNS

コメントの通り (1)：子供たち同士でのやり取りの中で、言葉が通じないことによる摩擦が生まれる。子供たちの話しが通じないから簡単な日本語の単語で作戦を伝えることが考えられる。

### Module 9

○本時の展開 (45分) (全7時間中の4時間目)

時間	○学習内容・学習活動	・指導上の留意点	■評価基準 (評価基準)
導入	○単語認識、予備活動 ・アトム体操 ・サーキット ・アイデアの発表とドリル	・授業をしないようにきちんとストレッチできるようにする。 (言葉かけ、礼賛励励)	
展開	○タスクゲーム ・移動時間を設ける ・3対2 ・フィードバック ○メインゲーム ・4対4	・積極的な話し合い、作戦タイムにする (疑問：どんな場面を気づけないか) ○相手の意見に同意している、△話し合いに参加していない	■ゲームに応じて、チームのよきや特徴を活かした作戦を立てられている (目標達成に話し合いに参加している、○相手の意見に同意している、△話し合いに参加していない)
まとめ	○私のチームの良かったプレーを発表	・具体的に伝えられるように、なぜそれが良いと思ったのか伝えられるようにする。(奨励)	

Self-directed learning & Creating language card to promote children's peer-learning

APPLIED



## Findings from the research ...

### Findings 1

*Developing partnership connections with other elementary teachers in online professional development*

### Findings 2

*The role of empathy in connecting to journal reflective logs and lesson plans for problem-solving.*

### Findings 3

*Transformative learning by building foundation knowledge for religious understanding*



## Findings 1

### *Developing partnership connections with other elementary teachers in online professional development*

- All participants expressed that they believed that participating in online professional development sessions prevented them being isolated, and develop friendship with other teachers through sharing prior and current situations regarding teaching JLL children.
- Teachers felt comfortable sharing their experiences and its atmosphere motivated teachers professional learning for fostering their challenges.
- Online professional development helped to engage and connect with other teachers and to exchange current issues, concerns, and challenges in teaching JLLs in physical education.

**“Online” developed partnership connections beyond the school district. Online professional development enhances teachers’ engagement not only by accessibility but also by helping to decrease anxiety.**

## Findings 2

### *The role of empathy in connecting to journal reflective logs and lesson plans for problem-solving.*

- This professional development program works best when teachers connect their prior experience to other participants’ journal reflective logs and lesson plans.
- Teachers appreciate to know other teachers' practice and ideas. When they empathized to it, they were motivated to develop their skills.

**The professional development should construct based on their prior experience. By doing this, teachers empathies with the contents and they are engaged and motivated to learn for problem-solving.**

### Findings 3

#### *Transformative learning by building foundation knowledge for religious understanding*

- Learning about the religious concerns related to the PE situation, teachers understood the importance of considering religious backgrounds.
- Gaining foundation knowledge concerning the actual situation is an effective way to enhance their awareness of JLL children's backgrounds.

**By gaining foundation knowledge regarding PE situation, teachers recognized JLL children's behavioural differences is caused by religious, cultural and linguistic differences, and teachers transformed their teaching strategy.**

### Recommendations

**To secure teachers' sustainable learning, professional development should provide optimized individual learning opportunities tailored to individual needs grounded in field experiences.**

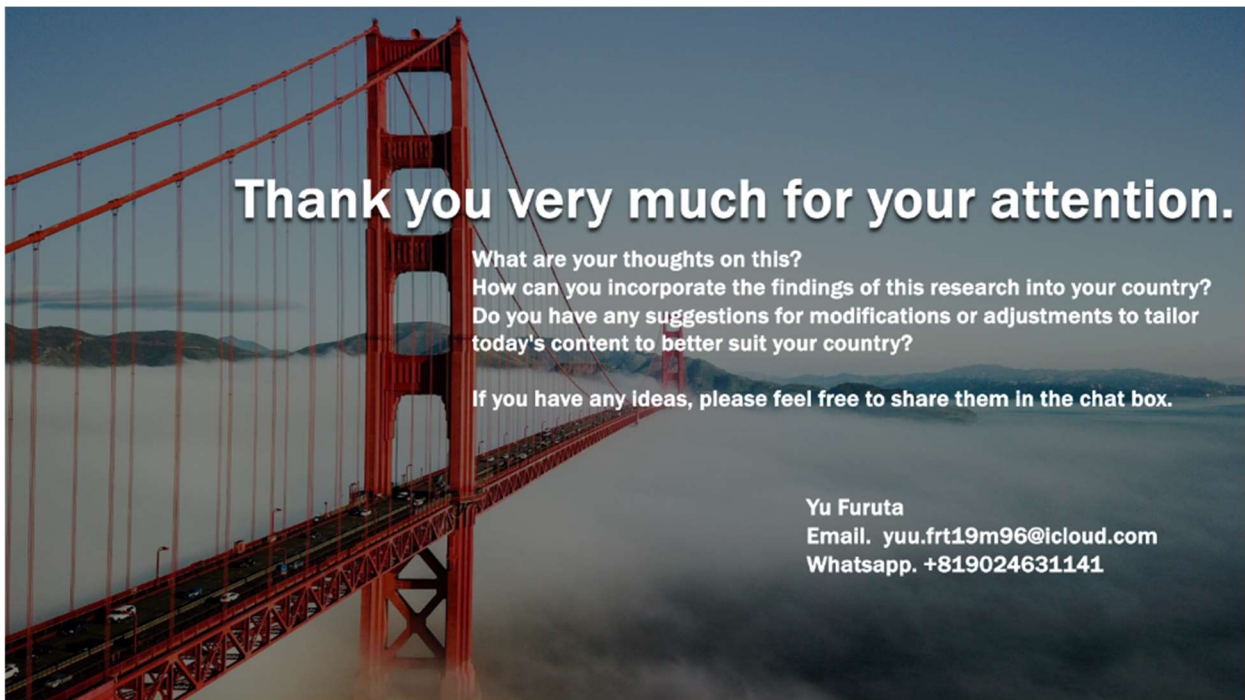
#### **ANRAGOGY**

- **Problem-based learning** with facilitating until application of their learning to practice
- **Minimize the teachers' workload** by providing online
- **Provide an assessment and evaluation** to know the learning outcome.
- **Evidence-based learning** with a theoretical foundation.



To Bridge from Research to Practice ...

1. Address local issues in your country
2. Seeking suitable best practices globally
3. Modify and adjust to the local context
4. Explore solutions with local people

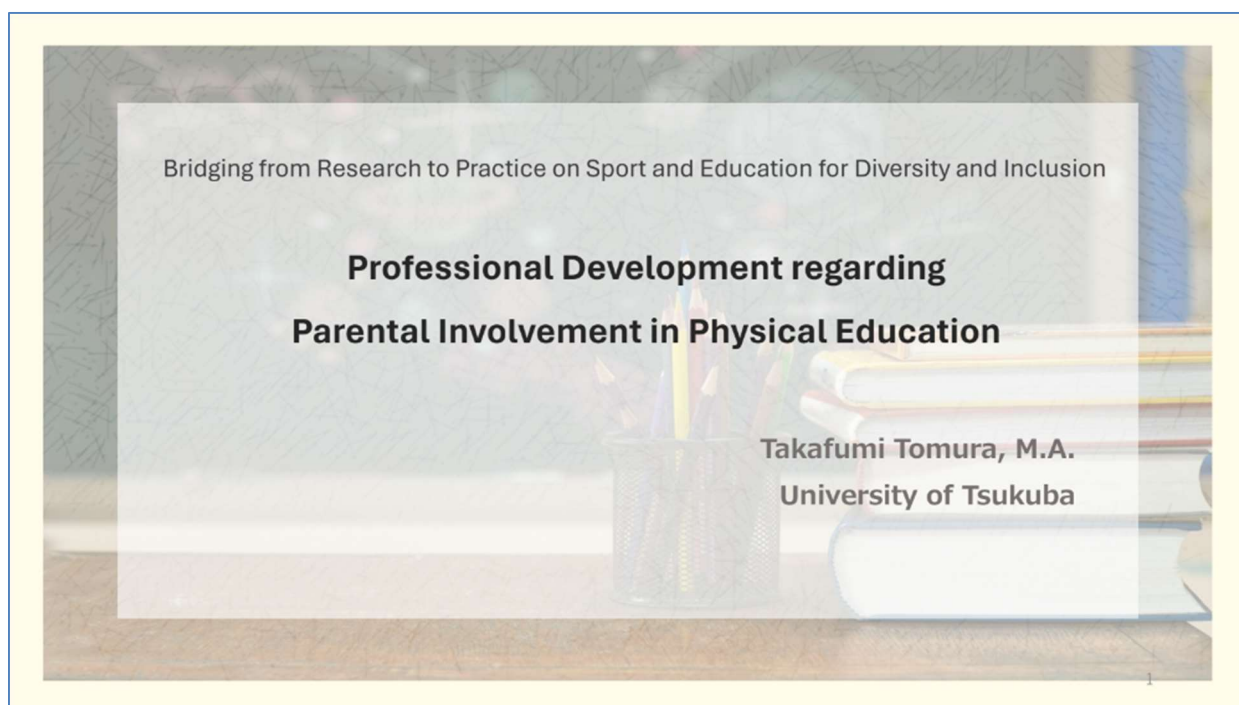


**Thank you very much for your attention.**

What are your thoughts on this?  
How can you incorporate the findings of this research into your country?  
Do you have any suggestions for modifications or adjustments to tailor today's content to better suit your country?

If you have any ideas, please feel free to share them in the chat box.

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Email. [yu.frt19m96@icloud.com](mailto:yu.frt19m96@icloud.com)  
Whatsapp. +819024631141



## Biography

**Educational backgrounds :**

- 2011-2017 Kyoto University of Education, Health and Physical Education
- 2019-2021 University of Tsukuba, Sport and Olympic Studies (MA)
- 2021-2024 University of Tsukuba, Physical Education, Health and Sport Sciences (Ph.D.)

**Professional experiences :**

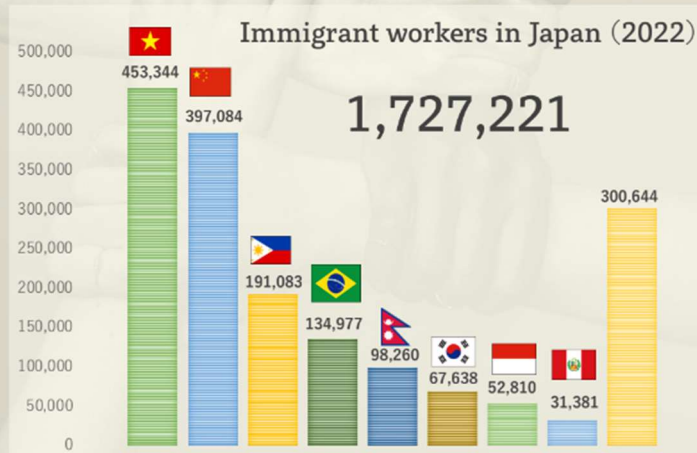
- 2017-2019 Japanischer Kindergarten e.V., PE teacher
- 2020-2020 German Sports University Cologne, Internship researcher
- 2021-2022 Office for the Promotion of Olympic and Paralympic Activities
- 2020-2023 Kokugakuin Tochigi Junior College, Part-time lecture
- 2021-2022 Research assistant, University of Tsukuba
- 2021-2022 Teaching assistant, University of Tsukuba
- 2024 (April)- Lecture, Fukuyama University, Hiroshima, Japan



2

## Globalization and diversity at the public schools

Many teachers face the necessity to develop professionalism to deal with diversity, social justice, and sociocultural issues to establish an inclusive learning environment for all children.

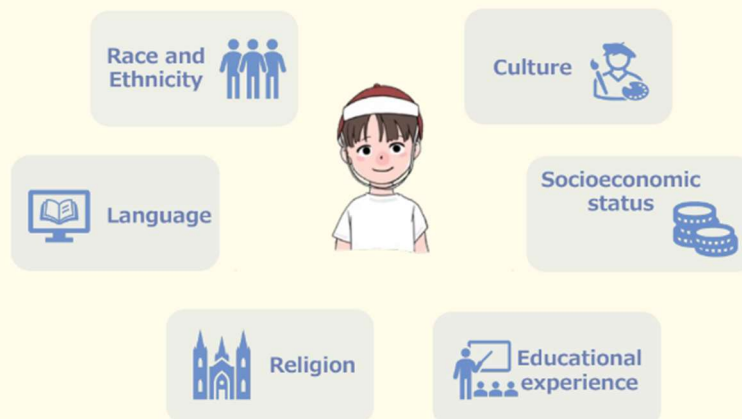


Ministry of Health, Labour and Welfare. (2022, March). [https://www.mhlw.go.jp/stf/newpage\\_23495.html](https://www.mhlw.go.jp/stf/newpage_23495.html)

3

## What are teachers required to do?

PE Teachers are required to modify and adjust their instructional activities, teaching styles, and learning environment based on their children's diverse academic, social, and cultural backgrounds, including race, ethnicity, socioeconomic status, religion, and language.



4

## What is Parental Involvement?

To collect important information about children, teachers must engage in involving parents, who are the best experts for their children, in their children's education.

In this session, I will focus on the term "parental involvement", which explains "parents' behaviors in the home and school setting meant to support their children's educational progress" (El Nokali et al., 2010, pp 989).

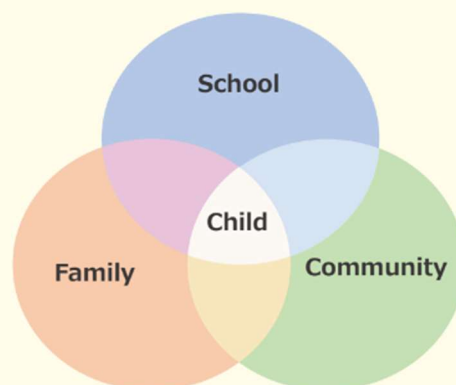
Empirical research has claimed the importance of teachers' efforts to promote parental involvement that positively influences their children's academic performance and personal development.



