

# Current Situation and Future Prospects for Paralympic Education in Tokyo and Chiba Prefecture: A Questionnaire Survey of Teachers in Elementary, Middle Schools and Schools for Special Needs Education

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## 1. Background

The hosting of the Tokyo 2020 Olympic and Paralympic Games (hereinafter the “Tokyo Games”) has led to the promotion of Olympic and Paralympic education (OPE) in Japan. In Tokyo, OPE has been introduced in all public schools since April 2016<sup>1</sup>. Furthermore, by FY2017, 47, or 71.2%, of the 66 municipalities excluding Tokyo (46 prefectures and 20 ordinance-designated cities) had introduced OPE in their public schools<sup>2</sup>.

However, although OPE has gained traction, the actual conditions surrounding it have not been studied in depth. Thus, we attempt to shed light on the realities of Paralympic education from the teacher’s perspective, by conducting a questionnaire survey dedicated to Paralympic education and analyzing the results thereof. We will first consider how the Ministry of Education, Culture, Sports, Science and Technology (MEXT) positions OPE, and then provide an overview of some actual examples and previous research.

The final report by the Olympic and Paralympic Education Expert Council (hereinafter the “OPE Expert Council”), which was formed by MEXT in FY2015, highlighted the importance of Paralympic education, citing the International Paralympic Committee (IPC)’s vision to “Make for an inclusive world through Para sport” and the four Paralympic values, i. e., Courage, Determination, Inspiration, and Equality, and noting that learning such values can lead to social transformation<sup>3</sup>.

Regarding the details of OPE, especially as it pertains to the Paralympics, the report listed aspects such as the following: “knowledge about the Paralympics (history, disciplines, athletes’ outstanding performance and efforts, significance of the Paralympics, and characteristics of the Paralympics, such as the modification and development of equipment and class divisions),” “realizing accessibility through taking down both physical and mental barriers,” and “creating an inclusive society in which people with diverse backgrounds can help and respect each other, for example, through volunteering.”

It is against this backdrop that the Japan Sports Agency (JSA) launched the Nationwide Olympic and Paralympic Movement Project (hereinafter the “OPE Program”) in FY2016 in an effort to promote the Olympic and Paralympic movement through utilization of OPE (Note 1). The JSA describes the need for OPE as follows: “OPE is not just about raising interest in the Tokyo Games per se. Through OPE, children can deepen their understanding of the values of sports, global and multicultural perspectives, and an inclusive society, and can also develop a sense of discipline. OPE has many educational values, and is thus very much needed as an intangible legacy of our nation.”<sup>4</sup>

Next, we will provide an overview of how the specific practices, themes, educational effects, and issues related to Paralympic education have been discussed in case studies and previous research (research material, research reports, articles).

Let us first look at some OPE promotion schools that function as local centers of the JSA’s OPE Program mentioned above. The program revolves around five practical themes that are designed to spread the educational values of Olympism and the Paralympic values: “I. Studying the significance and history of sports, the Olympics, and Paralympics,” “II. Nurturing volunteers with a sense of politeness and hospitality,” “III. Creating an inclusive society through sports,” “IV. Developing an understanding of Japanese traditions and local culture, as well as global culture, and cultivating respect for diversity,” and “V. Raising interest in sports and developing a sports-friendly mindset.” According to case studies on the program in FY2019, 13 schools (7 elementary schools, 3 middle schools, 2 senior high schools, 1 special needs school) engaged in “III. Creating an inclusive society through sports,” the theme with the most relevance to Paralympic education among the five themes<sup>5</sup>. The specific activities described in the case studies include the following: talks by Paralympians,

sports exchange with Paralympians, guide running, learning using Paralympic education material (learning about the Paralympics and what an inclusive society looks like), and disability awareness education (Note 2) such as disability simulation, in periods for integrated studies (hereinafter “integrated studies”), physical education/health and physical education class, ethics class, and special activities class.

Next, we will look at case studies from Tokyo. The Tokyo Metropolitan Board of Education (TMBE) raises the following five mindsets that need to be actively developed through OPE: “volunteer spirit,” “understanding for people with impairments,” “aspiration for sports,” “self-awareness and pride as a Japanese citizen,” and “rich international senses.”<sup>6</sup> The case studies compiled by the TMBE in FY2018 lists nine schools (six elementary schools and three middle schools) that engaged in activities related to “understanding for people with disabilities.”<sup>7</sup> The specific activities described in the case studies were the same as those of the schools that engaged in the JSA’s OPE Program, namely: talks by Paralympians, sports exchange with Paralympians, learning about the Paralympics, and disability awareness education, including disability simulation, lectures, and learning about an inclusive society, in integrated studies, physical education/health and physical education class, ethics class, and special activities class.

The foregoing outline of examples of OPE application by the JSA and TMBE shows that there are two different styles in OPE: one where Paralympians, among other lecturers, are dispatched or invited to teach visiting classes at schools, and one where children learn about the Paralympics and engage in disability awareness education within regular classes.

Second, let us consider some excerpts relating to Paralympic education from research material and research reports on the current situation of OPE. Tomozoe et al. (2020) surveyed the OPE practices of 230 schools (124 elementary schools, 48 middle schools, 41 senior high schools, 17 special needs schools) located in 11 OPE promotion areas (three cities and eight prefectures) that receive support from the WASEDA Research Center for Olympic and Paralympic Education, from among the schools designated as OPE promotion schools by the JSA in FY2018, and compared the survey results with those from previous years<sup>8</sup>. According to their research, the number of designated areas that the center is in charge of has increased to 3, 6, and 11 each year since FY2016. The number of schools to which Paralympians were

dispatched has also increased each year, from 6 in FY2016 to 13 in FY2017 and 39 in FY2018. As for the types of schools to which Paralympians were dispatched from FY2016 to FY2018, middle schools accounted for the largest portion at 41.0%, followed by special needs schools at 33.3%, senior high schools at 30.6%, and elementary schools at 24.5%. Tomozoe et al. suggested that the increase in the number of Paralympians dispatched to schools may have led to an increase in the number of activities related to “III. Creating an inclusive society through sports,” one of the five practical themes set by the JSA, in FY2018.

TMBE (2020) conducted a questionnaire for 355 teachers working at elementary, junior high, senior high, and special needs schools on how they teach three of the five mindsets that need to be actively developed through OPE, namely, “volunteer spirit,” “understanding for people with impairments,” and “rich international senses,” in their classes<sup>9</sup>. Only 15% of the teachers said they frequently teach “understanding for people with impairments” in classes, while the majority at 49% said they sometimes teach it. As for the reason why they have not been able cover it in class, the majority, or 49%, of teachers said they do not know how to teach it, followed by 20% noting that it is not part of the annual teaching plan and 17% noting the lack of class hours.

Let us finally look at previous studies that focus on the effects of OPE, especially of Paralympic education. Sasaki (2018) discusses activities in middle schools that involve the utilization of *I'mPOSSIBLE* (Japanese edition), an education toolkit for Paralympic education that is officially recognized by the IPC<sup>10</sup>. The study notes that the activities led to greater interest in the Paralympics among students, the creation of new values, expectations for increased openness to diversity, and student empowerment, in the post-activity review. Since the questionnaire conducted one month later suggested that the students had a positive view of Paralympic education, the study also notes that OPE has sufficient value as an educational tool. The study argues that in order to expand this kind of OPE even more, schools need to create teaching plans that link OPE to a wide range of subjects, including physical education, ethics, special activities, homeroom activities, and integrated studies, and engage accordingly.

The OPE-related case studies and other studies cited above give us insights into the specific content and effects of Paralympic education. However, as they are mainly based on the framework of OPE, it is difficult to grasp the specific conditions surrounding Paralympic education. Therefore, in this study, we conducted a

questionnaire survey dedicated to Paralympic education in order to understand the specific conditions surrounding Paralympic education from the teacher's perspective. (It should be noted that the schools covered are limited to elementary, junior high, and special needs schools located in Tokyo and Chiba Prefecture, which both have Paralympic Games venues and are considered to be actively implementing OPE.) As the method for analyzing the questionnaire results, we classify the data by school type, compare the data, and explore the identified differences. Furthermore, we use the KJ Method with regard to teachers' free comments on Paralympic education, categorizing the comments to identify overall trends. Finally, after examining the conditions surrounding Paralympic education, we will consider what is needed in order for OPE to endure as an intangible legacy beyond the Tokyo Games and, more importantly, for Paralympic education to remain a part of the curriculum as an aid to the creation of an inclusive society, which are the goals of the OPE Program set by the JSA.

## 2. Survey Overview

### 2-1. Survey respondents

In this study, we sent the questionnaire to 3,422 public and private elementary schools, middle schools, and special needs schools located in Tokyo and Chiba Prefecture and listed on the websites of the TMBE, Metropolitan Foundation for Private Schools, Chiba Prefectural Board of Education, and Chiba Prefectural Government (Note 3) (Note 4)<sup>11, 12, 13, 14, 15</sup>.

As the survey focuses on gaining insights about Paralympic education from actual examples, we chose to limit our scope to Tokyo and Chiba Prefecture, which are considered to be actively implementing OPE. The reason for this is because Tokyo, which is to host the Games, has been conducting OPE in all its public schools since April 2016, ahead of other prefectures in Japan. As for Chiba, we chose it because some Paralympic events are to be held in parts of the prefecture, the Chiba Prefectural Board of Education holds teacher workshops specializing in Paralympic education<sup>16</sup>, and Chiba City has made Para sports (Note 5) a part of the physical education/health and physical education curriculum at all its elementary and middle schools<sup>17</sup>, making the prefecture a pioneer in Paralympic education.

The OPE goals set by the TMBE, Chiba Prefectural Board of Education, and Chiba City Board of Education (an ordinance-designated city board of education) are based on the proposal of the OPE Expert Council, making them similar in content. However, the implementation policy of the Tokyo Metropolitan Government lays down specific class hours: “An annual teaching plan should be created, and the whole school should carry out OPE around 35 hours a year in an organized and planned manner.”<sup>18, 19, 20</sup>

It is worth noting that the budget allocation for OPE differs considerably between Tokyo, Chiba Prefecture, and Chiba City. The Tokyo Metropolitan Government has allocated approximately 13 billion yen in total to its OPE promotion program over the seven-year period from FY2014 to FY2020<sup>21</sup>. Meanwhile, the Chiba Prefectural Government began funding its OPE promotion program in FY2017, allocating 46.9 million yen in total from FY2017 to FY2020<sup>22</sup>. In Chiba City, which is home to a Paralympic stadium, budget allocation for the OPE promotion program began in FY2017, with around 120 million yen in total allocated from FY2017 to FY2020<sup>23</sup>. (Note that the figures above only show budgets for the respective boards of education). This difference in budget scale makes the projects of Tokyo, Chiba Prefecture, and Chiba City different content-wise, an aspect we will touch on in “3. Survey Results.”

## 2-2. Survey method

This survey was conducted by the Nippon Foundation Paralympic Support Center and the Juntendo University Faculty of Health and Sports Science's Tadashi Watari Lab, in a questionnaire format from November 6 to December 10, 2019. The questionnaire form was mailed to the 3,422 schools selected for the survey, and we asked either the person in charge of OPE or any other person capable of responding to respond. We collected the forms via post or fax. A total of 1,794 forms were collected, of which 15 did not indicate the school type. Therefore, the number of valid responses was 1,779 (valid response rate: 52.0%).

## 2-3. Survey details

The questionnaire survey consists of 10 questions regarding the respondent and the attributes of his or her school, 18 multiple choice questions regarding implementation of Paralympic education, and a free comment section on Paralympic

education. The 19 multiple choice questions regarding implementation of Paralympic education were set to gain information on the following aspects (1) to (9):

- (1) Whether the school conducts Paralympic education, (2) Reason why the school conducts Paralympic education, (3) Reason why the school does not conduct Paralympic education, (4) Details of Paralympic education-related activities (subjects, extracurricular activities, when the program was launched, number of class hours, etc.), (5) Preparation time, (6) Expectations for and effects of Paralympic education, (7) Difficulties associated with conducting Paralympic education, (8) Whether the schools intend to continue Paralympic education, (9) Utilization of teaching materials for OPE

### 3. Survey Results

#### 3-1. Basic characteristics

The basic characteristics of the respondents and their schools are shown below (ES = Elementary School, MS = Middle School, SNES = Special Needs Education School).

**Table 1: Number of valid responses: schools by location, type of establishment (public/private) and type of school**

Inside the parentheses, no. of questionnaires sent

Tokyo/ Chiba	Public/ Private	Type of School			Total
		Elementary School (ES)	Middle School (MS)	Special Needs Education School (SNES)	
Tokyo	Public	526 (1,271)	284 (610)	33 (62)	936 (2,187)
	Private	21 (54)	69 (186)	3 (4)	
Chiba	Public*	527 (780)	271 (376)	31 (45)	843 (1,235)
	Private	3 (10)	11 (24)	0 (0)	
Total		1,077 (2,115)	635 (1,196)	67 (111)	1,779 (3,422)

\* We used the *Education Handbook 2018* published by the Chiba Prefectural Board of Education for selecting the schools to be surveyed. As the handbook listed one elementary school, one middle school, and two special needs schools that are affiliated to national universities, we decided to include them in the survey.



