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**“Position ONOC as the Facilitating Agency for sport education  
qualifications in the Pacific region”**

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## ABSTRACT

This paper explores the positioning of ONOC as the facilitating agency for sport education qualifications in the region. The OSEP journey started with the support of the Australian Sport Commission investing AUD\$650k to develop the program in 2007. With the foresight, the vision and leadership of our ONOC leaders led by Mr. Kevin Gosper, Dr. Mitchell and the Executive Board members, they steered and provided guidance to the program.

Between 2007 – 2020, Olympic Solidarity funds of around US\$5.1million were secured for the program to run its activities and implement its strategic plans. The Organizations of Sport Federation's in Oceania were a key part that have helped OSEP reach out, better and strengthen its program and activities. Under the leadership of Barry Maister with his strategic skills, foresight and wisdom the program evolved and made tremendous progress over the years. OSEP has come a long way in terms of delivering its core functions to the membership.

OSEP courses are recognised by National Federations (NFs) and the Regional Sport Federations (RSFs) and NOCs. By and large this has been achieved and OSEP is regarded across the Pacific as the gold standard in sports education and training by ONOC and NOC leaders, OSEP training providers and course participants.

The paper explains the background of ONOC and OSEP as the flagship program with which the positioning shall be rolled out. ONOC is leading on the multi-sport or generic education program side, as a result of the partnership between ONOC, OSFO and ASC. The paper discusses the recommendation from the 2020 OSEP Evaluation specifically for OSEP to be an Accrediting body and to separate its training provider function. This is not possible in the Pacific context. Only the Pacific Community and National Accrediting Agencies like Fiji Higher Education Commission, Solomon's Qualifications Authority, Tongan National Qualifications Authority Board, Vanuatu National Training Council and Papua New Guinea National Training Council to name a few, are mandated to hold the Accrediting body function. Their accrediting function is based on PQF and PRQS standards for training providers of MQ and full qualifications.

Therefore, positioning ONOC to lead in facilitating sport agencies to collaborate on standardizing sport education and qualifications is vital and would have more impact. This is so all volunteers and paid professionals or workers in sport sector align to a standard. It is basically to transition sport qualifications in an organized sector of an industry. Sport contributes to national development therefore standards and structures need to be put in

place. To become a sector worth investing into by donors, the region needs to demonstrate that it has quality and standards and benchmarks in place and also work towards improvements yearly.

In positioning ONOC as the facilitating agency for sport education qualifications the main function is to bring together experts in different areas to develop, implement and review qualifications and curriculums, register and promote the MQ to NOC, RSF, Government education, health and sport ministries or departments. Second is to facilitate the setting up of professional bodies with and to be recognised by national Governments e.g. strength and conditioning, sport management, coaches, sport medicine and science. It could be the existing commissions e.g. sport medicine but include sport science component. Third is to continue the Micro qualification project with Pacific Communities and additionally formalize PC, ONOC, National accrediting agencies and training providers as a partnership of being the standards keeper for sport.

*Draft*

By doing this, ONOC can continue to lead and build upon the programs and activities that would bring greater returns to its membership.

## RESUME

Cet article explore le positionnement de l'ONOC en tant qu'agence facilitant les qualifications en éducation sportive dans la région. L'aventure OSEP a commencé avec le soutien de la Commission australienne du sport qui a investi 650 000 dollars australiens pour développer le programme en 2007. Avec la prévoyance, la vision et le leadership de nos dirigeants de l'ONOC dirigés par M. Kevin Gosper, le Dr Mitchell et les membres du conseil d'administration, ils ont piloté et encadré le programme.

Entre 2007 et 2020, des fonds de la Solidarité Olympique d'environ 5,1 millions de dollars US ont été obtenus pour permettre au programme de gérer ses activités et de mettre en œuvre ses plans stratégiques. Les organisations de fédérations sportives en Océanie ont été un élément clé qui a aidé l'OSEP à atteindre, à améliorer et à renforcer son programme et ses activités. Sous la direction de Barry Maister avec ses compétences stratégiques, sa prévoyance et sa sagesse, le programme a évolué et fait d'énormes progrès au fil des ans. L'OSEP a parcouru un long chemin en termes de prestation de ses fonctions essentielles à ses membres.