5

## Theory of overlapping spheres of influence

This illustration explains that children can achieve better outcomes when parents, educators, and others in the community collaborate to guide, support, assist, encourage, and help children's learning and development.



Epstein, J. L. et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. 3rd ed. Thousand Oaks, CA: Corwin Press.

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## Home-based involvement & School-based involvement

### ➤ Home-based involvement

Home-based involvement refers parents' actions at home that support their children to engage in their educational activities.

Ex. parent-child discussions, helping with children's homework, maintaining study routines, establish healthy lifestyle, check children's health status, reading school letters



### ➤ School-based involvement

School-based involvement is parents' actions that they participate in their children's learning at the school and implement parent-teacher contact at the school activities.

Ex. Parent-teacher conference, class observation, school activities (e.g., musical concert, dance party, sports festival), PTA

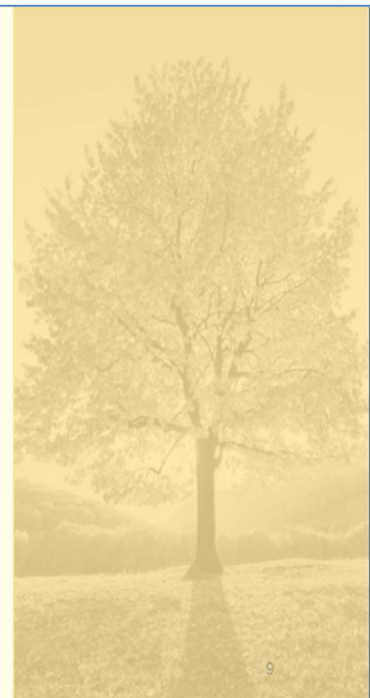


7

## Who are Parents?

Teachers need to understand that there are diverse parents with culturally, ethnically, religiously, socially backgrounds at the schools.

- Parents who were born and grew up in the host country
- Parents of children with disabilities
- Immigrant parents
- Single parent
- Parents who live in low-socioeconomic status
- Parents from diverse ethnic backgrounds
- Parents from diverse cultural backgrounds



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## Challenges in parental involvement of immigrants

Education research has been found that many teachers struggle to overcome pragmatic, psychological, and cultural barriers regarding parental involvement of immigrant parents

- Language barrier
- Low socioeconomic status
- Low level of parental education
- Low self-esteem
- Different child-rearing practices
- Lack of social networks
- Uncomfortable feelings or negative previous school experiences
- Family dissolution

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## Children's issues in PE due to parents' low socioeconomic status

Children who live in low socioeconomic status may fail to achieve expected learning outcomes (e.g., developing psychomotor, cognitive, and affective competencies) because their choices or rights to receive educational opportunities regarding PE are limited due to a lack of support from parents.

- Non-attendance children
- Difficulty in purchasing PE equipment or items
- Lack of physical activity experiences with parents
- Difficulty in establishing healthy lifestyle habits
- Limitation to belong to sports clubs
- Difficulty in accessing local sports facilities
- Difficulty in using governmental supports

***About 6% of immigrant children may not be enrolled in Japanese public schools***

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## Needs of PD regarding Parental Involvement in PE

Teachers need to gain professional knowledge and skills to solve specific problems in PE to ensure a safe learning environment

- **Language and communication barriers** with immigrant parents to reduce health risks and deal with life-threatening situations of their children during PE class
- **Cultural conflict** with immigrant parents because learning contents in PE are strongly associated with children's lives, such as culture, religious beliefs, health status, lifestyles, and physical activity habits.

Creating and providing continuous PD opportunities regarding parental involvement is crucial to cultivate teachers to address the dramatic diversity in Japanese elementary schools.

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## What did I found from studies?

The purpose of my dissertation study was to investigate Japanese elementary teachers' PD needs to promote parental involvement of immigrant parents in relation to PE and identify critical principles, contents, and methods to construct a PD program.

**Study one:** *Japanese elementary classroom teachers' experiences with parental involvement of immigrants regarding physical education*

**Study two:** *Japanese elementary teachers' experiences during online professional development regarding involvement of immigrant parents in physical education*

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## Study 1 – Findings and Discussion ①

Japanese teachers struggled to collaborate with immigrant parents due to lack of support from the parents due to following reasons...

**Communication barrier:** Teachers felt difficulties in communicating with immigrant parents about PE information, including terminologies, PE curriculum, and PE-related school events (e.g., sports festivals).

**Poverty:** Immigrant parents deny the requests from teachers to purchase necessary PE supplies (e.g., PE uniforms) for their children to participate in PE classes because of financial obstacles.

**Emergent issues:** Teachers could not reach immigrant parents when their children suffered from life-threatening situations (e.g., serious injuries or illness) during PE class.

**Parents' demanding job schedule:** Immigrant parents cannot participate in PE-related school activities or events (e.g., sports festivals, marathon events).

**Cultural conflicts:** Immigrant parents often forget to submit PE-related documents that prove their children's qualifications to participate in PE class (e.g., agreement form to participate in swimming class).

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## Study 2 – Problem-Solving-based PD



- In Study two, the researcher examined Japanese elementary teachers' learning experiences during the problem-solving-based online PD program that the researcher originally designed.
- The researcher explored their willingness to apply their new learning on solving their individual real-life problems regarding parental involvement of immigrant parents in relation to PE.

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## Study 2 – Andragogy theory

Andragogy focuses on addressing the needs of adult learners and is theoretically different from children’s learning (i.e., pedagogy) (Knowles et al., 2020)

### Six Principles

- ① The learners need to know why they need to learn something
- ② The learners have a self-concept of being responsible
- ③ The learners have valuable prior experiences
- ④ The learners are ready to learn
- ⑤ The learners prefer to orient problem-solving learning
- ⑥ The learners are intrinsically motivated

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## Study 2 – Three goals of the PD program

The researcher established three goals of the PD program based on the concept of andragogy theory and the findings from Study one.



- a. Teachers reflect on their prior experiences of parental involvement of immigrant parents in relation to PE
- b. Teachers gain theoretical knowledge regarding parental involvement of immigrant parents in relation to PE
- c. Teachers exchange their practices and perceptions regarding parental involvement of immigrant parents in relation to PE with other teachers

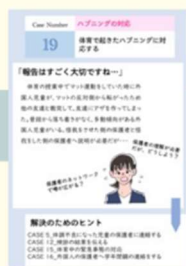
## Study 2 – Construction of the PD program

According to andragogy theory, it is crucial to enhance teachers' engagement in their personal learning during the PD program to help them achieve better outcomes.

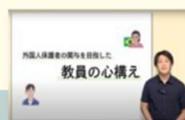


- Online educational platforms allow teachers to make a plan for their learning during PE program according to their working schedules and sites (Sato et al., 2017)
- Online educational platforms allow teachers to connect with other teachers beyond school districts.

### 1. Digital portfolio learning



### 2. On-demand video lectures



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## Study 2 – Learning method using digital portfolio

Many teachers believe that a digital portfolio helps them to gain knowledge of analytical and interpretative records of reflection on their practices, values, and strategies and helps them enhance their critical thinking skills to identify their professional growth.

### Procedure to construct a digital portfolio

1. The researcher scheduled **online meetings with teachers individually to interact and reflect on their professional experiences** regarding parental involvement of immigrant parents in relation to PE.
2. After the online meeting finished, the researcher summarized each participant's problem-solving cases with detailed information and constructed the digital portfolio for each case.
3. The researcher returned the constructed digital portfolios to each participant through e-mail communication to asked them to review and revise errors or misinterpretations.
4. The researcher and the participants continued an e-mail communication until both of them reached an agreement with the content in the digital portfolio.

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## Study 2 – Contents of digital portfolio

The portfolio are preferred to include seven elements below:

**(i) A problem that the teacher experienced**

Describe a problem, challenge, or issue that the teacher experienced when he/she attempted to involve immigrant parents in relation to PE.

**(ii) Strategies for solving the problem**

Describe strategies, ideas, or practices that the teacher had implemented to solve the problems with parental involvement of immigrant parents regarding PE.

**(iii) Reasons for selecting the solutions**

Describe the reasons why the teacher selected the solutions to address the problems with immigrant parents regarding PE.

**(iv) The reaction of parents**

Describe the reaction of immigrant parents when the teacher implements the solutions to address the problems with immigrant parents regarding PE.

**(v) Points a teacher should be careful about**

Describe the points the teacher believes other teachers should be careful about if they implement the solutions (indicated in section 'ii').

**(vi) How to improve practices**

Describe ideas, insights, or strategies to improve his/her practices to solve his/her problems with immigrant parents regarding PE.

**(vii) A relevant story or idea**

Describe any relevant story or idea to provide additional information regarding problem-solving experiences (e.g., unique episode of parental involvement of immigrant parents).

## Study 2 – Example of digital portfolios

**Case Number 19: Handling unexpected accidents in PE class**

**What was the challenge?**

- I needed to explain to an immigrant parent how their child got injured in PE class, but there was a language barrier.

**Solution 1: Report to the parent immediately when their child is injured in an unexpected accident in PE class.**

**ASAP!!**

- Call the parent before the child meets their parent.
- Using a school interpreter, explain to the parent in the parent's first language how the accident happened and what first-aid treatment the teacher performed.
- Instruct the parent about any additional care that they should provide for the child at home.

**Solution 2: Exchange information about injuries in PE class with the school personnel.**

- Develop a mutual understanding about unexpected accidents in PE class with the school principal, school nurses, and school interpreters.
- School personnel must be ready to answer parents' questions about the accidents.

\* Classroom teachers may not be able to talk to the parent in the daytime due to their teaching responsibilities.

**Teacher's Reflection**

**Why I decided to implement this strategy**

I believe that if teachers don't report children's injuries in PE class to parents, parents may feel that the teachers don't care about their children. To prevent complaints from parents, I believe it is crucial to report any injuries to parents as soon as possible.

**What teachers need to be careful about**

Suppose the school interpreter is unavailable when the teacher must explain to a parent about their child's injury in PE and the teacher cannot fully explain it to the parent due to the language barrier. In this situation, the parent may remain frustrated until the next day, or their frustration may escalate in the morning. So, teachers must have some communication strategies to solve the language issues with parents.

**Reaction of immigrant parents**

It is essential to report children's injuries in PE to their parents as soon as possible before the children talk to their parents. Immediate reports help parents feel a sense of safety for their children and they may appreciate your consideration.

**How to improve this strategy**

Although classroom teachers should communicate with parents as soon as possible when their children are injured in PE, teachers sometimes cannot do so due to their responsibility to teach other subjects. Therefore, building a mutual understanding among school personnel is vital so that other personnel can answer parents' questions if the classroom teacher is unavailable.

**Conclusion**

Injuries are common unexpected accidents in PE. So, it is essential to develop a relationship with children's parents to facilitate communication when it is necessary to share information about their children's health status.

### Google Classroom

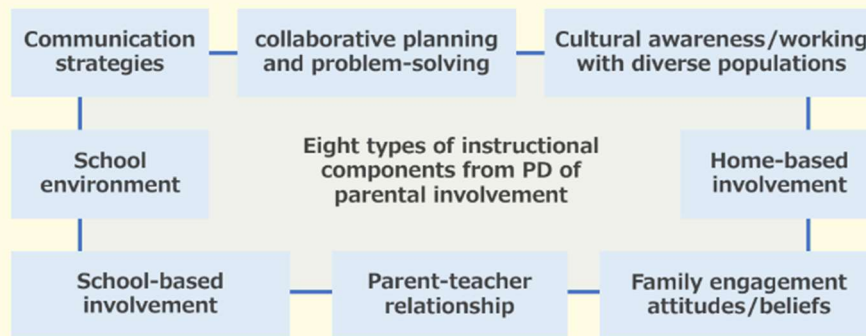


Teachers need to feel the convenience of accessing digital portfolios.

Tomura et al. (2023). Japanese elementary teachers' experiences during online professional development regarding involvement of immigrant parents in physical education, *European Physical Education Review*, 0(0).

## Study 2 – On-demand video lecture

There were several benefits of visual aids for elementary teachers, such as increasing motivation to learn, promoting creativity, and reinforcing the text. Video lectures played an important role in allowing teachers to access learning materials, including knowledge of both theory and practice regarding the concept of parental involvement of immigrant parents in relation to PE.



Smith, T. E., & Sheridan, S. M. (2019). The effects of teacher training on teachers' family-engagement practices, attitudes, and knowledge: A meta-analysis. *Journal of Educational and Psychological Consultation, 29*(2), 128-157.