Fig. 1 Type of school (n=1,779)

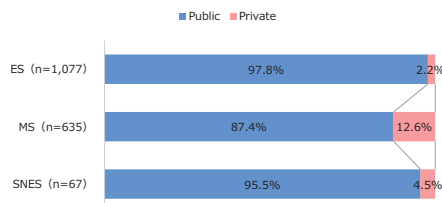


Fig. 2 Public/Private

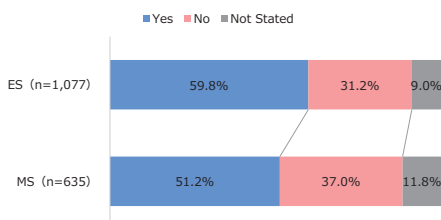


Fig. 3 Class for special needs children in the school (elementary and middle school)

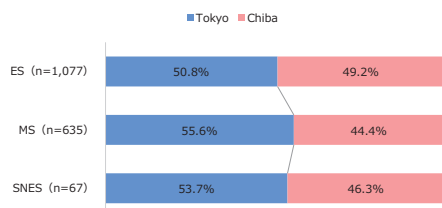


Fig. 4 Location

The ratio of the school types to which we sent the questionnaire form (elementary schools: 61.8%, middle schools: 35.0%, special needs schools: 3.2%) was almost identical to the ratio of the school types from which we were able to collect responses (Fig. 1), the discrepancy being below 1.5% for each school type. While 63.9% of the 3,422 schools covered in the survey were located in Tokyo and 36.1% in Chiba Prefecture, Tokyo and Chiba Prefecture accounted for 52.6% and 47.4% of the collected responses, respectively. Furthermore, we can see that the valid response rate for Tokyo was under half, at 42.8%, whereas for Chiba Prefecture it was 68.3%, or close to 70%.

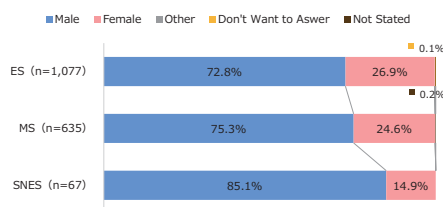


Fig. 5 Gender

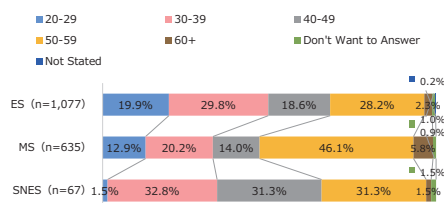


Fig. 6 Age

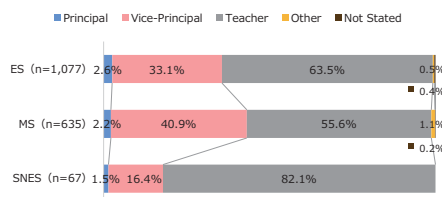
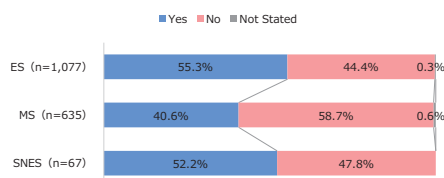


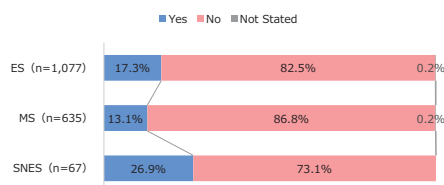
Fig. 7 Position



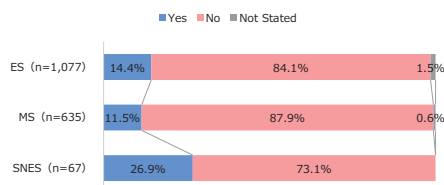
The overwhelming majority of the respondents were male, accounting for more than 70% (Fig. 5) across all school types. In terms of age, around 30% of the respondents from elementary schools and special needs schools were in their 30s, while the majority (46.1%) of the respondents from middle schools were in their 50s (Fig. 6). In all school types, over half of the respondents were teachers, with an extremely high rate of 82.1% in special needs schools (Fig. 7).



**Fig. 8** Position in charge of Olympic and Paralympic education in the school



**Fig. 9** Olympic and Paralympic education promoting school in FY2019



**Fig. 10** Olympic and Paralympic education promoting school before FY2019

The survey showed that only about half of elementary schools and special needs schools and 40.6% of middle schools had teachers assigned to OPE (Fig. 8) (Note 6).

### 3-2. Grand totals of survey items related to Paralympic education

The grand totals of the survey items related to Paralympic education are shown below. Note that the total may not always be 100%. This is because the percentages in the graphs showing the results of single responses are rounded down to the first decimal place.

### 3-2-1. Whether the school conducts Paralympic education

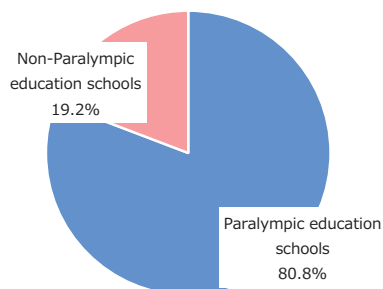


Fig. 11 Paralympic education schools/ Non-Paralympic education schools (n=1,779)

Overall, 80.8% of the schools conducted Paralympic education, and 19.2% did not (Fig. 11), showing that the number of schools that conduct Paralympic education is overwhelmingly higher.

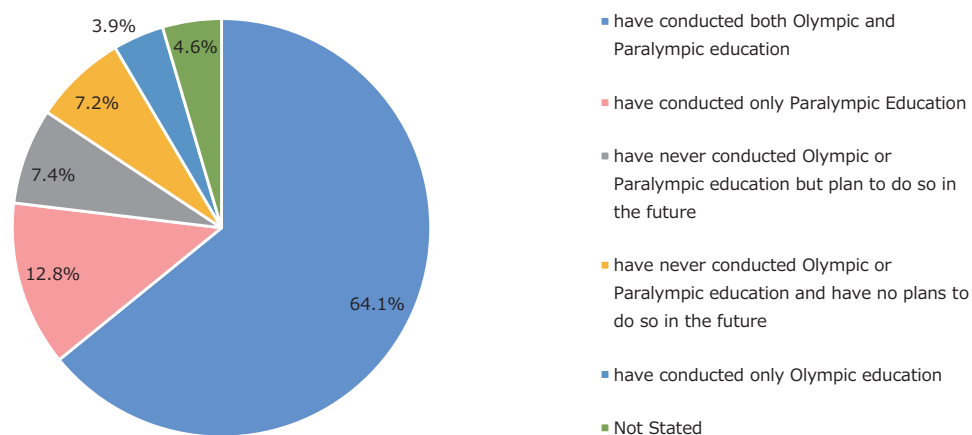
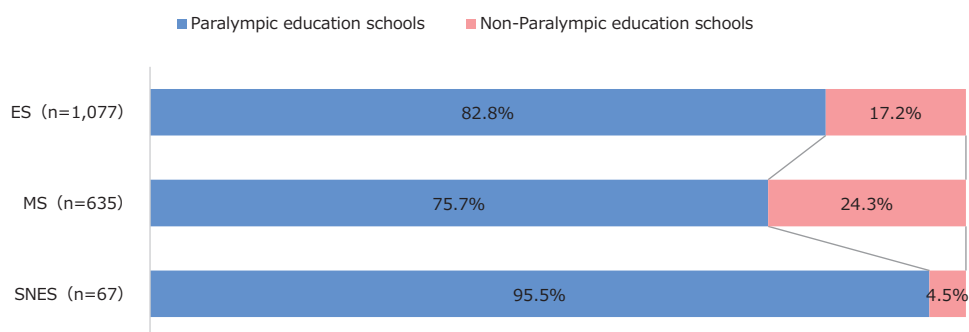


Fig. 12 Paralympic education schools/ Non-Paralympic education schools (details) (n=1,779)

Next is a breakdown of the schools that conduct Paralympic education (hereinafter “Paralympic education schools”) and schools that do not conduct Paralympic education (hereinafter “non-Paralympic education schools”) (Fig. 12). Of the Paralympic education schools, 64.1% responded that they have conducted both Olympic and Paralympic education, and 12.8% responded that they have conducted only Paralympic Education. As for the non-Paralympic education schools, around 7% responded that they have never conducted Olympic or Paralympic education but plan to do so in the future, another 7% or so responded that they have never

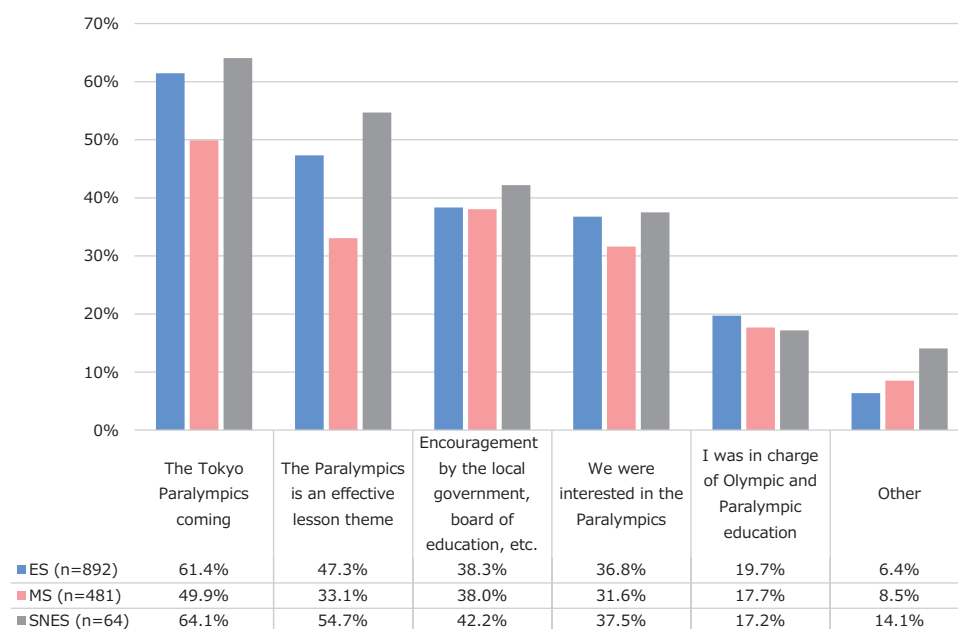
conducted Olympic or Paralympic education and have no plans to do so in the future, and 3.9% responded that they have conducted only Olympic Education. With regards to the 81 schools (4.6%) that fell under “No Response/Unknown” in Question 1, we were able to confirm whether they conducted Paralympic education and their school type in other the questions. Therefore, those responses are considered valid responses in the subsequent analysis. The breakdown was 3.9% (69 schools) for Paralympic education schools and 0.7% (12 schools) for non-Paralympic education schools.



**Fig. 13 Paralympic education schools/ Non-Paralympic education schools by type of school (n=1,779)**

As shown in Fig. 13, Paralympic education schools made up over 70% of the schools across all types, showing that Paralympic education was conducted at a high rate at all types of schools. The rate was extremely high among special needs schools at 95.5%. Middle schools had the largest percentage of non-Paralympic education schools at 24.3%.

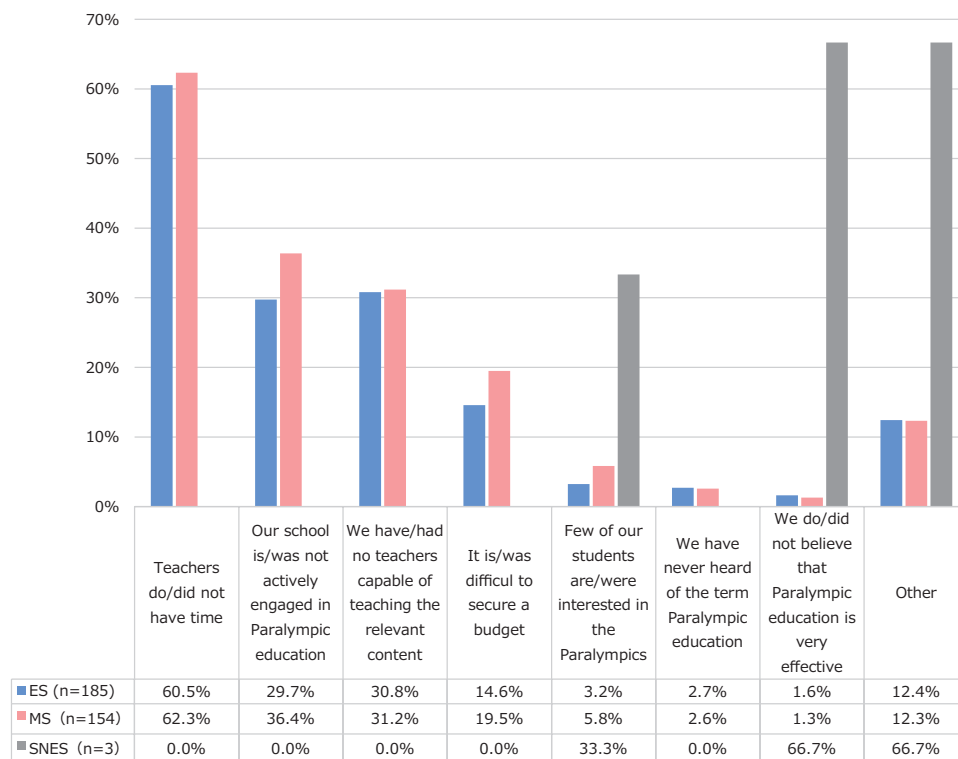
## 3-2-2. Reason why the school conducts Paralympic education



**Fig. 14 Reason why the school conducts Paralympic education (MA) (MA = Multiple answers allowed)**

We asked the Paralympic education schools to select one or more reasons why they conduct Paralympic education from six choices (Fig. 14). “Because of the coming Tokyo Paralympics” was the most popular reason across all school types, at 61.4% in elementary schools, 49.9% in middle schools, and 64.1% in special needs schools. In addition, around 40% of the schools across all types chose “Because of encouragement by the local government, board of education, etc.” This suggests that external factors played a significant role in the introduction of Paralympic education by schools. However, as about 30 to 50% of the schools across all types chose “Because the Paralympics is an effective lesson theme” and “Because we were interested in the Paralympics,” we can see that not only external factors but also internal motives played a part in the schools’ decisions. It is especially notable that over 50% of special needs schools chose “Because the Paralympics is an effective lesson theme,” which suggests that special needs schools tend to have a more positive view of the effects of Paralympic education.