Les cours OSEP sont reconnus par les Fédérations Nationales (FN) et les Fédérations Sportives Régionales (RSF) et les CNO. Dans l'ensemble, cet objectif a été atteint et l'OSEP est considéré dans tout le Pacifique comme la référence en matière d'éducation et de formation sportives par les dirigeants de l'ONOC et des CNO, les prestataires de formation de l'OSEP et les participants aux cours.

Le document explique le contexte de l'ONOC et de l'OSEP en tant que programme phare avec lequel le positionnement doit être déployé. L'ONOC est en tête du côté des programmes d'éducation multisports ou génériques, grâce au partenariat entre l'ONOC, l'OSFO et l'ASC. Le document discute de la recommandation de l'évaluation OSEP 2020 spécifiquement pour que l'OSEP soit un organisme d'accréditation et pour séparer sa fonction de fournisseur de formation. Cela n'est pas possible dans le contexte du Pacifique. Seules la Communauté du Pacifique et les agences nationales d'accréditation comme la Commission de l'enseignement supérieur des Fidji, l'Autorité des qualifications de Salomon, le Conseil de l'Autorité nationale des qualifications des Tonga, le Conseil national de la formation de Vanuatu et le Conseil national de la formation de Papouasie-Nouvelle-Guinée, pour n'en nommer que quelques-uns, sont mandatés pour assumer la fonction d'organisme d'accréditation. Leur fonction d'accréditation est basée sur les normes PQF et PRQS pour les prestataires de formation de MQ et de qualifications complètes.

Par conséquent, positionner l'ONOC comme chef de file pour aider les agences sportives à collaborer à la normalisation de l'éducation et des qualifications sportives est vital et aurait plus d'impact. C'est ainsi que tous les bénévoles et professionnels rémunérés ou travailleurs du secteur du sport s'alignent sur une norme. Il s'agit essentiellement de faire passer les qualifications sportives dans un secteur organisé d'une industrie. Le sport contribue au développement national, c'est pourquoi des normes et des structures doivent être mises en place. Pour devenir un secteur dans lequel les bailleurs de fonds méritent d'investir, la région doit démontrer qu'elle a mis en place des normes et des repères de qualité et également travailler à des améliorations chaque année.

En positionnant l'ONOC en tant qu'agence de facilitation des qualifications en éducation sportive, la fonction principale est de rassembler des experts dans différents domaines pour développer, mettre en œuvre et réviser les qualifications et les programmes, enregistrer et promouvoir le MQ auprès du CNO, de la RSF, <sup>*Draft*</sup> des ministères de l'éducation, de la santé et des sports du gouvernement ou départements. Deuxièmement, faciliter la création d'organismes professionnels avec et être reconnus par les gouvernements nationaux, par ex. force et conditionnement, gestion du sport, entraîneurs, médecine et sciences du sport. Il pourrait s'agir des commissions existantes, par ex. médecine du sport, mais comprennent une composante en sciences du sport. Troisièmement, poursuivre le projet de micro-qualification avec les communautés du Pacifique et formaliser en outre le PC, l'ONOC, les agences nationales d'accréditation et les prestataires de formation en tant que partenariat pour être le gardien des normes pour le sport.

Ce faisant, l'ONOC peut continuer à diriger et à s'appuyer sur les programmes et les activités qui apporteraient de meilleurs rendements à ses membres.