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## Study 2 – On-demand video lecture



### Lesson 1: Teacher's attitude toward parental involvement of immigrant parents

This lecture was designed to improve teachers' beliefs about immigrant parents (e.g., the role of the parents in their children's learning regarding PE) and attitudes about involving immigrant parents (e.g., problem-solving practices with immigrant parents)



### Lesson 2: Working with immigrant parents with diverse backgrounds regarding PE

This lecture was designed to improve teachers' preparation to work with immigrant parents with diverse backgrounds in relation to PE (e.g., cultural, traditional, or religious backgrounds)



### Lesson 3: Communication strategies with immigrant parents regarding PE

This lecture was designed to improve teachers' knowledge and skills to facilitate communication with immigrant parents regarding PE. This includes both one-way (e.g., school letters) and two-way communication (e.g., bidirectional communication between teachers and parents to share information about their children)



### Lesson 4: Developing a trusting relationship with immigrant parents

This lecture was designed to enhance a relationship between teachers and immigrant parents on behalf of children by conducting practices, such as trust building (e.g., praise, providing invitation, showing respect)

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## Study 2 – Findings and Discussion ①

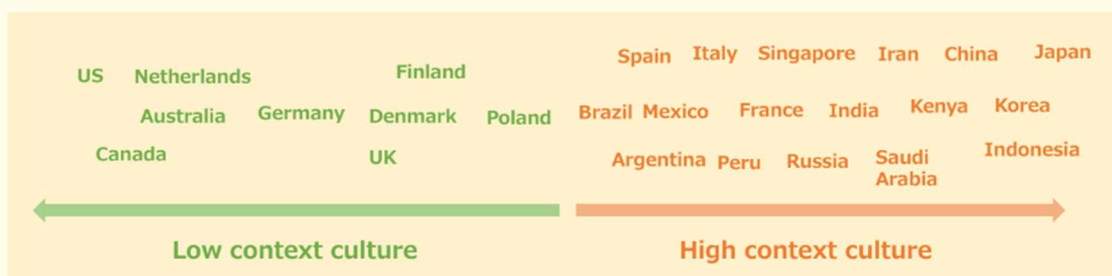
The use of a digital portfolio was a useful learning method for teachers to experience problem-solving learning

- Other teachers' digital portfolios allowed them to access learning materials, including problem-solving stories regarding the parental involvement of immigrant parents, **what they experienced in the past, what they currently experience, or what they will experience in the future.**
- It is crucial to create and store more digital portfolios addressing diverse problem-solving cases in order to enrich learning materials meeting teachers' learning needs for promoting immigrant parental involvement in PE (e.g., addressing children's lives, such as body size, culture, tradition, physical activity, health, religion, disabilities).

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## Study 2 – Findings and Discussion ②

Teachers should learn about **the concept of high- and low-context cultures** to solve communication problems with immigrant parents regarding PE



**Low context culture** Immigrant parents in low-context cultures expect more explicit, direct, and non-personal verbal communication

**High context culture** Teachers in high-context cultures such as Japan depend on physical or social context, and the message is transmitted less explicitly through verbal codes (e.g. words)

Meyer, E. (2015). *The culture map. Decoding how people think, lead, and get things done across cultures*. New York, NY: Public Affairs.

## Study 2 – Findings and Discussion ③

Teachers experienced **transformative learning** when they implemented critical self-reflection to reformulate their meaning perspective, being more inclusive, cultivated, and integrative understanding of experience regarding parental involvement of immigrant parents in relation to PE.

- Video lectures helped teachers realized the necessity to gain knowledge and skills to effectively utilize ICT to create explicit, direct, and non-personal verbal messages (both oral and written) to link between emic and etic perspectives with immigrant parents
- Controversial topics were beneficial to stimulate teachers' critical thinking skills
  - Individualism vs. Collectivism
  - Acculturation vs. Multiculturalism
  - High- and Low- Context Culture
  - The concept of equality, equity, and social justice
  - Cultural taboos of immigrant parents

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## Recommendations

1. Before developing PD program, PD providers should conduct **problem identification** to understand teachers' learning needs to promote parental involvement of parents with diverse backgrounds.

You need to focus on following example factors...

- Problems caused by parents' low socioeconomic status
- Communication barriers
- Cultural conflicts
- Safety concerns, including health risk preventions

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## Recommendations

2. After the problem identification finished, it is crucial to design the PD contents and methods based on **andragogy theory** to meet teachers' personal and professional needs.

### CHECK

1. Do the PD program enhance teachers' understanding of the necessity to learn about parental involvement regarding PE?
2. Do learning methods allow teachers to become self-directed learner?
3. Do learning contents use teachers' prior experiences of parental involvement regarding PE as a learning resources?
4. Do learning contents help teachers feel the relevance to their professional lives?
5. Do learning contents help teachers orient problem-solving-based learning regarding parental involvement in PE?
6. Do PD program enhance teachers' intrinsic motivation to learn?

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## Recommendations

3. As, learning methods, PD providers should consider to use following resources to enhance teachers' motivation and engagement in the PD program.

- The use of the **online educational platform** meeting teachers' needs
- The use of **digital portfolios** to collect and share teachers' problem-solving practices of parental involvement, including diverse cultural and social topics-related to PE
- The use of the **on-demand video lectures** to stimulate teachers' critical thinking skills to reduce their problematic assumptions and biases

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## Recommendations

4. As, learning contents, following components are beneficial to help teachers gain theoretical and practical knowledge and skills to promote parental involvement
- **Philosophy and strategies of communication**, such as the concept of high- and low-context culture and the use of ICT as well as digital safety
  - **Controversial topics regarding diversity and social inclusion**, such as individualism vs. collectivism, acculturation vs. multiculturalism, and the concept of equality, equity, and social justice
  - **Methods dealing with emergency**, such as addressing serious injuries or illness with parents
  - **Culturally responsive parental involvement**, such as learning appropriate responses to parents' traditional sports and physical activities, religious faith and practices, cultural taboos, lifestyle habits

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## Conclusion


Diversity is likely to become an educational issue for the next generation that will be common to all teachers, parents, and children, including Japanese as well as those in ASEAN countries. Therefore, the concept of "parental involvement" should be introduced into PE teacher education, and teachers' problem-solving knowledge and skills must be improved to establish an inclusive education for all children.

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資料 5 永田助教策定学術論文

The screenshot shows the article page on Taylor & Francis Online. The article title is "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" by Shinichi Nagata, Daniel Bloyce, Takahiro Sato, and Yoshinori Okada. The abstract discusses promoting sport participation for people with disabilities in ASEAN member states, highlighting three themes: perceived lack of disability awareness, elite sport success addressing problems, and elite sport success motivating funders. The introduction states that participation in cultural life, recreation, and sport is a basic human right, and discusses the challenges of disability sport promotion in the Global South.

(URL) [Full article: 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 \(tandfonline.com\)](https://www.tandfonline.com)



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# CONTENTS

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## Japan Supports ASEAN to Advance Sports for People with Disabilities

**Oct 28, 2023**



Under the framework of ASEAN-Japan cooperation, University of Tsukuba and Nippon Sports Science University have implemented the ASEAN-Japan Actions on Sports: Sports for People with Disabilities (SPD) from 2021. A research article titled "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" shows the details and attainment so far of these activities.

### Elite Parasport Success is Deemed as a Main Policy Objective in ASEAN


This study, which is an outcome of the project commissioned and funded by the Japan Sports Agency of the government of Japan, investigated how ASEAN's government officials perceive the status of parasport (i.e., sport for people with disabilities) in their countries. Individual interviews with ASEAN representatives were conducted. They generally agreed that successes in elite parasports are of central importance for sport promotion among people with disabilities in ASEAN countries because they perceive that elite parasport success can raise disability awareness, popularize parasport, and motivate funders. Elite parasport success is particularly important for them because it is viewed as an opportunity to demonstrate success otherwise unattainable in the Olympics.

The lead author, Dr. Shinichi Nagata at Institute of Health and Sport Sciences, University of Tsukuba of Japan, is a researcher who has engaged in sport for people with disabilities for more than 20 years. In his career, he has engaged in international cooperation activities between Japan and Global South countries on numerous occasions.


Full version of article:

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


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UNIQLO has Partnered with the Swedish Olympic and Paralympic Committees to Contribute to the Community and Develop New Products

資料7 ASEAN各国打ち合わせ結果概要（令和5年度8月～9月実施）

Brunei Darussalam	(PETE) Mr. Azrin Haji Aji	(SPD) Ms. Pg Nurhaziqah Pg S.
Q1: How is your actual routine work?	We work from Monday to Saturday in our country, but Friday and Sunday are generally off. But recently, we from the Ministry of Education have also had to work on our days off to join some educational events and sports competitions held at the national level. After the last workshop, I had a business trip to Malaysia. It was only one chance to go abroad after the COVID-19.	Like Mr. Azrin, I had to work on Friday and Sunday to participate in some extracurricular activities at school. But we are not busy all year, and it depends on the seasonality of my work. After COVID-19, we usually work at school and the office without restrictions.
Q2: Any reactions or opinions from your bosses/colleagues on the project?	I have already shared all the information on the project ASEAN-Japan with higher-ups such as SOMS, the minister, his secretary, and my direct bosses. They have good impressions of the project's achievements, direction, and progress. We are a small country with a small government, so it's easy to communicate with most people who work for the country.	Every colleague and my direct bosses gave me positive feedback on the project ASEAN-Japan. They are happy with my involvement and information-sharing from the project activities, which are beneficial and sound examples for our country. The academic paper developed by Prof. Nagata will be duly shared with all the persons involved in SPD in Brunei Darussalam.
Q3: Any progress or updates in the implementation of your Action Plan?	I have already shared all the information on the project ASEAN-Japan with higher-ups such as SOMS, the minister, his secretary, and my direct bosses. They have good impressions of the project's achievements, direction, and progress. We are a small country with a small government, so it's easy to communicate with most people who work for the country.	
Q4: Any problems or doubts in its implementation?	My country has no challenging obstacles to overcome in consensus building and implementation, except for budgeting. We are not clear yet on how long we will need to request and get the budget for some specific activities at the governmental level because the contents of my Action Plan don't need much funding to be implemented. It may require more than 2 years or less. Before the workshop, I will get information on future actions (implementing the revised Action Plan) to enhance PETE and SPD in my country.	
Q5: How can we form PLCs in ASEAN in the future?	According to my idea, we may use online tools, e.g., the cloud, to share documents and information among ASEAN-Japan. Also, I suggest developing a KPI (Key Performance Indicator) for each AMS to clearly	To promote the participation of people from my country's academic and private sectors, we can conduct research to make a list so that the organiser can select and invite some

	Indicate their activities (stage by stage) and ensure they reach some targets through the actions of PLCs. The creation of subcommittees (sub-working groups under the PLC) can be considered, such as a subcommittee in charge of technical matters and another in charge of research, etc. I support the idea of forming the PLCs in ASEAN, even though we have different backgrounds and diversity.	people to the mentioned working groups or PLCs.
Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	If we could receive an official invitation letter to the workshop mentioned in Cambodia sooner, we would appreciate it very much, for we usually need time to get permission from the minister.	I still need to fix my work schedule for February 2024, so I don't know if I can join. However, I will positively consider and prioritise the participation in the mentioned workshop ASEAN-Japan in Cambodia.
Others:	The project's timeline and tentative schedule are clear. We will definitely prepare the revised Action Plan for further discussion in the workshop with other AMSs. I'm looking forward to seeing you all in person in Cambodia soon.	

<b>Cambodia</b>	<b>(PETE) Ms. Hou Sitthisophealai</b>	<b>(SPD) Mr. Yi Sopheaktra</b>
Q1: How is your actual routine work?	I was transferred to the General Directorate of Sports in Cambodia this year, and the range and responsibility of my work in the actual position also expanded accordingly. I need to learn a lot, e.g. about the "Women in Sport" project within the ASEAN-Japan framework and the role and function of SOMS, but I'm taking it all positively, and I'll try my best to fulfil the responsibility.	I plan to travel to Japan at the end of August to join the training program organised by JSC and stay in Shinjuku from Aug 31 until Sep 4. And I will also trip to China to accompany the delegations and para-athletes who will join Asian Para Games in October. Other than all mentioned, I will stay and work in Cambodia as far as I know now.
Q2: Any reactions or opinions from your bosses/colleagues on the project?	I could share the information and the Action Plan developed through the project activities. Generally, I could receive positive feedback from all my colleagues and higher-level persons at NIPES and my new workplace in the General Directorate of Sports. I hope to receive more constructive feedback from a broader range of	N/A (Due to internet connection problem)

	stakeholders to brush up on the action plan.	
Q3: Any progress or updates in the implementation of your Action Plan?	<p>I will follow the instructions to review and revise the Action Plan for discussion in the upcoming in-person workshop. Simultaneously, I felt that I would have to include more concepts of "Inclusion" in my action plan, considering which indicators and evidence I have to put in. I will ask Mr. Sopheaktra to provide information to enrich the contents.</p> <p>←(The development and introduction of the experts of inclusion PE to the NIPES curriculum and training system can be considered the first step in attending to the necessity for pre-and in-service PE teacher training so that NIPES can provide specialised programs in the short term.)</p>	
Q4: Any problems or doubts in its implementation?	<p>About the in-person workshop planned in Cambodia, we need to make further adjustments to the coverage of our budget obtained in NIPES for the project and also clarify, e.g., which part of the expenses will the Cambodian side be responsible for?</p> <p>←(It will be discussed on the Japanese side first; hopefully, we will have another meeting to discuss the matter in September. Any information related to the topic will be shared in advance with the Cambodian side.)</p>	
Q5: How can we form PLCs in ASEAN in the future?	<p>I agree with the idea of forming a Professional Learning Community in ASEAN. It can offer all ASEAN member states the chance to make it easier to access good practices and information, e.g., on similar solutions to the problems common in some AMSs. I am interested in the process of "consensus building" on some matters, strictly aiming at its implementation in the future.</p> <p>I also duly understood the importance of external connections for promoting inter-sector participation (inclusion) in the same community.</p>	<p>As for SPD in our country, we are facing difficulty in taking some concrete actions because there is a situation inside the country in which students with disabilities has typically limited conditions to go to school to receive education, the same as the students without disabilities.</p> <p>(So, we need some good practices from other AMSs to refer to for future task challenges to get over the issues.)</p>
Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	<p>Now, I'm in a different position; however, as I was assigned as the representative for the project ASEAN-Japan (PETE&amp;SPD), I am prepared to actively participate in the upcoming workshop, allocating time for it undoubtedly.</p> <p>Also, as the representative of the Cambodian government, I'm ready for further discussion regarding the preparation and prior coordination for the event. But as I'm not a decision-maker, I'm also</p>	<p>Yes, I will be available for the workshop.</p>

	considering inviting other persons in charge within our government to the meeting between Cambodia and Japan.	
Others:	<p>Does the Japanese side also plan to visit local schools and NIPES during the in-person workshop? ←(In our plan, we would like to include school visits to inspect the inclusive PE classes in the schedule.)</p> <p>Can we invite all Cambodians interested in the project activities, such as those responsible for PE at each provincial level, to the in-person workshop? ←(The venue will have limited physical space, and we will need to hire an English-Khmer interpreter to do that. But based on your idea, the Japanese side can consult with the Japan Sports Agency. So, we will wait for your concrete view to be shared by email.)</p>	The National Institute for Special Education has PE classes for students with disabilities in the existing curriculum.