### 3-2-3. Reason why the school does not conduct Paralympic education



**Fig. 15 Reason why the school does not conduct Paralympic education (MA)**

We asked the non-Paralympic education schools to select one or more reasons why they do not conduct Paralympic education from eight choices (Fig. 15). More than 60% of elementary schools and middle schools chose “Teachers do/did not have time,” making this the largest category, followed by around 29.7 to 36.4% that chose “Our school is/was not actively engaged in Paralympic education” or “We have/had no teachers capable of teaching the relevant content.” Meanwhile, less than 6% of the schools chose “Few of our students are/were interested in the Paralympics” and “We have never heard of the term Paralympic education.” This suggests that in the case of elementary schools and middle schools, the introduction of Paralympic education is not being prevented because teachers have a negative view of Paralympic education. Rather, it is because of compounding factors, including the lack of time, lack of active engagement by the school as a whole, and lack of knowledge and funding.

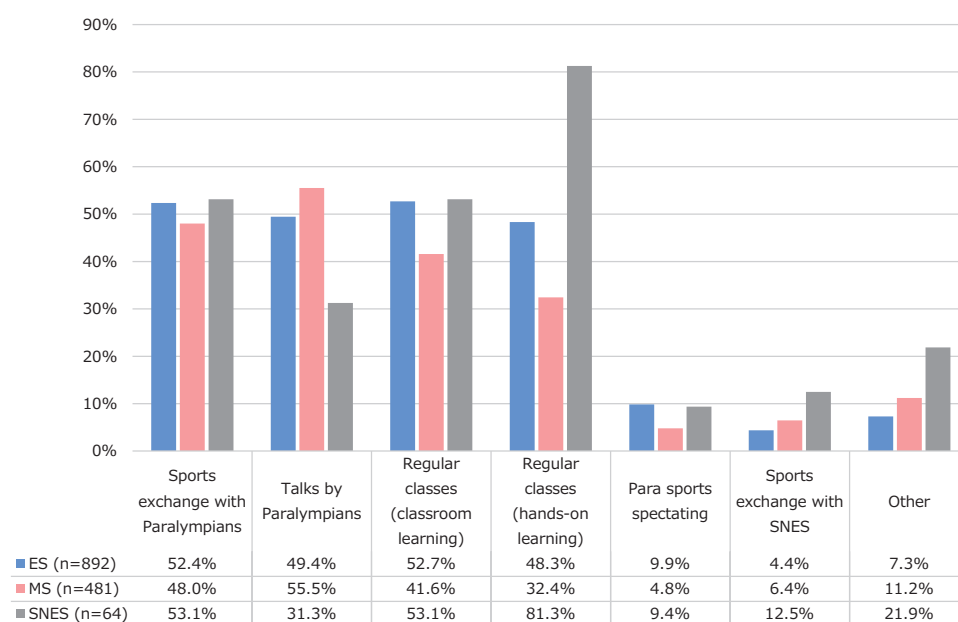
Of the three non-Paralympic education special needs schools from which we got responses, two chose “We do/did not believe that Paralympic education is very

effective,” and one chose “Few of our students are/were interested in the Paralympics.” The “Other” category includes the following comment: “It is difficult for students with severe intellectual impairment to participate.” The absolute scarcity of samples makes it difficult to draw a big picture of non-Paralympic education special needs schools solely on the basis of these responses. We therefore need to do a follow-up study.

The responses related to aspects 3-2-4. to 3-2-8. below are those of Paralympic education schools.

### 3-2-4. Details of Paralympic education-related activities (subjects, extracurricular activities, when the program was launched, number of class hours, etc.)

#### 3-2-4-1. Activities carried out in Paralympic education



**Fig. 16 Activities carried out in Paralympic education (MA)**

We asked the schools to select one or more activities that they carry out in Paralympic education from seven choices (Fig. 16). Elementary schools chose the four activities of “Sports exchange with Paralympians,” “Talks by Paralympians,” “Regular classes (classroom learning),” and “Regular classes (hands-on learning)” at roughly the same rate at around 50%. As for middle schools, 48.0% chose “Exchange with Paralympians” and 55.5% chose “Talks by Paralympians.” These numbers for visiting classes are higher

than those for “Classroom learning” and “Hands-on learning” at 41.6% and 32.4%, respectively. Turning to special needs schools, a very large number (81.3%) of them chose “Hands-on learning” in comparison to elementary schools and middle schools. In contrast, however, only 31.3% of special needs schools chose “Talks by Paralympians.” The “Other” category (21.9%) under special needs schools mainly includes activities such as Para sports events and seminars by people other than Paralympians (e. g., Deaflympics athletes, people with experience in Para sports, visiting lecturers).

The results above show that elementary schools have a good balance between visiting classes and regular classes, while middle schools tend to be more focused on visiting classes. Special needs schools prefer activities in which students can actively participate, such as “Sports exchange with Paralympians” and “Hands-on learning,” over more passive forms of learning, such as “Talks by Paralympians” and “Classroom learning.”

The survey also shows that the percentage of visiting classes is equal to or higher than regular classes across all school types. One possible factor behind this is the lecturer dispatch programs provided by local governments and private entities. In Tokyo, the TMBE launched the “Challenge Myself” Programme in FY2015 as part of the Dream and Future Project for promoting OPE. The program aims to raise children’s interest in Para sports and develop disability awareness through seminars, Para sports classes, and other events. Under the program, Paralympians and coaches have been dispatched to 365 elementary schools, 85 middle schools, and 29 special needs schools in Tokyo between FY2015 and FY2020<sup>24, 25, 26, 27, 28, 29</sup>. Meanwhile, in Chiba Prefecture, the Prefectural Board of Education launched the Heart Barrier Free Project as a Paralympic education-related initiative that involves “activities aimed at the formation of an inclusive society and cultivation of an attitude of understanding for others.” Specific examples include researching and learning about barrier-free and universal design, gaining knowledge and awareness about Paralympic disciplines and people with disabilities through Para sports, and learning about the lifestyles of Paralympians in ethics class, and the activities do not necessarily require lecturers to be dispatched to schools<sup>30</sup>. As for Chiba City, it is stated in the city website that the Olympic and Paralympic Promotion Division, General Policy Bureau, has organized “talks by athletes with disabilities and sports events in the city’s elementary and middle schools” since FY2016 as part of its Para sports promotion program<sup>31</sup>. The website does not indicate how many schools athletes have visited so far, but the

program budget for FY2020 was approx. 6.8 million yen<sup>32</sup>.

In the private sector, the Nippon Foundation Paralympic Support Center has carried out the Challenge For Tomorrow program since 2016. This nationwide program involves dispatching Paralympians and other athletes to elementary, junior high, and senior high schools to take part in Para sports demonstrations, hands-on activities, and talks. As of October 2020, athletes had visited 1,000 schools across Japan, including 240 in Tokyo and 52 in Chiba Prefecture<sup>33</sup>.

As described above, the programs organized by the governments of Tokyo, Chiba Prefecture, and Chiba City differ in content and scale. We will examine whether these differences have an impact on the actual activities related to Paralympic education in Tokyo and Chiba Prefecture. Below are the results of a comparison between Tokyo and Chiba Prefecture in terms of the ratio of visiting classes (“Sports exchange with Paralympians” and “Talks by Paralympians”) and regular classes (“Classroom learning” and “Hands-on learning”).



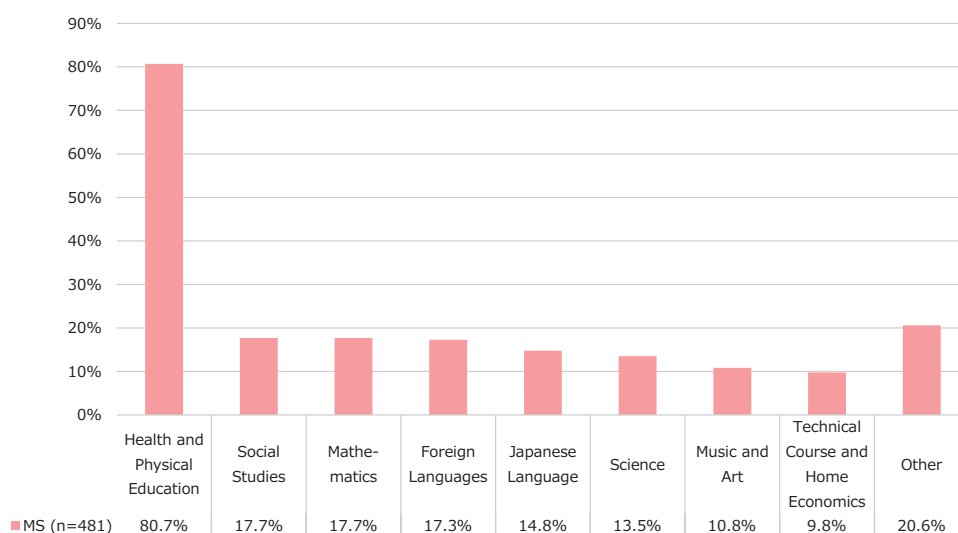
Fig. 17 Comparison between Tokyo and Chiba in terms of activities related to Paralympic education

The figure shows that the percentage of visiting classes held in Tokyo is higher than in Chiba Prefecture across all school types, the difference being 1.6 to 3.8 times. One likely reason for this is the huge difference in the budget allocated to the boards of education in Tokyo on the one hand and Chiba Prefecture and Chiba City on the



other, as we noted in “2-1. Survey respondents,” leading to an increase in the number of visiting classes held in Tokyo. Paralympic education in regular classes, with the exception of “Classroom learning” in special needs schools, was more common in Chiba Prefecture than in Tokyo across all school types. However, the range of difference was relatively small at 1.0 to 1.9 times, which is smaller than the difference in visiting classes. As for “Hands-on learning,” all public elementary and middle schools in Chiba City have incorporated goalball (elementary schools) and sitting volleyball (elementary and middle schools), Paralympic sports that are scheduled to be played in Makuhari Messe (Mihama-ku, Chiba) during the Tokyo Games, into physical education/health and physical education classes<sup>34</sup>. Chiba City’s public elementary and middle schools make up around 14% of all public elementary and middle schools in Chiba Prefecture, and may thus be boosting the percentage of “Hands-on learning” in Chiba Prefecture. The foregoing analysis suggests that local government initiatives may be impacting Paralympic education activities at schools.

#### 3-2-4-2. Specialist subject of teachers in charge of the Paralympic education activities (middle school)



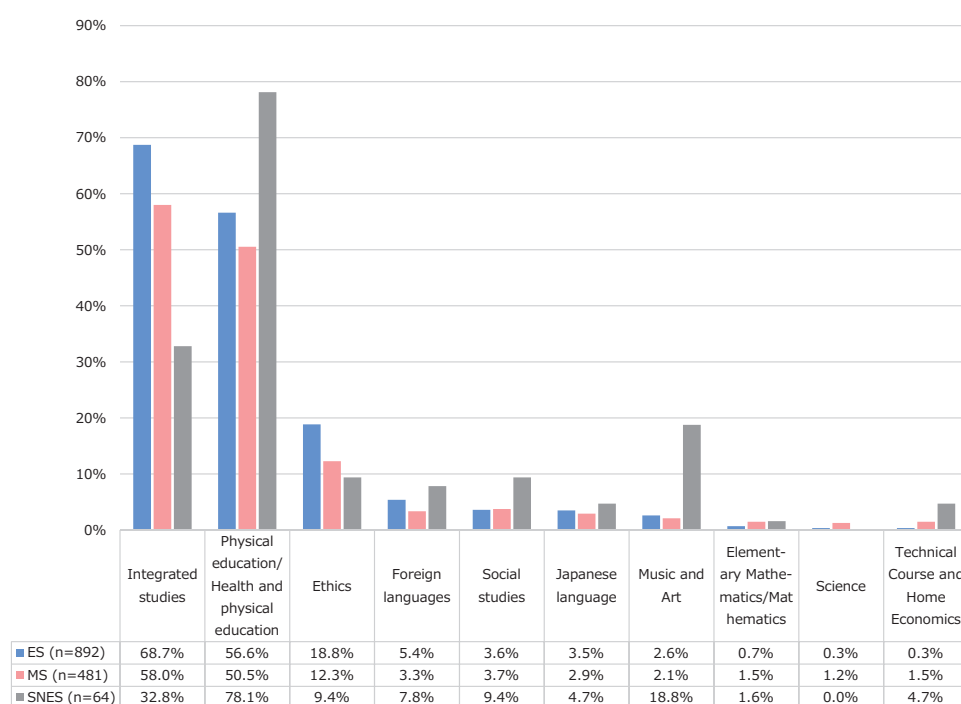
**Fig. 18 Subject of teachers in charge of the Paralympic education activities (Middle School) (MA)**

We asked middle schools to select one or more subjects that the teachers engaged in Paralympic education specialize in, from nine choices (Fig. 18). Since most

elementary school and special needs school teachers teach all subjects, we only show the results for middle schools.