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## LIST OF ABBREVIATIONS

ACSM	American College of Sports Medicine
ASC	Australian Sports Commission
ASCA	Australian Strength and Conditioning Association
BPGG	Basic Principles of Good Governance
EQAP	Educational Quality and Assessment Programme
FHEC	Fiji Higher Education Commission
IAC	Industry Advisory Committee
ICCE	International Council for Coaching Excellence
ICECP	International Coaching Enrichment Certification Program
IOC	International Olympic Committee
ISAC	Industry Standards Advisory Committee
KIT	Kiribati Institute of Technology
MEMOS	Executive Masters in Sport Organisations Management
MOU	Memorandum of Understanding
NCSF	National Council on Strength & Fitness
NFs	National Federations <i>Draft</i>
NOC	National Olympic Committee
NSCA	National Strength and Conditioning Association
ONOC	Oceania National Olympic Committees
OSEP	Oceania Sports Education Programme
OSFO	Organization of Sports Federations of Oceania
PCC	Palau Community College
PNGTC	Papua New Guinea Training Council
PQAF	Pacific Quality Assurance Framework
PQF	Pacific Qualifications Framework
PRQS	Pacific Register of Qualifications and Standards
QMS	Quality Management System
RAT	Readiness Assessment Tool
RSF	Regional Sport Federation
SES	Sport Education System
SETP	Sport Education Training Provider
SLA	Service Level Agreement
SMAANZ	Sport Management Association of Australia and New Zealand
PC	Secretariat of the Pacific Community
SQA	Solomon Islands Qualification Authority
TNQAB	Tonga National Quality Assurance Board
TTI	Tupou Tertiary Institute
UMAP	Understanding Managing Assessing and Planning Tool
USOPC	United States Olympic and Paralympic Committee
VNTC	Vanuatu National Training Council



## INTRODUCTION

The Oceania National Olympic Committees (ONOC) developed the Oceania Sport Education Program (OSEP) in 2005. The focus since inception was on developing a flagship program that would provide member countries with courses that would enhance capacity of the athletes, sport administrators and coaches. OSEP is a flexible, regional sport education program that is accessible to athletes, coaches, administrators and officials of all levels throughout the Pacific Islands that will assist in strengthening governance in local, provincial and national sporting organizations throughout the region.

## BACKGROUND

ONOC looks after the interests of 17-member nations from the Pacific Region including Australia and New Zealand and is one of five Continental Associations in the Olympic Movement.

The formation of ONOC was the direct result of changes within the Olympic Movement after the election of Mr. Juan Antonio Samaranch as President of the IOC in 1980. ONOC began from the surgery of ONOC President Dr. Robin Mitchell and has evolved and grown to now have its Secretariat based on Gladstone Road. The Secretariat is directed and guided by the 2018 - 2021 ONOC Strategic Plan which has been extended to end of 2022 due to the COVID pandemic.



Map of Oceania

It serves all NOCs and engages with all partners and stakeholders under goals set in the current Strategic Plan. The core functions of ONOC which are implemented by the Secretariat include building and strengthening NOC capacity, cultivating regional and global partnerships, contributing towards sporting excellence, and leading by example.

Its strategic priorities are to provide NOC support; national training and development through the Oceania Sport Education Program (OSEP); strategic partnerships and clean sports; preparation of athletes and NOCs through the Road to Tokyo; and board and administration compliance plus support services in administration, finance, human resources, events management, and communications. (ONOC Website)

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## OCEANIA SPORT EDUCATION PROGRAM

OSEP was created to address a gap within the sport education space as identified in the key findings of the Pacific Sporting Needs Assessment conducted in 2004 by the Australian Sports Commission (ASC), and subsequently constructed through the collaborative efforts of the ASC, ONOC, and the Organization of Sports Federations of Oceania (OSFO).

It is important to note that ONOC was already discussing and creating networks toward the setup of such a community-based sport education programme since 1991 and then in 2001, and the Australian assessment and recommendations were consistent with this original intent. The OSEP coordination team operates out of the Secretariat in Suva, Fiji, working with OSEP Education Officers in zones ensuring decentralization and access for beneficiaries. The officers work with accredited training providers and partners in 15 countries around the region. OSEP has established pathways from foundational to masters' levels, frameworks, policies, and procedures. These have supported the development and growth of NOCs, National Sports Federations (NSFs/NFs), Pacific-based sports coaches, volunteers, athletes, team managers, technical officials, administrators, teachers, and relevant others. As demand for courses has increased across the region, the OSEP Regional Office has innovatively transitioned through a significant growth period to meet demands and up-scaled accordingly. This has included the design and evolution of the OSEP course portfolio to meet the dynamic requirements of the region and ensure learners can progress their learning and apply these skills in contextually relevant settings.