<b>Indonesia</b>	<b>(PETE) Ms. Hilda Ilmawati</b>	<b>(SPD) Ms. Mesa Rahmi Stephani</b>
Q1: How is your actual routine work?	<p>I am actually playing three roles at the same time. I'm working for the Ministry, my private organisation, and studying now.</p> <p>This year, the Guru Binar online programme for pre-service teachers started in September and will be completed in October, so it's now ongoing as planned.</p> <p>And my study in the doctoral course is making my agenda fuller of things to do.</p>	<p>Usually, I offer my classes at the National University of Education and work for the same organisation as Ms. Hilda to follow up on implementing the Action Plan we developed through the project activities over the past two years. I think inclusive PE and disabled sports need more research and analysis to grasp the whole picture in Indonesia, so I planned to research the respective themes. Based on the Action Plan, we will follow the procedure while repeatedly making minor adjustments.</p>
Q2: Any reactions or opinions from your bosses/colleagues on the project?	To complete the first stage of the programme, we are collaborating with some stakeholders in the pilot schools in Bandung city for the trial	Our colleagues are offering good support and giving positive feedback on the project ASEAN-Japan; they positively understand



	<p>Introduction. We realise that there are no objections or obstacles to overcome now for implementation. After reflecting on the contents and methods we applied and reviewing them all, we will have to report and get support on spreading it nationwide next year, but we know we must follow the process step by step.</p>	<p>the importance of the impact the project may bring to the existing PETE and SPD in our country. We have learned a lot and gotten inspired by the project ASEAN-Japan.</p>
<p>Q3: Any progress or updates in the implementation of your Action Plan?</p>	<p>We are implementing the items stipulated in our actual Action Plan step by step, and we sometimes get flexible about what to do according to the situation and progress.</p>	<p>For inclusive PE, we had a plan to start the research and data collection in our country in July, but due to the work schedule, we had to change our blueprint to start it hopefully from October on. It will be done in collaboration with school teachers and sister schools of our university. As for other items in our Action Plan, we usually communicate regularly to update our methods and approaches. We also try to contact possible stakeholders, such as national disabled sports federations in the potential sectors in Indonesia.</p>
<p>Q4: Any problems or doubts in its implementation?</p>	<p>Among Indonesian private companies, CSR (Corporate Social Responsibility) is spreading nationally. So, regarding budgeting, we act as intermediators between the personal and academic sectors. Universities and private institutions have their own budget, so we negotiate and allocate them for each objective. Also, my private organisation has some profit enough to run some projects simultaneously, such as self-propelled ones.</p>	<p>As for research, we at the university have our own budget for studies, so it's not so difficult for us to discuss and negotiate to obtain it for specific activities, as long as its objective and benefit are duly explained, even though there is a limit.</p>
<p>Q5: How can we form PLCs in ASEAN in the future?</p>	<p>It's important to have PLCs under the ASEAN plus Japan framework to take advantage of the base we constructed through the project for PETE and SPD. While being aware of the diversity that 10 ASEAN countries have as</p>	<p>We need to officialise the formation of PLCs in some ways. In Indonesia, it seems that formalised matters at the higher level of our government will flow better and penetrate the grassroots level effectively. So, one thing is that it's critical to make it an</p>

	backgrounds and opinions in specific subjects, we would like Japan to strongly recommend the formation of PLCs to the ASEAN Secretariat to achieve consensus, understanding, and support and minimise the differences among the ASEAN countries' interests and positions.	official issue to form the PLCs, just as the actual project ASEAN-Japan. On the contrary, we are very concerned about delays in the process. Prompt procedures (speed and agility in the institutional process) and continuing regular activities are simultaneously keys to success.
Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	For now, I don't have any specific schedule for February 2024, and I will need the official invitation at the latest one month before so that I can discuss it and get permission from my boss to join the workshop in Cambodia. I will be available for the event anyway.	In Indonesia, the first semester of university usually starts in February. So, February will be the high season for my position, but I can coordinate with my boss how to fill out the period of my absence, of course, with some professors to back up.
Others:	Regarding the presentation we will make at the upcoming in-person workshop, do we have to present only the Guru Binar programme as good practice or all the project activities related to the Action Plan for inclusive PETE?	We would like to have an online meeting (consultation) with Prof. Dr. Okade, Prof. Sato, and Prof. Nagata on the research inspired by the project. Would it be possible? I would like to consult with you regarding the research method.

Lao PDR	(PETE) Ms. Chanhthone Khamkong	(SPD) Ms. Latsame Vithaya
Q1: How is your actual routine work?	Sometimes work at home, but most of the working days go to Physical Education College (PEC). Now the work is so accumulated.	I have a full schedule of business trips: to China (Asian Para Games) in October and to Oita, Japan, in November.
Q2: Any reactions or opinions from your bosses/colleagues on the project?	The director of PEC has a very positive impression of the project, considering the information obtained from the representative assigned from PEC. However, we need to discuss the project in more detail with the policy-making sections in MOES to make the outcomes more effective and get PETE in Lao PDR more enhanced and updated.	The persons in higher-level positions in the Ministry of Education and Sports (MOES) evaluate the participation of the representative well in the project ASEAN-Japan. However, more information obtained through the project must be shared with the stakeholders inside MOES.
Q3: Any progress or updates in the implementation of your Action Plan?	Unfortunately, there's no progress or updates in implementing the Action Plan developed due to the accumulation of routine work at PEC. But willing to check the outcomes gained through the project, according to the requests from NSSU and discuss with the persons in higher positions and SPD representative to brush up on the Action Plan by making it more	

	realistic and actionable in conformity with the social context and limited resources in Lao PDR	
Q4: Any problems or doubts in its implementation?	N/A	N/A
Q5: How can we form PLCs in ASEAN in the future?	Something like working groups may need a concrete framework and a lead country per year to function as a self-propelled organisation.	We will need Japan's initiative to give continuity to this project and to form a future working group for each component.
Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	If we receive an official invitation earlier, we can discuss it internally and prepare to participate in the planned in-person workshops in Cambodia.	At this moment, I'm not sure if I can or not due to a schedule full of planned activities until December 2023. It depends on the invitation and the decision of the person in higher levels in MOES upon it (invitation).
Others:	If there are any questions on the implementation plan for the FY 2023 project, I will contact NSSU via email or WhatsApp. If our director requires me to refer to the Action Plans that the other AMS developed, should I ask NSSU to share copies?	

<b>Malaysia</b>	(PETE) Ms. Soleha Mison	(SPD) Ms. Siti Mariam A. Tobias
Q1: How is your actual routine work?	Usually, the Ministry of Education is not so busy this season. Still, this year, my section of the Special Education Division is working hard to conduct a big project called a "Screening program," which is visiting schools nationwide. We formed groups for the screening (with governmental officers from different ministries, teachers, and specialists) of 9-year-old pupils set as the target to find the signs of disabilities and assess based on 6 categories stipulated to identify and register the students with SEN (Special Educational Needs). One of the most essential objectives of screening is early intervention. The number of pupils with SEN is increasing by 5% per year. All the work related to this project will be finished in October.	
Q2: Any reactions or opinions from your bosses/colleagues on the project?	I had a chance to share all the information, knowledge and skills obtained through the project activities and the former workshops with all the division members and received positive feedback. Also, I shared the latest version of the Action Plan developed during the project ASEAN-Japan in my workplace and received new viewpoints and concepts from my colleagues. This will be reflected in the revised version of the Action Plan.	
Q3: Any progress or updates in the implementation of your Action Plan?	Besides the information I shared in Q1, we are also conducting PE in-service teacher training to renew their knowledge and skills, targeting the fulfilment of the IEP (Individual Education Plan). Also, we restarted organising the national competitions for students and students with SEN. We are taking advantage of these national matches to recruit the talents of the younger generation and develop students with SEN as para-athletes, as stipulated in our current Action Plan.	

Q4: Any problems or doubts in its implementation?	<p>The financial matter will be critical for our activities stipulated in the Action Plan. This year, we will have elections, and there will be some changes in the policies of the public sector. The Ministry of Education initially focused on sanitary infrastructure provision to the educational sector, mainly renovating school toilets, but this may also change.</p> <p>If we have a reduced budget for next year's activities related to the Action Plan, we may narrow down the annual target and focus on implementing relatively minor goals for the short term.</p>
Q5: How can we form PLCs in ASEAN in the future?	<p>To form a dedicated PLCS, we need to have school teachers, experts from the academic side, etc., included in the same communities, not counting only on participation from governmental organisations, aiming at magnifying and maximising the effects of some actions for problem-solving. The opinion and feedback from the frontline will be critical.</p> <p>Also, increasing the number of participants (actors in the self-propelled organisation) will help us develop multifaceted perspectives and practical solutions to any issues that may arise.</p>
Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	<p>Suppose the official invitation is to be issued and reach us by mid-November. In that case, we can proceed with the internal procedure to get permission from higher authorities in the Ministry of Education. We will be waiting for further information regarding the in-person workshop in Phnom Penh in the middle of February 2024.</p> <p>In November, I plan to review and revise the Action Plan to share with the Japanese side first and use it as the base for discussion in the face-to-face workshop scheduled in Cambodia.</p>
Others:	<p>If the Japan side needs me to share information and explain further what I mentioned in today's meeting, I can share our good practices with you all and the representatives from other AMSs.</p>

<b>Myanmar</b>	(PETE) Mr. Ko Ko Htay	(SPD) Prof. Than Than Htay
Q1: How is your actual routine work?	<p>We are working hard to appoint teacher candidates nationwide, not only for PE. After our selection, the new primary school teacher will have three months of training. We are also working on it at this moment.</p>	<p>Last year, I had a health problem (high blood pressure), so I had to take leave for three months. I've improved, and my team and I conducted two research surveys in Myanmar about "Assessment on social welfare." I will attend the conference in China in September, but due to my schedule in Myanmar, I don't plan to attend the Asian Para Games in October. (The Japanese side requested that she share the research results later.)</p>
Q2: Any reactions or opinions from your bosses/colleagues on the project?	<p>We have already reported the project achievements and progress to persons at higher levels in the Ministry of Education, and they understand the project is beneficial and will positively impact PE in Myanmar.</p>	

<p>Q3: Any progress or updates in the implementation of your Action Plan?</p>	<p>We proceeded with training for coaches in many provinces, counting on the participation of more than 900 persons and 80 instructors. Also, refresher courses for PE in-service teachers took place in person (not online).</p>	
<p>Q4: Any problems or doubts in its implementation?</p>	<p>We need a budget to provide follow-up special training with PE in-service teachers and construct the athletic stadiums for the projects working in cooperation with the Ministry of Youth and Sports. However, we have some difficulty now.</p>	<p>It's not the issue, but in my opinion, the schools for special education in Myanmar also need PE teachers for students with disabilities. The Ministry of Education is working very well on PETE for regular PE, so we want to discuss the subject related to PE teacher specialisation for inclusive PE with the Ministry of Education in the future.</p>
<p>Q5: How can we form PLCs in ASEAN in the future?</p>	<p>During the last workshop, we could form a task force for PETE and SPD each in ASEAN. With more help, instructions, and initiative from Japan, we can transform them into sustainable PLCs.</p>	<p>Collaboration between sectors, such as the governmental (public), private, and academic sides, will be the key to success when forming working groups, task forces, or PLCS to find solutions and take concrete action against existing problems. For example, we have a problem recruiting para-athletes of the younger generation, so we would like to discuss this with countries that have similar problems.</p>
<p>Q6: Available to travel abroad &amp; join the workshop in Cambodia in Feb. 2024?</p>	<p>Yes, I will be available to join the in-person workshop in Cambodia with no problem.</p>	<p>Yes, I would be happy to join the face-to-face workshop organised by the Japanese side. It may be an exciting and excellent opportunity to discuss several themes, including social welfare for people with disabilities and its problem-solving methods, with colleagues from different AMSs.</p>
<p>Others:</p>	<p>On August 16, we will start a new training programme for more than 400 participants in one physical location. We would like to receive a speech (online) or words from Prof. Dr. OKADE to motivate the participants who will be future PE teachers in Myanmar.</p>	<p>Myanmar achieved good results in the last ASEAN Para Games in Cambodia. After not having para-sports competitions in Myanmar due to COVID-19, we will finally hold national games in Yangon in November this year.</p>