The overwhelming majority were health and physical education teachers at 80.7%. This is assumed to be because the Paralympics is a sports event, and also because Paralympic education-related guidelines include references to hands-on learning such as Paralympic sports activities, as we previously saw in the JSA's OPE Program and the TMBE's case studies.

### 3-2-4-3. Subject and extracurricular activities

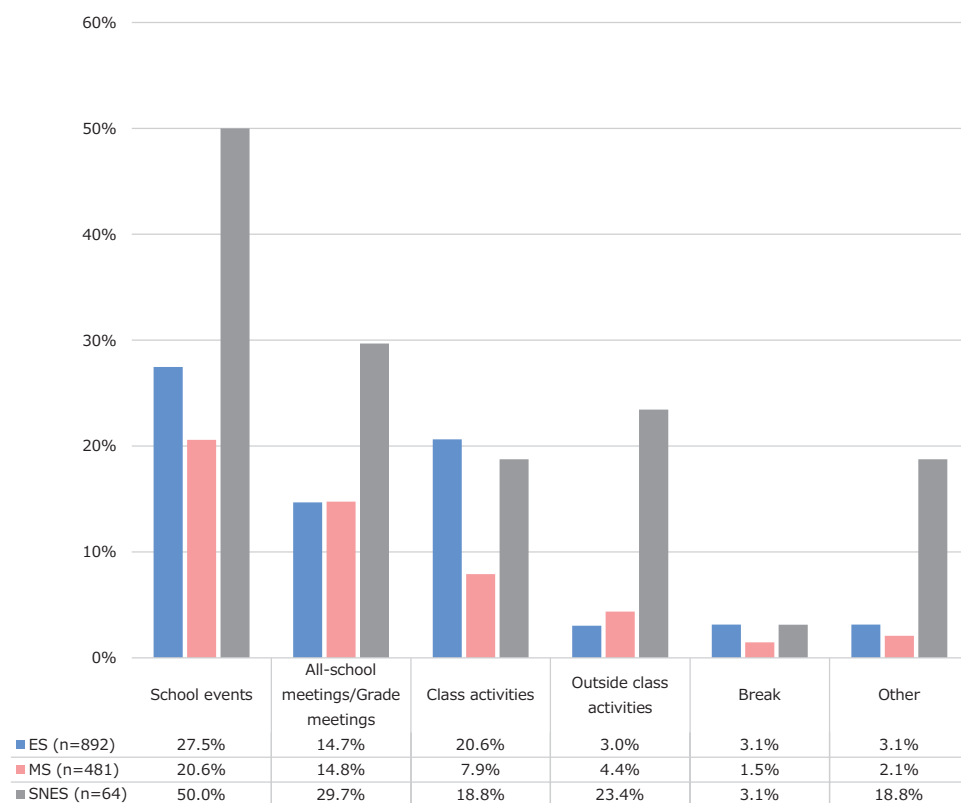


**Fig. 19 Subjects in which Paralympic education was conducted (MA)**

We asked the schools to select one or more subjects and outside class activities in which they conduct Paralympic education from 16 choices (Figs. 19 and 20). Fig. 19 shows the results for the subjects.

The percentage of “Integrated studies” in elementary schools and middle schools was the highest at 68.7% and 58.0%, respectively, followed by 56.6% and 50.5%, respectively, for “Physical education/Health and physical education.” As for special needs schools, the percentage of “Physical education/Health and physical education”

was the highest at 78.1%, followed by 32.8% for “Integrated studies” (Note 7). “Ethics” came in at third in elementary schools and middle schools at 18.8% and 12.3%, respectively, while “Music/Drawing and Crafts/Art” came in at third in special needs schools at 18.8%. The OPE implementation policy formulated by the TMBE states that “since the Olympics and Paralympics are a rich source of teaching themes, OPE should be conducted across all educational activities without a bias toward specific subjects.”<sup>35</sup> However, the results of our survey show that Paralympic education is in fact conducted in specific subjects. It should be noted, though, that the percentages of “Music/Drawing and Crafts/Art,” “Social studies,” and “Foreign languages,” among other subjects, were higher in special needs schools than in elementary schools and middle schools.



**Fig. 20 Extracurricular activities in which Paralympic education was conducted (MS)**

Fig. 20 shows the results for outside class activities. The percentage of “School events” was the highest in elementary schools and middle schools at 20.6% and 27.5%, respectively, and especially high in special needs schools at 50.0%. This was followed

by “Class activities” in elementary schools at 20.6%, and “All-school meetings/Grade meetings” in middle schools and special needs schools at 14.8% and 29.7%, respectively. We can thus observe that special needs schools tend to conduct Paralympic education in outside class activities more than do elementary schools and middle schools. In addition, as shown in Fig. 19, special needs schools conduct Paralympic education across a variety of subjects, suggesting that they have a more diversified approach to Paralympic education.

#### 3-2-4-4. When the Paralympic education program was launched

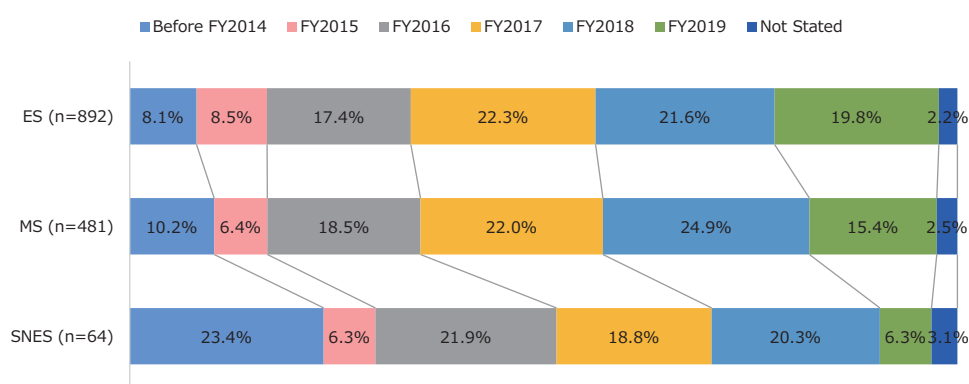


Fig. 21 When the program was launched (SA) (SA = Single Answer)

We asked the schools when they launched their Paralympic education program (Fig. 21). The majority of elementary schools and middle schools launched their program between FY2017 and FY2018, the two years constituting over 40% of the total. Even though slightly more special needs schools launched their program between FY2016 and FY2017 than between FY2017 and FY2018, both periods were almost the same at approx. 40%. The Tokyo Metropolitan Government introduced OPE in FY2016, while the governments of Chiba Prefecture and Chiba City did the same in FY2017, which seems to be reflected in the figures. The number of elementary schools and middle schools that launched their program grew from FY2015 to FY2017, but then started decreasing in FY2018 and FY2019, suggesting that many elementary schools and middle schools had launched their program by FY2018. Meanwhile, special needs schools were significantly different in that more than 20% of them launched their program before FY2014.

### 3-2-4-5. Grades

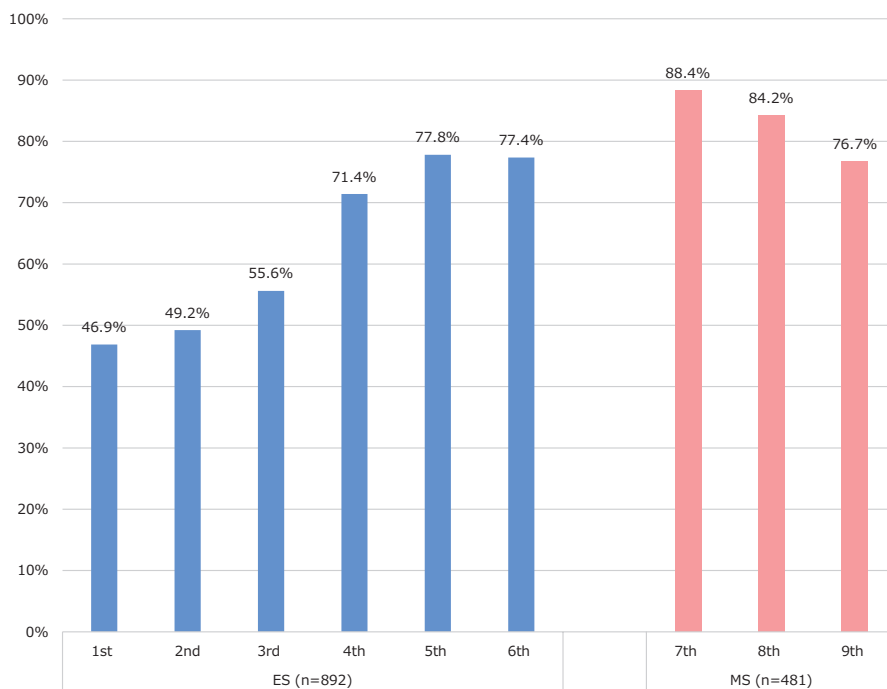


Fig. 22 Grades that participate in Paralympic education-related activities (Elementary and Middle School) (MS)

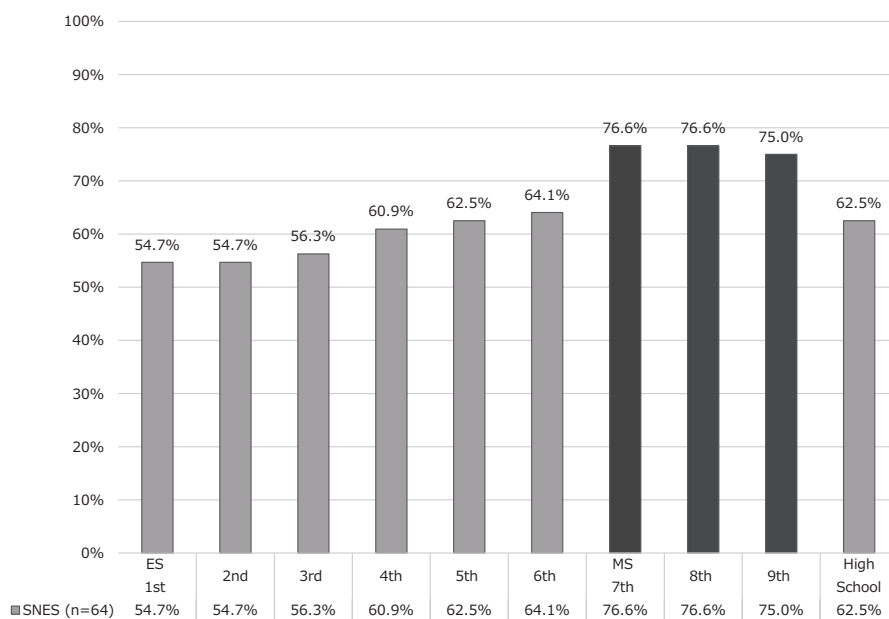


Fig. 23 Grades that participate in Paralympic education-related activities (Special Needs Education School) (MS)

We asked the schools which grades participate in Paralympic education-related activities (Figs. 22 and 23), through which we learned that all grades participated across all school types. Regarding elementary schools and middle schools as a whole, the rates of participation tended to increase in the order of 1st to 2nd graders, 3rd to 4th graders, 5th to 6th graders, and 7th to 9th graders. Although the rates were different in special needs schools, the overall trend was similar to that in elementary schools and middle schools.

The reason why more 5th to 9th graders participate in Paralympic education-related activities than 1st to 2nd graders is assumed to be because some of the topics covered in Paralympic education, such as those relating to an inclusive society, require advanced comprehension skills. Furthermore, as we noted above, although fewer middle schools selected “Sports exchange with Paralympians” and “Classroom learning” and “Hands-on learning” in regular classes as compared to elementary schools, the percentage of “Talks by Paralympians” was 6.1 points higher than that in elementary schools, suggesting that middle schools hold more talks that are attended by all students. This may be because unlike in elementary schools where the difference in child development between grades is large, it is easier for middle schools to carry out activities that involve all grades.

### 3-2-4-6. Number of class hours (per lesson and annual)

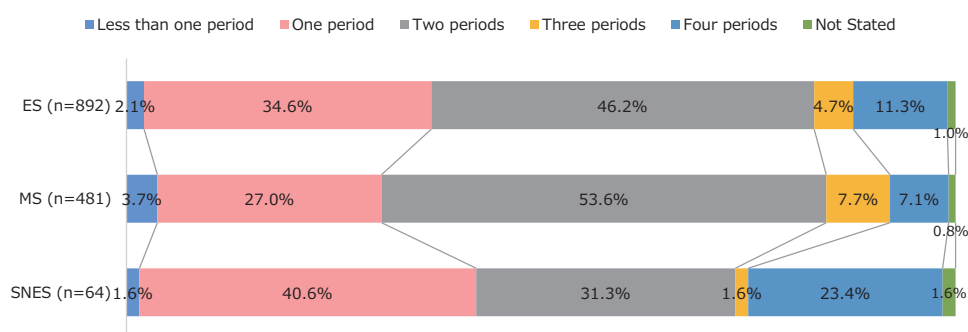


Fig. 24 Number of class hours

We asked the schools how many periods are allocated to each Paralympic education-related activity (Fig. 24), the results of which were as follows: two periods in around half of elementary schools and middle schools at 46.2% and 53.6%,

respectively, while the majority of special needs schools at 40.6% said they allocate one period.