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## 2013 – 2016 OSEP STRATEGIC PLAN

OSEP's first Strategic Plan was introduced in 2013. The vision was for OSEP to be recognized as the benchmark in sport education throughout the continental regions of the Olympic world. The goal was to establish the Sport Education System in each NOC. The objectives focused on the two thematic areas of Sustainable delivery and People development. There were 4 Key Result Areas namely Framework Development, Internal Processes, Training and Development, Governance and Management. The program also had organization-wide strategies that determined how we were going to implement the strategic plan. Focus started with promoting and developing the sport education framework in Oceania in 2013. Then came the standardizing of all processes in the SES in 2014. The workforce development was the goal in 2015 and the quad ended with the development of the national system for growth. The end result ~~was to~~ produce and inspire champions through quality sport education.

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## 2018 – 2021 ONOC STRATEGIC PLAN

ONOC developed its new strategic direction for 2018-2021 in late 2017. Through the ONOC Education Commission Chair, Jim Tobin, the OSEP initiative aligned to two of four ONOC Strategic goals which were Core Function 1 and 4. Goals were to reassess our direction, strengthen our tools and align to Best Practices on Good Governance (BPGG) and International Olympic Committee (IOC) Agenda 2020 +5. Plans include engagement of Regional Master Educators to provide OSEP training and mentoring support to NOC's and Regional Sport Federations based on findings from the NOC Understanding Managing Assessing and Planning (UMAP) and Readiness Assessment Tool (RAT) for National Federations. OSEP with NOC and RSF have prioritized Executive Board structures and systems, Planning for development, Effective meetings and financial management training areas. In 2020 the OSEP program went through an external evaluation for its program implementation and future direction.

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## 2020 OSEP EXTERNAL EVALUATION

The ONOC Executive requested an evaluation of the OSEP initiative to assist in preparing a proposal for the next round of funding and to guide the future of the program.

OSEP had been operating since inception without a full evaluation of the processes, outcomes or impact. There were annual reports, audits and tracer studies conducted in the program to measure effectiveness and efficiency to name a few. The findings from these reports were not been brought together into a consolidated report to map a way forward for the next phase of the program.

The most recent Strategic Plan was produced for the period 2018-2021 had the aim of being the best performing Continental Association by:

- ❖ Building and Strengthening NOC Capacity;
- ❖ Cultivating regional and global partnerships;
- ❖ Contributing towards sporting excellence; *and*
- ❖ Leading by example.

Previous strategic plans were produced for the periods 2008-2012 and 2013-2016. Up until 2020, a total of \$US5.75 million had been invested in the program. There was a growing need back then to evaluate the performance of the program to inform the next Olympic cycle. The purpose of the evaluation was to assess the performance of the program to date and to make recommendations for the next phase. The evaluation provided an overview of progress since 2008 with a particular focus on the last four years of the program in terms of processes and achievement of intended outcomes. The evaluation documented and described the overall progress and informed the next submission for funding.

The scope of the evaluation covered the 15 member countries – American Samoa, Cook Islands, Fiji, Federated States of Micronesia, Guam, Palau, Marshall Islands, Vanuatu, Solomon Islands, PNG, Kiribati, Nauru, Tuvalu, Samoa, Tonga through a review of documentation with up to 7 countries visited as part of the field work. Tok Stori and Interviews however was limited to Papua New Guinea, Solomon Islands, Fiji, Tonga, Vanuatu, Cook Islands and Tuvalu for the field work component of the evaluation. The countries were selected during the inception phase and was captured in the Evaluation Plan.

(Compass Pasifika & Apex Global Sport Group, 2020)

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## 2021 – 2024 OSEP STRATEGY

The findings and recommendations of the 2020 External Independent Evaluation Report led to the development of the 2021 – 2024 OSEP Strategy. 51 recommendations were proposed by Compass Pasifika and Apex Global Sport Group in July 2020.

## PROBLEM STATEMENT

For the last two to three quadrennials, OSEP had been performing dual roles of being training provider and accrediting agency for sport education courses within the Olympic movement in Oceania. ONOC through the OSEP program developed and delivered the courses and accredited participants at the completion stage. OSEP developed the Quality Management System as well which looked at quality assurance of trainings and accreditation.

ONOC was performing dual roles since OSEP inception because of the absence of sport education training providers and accrediting agencies in the region at that time. Sport education was a new concept in the Pacific and the development stage of sports with our membership was at “amateur” level.