Philippines	(PETE) Prof. Ma. Vanessa Vinarao	(SPD) Hon. Dr. Walter F. Torres
Q1: How is your actual routine work?	Because of the academic calendar in the Philippines, we are currently in the summer vacation period, but I'm using time for preparing future lectures at the university and also involved in preparation for co-hosting the World Cup of Basketball with Japan.	Last week, I was in Manchester, UK and back in my country last Tuesday. My agenda continues to be filled with some schedule and participation in the Paralympic meeting in Paris as Chef de Mission in September. I'm in China in October to join the Asian Para Games with the delegation and para-athletes, which have been postponed from 2022.
Q2: Any reactions or opinions from your bosses/colleagues on the project?	My colleagues and the higher persons in charge of my section shared with me the positive impression they have on the concept of the project and the methodologies we are following in the process within the project framework.	My colleagues and the higher persons in charge of my section shared with me the positive impression they have on the concept of the project and the methodologies we are following in the process within the project framework.
Q3: Any progress or updates in the implementation of your Action Plan?	The only progress in implementing the Action Plan for PETE is our learning association's start collecting the data (quantitatively and qualitatively). However, according to the requests shared in this meeting, I will follow the suggested procedure to review and revise the actual Action Plan. We consider it part of our commitment to the ASEAN-Japan project and are ready to fulfil our tasks and roles.	We must follow the steps established in our country to implement the Action Plan. Now, the Action Plan for PETE is at the academic level. To implement some of its actions, we first discuss them with pertinent Sports Organisations before we invite someone from the Ministry responsible for policymaking regarding Teacher Training. That's the way it should be here.
Q4: Any problems or doubts in its implementation?	Regarding the budget for some actions both for SPD and PETE on which this project is focusing, we usually ask for it year by year. The budget request will be one of the keys to bringing concrete actions forward in our country.	
Q5: How can we form PLCs in ASEAN in the future?	Same as the opinion of Mr. Walter (Representative for SPD component)	Despite the diversity in ASEAN member states, we can form the PLC or the working groups for SPD and PETE in ASEAN. As for SPD, we already have the ASEAN Para-Sports Federation, so we can connect our SPD community to them or create some new PLCs together. One alternative for covering the operation costs of PLCs will be collecting register fees

		and contributions from each AMS. It can be possible, but Japan's initiative will be a direct and intelligent solution to maintain the sustainability of the PLCs.
Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	Yes, I will be available if my position is guaranteed for the next year, 2024.	We will always be ready to find the time to participate actively in this ASEAN-Japan initiative, even when we are busy with a lot of work and roles we must play in our actual position and the organisation. Waiting for further information and invitation.
Others:	N/A	N/A

<b>Singapore</b>	<b>(PETE) Mr. Derrick Chee</b>	<b>(SPD) Ms. Kelly Fan</b>
Q1: How is your actual routine work?	We usually work in the office without restrictions, and this season is not entirely on schedule.	Looking at the situation and conditions, we can accompany the delegation to the Asian Para Games in China. This year's schedule is full of para-sports competitions and challenge programs so that we will be busier in the following months.
Q2: Any reactions or opinions from your bosses/colleagues on the project?	I have contacted and shared the information obtained in the last workshop in March with some colleagues and the persons from the Ministry of Education here. They have a positive impression and opinion on the project in general.	The information and knowledge obtained from the project are fascinating and beneficial to all my colleagues and the people involved in PE and SPD. I had a chance to share them all. But have not received specific comments from them.
Q3: Any progress or updates in the implementation of your Action Plan?	The information and the contents were shared with colleagues at the workplace and the Ministry of Education.	
Q4: Any problems or doubts in its implementation?	N/A	N/A
Q5: How can we form PLCs in ASEAN in the future?	Running this kind of project and forming a standard PLC in ASEAN is very challenging. All the AMSs have their own interests, different economic and social contexts, and educational levels. So, a "one-sided approach" or generalisation will not function well. The organiser will have to understand and consider these points to make the project flow better in the future.	Each country has strengths and weaknesses. One idea is to assign responsibility to each government per subject (in PETE and SPD) to make something like a Working Group work efficiently and equally. Searching for a common theme among AMSs is an option, but it may help it work well.

Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	Yes, February is good for our organisation, and the timeline shown by the Japanese side in this meeting is sufficient to proceed with all the internal procedures to join a face-to-face workshop planned in Cambodia in February 2024. The time proposed by the Japanese side to revise the Action Plan is insufficient for all AMSs and must be reconsidered.	Yes, it seems reasonable if the invitation will be issued in November at the latest.
Others:	I have been to Cambodia before to participate in ASEAN meetings. The reservation for better quality accommodation (hotel) in Phnom Penh is desired.	I will join the training program at Ajinomoto Training Centre in Tokyo in November and plan to stay for one month. When I get a fixed schedule, I will share it with the Japanese side to plan in-person meetings or activities outside the training program schedule.

<b>Thailand</b>	<b>(PETE) Dr. Chalitpol Suebmai</b>	<b>(SPD) Dr. Taweechoak Pongdee</b>
Q1: How is your actual routine work?	I am working mainly with the National Institute of Sports to develop courses for sports coaches and referees, but I am also involved in creating a new PE curriculum. As PE is not a priority subject in the Ministry of Education, we (the Ministry of Tourism and Sports) started to take the initiative.	Since April, my position has changed to the post responsible for international affairs in SPD at the ministry. I plan to accompany the delegation and para-athletes joining the Asian Para Games in China in October. My agenda is getting fuller of schedules each time, e.g., such as national para-sports competitions.
Q2: Any reactions or opinions from your bosses/colleagues on the project?	Generally, the persons at the higher level in the Ministry have a good impression of the project and our Action Plan's contents to improve existing PETE.	We shared information about the ASEAN-Japan project with high-level people, including the director general, who gave us a good evaluation.
Q3: Any progress or updates in the implementation of your Action Plan?	After the last workshop in March, we reported on the project, presented our Action Plan to the Director General of the Ministry, and highly evaluated its contents. He guaranteed unconditional support and backups to the project activities, including the new PE curriculum development. We also plan to start the pilot project on PE classes for students with disabilities.	The pilot project mentioned above may include PE for mentally disabled students. We think it is challenging, but we expect positive results from it.



Q4: Any problems or doubts in its implementation?	The budget is always our concern for all activities. But differently from the views of our Ministry of Education, the funding (budget) can be requested year by year, not two years in advance. However, our government tends to prioritise public health and sanitary issues. So, we are facing difficulty in this regard, but we will try our best to gain more as a supplementary budget.	
Q5: How can we form PLCs in ASEAN in the future?	The organiser can invite specialists from sports institutes to form PLCs and experts in educational areas, including academic sectors, as researchers from each AMS. We can also join as governmental representatives to facilitate the flow of the activities planned in PLCs.	Participating in some international communities such as PLCS or working groups in ASEAN will help our country greatly by giving us chances to develop our human resources (enrich the personal capacity building) and accumulate experiences. It will be so beneficial for the country from a long-term viewpoint.
Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	We have an agenda full of planned activities for this year, 2023, but we can also arrange to attend the in-person ASEAN-Japan workshop if we receive the invitation as early as possible.	Yes, we can be available for the face-to-face workshop in Cambodia. Now, we will be waiting for the information in more detail to coordinate and prepare ourselves in advance.
Others:	Could you share the link to our Action Plan with me again? We will reflect on the outputs and discuss and reconsider the plan to revise it. We will share the new version within some months.	

<b>Viet Nam</b>	<b>(PETE) Mr. Nguyen Trong Kien</b>	<b>(SPD) Mr. Dang Van Sau</b>
Q1: How is your actual routine work?	As my section covers all educational institutes, including universities, at the national level, we are quite busy with our routine work. For some months, we must be working outside the ministry on business trips to each province. I work at our office from 8:00 until 17:00, when I stay in Hanoi.	This year, I travelled to Congo to join meetings and sports competitions to develop better bilateral relationships. Also, I plan to accompany the delegation of our country to join the ASIAN Para Games in China in the second half of October and to go to other countries in November. Usually, there is no month when we have free time or an extended vacation.
Q2: Any reactions or opinions from your bosses/colleagues on the project?	As I already shared information on the ASEAN-Japan project and the draft of the Action Plan we developed in FY2021 with our colleagues, bosses at the section, and the higher persons inside the Ministry, I could get feedback and some advice. They generally had a	As for my case, I'm sure all my colleagues and bosses share excellent opinions on the project, specialising in PETE and SPD. Therefore, I will be able to receive more support from my organisation to facilitate my participation in the project.

	positive impression of my participation in the ASEAN-Japan project.	We also know that our country will be chair for ASEAN Ministerial meetings starting next year (2024), so we will prepare to assume responsibility.
Q3: Any progress or updates in the implementation of your Action Plan?	I have yet to make progress in implementing the Action Plan for enhancing PETE. However, after introducing a new national education curriculum in 2018 and the cessation of COVID-19, we can have in-person meetings with the domestic stakeholders and chances to refer to the importance of PE classes and sports activities at school. Also, we restarted the school games at the national level, so I understand it positively for some actions in the future.	
Q4: Any problems or doubts in its implementation?	If we develop the revised Action Plan for better PETE through the project ASEAN-Japan, we must confess that the whole procedure to start implementation in my country is quite complex and challenging. First, we must give it to the bosses of each pertinent section inside the Ministry, which is up to the Minister. But even the Minister does not have the authority to approve it so that it may need approval from the Prime Minister and the directors of the National Educational Committee, accordingly. So, we need much time to start something new in the actual governmental system, following step by step traditionally established. In terms of the request for budget addressed to some specific actions, we need more than three years to discuss, get approval, and finally get funding. This is how our system functions now in the public sector in Viet Nam.	
Q5: How can we form PLCs in ASEAN in the future?	Japan's initiative and leadership will be critical, helpful, and welcome because Japan has already advanced enhancements and good practices for PETE and SPD. Also, funding may be crucial in forming and running PLCs effectively.	I have 2 ideas to make forming PLCs in ASEAN easier and get them to function. 1) Fix the members, 2) Create an environment for easy participation and communication among ASEAN member states and Japan.
Q6: Available to travel abroad & join the workshop in Cambodia in Feb. 2024?	As I told you, we are comparatively busier than other countries, working for the government and public sectors. However, if we receive an official invitation to the in-person workshop as early as possible, I can discuss my participation with my bosses. Anyway, I promise to try my best to get permission in advance.	The same can be said for my case. If we receive the invitation early with more detailed information on the conditions for participation in the face-to-face workshop in Cambodia in February 2024, we will seek approval from the director of my organisation. I worry that I will suddenly have some appointments outside Viet Nam for the workshop period.
Others:	Let's keep in touch to facilitate our mutual communications.	

**ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting  
Physical Education Teacher Education (PETE) and  
Sport for People with Disability (SPD)**



**IN-PERSON  
WORKSHOP  
IN CAMBODIA**

**-Participation  
Guide-**

**【Period】 February 19 (Mon) -22 (Thu) 2024**  
**【Venue】 Conference Room Wat Phnom I & II,  
Sunway Hotel Phnom Penh, Cambodia**

**【Hosted by】 The Government of The Kingdom of Cambodia and  
Nippon Sports Science University (NSSU)**  
**【Cooperated by】 :SOMS Cambodia,  
Directorate General of Sports,  
Ministry of Education, Youth & Sports, Cambodia,  
National Paralympic Committee of Cambodia**



**筑波大学**  
University of Tsukuba

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**ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)**



## 1. Greetings

Dear ASEAN Representatives and Observer Participants,

First, I welcome all ASEAN representatives and observer participants and extend my heartfelt greetings. We would also like to express our profound gratitude to the ASEAN Secretariat, SOMS and government officials of each ASEAN country, the Japan Sports Agency, the Japanese Mission to ASEAN, and all the parties involved in the implementation of this project ASEAN-Japan Actions on Sports (PETE&SPD).

It has been about two and a half years since this project launched. Unfortunately, due to the spread of the new coronavirus, almost all activities have been limited to online. This year, the pandemic is gradually subsiding worldwide, and pre-coronavirus activities are now allowed, making it possible for us to hold this face-to-face workshop.

We have built relationships through online project activities so far. However, this in-person workshop will be an excellent turning point to make them more robust and sustainable. We hope to "give and take" knowledge and information through direct discussions on inclusive PETE and SPD, as well as a glimpse into the current state of School Physical Education, Physical Education Teacher Education (PETE), and Sports for People with Disabilities (SPD) in Cambodia. We intend to continue our activities as a "Professional Learning Community" from a longer-term perspective.

We genuinely ask all the participants to permit us to count on your continued cooperation, active participation, constructive suggestions, and provision of knowledge and information accumulated in your country. Simultaneously, we would like all of you to share the experience obtained through this workshop in Cambodia with your colleagues and supervisors after returning to your home country to enlarge the circle of this community. We expect these project activities will help you further develop your evidence-based information-gathering and analysis skills, policy advocacy abilities, implementation capacities, etc.

To complete my message, I herein express my sincere gratitude to the representatives of the Cambodian government, Ms. Hou Sittthisophealai, Mr. Yi Sopheakra, and Ms. Phon Bopatheavy, who have made great efforts and adequate preparations for organising this event in commemoration of the 50th anniversary of ASEAN-Japan friendship and cooperation.