We next asked the schools how many periods per year are allocated to Paralympic education-related activities. The averages with outlier values excluded (Note 8) were 11.7 hours in elementary schools (n=797), 6.9 hours in middle schools (n=431), and 20.8 hours in special needs schools (n=52). This means that special needs schools allocate the most periods to Paralympic education-related activities each year.

### 3-2-5. Preparation time

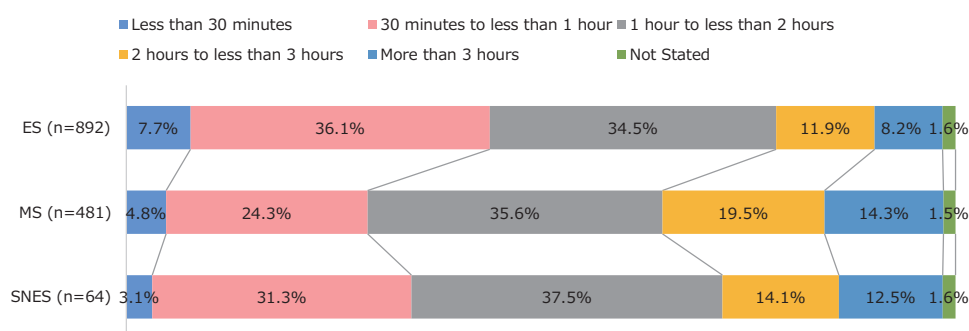


Fig. 25 Preparation time for Paralympic education-related activities

We asked the schools about the time they have for preparing for Paralympic education-related activities (Fig. 25). The responses “30 minutes to less than 1 hour” and “1 hour to less than 2 hours” combined accounted for more than 60% across all school types. According to MEXT (2018), the average class preparation time on weekdays was 77 minutes for elementary school teachers and 86 minutes for middle school teachers in FY2016. In light of this data, the fact that more than 60% of teachers need between 30 minutes to 2 hours to prepare for Paralympic education suggests that it may be a considerable burden to them<sup>36</sup>. We will touch on the extent to which teachers feel that class preparation is a burden in Fig. 29 “Difficulties associated with conducting Paralympic education” below.

## 3-2-6. Expectations for and effects of Paralympic education

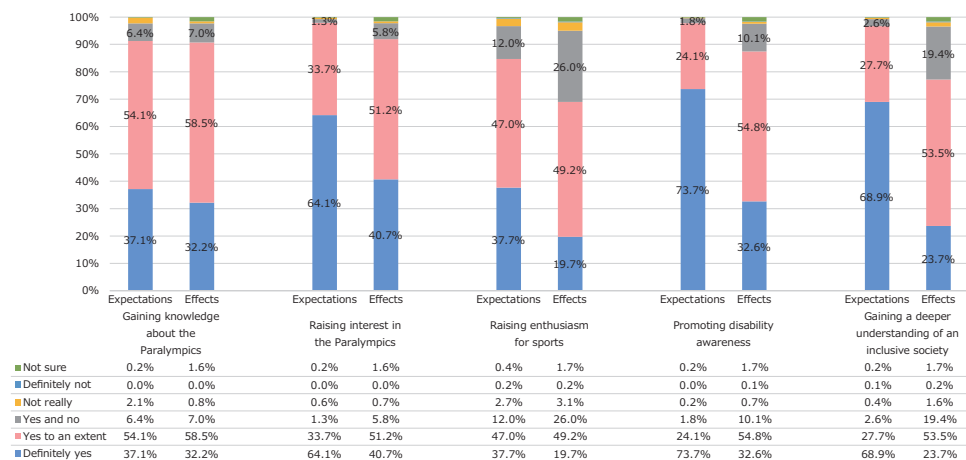


Fig. 26 Difference between expectations and effects of Paralympic education activities (n=892) (Elementary School)

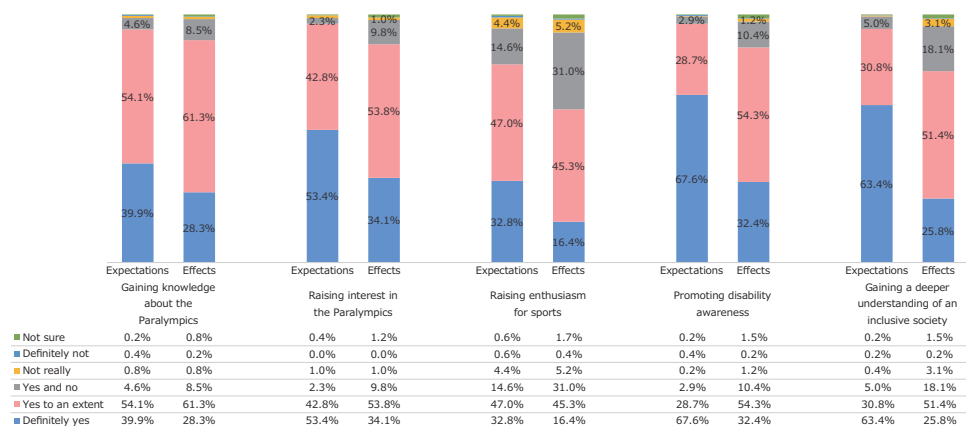
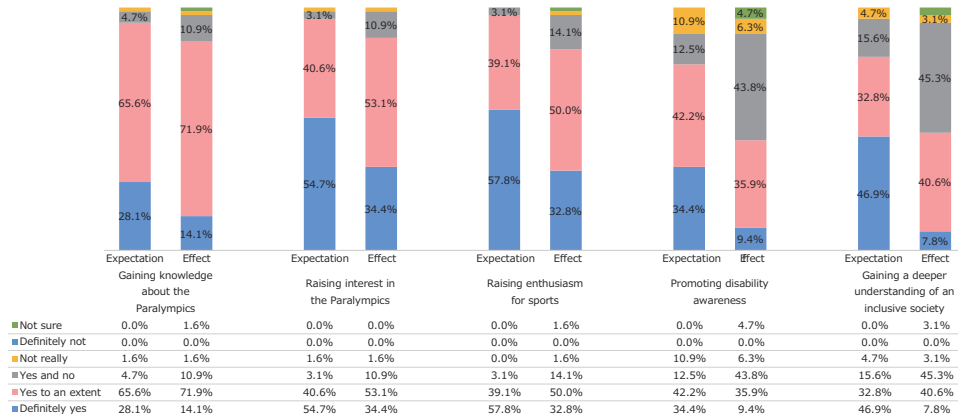


Fig. 27 Difference between expectations and effects of Paralympic education activities (n=481) (Middle School)



Current Situation and Future Prospects for Paralympic Education in Tokyo and Chiba Prefecture:  
A Questionnaire Survey of Teachers in Elementary, Middle Schools and Schools for Special Needs Education



**Fig. 28 Difference between expectations and effects of Paralympic education activities (n=64) (Special Needs Education School)**

We asked the teachers about the expectations they had for and effects they observed from Paralympic education, giving them the following response choices for each aspect: “Definitely yes,” “Yes to an extent,” “Yes and no,” “Not really,” “Definitely not,” and “Not sure” (Figs. 26, 27, 28).

Overall, in terms of the difference between the expectations and effects in the group combining “Definitely yes” and “Yes to an extent,” the expectations were higher than the effects across all school types. The items in which there was a 10 or more point difference were “Gaining a deeper understanding of an inclusive society” (19.4 points), “Raising enthusiasm for sports” (15.8 points), and “Promoting disability awareness” (10.4 points) in elementary schools; “Raising enthusiasm for sports” (18.1 points) and “Gaining a deeper understanding of an inclusive society” (17.0 points) in middle schools; and “Promoting disability awareness” (31.3 points), “Gaining a deeper understanding of an inclusive society” (31.3 points), and “Raising enthusiasm for sports” (14.1 points) in special needs schools, making it the school type with the largest difference.

According to the final report of the OPE Expert Council we mentioned in the beginning of this study, OPE is divided into two major parts: “(1) Learning about the Olympics and Paralympics” and “(2) Learning through the Olympics and Paralympics”<sup>37</sup>. Even though the numbers for effects were slightly lower than those for expectations regarding “Gaining knowledge about the Paralympics” and “Raising interest in the Paralympics,” which pertain to (1) above, they were both high. However, in many cases the numbers for expectations were significantly lower than

those for effects regarding “Promoting disability awareness” and “Gaining a deeper understanding of an inclusive society,” which pertain to (2) above. As shown in Fig. 16 “Activities carried out in Paralympic education”, a large number of schools carried out “Sports exchange with Paralympians” and Para sports in physical education/health and physical education class. This is likely the reason why it was easier to observe the effects of “(1) Learning about the (Olympics and) Paralympics.” In contrast, we can see that simply engaging in Para sports does not necessarily lead to tangible effects in terms of “(2) Learning through the (Olympics and) Paralympics.”

The numbers for expectations and effects regarding “Raising enthusiasm for sports” were higher in special needs schools than in elementary schools and middle schools. This may be because special needs schools have less opportunities to engage in sports on a daily basis. (According to the survey in MEXT (2014), only 9.4% of special needs school elementary divisions have sports clubs, the number being 37.2% in middle divisions)<sup>38</sup>.

### 3-2-7. Difficulties associated with conducting Paralympic education

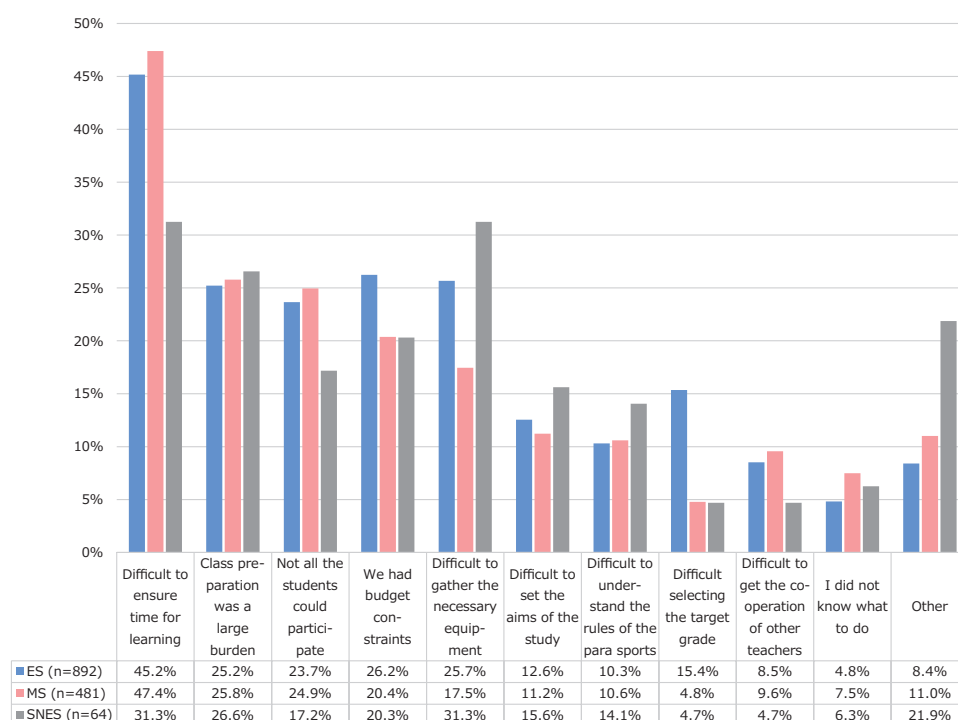
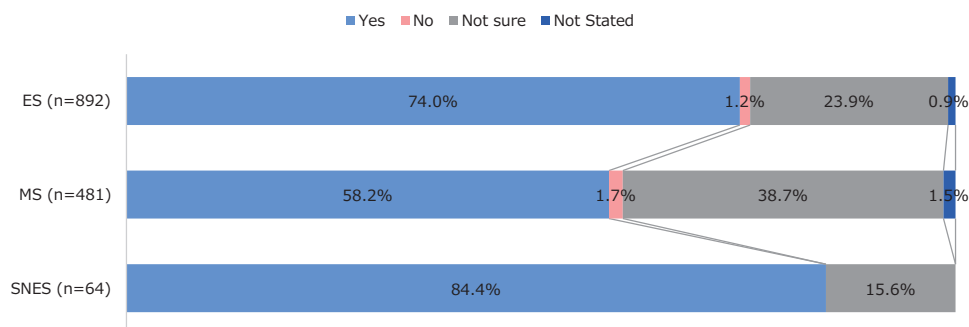


Fig. 29 Difficulties associated with conducting Paralympic education (MA)

We asked the schools to select one or more difficulties they have faced in conducting Paralympic education from 11 choices (Fig. 29). “It was difficult to ensure time for learning” was the most common response across all school types: 45.2% of elementary schools, 47.4% of middle schools, and 31.3% of special needs schools noted the lack of time. This was followed by “Class preparation was a large burden,” which was selected by around 25% of the schools across all types. This ties in with the considerable amount of required preparation time shown in Fig. 25 “Preparation time for Paralympic education-related activities”. In recent years, schools have seen an increase in educational themes other than OPE, such as safety education, media literacy education, and cancer education, which has made it more and more difficult to secure time for learning. This may be one of the reasons why teachers are feeling a bigger burden. The percentage of “We did Para sports but not all the students could participate” was 17.2% in special needs schools and approx. 24% in both elementary and middle schools. This is assumed to be because of the difference in class size between elementary and middle schools and special needs schools. Whereas the average elementary school class in Tokyo and Chiba Prefecture consists of 28.9 and 25.1 children, respectively, and the average middle school class in the same areas consists of 31.1 and 28.8 children<sup>39, 40</sup>, respectively, a standard class of students with a single disability in public special needs schools (elementary and middle divisions) consists of six students<sup>41</sup>. The percentage of “We had budget constraints” was the highest in elementary schools at 26.2%, followed by around 20% in both middle schools and special needs schools. The percentage of “It was difficult to gather the necessary equipment” was 25.7% in elementary schools and 31.3% in special needs schools, which is higher than the 17.5% in middle schools. This is considered to be because elementary schools and special needs schools carry out more “Hands-on learning” than middle schools, as shown in the responses to Fig. 16 “Activities carried out in Paralympic education.” The issues of equipment and budget are directly linked; Para sports equipment tends to be expensive and difficult to obtain. Although some local governments lend out Para sports equipment free of charge, such programs are still limited to a handful of areas. The difficulties that elementary and middle schools mentioned in the “Other” section include: selecting and finding available lecturers, and making arrangements with lecturers and coordinating organizations. The difficulties that special needs schools mentioned in the “Other” section include:

developing ways for each student to participate (changing the teaching aids, equipment, and rules), that the students found it hard to understand the talks given by external lecturers with disabilities, and that the response of the bureau coordinating lecturer dispatch was slow.