ONOC performing the dual role is an issue for the following reasons:

- ❖ It is a conflict of interest to be accrediting its own courses;
- ❖ the courses would not get any external recognition because it is not registered on the PRQS;
- ❖ The accreditation is not endorsed with the regional and/or local Government National Qualification Bodies because ONOC is not a partner or member as a continental confederation; and
- ❖ Will need to apply for formal recognition of OSEP courses or micro qualifications on the PRQS.

ONOC through its OSEP program is recognised within the Olympic Movement, International and Regional Sport Federations, Training providers, National Federations and course participants as the expert in sports education in the Pacific region. However, OSEP has yet to :

- ❖ redefine its role to Facilitating Agency for sport education qualifications in the Pacific;
- ❖ undertake partnerships with existing international and regional accrediting agencies, National Qualifications Agencies and training providers to recognize it as a Sports Education and Training sector lead within the Pacific Region;

Recognition as the Facilitating Agency will help give regional and international recognition to all OSEP courses and qualifications and formalize its awarding and accreditation

functions. By doing this, OSEP can continue to lead and build upon the work that has been done over the last 3 quadrennials.

## RESEARCH AIM AND OBJECTIVES

This research study intends to achieve the following:

### **Aim:**

***“To position ONOC as the Facilitating Agency for sport education qualifications in the Pacific region”***

### **Objectives:**

1. Create a development plan that positions ONOC as the Facilitating Agency for sport education qualifications (focusses on the development, endorsement, implementation and reviewing of qualifications and curriculums); and
2. Partner with Pacific Communities (PC), international and national accrediting bodies, agencies and training providers on the development and recognition of micro qualifications, scholarly articles and research.

## RESEARCH QUESTIONS

This study is an attempt to position ONOC as the facilitating agency for sport education qualifications and to partner with PC and national accrediting agencies that have the capabilities to develop, deliver and accredit OSEP qualifications, scholarly articles and research.

The following questions will be addressed in this research:

1. Why should ONOC be the facilitating agency for sport education qualifications?
2. What should the focus be on or the priorities in positioning ONOC as the facilitating agency for sport education qualifications?
3. How and with whom can ONOC perform the role as facilitating agency?
4. How will the partnership with PC and other stakeholders benefit ONOC?

## LITERATURE REVIEW

For the last two to three quadrennials, OSEP had been performing dual roles of being training provider and accrediting agency for sport education courses within the Olympic movement in Oceania. Having grown and evolved over the years the goal now is to focus more on positioning ONOC as the facilitating agency for sport education qualifications within the Pacific region and to create a development plan for the positioning process. Partnerships with stakeholders is also the focus of this research.

The literature review process undertaken has included international published academic and literature studies on accreditation (since sport qualifications will require accreditation) and partnerships.

Accreditation may be of programmes or institutions. Accreditation is the establishment or re-statement of the status, legitimacy or appropriateness of an institution, programme (i.e. composite of modules) or module of study. (Harvey\*, L., 2004. The power of accreditation: Views of academics. *Journal of Higher Education Policy and Management*, 26(2), pp.207-223)

Accreditation in the United States is about quality assurance and quality improvement. It is a process to scrutinize higher education institutions and programs. Accreditation is private (nongovernmental) and nonprofit--an outgrowth of the higher education community and not of government. It is funded primarily by the institutions and programs that are accredited. Accreditation has a complex relationship with government, especially in relation to funding higher education. It adds value to society through assuring quality, enabling government to make sound judgments about the use of public funds, aiding the private sector in decisions about financial support and easing transfer of credit. Recognition in the United States is about scrutiny of the quality and effectiveness of accrediting organizations. (Eaton, J.S., 2015. An Overview of US Accreditation. Revised November 2015. *Council for Higher Education Accreditation*) Accreditation is valued and widely recognised today because it represents an organizations value to commitment and to transparency, allowing an external party to come in to validate that the institution is doing what it represents it is doing and making results available to the public.

