

Building a Professional Community for Inclusive Quality PETE System Under the ASEAN-Japan Cooperation

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

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

1. Introduction

Physical Education Teacher Education (PETE) has always been a focal point for developing sustainable, inclusive, and Quality Physical Education (QPE) worldwide. Several proposals on PETE have also been published (ICSSPE, 2012; SHAPE, 2017; UNESCO, 2023), and the current situation has been investigated. As a result, the global trends in PETE and physical education (PE) generally emphasise inclusion and diversity. However, the current status of PETE in ASEAN has not been comprehensively grasped (UNESCO, 2014). On the other hand, because of the difficulty of policy

transformation on QPE from the Global North (Uhlenbrock and Meier, 2023), finding promoting and inhibiting factors for implementing inclusive QPE PETE policy in each ASEAN Member State (AMS) would be fundamental and critical for promoting it.

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

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

2. Method

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

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

3. Results

In 2023, enhancements to in-service programs were included in the action plans of every AMS, and 7 out of 10 countries also prioritised enhancing pre-service programs. 8 countries referred to introducing the concept of “inclusion” into PETE programs, PE curriculum and related policies and also

considered research-based data collection for PETE program enhancements or curriculum reform. All countries commonly included provisions for teaching resources for PE teachers as a priority target in their action plans, as shown in Table 1. It's interesting to know there are slight differences in the areas of concern for enhancing PETE programs and PE among AMS. In addition to all those areas of interest, the involvement of domestic stakeholders has started to be reflected in some of AMS's ideas for revising the action plans' contents. This could be a sign that the project's outputs have begun to be shared within the relevant ministry and agencies in some countries in the course of the time and, whether it's tentatively or on a full scale, started to be implemented with specific consent among the policymakers for PE and PETE. We consider it essential that some AMS begin to acknowledge their necessity and dare to make changes in public policies to improve PE and PETE based on the shortcomings and issues that their actual PE and PETE have within, as well as the suggestions received from other AMS.

Table 1

Classification by Contents' Characteristics in the Action Plans by Country

Items AMS	Enhance Pre- Service Program	Enhance In-Service Program	PETE Program Reform Priority	Concept of Inclusion Reflected	Research Data Collection Considered	*Teaching Resources Provision	Collaboration with Stakeholders	Others
Brunei Darussalam	●	●		●	●	●	●	
Cambodia	■	■	■	■	■	■	■	
Indonesia	■	■	■	■	■	■		
Lao PDR	■	■		■	■	■		■ ¹
Malaysia	■	■	■	■	■	■	■	■ ²
Myanmar	■	■	■			■		■ ³
Philippines	■	■		■	■	■	■	
Singapore		■	■	■	■	■		■ ⁴
Thailand		■		■	■	■	■	
Viet Nam		■				■		■ ⁵

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

**Teaching resources provision corresponds to PE curriculum revision, PE teacher networking, PE-related infrastructure development or maintenance, material supply and installation, etc.* ¹: Increase the number of PE classes, update the knowledge of Inclusion, and promote policymaking for inclusive PE

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

³: The training manual for PE teachers should be updated

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

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

The implementation progress of the action plans is summarised in Table 2. As of February 2024, 7 countries have started new training programs for PE teachers (pre- or in-service), including 4 countries

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

Table 2

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

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

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

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

⁷: Progress not updated

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

Table 3

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

Items AMS	Current Status of PE Teacher /PETE	Issues & Challenges	Demand for Inclusive Quality PETE and PE Teacher Competency
Brunei Darussalam	1) No PE license for elementary school level	1) Lack of specialised PE teachers for elementary	1) Join CPD for in-service teachers
	2) Higher national diploma required for Junior/senior high school PE teachers 3) Action research in progress to collect best practices of PE in pilot schools at the elementary/seconda ry level	schools 2) Limited facilities 3) Gender bias in sports 4) Curriculum/syllabus not updated and standardised 5) PE not prioritised in school 6) Gaps between private and public schools 7) Lack of smooth collaboration among stakeholders	2) Training on action research for PE teachers 3) Collaborative action for raising inclusion and SPD awareness among parents and teachers
Cambodia	1) No PE teacher license for elementary school level 2) Required NIPES graduation for lower/upper secondary schools	1) Lack of specialised PE teachers, especially in rural areas 2) In-service training opportunities needed 3) Lack of teaching materials at NIPES	1) Bachelor's diploma for in-service teachers 2) Bachelor's or master's diploma for pre-service teachers 3) Raise awareness of the concept of