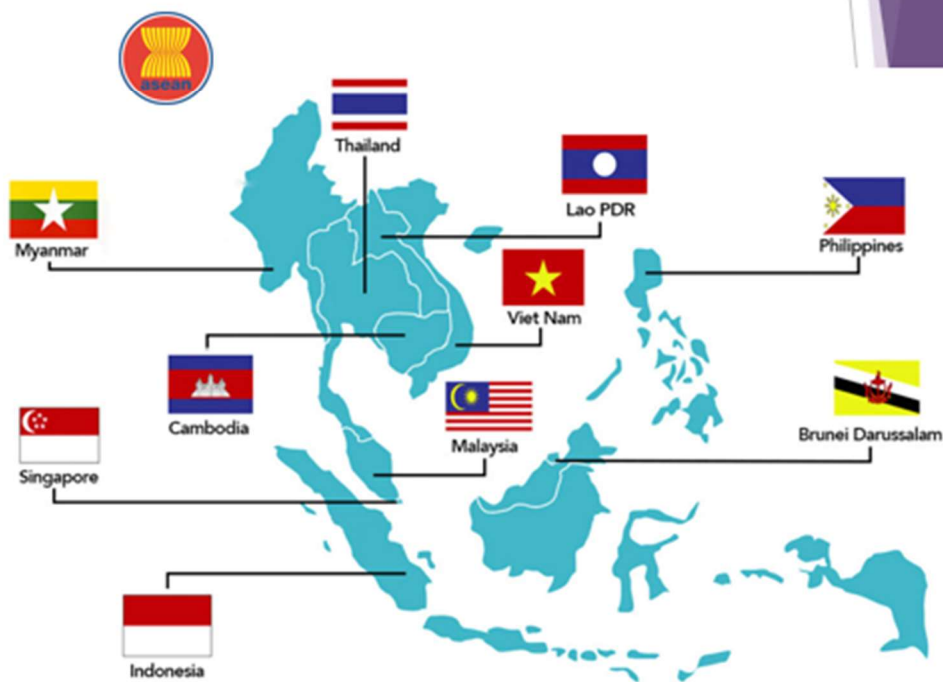
Yoshinori OKADE  
Dean of Faculty of Sport Culture, Professor, Project leader  
Nippon Sport Science University



**ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)**

## 2. Project Outline

Funding		Japan Sport Agency (JSA)
Lead Country and Lead Agencies  (With the endorsement of SOMS + Japan)	The whole project	Japan in coordination with ASEAN Secretariat
	Physical Education Teacher Education Component (PETE)	Cambodia & Japan (In coordination with ASEAN Secretariat)
	Sport for People with Disability Component (SPD)	Japan in coordination with ASEAN Secretariat
Implementing Agency		Nippon Sport Science University (NSSU) & University of Tsukuba



ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

### 3. List of Nominated Representatives (FY2023)

Country Name	PETE	Name of Representative	SPD	Name of Representative
<b>Brunei Darussalam</b>		<b>Mr. Haji Muhammad Azrin HAJI SIAI</b> (Ministry of Education)		<b>Ms. Pengiran Nurhaziqah Azmina PENGIRAN SAHMINAN</b> (Ministry of Education)
<b>Cambodia</b>		<b>Ms. HOU Sitthisophealai</b> (Directorate General of Sports, Ministry of Education, Youth and Sports)		<b>Mr. Yi Sopheaktra</b> (National Paralympic Committee of Cambodia)
<b>Indonesia</b>		<b>Ms. Hilda ILMAWATI</b> (Ministry of Education, Culture, Research and Technology)		<b>Ms. Mesa Rahmi STEPHANI</b> (Ministry of Education, Culture, Research and Technology)
<b>Lao PDR</b>		<b>Ms. Chanthhone KHAMKONG</b> (Ministry of Education & Sports)		<b>Ms. Latsame VITHAYA</b> (Ministry of Education & Sports)
<b>Malaysia</b>		<b>Ms. Solehah Binti MISRON</b> (Ministry of Education)		<b>Ms. Siti Mariam Binti AHMAD TOBIAS</b> (Ministry of Youth and Sports)
<b>Myanmar</b>		<b>Mr. Ko Ko Htay</b> (Ministry of Education)		<b>Prof. Than Than Htay</b> (Myanmar Paralympic Sports Federation)
<b>Philippines</b>		<b>Prof. Ma. Vanessa G. VINARAO</b> (Ateneo de Manila University)		<b>Dr. Walter Francis K. TORRES</b> (Philippine Sports Commission)
<b>Singapore</b>		<b>Mr. Derrick CHEE</b> (Ministry of Culture, Community and Youth)		<b>Ms. Kelly FAN</b> (Singapore Disability Sports Council)
<b>Thailand</b>		<b>Dr. Chalitpol SUEBMAI</b> (Ministry of Tourism and Sports)		<b>Dr. Taweechoak PONGDEE</b> (Ministry of Tourism and Sports)
<b>Viet Nam</b>		<b>Mr. NGUYEN Trong Kien</b> (Ministry of Education and Training)		<b>Mr. DANG Van Sau</b> (Sports Authority of Vietnam)

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

#### 4. Japanese Professors and Staff for the Project

PETE	Name of Professor	SPD	Name of Professor
	-Project Leader- <b>Prof. Dr. Yoshinori OKADE</b> (Nippon Sport Science University)		-Leader of SPD Component- <b>Prof. Dr. Takahiro SATO</b> (University of Tsukuba)
	Prof. <b>Dr. Tomoyasu KONDO</b> (Nippon Sport Science University)		Prof. <b>Dr. Mayumi SAITO</b> (University of Tsukuba)
	Assistant Prof. <b>Dr. Kosuke SUZUKI</b> (Nippon Sport Science University)		Assistant Prof. <b>Dr. Shinichi NAGATA</b> (University of Tsukuba)
	Assistant Prof. <b>Dr. Eishin TERAOKA</b> (Nippon Sport Science University)		
	Assistant Prof. <b>Taku YAMAGUCHI</b> (University of Tsukuba)		
	Assistant Prof. <b>Takuya SHIMOKUBO</b> (Juntendo University)		
	Assistant Prof. <b>Dr. Takuro OKUMURA</b> (Toyo University)		Research Fellow <b>Yu SHISHIDO</b> (Nippon Sport Science University)

Prof. Dr. Okade, Prof. Dr. Teraoka, Prof. Yamaguchi, Prof. Shimokubo and Prof. Dr. Okumura will attend the in-person workshop in Cambodia.

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## 5. Workshop Outline (1)



### **Jurisdictional Ministry:**

Ministry of Education, Culture, Sports, Science and Technology, Japan

**Related Ministry:** Ministry of Foreign Affairs, Mission of Japan to ASEAN

**Project Funded by:** Japan Sports Agency (JSA)

**Project Cooperated and Supported by:** ASEAN Secretariat (ASEC)

### **Implementing Agencies of the Project:**

(PETE) Nippon Sport Science University, Japan (NSSU)

(SPD) University of Tsukuba, Japan

### **Workshop Period:**

From February 19 until February 22, 2024 (4 working days)

### **Workshop Co-hosted by:**

The Government of the Kingdom of Cambodia with NSSU

### **Workshop Cooperated by:**

SOMS Cambodia,

Directorate General of Sports,

Ministry of Education, Youth and Sports, Cambodia

National Paralympic Committee of Cambodia

### **Venue of the In-Person Workshop:**

Conference Room (Wat Phnom I & II)

Sunway Hotel Phnom Penh, Cambodia

**Official Site:** <https://www.sunwayhotels.com/sunway-phnompenh>

### **Address of the Venue:**

No. 1, Street 92, Sangkat Wat Phnom, Phnom Penh, 120211

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## 5. Workshop Outline (2)

### Objectives:

- a) Establish the **Professional Learning Community (PLC)** for both components in ASEAN, emphasising horizontal connections of the same fields in the region
- b) Enhance **long-term collaborative relationships** beyond the nations' boundaries under the ASEAN Japan framework through direct contact, communications, in-person discussion, information, knowledge, skills, know-how and experience exchanges on PETE and SPD
- c) Promote **cross-agency interactions** among the representatives both for PETE and SPD
- d) Enhance **the personal ability and capacity** of all the nominated representatives in reviewing, planning (designing), assessing, taking actions (implementing and advocating), reflecting and evaluating based on the pieces of evidence
- e) Increase **awareness of the issues** which the other AMSs encounter and think in the light of your own country's tasks and new challenges
- f) Share **honest opinions and feedback on the issues** detected through site visits in Cambodia
- g) Establish and share the **quality and inclusive PETE standards** among ASEAN Member States (AMS)

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## 6. Workshop Programme (1) -Day 1-

Date	Time		Venue/Sites	Activities	
2024/2/19 Mon [DAY1]	6:00	8:30	-	Breakfast (@Hotel restaurant opened at 6:00 a.m.)	
	9:00	9:10	10 mins.	Conference Room / Sunway Hotel Phnom Penh	Brief Orientation for Starting the Activities of (DAY1)
	9:10	10:10	60 mins.		① Opening Ceremony 1) Opening Remarks from the ASEAN Secretariat 2) Greetings from the Japan Sports Agency 3) Greetings from Project Leader: Prof. Dr. OKADE 4) Welcome Message from the Government of Cambodia 5) Welcome Message from the Authorities of Cambodia 6) Brief Self-Introduction (All Participants)
	10:10	10:30	20 mins.		Break
	10:30	11:30	60 mins.		② Morning Session (DAY1-1) Introduction -Introduction to the workshop from Prof. Dr. Okade -Lecture by Prof. Yamaguchi on " Project Cycle Management –The Need for Outcome-Based QPE-" -Q & A Session
	11:30	13:00	90 mins.		Lunch Time
	13:00	14:30	90 mins.	Conference Room / Sunway Hotel Phnom Penh	③ Morning Session (DAY2-1) Presentation (1) -Sharing Issues & Challenges in the Action Plans Implementation by the Representatives from AMSs (3) -Q&A Session <b>20 mins. for Presentation and 10 mins. for Q&amp;A</b>
	13:00	13:30	30 mins.		(Presentation) Brunei (Facilitator) Myanmar Darussalam
	13:30	14:00	30 mins.		(Presentation) Cambodia (Facilitator) Philippines
	14:00	14:30	30 mins.		(Presentation) Indonesia (Facilitator) Singapore
	14:30	15:00	30 mins.		Break
	15:00	16:30	90 mins.		④ Morning Session (DAY2-1) Presentation (1) -Sharing Issues & Challenges in the Action Plans Implementation by the Representatives from AMSs (3) -Q&A Session <b>20 mins. for Presentation and 10 mins. for Q&amp;A</b>
	15:00	15:30	30 mins.		(Presentation) Lao PDR (Facilitator) Thailand
15:30	16:00	30 mins.		(Presentation) Malaysia (Facilitator) Viet Nam	
16:00	16:30	30 mins.		(Presentation) Myanmar (Facilitator) Brunei Darussalam	
16:30	16:40	10 mins.		Brief Orientation for the Next Day's Activities	

\*Each event in the above schedule is subject to be altered or substituted by the other activities.

\*The Gala dinner may be organised and held by the Government of Cambodia (date undecided).

\*Breakfast will be available at the hotel restaurant from 6:00 a.m. for all ASEAN representatives.

\*Lunch will be available at the hotel restaurant for all ASEAN representatives.

\*The hotel restaurant is halal-certified and serves pork-free food.

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## 6. Workshop Programme (2) -Day 2-

Date	Time		Venue/Sites	Activities	
2024/2/20 Tue [DAY2]	6:00	8:30	-	Breakfast (@Hotel restaurant opened at 6:00 a.m.)	
	9:00	9:10	10 mins.	Conference Room / Sunway Hotel Phnom Penh	Brief Orientation for Starting Activities of (DAY2)
	9:10	10:10	60 mins.		⑤ Morning Session (DAY2-1) Presentation (1) -Sharing Issues & Challenges in the Action Plans Implementation by the Representatives from AMSs (3) -Q&A Session <b>20 mins. for Presentation and 10 mins. for Q&amp;A</b> (Presentation) Philippines (Facilitator) Cambodia (Presentation) Singapore (Facilitator) Indonesia
	9:10	9:40	30 mins.		
	9:40	10:10	30 mins.		
	10:10	10:30	20 mins.		Break
	10:30	11:30	60 mins.		⑤ Morning Session (DAY2-1) Presentation (1) -Sharing Issues & Challenges in the Action Plans Implementation by the Representatives from AMSs (3) -Q&A Session <b>20 mins. for Presentation and 10 mins. for Q&amp;A</b> (Presentation) Thailand (Facilitator) Lao PDR (Presentation) Viet Nam (Facilitator) Malaysia
	10:30	11:00	30 mins.		
	11:00	11:30	30 mins.		
	11:30	13:00	90 mins.		Lunch Time
	13:00	14:00	60 min	Conference Room / Sunway Hotel Phnom Penh	⑦ Afternoon Session (DAY2-3) Information Sharing on Current PE, PETE & SPD in Cambodia -Advance Information for the On-Site Visits -Q & A Session (General Information on PETE & SPD, Inclusive PE in Schools, Issues, Tasks & Challenges, Actions Ongoing, etc.)
	14:00	14:20	20 mins.		Break
	14:20	15:00	40 mins.		Going out to the Sites
	15:00	17:00	120 mins.	Outside	⑧ Afternoon Session (DAY2-4) On-Site Visit Visit to National Paralympic Committee of Cambodia and the Para-Sports Training Centre ※ Plan to see some training and activities of Para-sports teams
	17:00	17:40		Going back to the hotel	

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## 6. Workshop Programme (3) -Day 3-

Date	Time		Venue/Sites	Activities
2024/2/21 Wed [DAY3]	6:00	7:00	-	Breakfast (@Hotel restaurant opened at 6:00 a.m.)
	7:15	7:45	30 mins.	Going to Schools to Visit
	7:50	11:00	190 mins.	Outside ⑨Morning Session (DAY3-1) On-Site Visit (Local Schools) -Toul Kork Primary School (2 PE classes// 7:50-8:30<1st grade>/ 8:40-9:20<3rd grade>)  Going to next school (9:20-10:00)  -Preah Sisowath High School (1 PE class// 10:00-11:00<10th grade and 12th grade>)
	11:00	11:30	30 mins.	Going back to the hotel
	11:30	13:30	120 mins.	Lunch Time ※Any delay in returning from the inspection site will be adjusted by shortening lunchtime.
	13:30	15:00	90 mins.	Conference Room / Sunway Hotel Phnom Penh ⑩Afternoon Session (DAY3-2) Group Discussion after Local School Visits -Questions, Suggestions to Cambodian Counterparts -Comparing/Projecting the Cambodian Cases/Issues with/into Each Country's Matters
	15:00	15:20	20 mins.	Break
	15:20	16:50	90 mins.	⑪Afternoon Session (DAY3-3) Group Work Collaborative Work for Improving Action Plan for Inclusive PETE Based on Each AMS Context
16:50	17:00	10 mins.	Brief Orientation for the Next Day's Activities	