Laird, Johnson and Alderman (2010) focused on aligning assessments to gain Commission on Sport Management Accreditation (COSMA) accreditation. The COSMA has developed accreditation principles based on best practices in sport management education. The principles are “helpful in determining why the sport management program is or is not



achieving its mission and broad-based goals, and in interpreting the results of the outcomes assessment process” (COSMA, 2010:1)

The authors have clearly stated that Accreditation is not just an exercise in “connecting the dots” to achieve a stamp of approval. Sport management program directors responsible for obtaining COSMA program accreditation must link their outcomes assessment to the college or university’s strategic plan and use the collected data to improve many aspects of programming within the sport management unit (COSMA, 2010). As stated previously, this starts with avoiding the pitfall of having too many program goals. Program directors are reminded that for every program goal, there must be a corresponding student learning outcome that will be measured. Avoiding these pitfalls and taking a “big picture” approach to outcomes assessment will take a program a long way toward accreditation — and toward program improvement.

*Draft*

Case (2014) points out in his paper that for a very long time, sport management programs in US colleges and universities were very dissimilar in terms of their curriculums, course offering and content of courses to name a few. As college sport management programs continued to expand and grow in numbers during the 1980s, a need to develop some consistency in terms of curriculum content and program requirements was realized. An effort was made to ensure some type of quality control. Some employers were starting to complain that sport management graduates were under prepared and did not have the necessary coursework and skills to prepare them for a career in sport management.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), in a general way, and the National Association for Sport and Physical Education (NASPE) in a specific way realized this need for developing program standards and consistency.

Bender (2021) in her literature stated Professional program assessment is necessary in an accreditation process, in order to ensure educational quality and public accountability. One avenue of assessment highlighted was through an internship. The challenge is to determine how evidence from this indirect learning experience can aid in accreditation. The purpose of this paper is to describe the use of internship supervisor evaluation feedback within the accreditation process for a professional interior design degree program. For Design/methodology/approach internship assessment was provided by feedback from intern supervisors. Ten years of supervisor feedback were analyzed using descriptive statistics and a content analysis of supervisor comments. For the findings a total of two hundred forty-seven



internship supervisor evaluation documents were analyzed. Overall, supervisors positively evaluated the performance of the intern as Good to Excellent. A majority of supervisors (91%) provided comments on the interns performances. On the practicality of this study it links the experiential learning to its evidence that can be used in an accreditation process. The challenges for educators in developing an assessment tool useful for accreditation evidence and to be shared by multiple program degree stakeholders are also described.

Peer, Kimberly and Rakish (2000) examines the entry level athletic training education program accreditation and applied to it the continuous quality improvement model that's usually associated with the business sector.

The authors find that accreditation has forced institutions to relook and evaluate their educational programs. There is a great need for accreditation standards to be met and the concept of quality has come to the forefront. <sup>Draft</sup> Higher education systems have been challenged with issues regarding the quality of education offered to the end users. CQI or continuous quality improvement has been the focus by the American Association for Higher Education particularly in the academic setting and in addressing the internal and external challenges of running education programs. The recommendation therefore was for accreditation to be introduced to strengthen the profession as a whole. For the educators to capture the synergy generated from this change to ensure quality educational experiences for the end users.

In 2013, Yiamouyiannis et al emphasized the need for Accreditation and accountability in sport management education as necessary to ensure academic rigor and can serve as vehicles by which sport management educators examine and enhance the academic quality of their programs. This paper addresses this topic first with a discussion of the need for accreditation and a review of the accrediting agencies and other entities involved (CHEA, USDE, regional and specialized accrediting agencies, and state involvement).

## METHODOLOGY

The use of action research was evident in this study. The goal was to do action research as a strategy to improve aspects of OSEP work, to collaborate with internal and external stakeholders, to share experiences and perspectives and to implement actions that would position OSEP and ONOC as Facilitating Agencies.

The primary method of data collection was semi-structured qualitative interviews and face to face Talanoa with key individuals involved in ONOC and OSEP strategic planning and implementation. Secondary data was gathered through desk top review and archival research including Strategic Plans, Evaluation Reports, Qualifications Frameworks, Sport Education Systems, Quality Management Systems, policies and procedures, Accreditation and Quality assurance documents.