Items AMS	Current Status of PE Teacher /PETE	Issues & Challenges	Demand for Inclusive Quality PETE and PE Teacher Competency
	3) NIPES program corresponding to the pre-service training with updated textbook 4) Provide NIPES graduated students with chances to get bachelor diplomas 5) Develop PETE courses of inclusive PE for students with special education needs	4) 4-year bachelor program has just been developed for lower/upper secondary schools 5) Monitoring and assessment for human resource development for NIPES teachers/trainers 6) Monitoring for PETE at NIPES (pre-service)	inclusion and understanding amongst NIPES trainers/pre- & in-service PE teachers
Indonesia	1) Bachelor or higher academic background in PE, health and sports needed for levels above elementary school 2) PETE for pre- & in-service teachers underway	1) Optimising PE teachers' abilities (teaching skills) for the levels above elementary school 2) Improving teachers' ability to teach students with disabilities 3) Providing standardised sports equipment and facilities 4) Research analysis (for evidence-based policy advocacy, implementation and evaluation)	1) PETE Curriculum reform 2) In- & pre-service training reflecting evaluation results in 2023 3) Improved knowledge, skills on the training materials, digital literacy and pedagogical competency in assessment (for Pre-service)
Lao PDR	1) No trained PE teacher for elementary school level 2) Required diploma and training certificate to apply for PE teacher of	1) PE teacher shortage 2) Lack of teaching materials 3) Knowledge, skill and know-how limitation 4) Need updated information on PETE & for bachelor and	1) Updated knowledge and understanding of inclusive PE 2) ICT abilities 3) Workplan development ability
	lower /upper secondary schools 3) Revised bachelor curriculum for pre-service PE teachers	bachelor extension curriculum 5) Need to raise awareness of the importance of quality PE	4) Collaboration with stakeholders 5) International experiences
Malaysia	1) Diploma required in PE or sports science to be a PE teacher at the level above elementary	1) Lack of PE teachers 2) Improvement of facilities & equipment for PE classes 3) Inter-	1) Ability to manage special education for pre- & in-service teachers 2) Join the

Items AMS	Current Status of PE Teacher /PETE	Issues & Challenges	Demand for Inclusive Quality PETE and PE Teacher Competency
	school 2) CPD initiatives ongoing for PETE in inclusive education programs at individual, school- based & ministry level	agency partnership 4) Strengthen PETE in inclusive education Program 5) CPD for PETE in inclusive education programs 6) Evaluation of the inclusive education program	training on individual educational plans (IEP) 3) Flexibility and sense of balance between partial and full inclusion with a 4- type curriculum for students with SEN
Myanmar	1) No PE teachers appointed for an elementary level 2) Required training for PEteachers above junior high school level 3) Required training/diploma in education to be a senior high school PE teacher 4) Annual PETE in progress 5) 2-year experience in elementary school, expertise in 1 sport, and 45-day training can be promoted to junior high PEteacher	1) Lack of PE- specialised teachers (under target) 2) Lack of facilities and equipment 3) Junior PE teacher training course to cover PE teachers countrywide 4) Difficulty in the inter-agency collaboration for in-service training	1) PE has been set as one of the core subjects in the reformed curriculum 2) Pre-service program in PETE 3) In-service program in PETE (45 days) 4) PETE with the updated training manual 5) Expertise in one sport at least
Philippine s	1) Assessment & evaluation of pre-service curriculum (Curriculum adaptation to inclusive PE) 2) Professional development for PE teachers (Pre- & in- service)underway 3) Provide a CPD program (in-service)	1) Revitalise the Physical Education curriculum for the pre-service degree programs 2) PE Professional development 3) Resources availability (trained and licensed human resources, budget, etc.) 4) Infuse mental health /psychosocial in syllabus, curriculum and learning activities 5) Research agenda formulation 6) Offer scholarships for	1) Understand the inclusion in the basic PE curriculum 2) CPD for in-service PE teachers 3) Career development for pre- & in-service teachers (Master's and Ph.D.) 4) Raise awareness of mental health and wellness in the pre-service sector 5) Raise awareness of the inclusivity