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## 6. Workshop Programme (4) -Day 4-

Date	Time		Venue/Sites	Activities
2024/2/22 Thu [DAY4]	6:00	8:30	-	Breakfast (@Hotel restaurant opened at 6:00 a.m.)
	9:00	9:10	10 mins.	Conference Room / Sunway Hotel Phnom Penh
	9:10	11:10	120 mins.	12 Morning Session (DAY4-1) Group Work & Consultation with Japanese Professors -Reflection on the Issues, Tasks and Revision of the Action Plan for Inclusive PETE
	11:10	11:30	20 mins.	Break
	11:30	12:30	60 mins.	13 Morning Session (DAY4-2) Presentation (2) -Updated Action Plan, Findings & thoughts after the Workshop and Case Study in Cambodia (1) <b>10 mins. for Presentation and 5 mins. for Q&amp;A</b>
	11:30	11:45	15 mins.	(Presentation) Brunei (Facilitator) Myanmar Darussalam
	11:45	12:00	15 mins.	(Presentation) Cambodia (Facilitator) Philippines
	12:00	12:15	15 mins.	(Presentation) Indonesia (Facilitator) Singapore
	12:15	12:30	15 mins.	(Presentation) Lao PDR (Facilitator) Thailand
	12:30	14:00	90 mins.	Lunch Time
	14:00	15:30	90mins.	Conference Room / Sunway Hotel Phnom Penh
	14:00	14:15	15 mins.	14 Morning Session (DAY4-2) Presentation (2) -Updated Action Plan, Findings & thoughts after the Workshop and Case Study in Cambodia (1) <b>10 mins. for Presentation and 5 mins. for Q&amp;A</b>
	14:15	14:30	15 mins.	(Presentation) Malaysia (Facilitator) Viet Nam (Presentation) Myanmar (Facilitator) Brunei Darussalam
	14:30	14:45	15 mins.	(Presentation) Philippines (Facilitator) Cambodia
	14:45	15:00	15 mins.	(Presentation) Singapore (Facilitator) Indonesia
	15:00	15:15	15 mins.	(Presentation) Thailand (Facilitator) Lao PDR
	15:15	15:30	15 mins.	(Presentation) Viet Nam (Facilitator) Malaysia
	15:30	15:50	20 mins.	Break
	15:50	16:30	40 mins.	15 Afternoon Session (DAY4-4) Epilogue -Overall Review & Plan for the Project (Prof. Dr. Okade) -Q & A Session
	16:30	17:30	60 mins.	16 Closing Ceremony 1) Closing Remarks from the ASEAN Secretariat 2) Gratitude from the Japan Sports Agency 3) Feedback from the Representative of AMS (One person to be selected and nominated) 4) Gratitude from Project Leader: Prof. Dr. OKADE 5) Farewell Message from the Government of Cambodia 6) Farewell Message from the Authorities of Cambodia
17:30	17:40	10 mins.	Brief Administrative Communications	
17:40	18:00	20 mins.	Photo Session and Chatting among the Participants	

\*Breakfast on February 23 is included in the package.

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## 7. Presentation (1)

⌚ Time for the presentations:  
(DAY1 and 2=Presentation (1)): 20 mins. for presentation and 10 mins. for Q&A  
(DAY4=Presentation (2)): 10 mins. for presentation and 5 mins. for Q&A

### Sample Format to Report Your Action Plan in 2023

(Name of the Country )  
(Name of the Reporter(s)/Representative(s))

\* Sample of the template

- ▶ **This template will be used for the presentation (1) by country scheduled for February 19 and 20 (DAY 1 & 2) and shall be submitted to the organising committee in advance. It was shared by email on January 19.**
- ▶ You can add the pages and slightly change the format according to your presentation contents. Also, using photos, figures, tables, charts, images, etc. are permitted.
- ▶ Please kindly fill it out in advance with information for your presentation. **The presentation time will be 20 minutes and 10 minutes will be allocated for the Q and A session.** The presentation will be made under the facilitation of other ASEAN member states' representative(s), like the previous online workshops.
- ▶ Please refer to the DAY 1 and DAY 2 programs for the presentation order.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 7. Presentation (2)

In process of Preparation

\* Sample of the template

- ▶ This template will be used for the presentation (2) by country scheduled for February 22 (DAY 4) and shall be submitted to the organising committee. It may be shared by email in early-February 2024.
- ▶ You can add the pages and slightly change the format according to your presentation contents. Also, using photos, figures, tables, charts, images, etc. are permitted.
- ▶ Please kindly fill it out in advance with information for your presentation. The presentation time will be 10 minutes and 5 minutes will be allocated for the Q and A session. The presentation will be made under the facilitation of other ASEAN member states' representative(s), like the previous online workshops.
- ▶ Please refer to the DAY 4 programs for the presentation order.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)



## 8. Action Plan Revision



\*Samples of Singapore and Thailand are exhibited above.

- ▶ **The copy of the Action Plan developed in the last online workshop will be used for the group works scheduled for DAY 3 and 4) and shall be submitted to the organising committee on DAY4 of the workshop in Cambodia.**
- ▶ **Before the in-person workshop in Cambodia, we would like you (both representatives of your country) to discuss with each other, review it and add some new ideas to brush up on the new Action Plan for inclusive PETE in your country, according to the actual social circumstances, demand and recent context in your country, as part of preparation for the group work during the in-person workshop in Cambodia.**

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 9. Expenses

**The project budget will cover the following expenses for the nominated ASEAN representatives.**

**a) Round-Trip Air Ticket** (in economy class between your country and Phnom Penh, Cambodia, **will be sent by email in early February**)

**b) Accommodation in Phnom Penh, Cambodia.**

Breakfast and lunch at the hotel restaurant are included for all ASEAN representatives.

**c) Travel Insurance Expense for Your Stay in Cambodia**

(covered by deferred payment upon the receipt submitted)

**→Please purchase it by yourself and submit the receipt for travel insurance to Shishido.**

**d) Domestic Transportation in Cambodia**

(e.g., Airport → Hotel, Hotel → Local Schools to visit)

**The transportation fee was paid by the project budget.**

**e) Daily Allowance**

(which may cover the costs for dinner, drinks and other necessities in Cambodia **by deferred payment**)

Daily allowance is equivalent to 5,500 Japanese yen per day during the workshop and 2,750 JPY for the days of trips and free day.

**※Other items shall be covered by yourself;**

-Room service, laundry service and any other services at the hotel

-Any other food, drinks, services or products inside or outside the hotel

**-Please get in touch with Shishido for any questions.**

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 10. Welcome to Cambodia and Enjoy Your Stay (1)

### Immigration Card Sample:

សណកម័ត្រអន្តោប្រវេសន៍ / IMMIGRATION CARD / 移民卡	
សូមបំពេញជាអក្សរខ្នងត្រង់ / PLEASE COMPLETE IN CAPITAL LETTERS / 请用大写字母填写	
គោត្តនាម Surname / 姓氏	SHISHIDO ភេទ / Gender / 性別
នាម / Given Name 名字	YU ប្រុស / M / 男 <input checked="" type="checkbox"/>
ថ្ងៃខែឆ្នាំកំណើត Date of Birth / 出生日期	Date of Birth ញាតិ Nationality
លិខិតឆ្លងដែន/លក្ខណស្នើដំណើរលេខ Passport N° / 护照/签证证件號碼	Passport Number
មធ្យោបាយធ្វើដំណើរលេខ Flight/Car/Ship/Train N° / 航班号	Arrival Flight Number
មកពី From / 来自	8 Tokyo via Bangkok ទីក្រុងចុងក្រោយ Final City/最终目的地 Tokyo
គោលបំណងធ្វើដំណើរ Purpose of Travel / 旅行目的	Sightseeing រយៈពេលស្នាក់នៅ Length of Stay/停留时间 6 Days
12 ប្រភេទវិស្វកម្មប្រេងទាញការបើកត្រូវស្នើសុំ / Please Choose a Visa Type if required / 如需需要 - 请选择签证类型	
<input type="checkbox"/> ទិញការទស្សនា / Tourist Visa / 旅游签证 <input type="checkbox"/> ទិញការពិសេស / Special Visa (Khmer Origin Only) / 特殊签证 <input type="checkbox"/> ទិញការធម្មតា / Ordinary Visa / 普通签证 <input type="checkbox"/> ទិញការផ្សេងៗ / Other Visa / 其他签证	
លេខទិញការ (បើមាន) Visa N° (if available) / 签证号码 (如有)	N/A (ASEAN passport holder)
ទូរស័ព្ទ/អ៊ីមែល Telephone N° / Email / 电话号码/电邮	Your Phone No. or Email
អាសយដ្ឋាននៅកម្ពុជា Address in Cambodia / 柬埔寨地址	Sunway Hotel Phnom Penh
ខ្ញុំសូមបញ្ជាក់ថាព័ត៌មានដែលបានបំពេញខាងលើគឺត្រឹមត្រូវពិតប្រាកដមែន ។ I declare that the information given on this card is complete and correct. 我声明 - 本卡中所提供信息完整且正确	
សម្រាប់ប្រើប្រាស់ផ្ទៃក្នុង / FOR OFFICIAL USE / 仅供内部使用	កាលបរិច្ឆេទ / Date / 18/Feb/2024 ហត្ថលេខា / Signature / 签字
	The same signature on your passport (if any)
	The format is subject to change without notice.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 10. Welcome to Cambodia and Enjoy Your Stay (2)

### Custom Declaration Card Sample (1):

**អគ្គនាយកដ្ឋានគយ និងរដ្ឋាករកម្ពុជា**  
**GENERAL DEPARTMENT OF CUSTOMS AND EXCISE**

ជំនិតរបស់អ្នកដំណើរ **Passenger's Declaration**

ឈ្មោះគ្រួសារ **Family Name** SHISHIDO

ឈ្មោះឱ្យ **Given Names** YU

ភេទ **Sex** 3  ប្រុស  ស្រី  
Male Female

ថ្ងៃ ខែ ឆ្នាំកំណើត **Date of Birth**

លេខទិញប័ណ្ណ **Passport No.** Passport Number

សញ្ជាតិ **Nationality** Nationality N

មុខរបរ **Occupation** Public Officer/Lecturer

លេខហោះហើរ **Flight No.** Arrival Flight Number

មកពី / ទៅ **From / To** Tokyo/Tokyo

សូមត្រួតពិនិត្យ **Please Check** 10

មានវត្ថុត្រូវប្រកាស  គ្មានវត្ថុត្រូវប្រកាស  
Goods to declare Nothing to declare

បើមានវត្ថុត្រូវប្រកាសសូមបញ្ជាក់លម្អិតនៅផ្ទៃខាងក្រោយ

If you have goods to declare please list them on the reverse side. 11

អ្នកកំពុងប្រើប្រាស់ប័ណ្ណបរទេស រឺ វត្ថុត្រូវប្រកាសលើសពី \$10.000 U.S. ឬប្រេវ  
 You are carrying foreign currency or monetary instruments over \$10.000 U.S. or its equivalent. 12  បាទ  ទាប  
Yes No

ខ្ញុំបញ្ជាក់ថា ការប្រកាសលើលិខិតនេះពិតជាត្រឹមត្រូវទេ ។  
 I certify that all stated

ហត្ថលេខា **Signature** The same signature on your passport (if any)

កាលបរិច្ឆេទ **Date** ថ្ងៃ **Day** 18/Feb/2024

បើមានសំណួរណាមួយ សូមសួរមន្ត្រីគយ  
 If you have any question, please ask a customs officer.

The format is subject to change without notice.

What to declare (If there is, check on the left, if not, check on the right)

To declare, please list them on the reverse side of this card.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 10. Welcome to Cambodia and Enjoy Your Stay (3)

### Custom Declaration Card Sample (2):

**កំណត់សំគាល់ :**  
 ឥវ៉ាន់មិនចង់រាយការណ៍ : មាល់តែឥវ៉ាន់ប្រើប្រាស់ផ្ទាល់ខ្លួនតែប៉ុណ្ណោះ ។

**Notice :**  
**Goods not to declare** cover only your own personal effects.  
 ឥវ៉ាន់មិនចង់រាយការណ៍ : (1) ឥវ៉ាន់ជាប់ពន្ធ ឧទាហរណ៍ គ្រឿងអេឡិចត្រូនិក កុំព្យូទ័រ វត្ថុធាតុដើម ឧបករណ៍ព្រឹត្តិកម្ម... ។ល។ (2) ឥវ៉ាន់ហាមឃាត់ ឧទាហរណ៍ អាវុធ ជាតិដុះ វិទ្យុទាមកង គ្រឿងញៀន ធារណៈគីមី... ។ល។  
**Goods to declare** cover (1) dutiable goods e.g. electronic goods, computers, commercial goods...etc., (2) prohibited/restricted goods e.g. firearms, ammunition, explosives, wireless transmitters and receivers, drugs, narcotics, chemical substances...etc.

**ឥវ៉ាន់ :** ការខ្វះខាតក្នុងការរាយការណ៍ មិនចង់រាយការណ៍ ឬរាយការណ៍ខុស គឺជាការរំលោភច្បាប់ ហើយត្រូវទទួលបានការពិន័យ ឬផ្ដន្ទាទោស ។

**Warning :** Failure to declare, misdeclaration or false declaration are offences under the law and can result in fines or other penalties.

**តារាងឥវ៉ាន់ម្ហូបរាយការណ៍ List of declared goods**

រក្សាទុកសំគាល់: Description of goods	បរិមាណ Quantity	តម្លៃ Value	សំរាប់មន្ត្រីពន្ធ Customs Use Only
Description of Goods to Declare	Quantity	Price	
<b>សរុប Total</b>			

ប្រាក់ដៃលេខ :  
Receipt No.