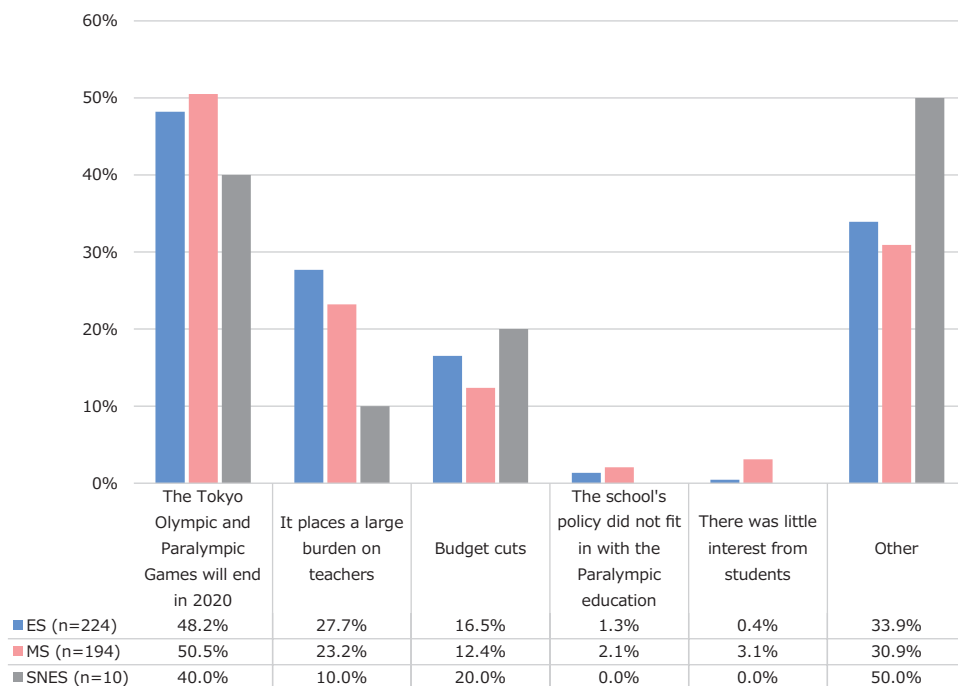
### 3-2-8. Whether the schools intend to continue Paralympic education



**Fig. 30 Whether the schools intend to continue (SA)**

\* The term “disabilities” used here means physical disabilities, intellectual disabilities, and mental and developmental disabilities.

We asked the schools whether they intended to continue engaging in Paralympic education going forward (Fig. 30). More than half of the schools across all types said “Yes,” the highest percentage being special needs schools at 84.4%, followed by elementary schools at 74.0% and middle schools at 58.2%. Less than 2% of schools across all types said “No,” while the remaining 38.7% of middle schools, 23.9% of elementary schools, and 15.6% of special needs schools said “Not sure.”



**Fig. 31 Reasons for not continuing the Paralympic education activities**

We asked the schools that said “No” or “Not sure” in the previous question to choose one or more reasons why they said “No” or “Not sure” from six choices (Fig. 31). Excluding the “Other” section, 48.2% of elementary schools, 50.5% of middle schools, and 40.0% of special needs schools chose “Because the Tokyo Olympic and Paralympic Games will end in 2020,” making it the most common response. This shows that the main reason for conducting Paralympic education is the Tokyo Games. The next most common response was “Because it places a large burden on teachers” at 27.7% and 23.2% in elementary schools and middle schools, respectively, followed by “Because of budget cuts” at 16.5% and 12.4%, respectively. Meanwhile, 20.0% of special needs schools chose “Because of budget cuts,” which is higher than “Because it places a large burden on teachers” at 10.0%. One of the major reasons that elementary and middle schools mentioned in the “Other” section was “Because we cannot ensure enough class hours,” which indicates a trend similar to that identified in Fig. 29 “Difficulties associated with conducting Paralympic education.” Some special needs schools noted that their school is scheduled to be closed, or that the decision to continue/discontinue Paralympic education is made by teachers depending on the students’ situation.

## 3-2-9. Utilization of teaching materials for OPE

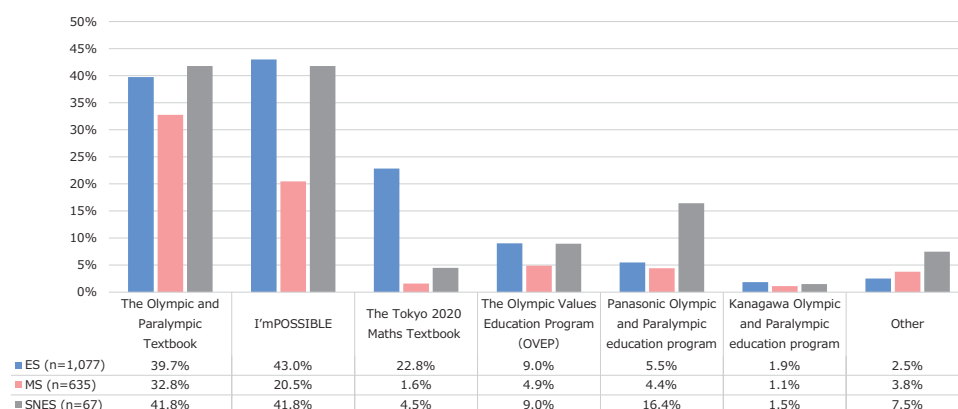


Fig. 32 Utilization of teaching materials for OPE

We asked the Paralympic education schools and non-Paralympic education schools to choose what kind of teaching material they use for OPE from seven choices (Fig. 32). The six teaching materials were selected as choices because any school could obtain them free of charge, through distribution by or contacting the publisher, downloading online, etc. Of the six teaching materials, *The Olympic and Paralympic Textbook* (hereinafter “*The Textbook*”) issued by the Tokyo Organising Committee of the Olympic and Paralympic Games (TOCOG) was handed out to all 4th graders and above enrolled in public and private schools in Tokyo<sup>42</sup>, and the *Tokyo 2020 Maths Textbook* issued by the Tokyo 2020 Maths Textbook Executive Committee was distributed to all 6th graders in Tokyo’s public schools<sup>43</sup>. I’mPOSSIBLE (Japanese edition), an educational toolkit officially recognized by the IPC, was distributed to all public and private elementary, junior high, and special needs schools nationwide<sup>44</sup>. It should be noted that of the six teaching materials, only I’mPOSSIBLE is designed specifically for Paralympic education; the others are specifically for Olympic education or OPE.

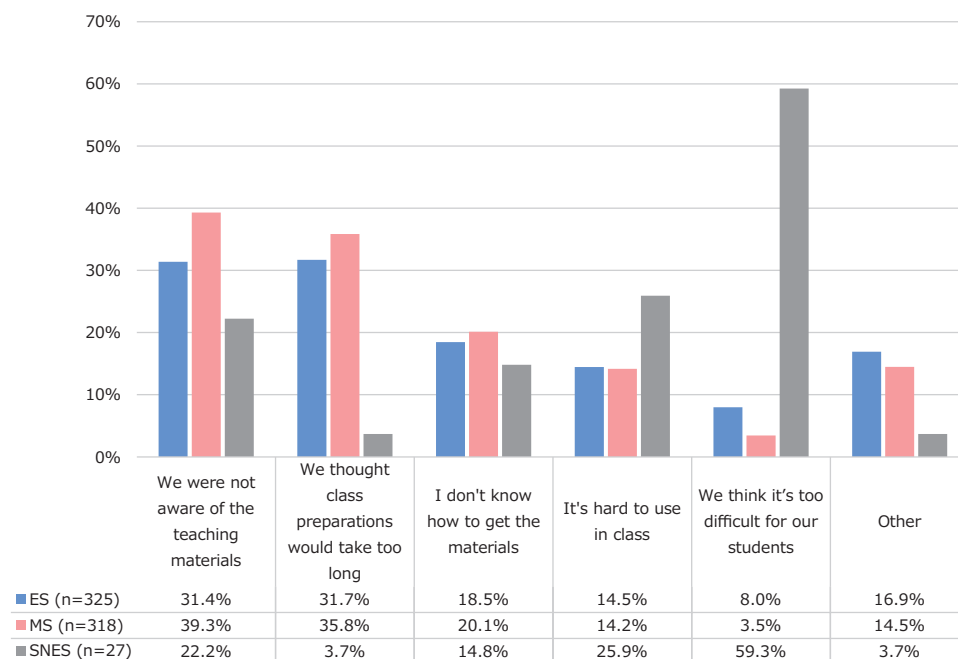
The most used teaching materials by school type were as follows: I’mPOSSIBLE in elementary schools (43.0%), *The Textbook* in middle schools (32.8%), and I’mPOSSIBLE and *The Textbook* at the same rate of 41.8% in special needs schools. This shows that the main teaching materials used across all school types were I’mPOSSIBLE and *The Textbook*. This is likely because the former was distributed to schools nationwide and the latter to schools in Tokyo, which made it possible for

teachers to read and consider how to use them. In addition to the above, 22.8% of elementary schools used the *Tokyo 2020 Maths Textbook* that was distributed to all 6th graders in Tokyo's public schools (42.6% rate of use in elementary schools in Tokyo). Some middle schools (1.6%) said they use the *Tokyo 2020 Maths Textbook*, but these responses are considered to be errors because the textbook is designed for elementary school level math.

Let us now compare *The Textbook* and I'mPOSSIBLE, the two most used teaching materials. As we noted earlier, *The Textbook* and I'mPOSSIBLE are significantly different in that the former is for OPE, whereas the latter is for Paralympic education. Therefore, although *The Textbook* does include sections dedicated to Paralympic disciplines and history, the book is generally not based on a clear division between Olympic education and Paralympic education. In terms of available versions, *The Textbook* comes in three versions, each for elementary school, middle school, and high school, while I'mPOSSIBLE comes in two versions, one for elementary school and one for junior/senior high school. *The Textbook* takes the form of a regular textbook, one for each version. I'mPOSSIBLE on the other hand does not include a textbook; it consists of *kamishibai* (picture card story)-style class handouts, student worksheets, and educational videos, among various other kinds of material. Content-wise, *The Textbook* contains a lot of information about the history, disciplines, and other aspects of the Olympics and Paralympics. It is therefore focused on “ (1) Learning about the Olympics and Paralympics.” I'mPOSSIBLE includes basic information about the Paralympics, but is designed to enable students to gain a deeper understanding of an inclusive society through classroom learning and hands-on learning. Therefore, it is more focused on “ (2) Learning through the Olympics and Paralympics.” These observations show that teachers need to understand the features of each teaching material and choose which one to use depending on their educational objective.

We can identify elements of Paralympic education in existing elementary school and middle school textbooks that are not specifically designed for Paralympic education. Onishi (2020) analyzed 96 textbooks for ethics, a subject that was established in elementary schools and middle schools in FY2018 and FY2019. The study showed that nine Paralympians were covered in the textbooks. Of particular notice was the Paralympic Triathlon athlete Mami Tani (maiden name Sato), who served as the presenter in Tokyo's campaign to host the Games. She appeared in a

total of 10 elementary school and middle school textbooks. Onishi notes that Tokyo's decision to host the Olympic and Paralympic Games led to a visible increase in textbooks covering Paralympians' stories<sup>45</sup>.