Items AMS	Current Status of PE Teacher /PETE	Issues & Challenges	Demand for Inclusive Quality PETE and PE Teacher Competency
		career development (Pre- & in-service)	culture in the communities
Singapore	1) Classroom teachers who have diplomas in early childhood care, education in charge of motor skill development 2) Qualified PE teachers with diplomas for the level above elementary school 3) MOE offers a variety of CPD activities (in-service) 4) Inclusive workshop & training in progress for PE teachers of above elementary school level	1) Challenges in keeping updated with the curriculum 2) How PETE can also look into partnering with parents more effectively 3) Support to students with SEN in PE & extracurricular activities 4) Sharing best practices/ expertise on inclusive PE 5) Set mirror milestones in the PE journeys for students with and without disabilities 6) Sports facilities provision to support students with a broader range of disabilities	1) Aligned with the national narrative for promoting inclusivity 2) Physical Education and Sports Teacher Academy offers a professional development package on inclusive PE & organises training sessions on inclusivity (in-service) 3) The new PE Teaching & Learning Syllabus (TLS) will be launched in 2024.
Thailand	1) No PE course for elementary school in pre-service program 2) Required diplomas in PE for junior high school level above 3) No specific CPD for PE teachers for junior high school level above 4) Ministry of Tourism & Sports (MOTS) in charge of PE and physical activities in schools based on national curriculum 5) Potential development of non-PE-certified teachers	1) The concept of inclusion must be incorporated in PE curriculum 2) Raise awareness of the importance of quality PE 3) Improve accessibility to PE for students with/without SEN 4) Develop the teaching ability of non-PE teachers at the elementary school level 5) Developing the curriculum for teaching PE to disabled students at the elementary level 6) Stakeholders' collaboration (MOE and MOTS)	1) Ability to teach physical activities to disabled students (in-service) 2) Join the training program at schools (in-service) 3) PE teaching activities are under monitoring and evaluated by the Student Physical Fitness Test 4) Ability to prepare and implement an 8-week lesson plan for PE (Pilot schools)
Vietnam	1) Teachers with PE diplomas for the level above elementary school 2) MOET provides PE teachers with standardised courses for QPE	1) Lack of PE teachers 2) PE materials shortage 3) Elevate teachers' social status 4) Raise awareness of the importance of PE (Mindset change on policymakers')	1) To be confirmed ✖ <u>The information has not been updated in FY2023.</u>

Items AMS	Current Status of PE Teacher /PETE	Issues & Challenges	Demand for Inclusive Quality PETE and PE Teacher Competency
	(in-service)	side) 5) Improve PE teachers's skills 6) Enhance PE syllabus and pedagogy	

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

Looking at “Issues & Challenges” in Table 3, various inhibiting factors have been found to enhance inclusive Quality PETE in AMS. In addition to the negative factors mentioned in Table 2., the chronic shortage of applicants for PE teachers and the lack of comprehensive systems for PETE and PE licensing became evident as structural issues of PE and PETE among AMS. As of February 2024, we conclude that the direct and indirect causes of the issues can be traced back to 1) that PE is still not a priority subject in education in many AMS, 2) lack of specialised knowledge and skills for PE teachers, mainly at the lower level of education, 3) lack of standardised infrastructure for QPE due to weak financial base allocated to PE and PETE, and 4) lagging behind in accurate understanding of “inclusion” and “diversity” in societies among many others. Most AMS are keenly aware of the shortcomings of the actual inclusive quality PETE and PE in their own country; thus, they continue to complement and improve their contents in the action plans by pointing out the challenges and advocating for policy modifications for inclusive PETE for better quality PE.

4. Discussion

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

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

Whereas, it must be acknowledged that the appointed representatives of each AMS have different fields of expertise and work experiences; otherwise, they may not be in a direct position to make policy advocacy for the area of physical education, which might place a certain degree of constraint on the implementation of the action plans. Although the assignment of the representative for the project is a decision made by each government, which is an exclusive domestic matter that cannot

be interfered with from the outside, one alternative will be to invite organisations responsible for physical education policies or personnel who are in a position to advocate and implement the policies as direct stakeholders, to have them join the same professional learning community (PLC).

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

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

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

5. Conclusion

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

As a result of the project implementation, we recognise the importance of building the PLC for inclusive Quality PETE as a potential project output within the ASEAN+Japan community based on each AMS context. For this goal, setting the objective evaluation indicators for each action and establishing an ASEAN-originated standard of inclusive Quality PETE will be essential for our primary project goal. We hope that by continuing to produce the outcomes and impacts in accordance with the “Chiang Mai Declaration (2023)”, “ASEAN Work Plan 2021-2025”, etc., our PLCs should be a responsible hub for disseminating the best practices, impacts, even failure and collective actions

originated from the framework of ASEAN-Japan Friendship and Cooperation in the coming years, utilising the gradual accumulation know how and skills obtained in the course of implementation within the PLC. It will also align with the goals targeted in the Fit for Life alliance (MINEPS, 2023). The change in the citizens' mindset towards "inclusion" and "diversity" in QPE may be another critical factor in making the PLC work for sustainable, inclusive Quality PETE in ASEAN in the future. These findings have significant implications for academic societies, policymakers, school PE teachers and communities highlighting the need for a collaborative approach from the integrated and sustainable PLC to enhance the inclusive PETE for QPE of the entire ASEAN.

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