កាលបរិច្ឆេទ :  
Date :

កាលបរិច្ឆេទ Date.....  
 មន្ត្រីពន្ធ-រដ្ឋាករ  
 Customs and Excise Officer

The format is subject to change without notice.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 10. Welcome to Cambodia and Enjoy Your Stay (4)

### ■ On the Arrival Date (February 17 or 18):

**No-Visa Entry to Cambodia:** ASEAN country's passport holder will NOT be required to have an entry visa to Cambodia if your stay in Cambodia is less than the following days:

Agreement on Visa Exemptions between Cambodia and Other Countries

No.	Country	Diplomatic	Type of Passport			Enforcement Date
			Official	Special	Ordinary	
	<b>ASEAN Country</b>					
1	Brunei Darussalam	14 days	14 days		14 days	26-11-2011
2	Indonesia	14 days	14 days		30 days	22-09-2011
3	Lao PDR	90 days	90 days		30 days	01-07-2004
4	Malaysia	30 days	30 days		30 days	26-05-1997
5	Myanmar	30 days	30 days		14 days	12-01-2014
6	Philippines	30 days	30 days		21 days	01-06-2000
7	Singapore	30 days	30 days		30 days	01-01-2006
8	Thailand	30 days	30 days		14 days	06-12-2010
9	Vietnam	30 days	30 days		30 days	05-12-2008

Source: <https://www.cambodia-osaka.com/visa/pdf-2020/visa-countries.pdf>

**Move to the Hotel:** A person from a local travel agency will be waiting for you at the exit of the arrival floor at Phnom Penh airport and give instructions on how to get to Sunway Hotel Phnom Penh. The transportation fee is already paid by the project budget.

**Check-In at the Hotel:** Please check in at the hotel reception, showing your passport and filling in the necessary information.

**Lunch and Dinner on the Day of Arrival:** Lunch and dinner on your arrival date are not included in the hotel reservation package. Please kindly enjoy local restaurants near or around the hotel.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 10. Welcome to Cambodia and Enjoy Your Stay (5)

### ■ During the Workshop Period (February 19-22):

#### Hotel Restaurant:

The hotel restaurant is Halal-certified and serves Pork-free food.

#### Hotel Restaurant Page:

<https://www.sunwayhotels.com/sunway-phnompenh/dining/sun-cafe>

**Breakfast:** Breakfast is included in the hotel reservation package.

You can have it at the hotel restaurant from 6:00 a.m. until 8:30 a.m.

**Lunch:** Lunch is also reserved for all ASEAN representatives during the workshop period (Feb. 19-22), so enjoy it at the hotel restaurant.

**Dinner:** Except for the Gala dinner organised by the Government of the Kingdom of Cambodia, all ASEAN participants can go out for dinner according to food preferences. The organising committee recommends going out for dinner in groups rather than individually. If you have dinner at the hotel restaurant, please pay for it separately (NOT included in the hotel reservation package). Daily allowance by deferred payment will cover the expense later.

#### Halal Restaurants in Phnom Penh:

N°	Restaurant	Address	Time: Open-Close	Distance from Hotel	Contact Number
1	Indo Pak Halal Restaurant	63 Preah Chan Reachea Street.(15), PP	11:00AM - 11:30PM	1,4km	096 555 5622
2	Sonargao Halal Restaurant	53, 12201 Preah Monivong Blvd (93),PP	8:00AM - 10:00PM	1,1km	096 537 1045
3	Indian Royal Halal Food & Guest House	Street 93,Phnom Penh	10:00AM - 11:55PM	1,1km	096 581 9130
4	Indian Royal Halal Food Restaurant Review	161 Preah Sisowath Quay, PP	10:00AM - 3:00PM	1,5km	096 460 3441
5	Dhaka Guesthouse & Restaurant	36 Preah Ang Duong St.(110),PP	8:00AM - 11:30PM	1,4km	069 994 324

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 10. Welcome to Cambodia and Enjoy Your Stay (6)

### ■ **On the Departure Date from Cambodia (February 23):**

**Breakfast on February 23:** Breakfast on February 23 is included in the hotel reservation package, so you can have it in the hotel restaurant **from 6:00 a.m. until 9:30 a.m.**

**Leaving the Hotel:** Please ensure that you arrive at the airline counter at Phnom Penh Airport at least 2 hours before your boarding time. Due to traffic congestion in Phnom Penh city, please calculate the time required to get to the airport in advance **(usually about 30 to 40 minutes, but over 1 hour during heavy traffic)** and set the departure time from the hotel.

**Check-Out from the Hotel:** **Check-out must be done by noon.** Please do a regular check-out at the hotel reception. If you consume some products or services which the hotel offers, it will be under your personal payment responsibility. Please don't forget to pay the fees at the same time then.

**Move to the Airport:** **A person from a local travel agency will give instructions on how to get to the airport at the hotel exit.** So, please kindly follow her/his instructions.

**The project budget already paid the transportation fee.**

### ■ **After You Arrive in Your Country (February 23):**

**Please send the photo(s) of your boarding pass(es) to SHISHIDO after you arrive in your country.** We need them for the project financial report to the Japan Sports Agency (JSA).



## 10. Welcome to Cambodia and Enjoy Your Stay (7)

### Boarding Pass (Image)



### Sunway Hotel Phnom Penh (Images)



**For Muslim Participants,  
We unfortunately could not  
reserve a room for prayer, so we  
kindly ask that you please pray in  
the room where you will be  
staying. Thank you for your  
understanding and cooperation.**

Source: Sunway Hotel Phnom Penh | Phnom Penh Accommodation ([sunwayhotels.com](http://sunwayhotels.com))

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 11. General Information of Cambodia (1)

**Official Country Name:** The Kingdom of Cambodia

**Population:** Approx. 15.55 million people



**Capital:** Phnom Penh

**Language:** The official language is Khmer.

English and French are also widely spoken.

**Currency:** Riel (1USD=4,100KHR) as of January 11, 2024

**Time Difference** (Cambodian Local Time):

**Indonesia, Laos, Thailand and Vietnam** have **no time difference.**

**Myanmar** time + **30 minutes**

**Brunei Darussalam, Malaysia, Philippines and Singapore** time

**- 1 hour** and **Japan** time **- 2 hours**

**The Climate in February:**

The average minimum temperature is **22 degrees** Celsius.

The average maximum temperature is **32 degrees** Celsius.

**Average Precipitation:** 20mm

February is generally considered the **dry season.**

**Clothes:** Summer clothing is fine.

Wearing long-sleeved shirts is a good idea if you are in the air conditioned room.

**Business Hours:** (Ministries and Agencies) 8:00-12:00/13:00-17:00

(Bank) Monday to Friday, 8:00-16:00/ Closed on Sat. and Sun.

(Shops) 8:00-18:00 (partially until 21:00)

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## 11. General Information of Cambodia (2)

**Voltage:** 220V, 50Hz

**Plug:** Type A or Type C, combined type of A and C (See next page)

Please note that a transformer is required when using 100V electrical products.

**Tips:** (Hotel) Around 2000KHR ~ 4000KHR

(High-end restaurants)

It is optional if a service charge is included in the bill.

**Drinking Water:** Commercially available mineral water is preferable.

**Tax:** 10% VAT is charged in most cases.

**How to Make a Call from Cambodia:**

Hotel's external number + 001 + country code

+ destination number (excluding leading 0)

**Police:** (Report) 117

**Ambulance:** 119



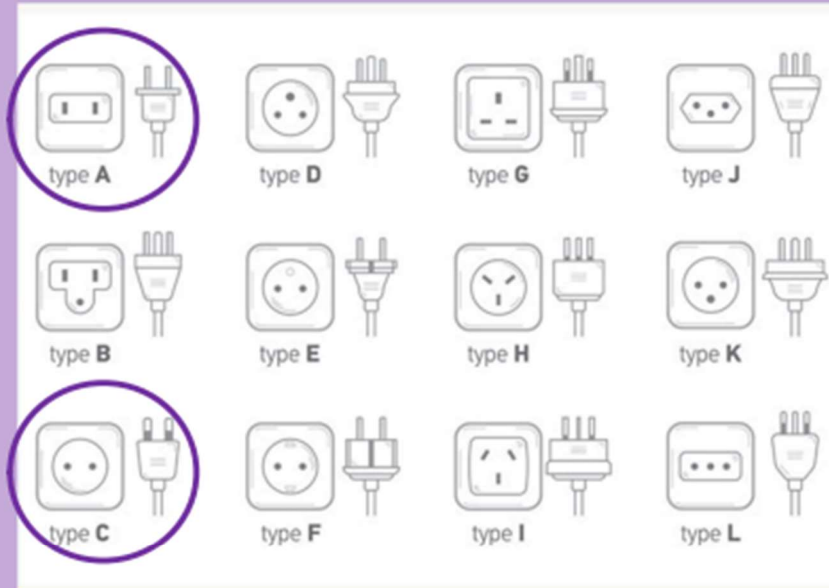
**To Prevent Injury and Illness:**

- ① Stay hydrated frequently,
- ② Take precautions against the strong sunlight,
- ③ Wear comfortable clothing and shoes,
- ④ If you feel unwell, please get in touch with the nearest Cambodian operation staff or Shishido soon.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 11. General Information of Cambodia (3)

**Plug: Type A or Type C, combined type of A and C**



Source: <https://tripeditor.com/362322>



Source: <https://item.rakuten.co.jp/bestekgp/10000034/>

**Transformer  
(If necessary)**  
Laptops and smartphones may be compatible with overseas voltages without buying a transformer.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 12. Recommendations (1)

### Items You May Bring to Cambodia:

- ① **Passport and its Copy**
  - ② **Air Ticket** (E-ticket receipt)
  - ③ **Small Amount of Cash** (for dinner, drinks and necessities)  
In Cambodia, it seems possible to pay with small US dollar bills.
  - ④ **Credit Card** (If necessary)
  - ⑤ **Overseas Travel Insurance Certificate** (If any)
  - ⑥ **Cell Phone**
  - ⑦ **Laptop and Peripherals** (USB HDMI conversion adapter, etc.)
  - ⑧ **Camera** (If necessary)
  - ⑨ **Extension Code** (for electric connection at the workshop venue)
  - ⑩ **Conversion Plugs** (Type A and C)
  - ⑪ **Transformer** (If necessary to use 100/120V electrical products)
  - ⑫ **Notebook and Pens** (to take notes)
  - ⑬ **Formal Clothing and Shoes** (for the ceremonies and the Gala dinner)
  - ⑭ **Casual Clothing and Shoes** (for the workshop and on-site visit)
  - ⑮ **Long-sleeve Shirt** (for the Workshop Venue with air-conditioned)
  - ⑯ **Familiar Daily Necessities**
  - ⑰ **Regular Medicines and Masks**
  - ⑱ **Sun Protection** (If necessary)
  - ⑲ **Copy of the Invitation to the Workshop dated November 8, 2023**
  - ⑳ **Others**
- ※ Please take responsibility for managing your belongings while staying in Cambodia and travelling.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 12. Recommendations (2)

### Infectious Disease

#### Prevention Measures and Requests to Participants

The Government of the Kingdom of Cambodia and Nippon Sport Science University (NSSU) request that all the participants take necessary measures to ensure that all persons can participate in the workshop safely. We would like to ask all participants to cooperate in infectious disease prevention measures **in accordance with the local restrictions applied in Cambodia.**

<Prevention Measures: Recommended>

All participants and staff will take all possible measures to manage your physical condition, such as wearing a mask, washing your hands, and disinfecting your fingers, **according to the necessity.**

#### Safety Measures (1):

Before departure, thoroughly collect information about your destination from the Ministry of Foreign Affairs Overseas Safety website and the website of the embassy or consulate general of your country in Cambodia, and prepare for emergencies and gain the necessary information to protect your own safety.

Also, when a major disaster or incident occurs overseas and is reported in your country, your family and friends become worried that you may be involved. For this reason, **before departing, be sure to leave contact information such as your mobile phone number, travel dates, and accommodations with your family or at your office,** in addition to SNS, and be sure to contact them regularly from Cambodia. Please enjoy your stay in Cambodia with awareness of safety measures.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 12. Recommendations (3)

### **Safety Measures (2):**

① **Obey local laws and respect local customs.**

Of course, in Cambodia, we must act following Cambodian laws and regulations. **The laws of each country are closely tied to that country's religion and culture, so what may be considered a relatively minor crime in your own country may be a severe crime in another country.** During your stay, always abide by the local laws of Cambodia and be considerate of local customs.

② **Do not approach dangerous areas.**

Even areas that seem safe can be dangerous at certain times. It is essential to check the crime-prone areas of your destination in advance and avoid approaching such areas. Furthermore, going out at night alone can be fraught with various troubles in an unfamiliar foreign country. **If you plan to have dinner outside the hotel, we recommend going out in groups rather than individually.**

③ **Your life is most important.**

In general, many crimes in various countries involve the use of arms and are often committed in groups. In the event of a robbery, etc., if you resist the criminal's demands and provoke him/them, the possibility of assault with deadly arms increases, so **put your life safety first** and do not resist the criminal's demands.

Many travellers have been forced to incur significant expenses due to emergency transportation caused by illness or injury, hospitalisation, theft, etc. because they did not have overseas travel insurance. **We recommend purchasing overseas travel insurance with sufficient coverage before departing from your country** to prepare for such unexpected troubles.

ASEAN-JAPAN Actions on Sports, ASEAN-JAPAN Workshops on Promoting Physical Education Teacher Education (PETE) and Sport for People with Disability (SPD)

## 資料9 参考情報

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