**Fig. 33 Reasons for not using Olympic and Paralympic teaching materials**

Next, we asked the schools that said they did not use any of the teaching materials in the previous question the reason for this (Fig. 33). Roughly the same number of elementary schools selected “We were not aware of the teaching materials” and “We thought class preparations would take too long,” both at around 31%. The numbers were relatively high in middle schools too at 39.3% and 35.8%, respectively. Meanwhile, more than half, or 59.3%, of special needs schools chose “Because we think it’s too difficult for our students” as the reason. Since the teaching materials for OPE mentioned in the previous Question are designed for regular students, it is understandably difficult for teachers to use them as they are to teach special needs school students, especially those with an intellectual disability. This issue may be related to the fact that special needs schools prefer hands-on learning over classroom learning, as we saw in Fig. 16 “Activities carried out in Paralympic education.”



### 3-3. Analysis of opinions (free comments) about Paralympic education

We were able to gather 238 free comments in the survey (Question: “Please share your thoughts on Paralympic education”). We divided the comments into semantical units, generating 461 cards, and categorized them using the KJ Method. As a result, we obtained the following five supercategories: [Impressions/Realizations], [Obtained effects], [Issues], [Conditions for continuation], and [Teaching material]. These were each further divided into the following middle categories: <Importance of education>, <Impressions about the Paralympics and Para sports>, and <Other> under [Impressions/Realizations]; <Awareness about disabilities and an inclusive society>, <Interest in and understanding of the Paralympics and Para sports>, and <Empowerment of teachers or students> under [Obtained effects]; <Environmental/Organizational> and <Content-wise> under [Issues]; <Continuation/Discontinuation>, <Aspirations>, <Requests/Proposals>, and <Other> under [Conditions for continuation]; and <I’mPOSSIBLE> and <Video material> under [Teaching material]. These middle categories were further divided into small categories, and the overall results are shown in the table for each school type. The supercategories, middle categories, and small categories are indicated by box brackets ([–]), angle brackets (<–>), and quotation marks (“–”), respectively.

We obtained 147 responses from elementary schools, generating 284 cards (Table 2).

**Table 2: Free Comments on Paralympic education (elementary school)**

[Supercategories]		⟨Middle categories⟩		“Small categories”	284
Impressions/ Realizations	92	Importance of education	46	Paralympic education is very worthwhile	21
				It's a good opportunity to learn about an inclusive society	12
				We realized the importance of promoting disability awareness	8
				It's an opportunity for children to grow	3
				Understanding of others and human rights education can be deepened	2
		Impressions about the Paralympics and Para sports	33	It's an opportunity to gain a deeper understanding of the Paralympics	10
				It's important to actually try out Para sports	8
				We need to tell children about the efforts of Paralympians	7
				It's a sport that everyone can do together with a little ingenuity	4
				We think exchange with Paralympians is a very special experience	3
				The relationship between Para sports and schools is closer than it was in Tokyo in 1964	1
		Other	13	It's important to conduct both classroom learning and hands-on learning	4
				It's important to adjust to children' developmental levels when conducting disability awareness education	3
				The content is easy to find interesting for welfare education	2
				Integrated Studies class time is suitable for learning about inclusive society	1
				It's necessary to learn about the Paralympics before going to watch the Games	1
				Lessons should be conducted in conjunction with Olympic and Paralympic education	1
				I have doubts about Olympic and Paralympic education itself	1

[Supercategories]		⟨Middle categories⟩		“Small categories”	284
Obtained effects	34	Awareness about disabilities and an inclusive society	13	Disability awareness has increased	8
				Better understanding of an inclusive society	5
		Interest in and understanding of the Paralympics and Para sports	8	Increased interest in the Paralympics	4
				Better understanding of Para sports	4
Issues	94	Environmental/Organizational	80	Children were encouraged by the talks given by Paralympians	8
				Change in children's awareness	3
				Change in teachers' awareness	2
				Positioning in the annual teaching plan and subject framework	16
				There are too many educational aspects that teachers need to cover	15
				Ensuring time for learning	11
				Finding Paralympians	7
				Budgetary constraints	7
				Obtaining equipment	7
				A heavy burden on the teacher in charge	6
				I want to invite a Paralympian but I don't know where to ask for advice	4
				Lack of facilities for doing Para sports	2
				Hot to use the budget	2
				Placement in curriculum guideline	1
Conditions for continuation	56	Content-wise	14	Not enough information about visiting classes	1
				Coordinating with school events	1
				Difficult content to cover	4
				Stressful class preparation	3
				Lack of interest due to lack of awareness among children	3
				Lack of knowledge about the Paralympics among teachers	1
				It's not possible to verify effectiveness of Paralympic education	1
				Paralympic education does not lead to a better understanding of people with disabilities or a more inclusive society, and children's understanding does not seem to have increased	1
				Possibility of contributing to prejudice that everyone with a disability is continuing to make an effort	1
				We want to continue the program	11
				Continuation is difficult	5
				We hope it will endure as a legacy	5
		Aspirations	28	Increase understanding of an inclusive society	7
				We want to provide more opportunities for exchange with Paralympians	4
				We want to engage in Para sports	4
				We want to gain a better understanding of Para sports	3
				We want to gain a better understanding of people with disabilities	3
				We want to interact with people with disabilities through Para sports	3
				To increase interest in the Paralympics	1
				Children can learn how to live positively	1
				We want to continue, but focusing on certain grades	1
				We want to enable children to learn independently	1
Teaching material	8	ImPOSSIBLE	7	Need for external help in arranging the dispatch of Paralympians	3
				I want to know about Para sports equipment and how to make substitutes for it	1
				Rules and tools for primary school children to become more available	1
				Merchandise to make the Paralympics more exciting	1
		Video material	1	Planning to go to the Para Games	1
				Effectiveness of video materials	1

Most of the comments from elementary schools were classified into [Impressions/Realizations (94)] and [Issues (92)], the numbers being almost the same. This was followed by [Conditions for continuation (56)], [Obtained effects (34)], and [Teaching

material (8)]. (The numbers in parentheses represent the numbers of cards.)

There were many comments on <Importance of education (46)> in the [Impressions/Realizations] supercategory, including “Paralympic education is very worthwhile (21),” “It’s a good opportunity to learn about an inclusive society (12),” and “We realized the importance of promoting disability awareness (8),” among other comments about how Paralympic education contributes to the promotion of understanding for an inclusive society, people with disabilities, and others in general. Many of the responses on <Impressions about the Paralympics and Para sports (33)> noted that “It’s an opportunity to gain a deeper understanding of the Paralympics (10),” “It’s important to actually try out Para sports (8),” and “We need to tell students about the efforts of Paralympians (7),” among other comments related to Para sports and Paralympians. The <Other (13)> middle category included comments about how to structure or carry out classes, such as “It’s important to conduct both classroom learning and hands-on learning (4)” and “It’s important to adjust to students’ developmental levels when conducting disability awareness education (3).”

As for [Obtained effects], there were many comments on <Awareness about disabilities and an inclusive society (13)> and <Empowerment of teachers and students (13)>. More specifically, many comments noted that “Disability awareness has increased (8)” and “Students were encouraged by the talks given by Paralympians (8).”

In terms of [Issues], there were many more comments related to the <Environmental/Organizational (80)> middle category than the <Content-wise (14)> middle category. The top three small categories in the <Environmental/Organizational> middle category were “Positioning in the annual teaching plan and subject framework (16),” “There are too many educational aspects that teachers need to cover (15),” and “Ensuring time for learning (11),” suggesting that the introduction of new educational content places a significant burden on teachers. In addition, issues such as “Finding Paralympians (7),” “Budgetary constraints (7),” and “Obtaining equipment (7)” were raised. Comments in the <Content-wise> middle category were mainly about “Difficult content to cover (4),” “Stressful class preparation (3),” and “Lack of interest due to lack of awareness among students (3),” etc.

The majority of the comments regarding [Conditions for continuation] were related to <Aspirations (28)>, followed by <Continuation/Discontinuation (21)> and

<Requests/Proposals (6)>. The most common comments on <Aspirations (28)> were “We want to deepen students’ understanding of an inclusive society (7),” “We want to provide more opportunities for exchange with Paralympians (4),” and “We want to engage in Para sports (4),” among others. In terms of <Continuation/Discontinuation>, most comments were positive about continuing to engage in Paralympic education, saying “We want to continue the program (11)” and “We hope it will endure as a legacy (5),” while only a small number gave a negative response, saying that “Continuation is difficult (5).” In the <Requests/Proposals> middle category, most comments pointed out the “Need for external help in arranging the dispatch of Paralympians (3).”

Nearly all the comments on [Teaching material] were positive ones related to <I’mPOSSIBLE (7)>, such as “I’mPOSSIBLE was easy to use (3).”

Next, the results for middle schools are shown in Table 3. We obtained 81 responses from middle schools, generating 160 cards.

**Table 3: Free Comments on Paralympic education (middle school)**

[Supercategories]		⟨Middle categories⟩		“Small categories”	160
Impressions/ Realizations	39	Importance of education	22	Paralympic education is very worthwhile	8
				We realized the importance of promoting disability awareness	7
				Leads to inclusive education	2
				It’s a good opportunity to learn about an inclusive society	2
				Moral understanding needs to be deepened	1
				Education that nurtures the soul is necessary	1
				It’s an opportunity for students to grow	1
		Impressions about the Paralympics and Para sports	15	It’s an opportunity to gain a deeper understating of the Paralympics	4
				We need to tell students about the efforts of Paralympians	3
				We think exchange with Paralympians is a very special experience	3
				We think more people will want to participate in the Paralympics	3
				It’s a sport that everyone can do together with a little ingenuity	2
		Other	2	It’s important to conduct both classroom learning and hands-on learning	1
				To achieve an inclusive society, we must change people’s awareness	1
Obtained effects	28	Awareness about disabilities and an inclusive society	10	Disability awareness has increased	7
				Better understanding of an inclusive society	3
		Interest in and understanding of the Paralympics and Para sports	9	Increased interest in the Paralympics	6
				Increased interest in Para sports	3
		Empowerment of teachers or students	8	Students were encouraged by the talks given by Paralympians	7
				Change in teachers’ attitudes	1
		Other	1	It was also meaningful for academic and career guidance	1
Issues	49	Environmental/Organizational	37	Budgetary constraints	9
				Positioning in the annual teaching plan and subject framework	9
				Ensuring time for learning	6
				There are too many educational aspects that teachers need to cover	4
				A heavy burden on the teacher in charge	3
				Lack of facilities for doing Para sports	2
				Obtaining equipment	1
				I want to invite a Paralympian but I don’t know where to ask for advice	1
				Coordinating with school events	1
				Difficult to adapt to the reality of the school	1

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[Supercategories]		⟨Middle categories⟩		“Small categories”	160
Issues	49	Content-wise	12	Stressful class preparation	6
				Lack of knowledge about the Paralympics among teachers	3
				Lack of interest due to lack of awareness among students	3
Conditions for continuation	42	Continuation/Discontinuation	15	We want to continue the program	5
				Continuation is difficult	2
				We hope it will endure as a legacy	8
		Aspirations	19	We want to raise interest in the Paralympics	4
				We want to provide more opportunities for exchange with Paralympians	4
				We want to engage in Para sports	3
				We want to learn more about Para sports	3
				Deepening understanding of an inclusive society	2
				To place it in the annual teaching plan	1
				Fostering Japanese people with a sense of fairness and judgment	1
				Special needs students aiming for the Paralympics	1
		Requests/Proposals	8	A system that facilitates exchange with Paralympians	2
				We want more media coverage	2
				Cooperation among teachers	2
				Creating implementation manuals	1
				Lobbying the government	1
Teaching material	2	ImPOSSIBLE	1	Use of ImPOSSIBLE	1
		Video material	1	In addition to interaction with Paralympians, lessons should be given through video and other media	1

Many of the comments from middle schools were classified into [Issues (49)], followed by [Conditions for continuation (42)], [Impressions/Realizations (39)], [Obtained effects (28)], and [Teaching material (2)].

Similar to elementary schools, most comments regarding [Impressions/Realizations] were related to <Importance of education (22)>, including “Paralympic education is very worthwhile (8)” and “We realized the importance of promoting disability awareness (7).” In the <Impressions about the Paralympics and Para sports (15)> middle category, the number of comments saying “It’s an opportunity to gain a deeper understating of the Paralympics (4),” “We need to tell students about the efforts of Paralympians (3),” “We think exchange with Paralympians is a very special experience (3),” and “We think more people will want to participate in the Paralympics (3)” were almost the same.

In terms of [Obtained effects], <Awareness about disabilities and an inclusive society (10)>, <Interest in and understanding of the Paralympics and Para sports (9)> and <Empowerment of teachers and students (8)> were all very close. More specifically, many comments noted that “Disability awareness has increased (7)” and “Students were encouraged by the talks given by Paralympians (7),” similar to elementary schools.

A trend similar to that in elementary schools was observed with regard to [Issues] as well, where there were more comments related to the <Environmental/

Organizational (37)> middle category than the <Content-wise (12)> middle category. The top three small categories in the <Environmental/Organizational> middle category were “Budgetary constraints (9),” “Positioning in the annual teaching plan and subject framework (9),” and “Ensuring time for learning (6).” Similar to the responses from elementary schools, “Stressful class preparation (6)” was the most common comment in the <Content-wise> middle category.

The majority of the comments regarding [Conditions for continuation] were related to <Aspirations (19)>, including “We want to raise interest for the Paralympics (4),” “We want to provide more opportunities for exchange with Paralympians (4),” “We want to engage in Para sports (3),” and “We want to learn more about Para sports (3),” among other comments on the promotion of the Paralympics and Para sports. This was followed by <Continuation/Discontinuation (15)>, in which there were more positive comments about continuing to engage in Paralympic education, including “We want to continue the program (5)” and “We hope it will endure as a legacy (8),” than there were negative ones, such as “Continuation is difficult (2).” As for <Requests/Proposals>, “A system that facilitates exchange with Paralympians (2),” “We want more media coverage (2),” and “Cooperation among teachers (2)” were raised in equal numbers.

The comments on [Teaching material] included one on <I’mPOSSIBLE (1)> and one on <Video material (1)>.

Finally, the results for special needs schools are given in Table 4. We obtained 10 responses from special needs schools, generating 17 cards.

**Table 4: Free Comments on Paralympic education (special needs education school)**

[Supercategories]		<Middle categories>		“Small categories”	17
Impressions/ Realizations	11	Importance of education	1	Paralympic education is very worthwhile	1
		Impressions about the Paralympics and Para sports	7	It’s an opportunity to gain a deeper understanding of the Paralympics	2
				Played boccea and sitting volleyball in physical education class	1
				Students can participate in boccea	1
				The presence of Paralympians makes students more interested	1
				Opportunity to raise awareness about parasports	1
				Students enjoy sports activities on a regular basis	1
		Other	3	Paralympic education materials are easy to use in class	1
				It was difficult to explain the concept of “having a disability” to children with intellectual disabilities	1
				Olympic and Paralympic education should be conducted in combination with each other	1
Obtained effects	1	Interest in and understanding of the Paralympics and Para sports	1	Students gained a better understanding of parasports	1

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[Supercategories]		⟨Middle categories⟩		"Small categories"	17
Issues	1	Content-wise	1	We want students to first get used to physical activities rather than engage in Paralympic education	1
Conditions for continuation	4	Continuation/Discontinuation	1	We hope it endures as a legacy	1
		Requests/Proposals	3	We would like to learn about Paralympic disciplines that 1st and 2nd graders can enjoy	1
				We want more media coverage	1
				We would like the Deaflympics to be included	1

The comments belonged to the supercategories of [Impressions/Realizations (11)], [Conditions for continuation (4)], [Obtained effects (1)], and [Issues (1)], with the majority of them being <Impressions about the Paralympics and Para sports (7)>. <Requests/Proposals (3)> for continuation included the following: "We would like to learn about Paralympic disciplines that 1st and 2nd graders can enjoy (1)," "We want more media coverage (1)," and "We would like the Deaflympics to be included (1)."

We can make some observations from the contents and numbers of the cards above. The free comments from elementary schools and middle schools generally show a similar trend. While there were many positive comments about the importance and effects of Paralympic education and future continuation of the program, there were also many comments about the issues. Most of the issues raised were environmental or organizational, pertaining to aspects such as "Positioning in the annual teaching plan and subject framework," "There are too many educational aspects that teachers need to cover," and "Ensuring time for learning." This suggests that introducing new programs into the existing curriculum poses many difficulties to teachers. Furthermore, the frequency of comments related to difficulties associated with "Budgetary constraints" and "Finding Paralympians" from both elementary and middle schools points to the possibility that there is a certain number of teachers who do not consider Paralympic education as a part of regular classes, but as something that requires inviting Paralympians to give hands-on classes. Although there were very few issue-related comments from special needs schools as compared to elementary schools and middle schools, the scarcity of responses makes it difficult to derive a general trend in special needs schools on the basis of the survey results.

#### 4. Analysis

The purpose of this study is to consider what is needed in order for Paralympic education to endure as an intangible legacy beyond the Tokyo Games and to remain

a part of the curriculum as an aid to the creation of an inclusive society, by understanding the current state of Paralympic education in elementary, junior high, and special needs schools in Tokyo and Chiba Prefecture.

Our survey has shown that Paralympic education is already being conducted in many elementary, junior high, and special needs schools in Tokyo and Chiba Prefecture, and that a significant majority of teachers have felt the importance and effects of Paralympic education. Meanwhile, the survey has also shown that there are various obstacles that make it difficult to continue conducting Paralympic education.

As for the difficulties of conducting Paralympic education, many issues were raised in both the multiple-choice questions and free comments, including the difficulty of ensuring time for learning, large burden associated with class preparation, and excessive number of educational tasks imposed on teachers. These responses show that the lack of staff and time in schools is a headwind for Paralympic education. The sheer number of issue-related comments points to the severity of the situation. What is more, the burden placed on teachers has undoubtedly increased since 2020 because of the COVID-19 pandemic.

The survey also suggests that some consider Paralympic education to be a one-off initiative. This is suggested by the fact that many respondents noted that the reason why they conduct Paralympic education is because of the coming Tokyo Games and encouragement from local governments and boards of education, and the fact that the majority of respondents saying they do not intend to or are not sure whether they will continue engaging in Paralympic education raised "Because the Tokyo Games will end in 2020" as the reason, thus indicating that encouragement from boards of education, etc. is a major factor behind the introduction of Paralympic education.

However, judging from the positive expectations for and effects of Paralympic education and the free comments obtained through the survey, we can assume that very few respondents are negative about Paralympic education per se, and that Paralympic education is generally considered positively as a tool to develop a deeper awareness about people with disabilities and an inclusive society among students. Despite the recognition of Paralympic education's effects, the various factors described above make continual implementation difficult. In order to remove such obstacles and enable Paralympic education to endure as an intangible legacy in schools, we need to explore ways to integrate Paralympic education into the existing



system while adjusting the program to meet school needs, rather than adopting a top-down approach. To this end, the urgent task at hand is to raise awareness among school teachers and staff that Paralympic education is not just a one-off initiative to be used to create momentum for the Tokyo Games but can serve as a tool to promote awareness about inclusiveness and diversity, which is a universal goal. Furthermore, in order to help create a favorable environment in which Paralympic education can be integrated into the existing system, we need the organizations that arrange athlete with a disability dispatches to continue providing services beyond the Tokyo Games, teaching materials to be updated with a focus on creating an inclusive society so that teachers can give classes without the help of external lecturers, and teaching materials to be developed specifically for special needs schools. Moreover, in terms of creating an inclusive society, we believe that it is possible to coordinate with other education programs that have been promoted, such as learning about human rights and disability awareness, and not be bound to the framework of the Paralympics. Another hopeful possibility is that Paralympic education will be promoted alongside initiatives related to the Sustainable Development Goals (SDGs) set by the United Nations—goals toward the creation of a society that leaves no one behind—which have gained more traction in the educational sector in recent years, as such initiatives are aimed at the creation of an inclusive and diverse society in the same vein as the IPC's core values<sup>46, 47</sup>.

## 5. Conclusion

Though limited in geographical scope, our survey provides a useful picture of the situation surrounding the adoption of Paralympic education since FY2016. However, the survey has shed less light on aspects such as the effects of Paralympic education-related activities, student reactions, and specific details of classroom learning/hands-on learning in visiting classes and regular classes. Aiming to look into these aspects in more depth, Watari conducted an interview survey involving 18 elementary, junior high, and special needs schools that were chosen from among the questionnaire survey respondents. See the article by Watari<sup>48</sup> for the results of the interview survey.

It is worth noting that 95.5% of special needs schools conducted Paralympic education, suggesting that they have a stronger affinity with Paralympic education as

compared to elementary and middle schools. Furthermore, the responses from special needs schools on many of the items in the questionnaire survey showed a different trend from that in elementary and middle schools. As it is necessary to examine the challenges associated with continuing Paralympic education in special needs schools separately from elementary and middle schools, we will cover special needs schools in a separate study.

Since our study was conducted using the purposive sampling method, limiting the geographical scope of the questionnaire survey, it is highly possible that the findings are biased. Therefore, the conclusions of the study should only be generalized with caution.

## Notes

- (1) The JSA conducted the Olympic and Paralympic Movement Survey Project in FY2015. The Nationwide Olympic and Paralympic Movement Project launched in FY2016 was based on the FY2015 project. According to Board of Audit of Japan (2019), a total of approx. 859.47 million yen was spent for the project between FY2015 and FY2018<sup>49</sup>.
- (2) Tokuda (2005) defines “disability awareness” as “a way of thinking centered around the idea of human rights, especially the idea of normalization, that covers all aspects related to people with disabilities”<sup>50</sup>. Sanagi (2003) defines “disability awareness education” as something that “provides the opportunity to learn about how to interact with others as an individual, human dignity, and the individual as a social existence, through exploring the relationship between society and disability and by deriving guiding principles for connecting with society”<sup>51</sup>. We use the term “disability awareness” in the sense described above, meaning not only the acquisition of knowledge about disabilities but also understanding for others.
- (3) As public special needs schools have kindergarten, elementary, junior high, and senior high divisions, we initially intended to include only elementary divisions and middle divisions in the survey. However, of the 64 Paralympic education special needs schools that responded, there were 8 that only conducted Paralympic education in their senior high divisions. We therefore decided to include these schools in the analysis.

- (4) The reason why we did not include senior high schools in the survey was because we knew that the rate of implementation in senior high schools is lower than that in elementary and middle schools. This is based on the observations made in the aforementioned OPE case studies and Tomozoe et al. (2020), which have shown that the rate of implementation of Paralympic education is higher in elementary and middle schools, as well as our own experience in conducting Para sports events in schools. We included special needs schools in the survey because we were able to confirm that the rate of implementation of Paralympic education was high in special needs schools from the numbers reported in the JSA's OPE case studies, among other studies.
- (5) We use the term “Para sports” according to the definition provided in the teacher’s handbook developed by the Japanese Para-Sports Association/ Japanese Paralympic Committee and the Nippon Foundation Paralympic Support Center that is attached to I’mPOSSIBLE (Japanese edition), an educational toolkit officially recognized by the IPC: “Para sports is a generic term for sports for athletes with disabilities, regardless of whether such sports are part of the Paralympic program.”<sup>52</sup>
- (6) The Tokyo Metropolitan Government launched an Olympic- and Paralympic-related school designation system in FY2014, the details of which are shown in the table below.

Term (1 year)	School designation system	Kindergarten	Elementary School	Middle School	High School	Special Needs Education School	Other	Total	Main initiatives
FY2014	Olympic education promoting school <sup>53</sup>	4	206	60	24	6	0	300	Learning about the history, importance, and values of the Olympics and Paralympics Cultivating global understanding through studying the histories and cultures of countries participating in the Games, and exchange with local foreign residents Supporting the organization of local sports competitions, events, etc.
FY2015	Olympic and Paralympic education promoting school <sup>54</sup>	7	397	149	38	9	0	600	Each school selects and implements two or more activities from among 12 choices, including “Olympic and Paralympic learning in regular subject classes, ethics class, integrated study, and special activities classes” and “Cultivation of global understanding through studying the histories and cultures of foreign countries and learning foreign languages.”

Term (1 year)	School designation system	Kindergarten	Elementary School	Middle School	High School	Special Needs Education School	Other	Total	Main initiatives
FY2016	Priority School for Olympic and Paralympic Education <sup>65</sup>	0	53	38	5	4	0	100	Select one of the five predetermined activities ("Cultivation of volunteering mindset," "Promotion of disability awareness," "Spreading of sports-orientation," "Cultivation of awareness and pride as Japanese citizens," and "Development of broad global perspective") and make it a focus of engagement. Thirty-five schools have selected "Promotion of disability awareness" as their focus of engagement.
FY2017	Olympic and Paralympic Education Awards School <sup>66, 67, 68, 69</sup>	2	83	34	7	8	2	136	Schools that conducted excellent OPE in the previous year are awarded. The awarded schools each engage in one of the "five qualities that need to be actively developed." The number of designated schools engaging in "disability awareness" was 46 in 2017, 49 in 2018, 51 in 2019, and 55 in 2020.
FY2018		3	81	36	8	6	1	135	
FY2019		5	93	28	8	11	3	148	
FY2020		2	92	27	8	12	3	144	

Since 2017, the Chiba Prefectural Government has designated pioneering schools that have engaged in OPE as Olympic and Paralympic Education Promotion Schools. The details are shown in the table below.

Term (1 year)	School designation system	Elementary School	Middle School	High School	Special Needs Education School	Total
FY2017	Olympic and Paralympic Education promoting school <sup>60, 61, 62, 63</sup>	14	11	3	2	30
FY2018		27	25	10	3	65
FY2019		29	23	10	3	65
FY2020		30	22	10	3	65

In Chiba City, 171 public schools (111 elementary schools, 55 middle schools, 3 special needs schools, 2 senior high schools) were certified as Tokyo 2020 Olympic and Paralympic Education Schools (Yoi, Don! Schools) by TOCOG in April 2017. These schools have engaged in educational initiatives in accordance with the city's OPE implementation policy<sup>64</sup>.

- (7) In special needs schools for intellectually disabled students, only junior and senior high divisions are required to include integrated studies as part of the curriculum. Elementary divisions do not have integrated studies<sup>65</sup>. Hence, most of the special needs schools that said "Integrated studies" in the questionnaire

are assumed to be junior or senior high school divisions. Similarly, the subjects of “Foreign languages,” “Social studies,” “Science,” and “Home economics” are not part of the elementary division curriculum<sup>66</sup>.

- (8) We set 70 hours or more per year as the outlier value on the basis of the table of class hours in the “Status of Implementation of Olympic and Paralympic Education in FY2016” section in case studies of TMBE (2017)<sup>67</sup>.

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