Objectives and methods used to collect data for each are captured below:

#	Objectives	Method/Approach	Organization/Department
1	Position ONOC as the facilitating agency for sport education qualifications by creating a development plan through OSEP; and	Interview & Archival Research or Document Review Talanoa Session	ONOC Team Leaders Former OSEP Coordinator OSEP Chief Sport Education Officer and Regional Staff ONOC Consultants
2	Partner with SPC, international and national accrediting agencies and training providers on the development of micro qualifications, scholarly articles and research and be standard keepers for sport.	Interview Talanoa Session	SPC EQAP Team leader Qualifications OSEP Staff ONOC HR ONOC Consultants

An exploratory study of selected ONOC stakeholders and consultants was conducted, using a survey questionnaire. The questionnaire focused on two areas:

- i. positioning of ONOC as facilitating agency on sport education qualifications; and
- ii. partnership opportunities for ONOC with SPC, international and accrediting bodies, agencies, and training providers.

Both interviews and Talanoa sessions were conducted with ONOC Team Leaders, Regional Staff and SPC Team Leader for Qualifications to address the objectives of the study.

#	Who	Focus	Details
1	ONOC Staff	OSEP Strategy (2021 – 2024).	4 Team Leaders interviewed and followed up with a questionnaire.
2	OSEP Staff	Quadrennial Positioning Plan	3 interviewed and followed up with a questionnaire.
3	PC Staff & Consultants	Pacific Qualifications Framework, Accreditation, qualifications, training providers, quality assurance.	3 interviewed and followed up with a questionnaire.

## RESULTS

Interviews, talanoa sessions and questionnaires were tools used to elicit information from ONOC team leaders and Consultants, SPC and OSEP staff. Archival research and document reviews also contributed to the literature in the findings. Thematic areas have been highlighted in this results summary linking to the aims and objectives.

## DEVELOPMENT PLAN

In relation to objective 1, ONOC through OSEP had created the development plan in January 2021 as part of the planning and implementation workshop for OSEP Strategy 2021 – 2024. Seven projects were created to roll out Phase 1 of the Strategy. The 7 projects are listed in the diagram below. Project 1 is specifically for Sport Qualifications and centered around the development, endorsement and implementation of MQs with PC. According to Meli Cavu, Acting Chief Sport Education Officer, three MQs have been developed, endorsed and applied for registration on the PQF in the first half of 2022. An additional 3 MQs were recently developed in August 2022 and are awaiting endorsement and application for registration with the EQAP Qualifications team. By December 2022 a total of 6 MQs should be registered on the PQF ready for unpacking by the Training Providers in 2023. Budget allocation for Project 1 for 2022 is around \$113,715.70 USD. This is to cater for workshops, consultancy costs, ITS, Communications and Administration.



**OSEP Implementation Plan 2021 - 2022**

The Development or Action Plan for positioning ONOC to be facilitating agency is a 4 year plan. ONOC and PC have a 4 year old MOU which states a total of 14 MQs will be developed by the end of 2024. There are plans to review OSEP MQs and Course curriculums every 2 years.

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## FACILITATING AGENCY

ONOC has the capacity to be the lead facilitating agency in sport education qualifications as it has people, programs and the network with in depth knowledge and experience. ONOC is a 40 year old organisation with a 15 year old flagship program. It has established itself as an expert within the Olympic movement and has been leading the way in sport development and sport for development in Oceania. With a program like OSEP under its wings ONOCs recognition and impact has been far reaching. OSEP has significantly elevated ONOC as an organization to become the lead in certain areas of sport education particularly course development and delivery, MQ development, accreditation and quality assurance for instance.

Mary Rokonadravu, ONOC Content Knowledge Consultant explained three points of difference for ONOC becoming the lead facilitating agency for sport education qualifications. First is the demonstration of having begun based on evidence which in this case was a response to a gap. For OSEP, ONOC had identified the need for a Pacific-relevant sport education programme as early as 1991 but formation was possible after the Australia-study and seed funding was provided.

Second, is the demonstration of identification and absorption of best practices in other settings and in actual setting. For OSEP it began with the two IOC sport education courses, SIC and CCO being used in the Pacific setting and then all other relevant courses being developed around these original customized ones.

Third is the demonstration of a culture of learning and renewal of content and approaches. OSEP has responded to the needs of the small Pacific Islands countries throughout its evolution and went a step further to commission an independent evaluation of itself in order to learn and improve. In this case, to move to a new pathway by offloading to receive accreditation, handing over to higher education institutions, and creating a new focus or niche by focusing on quality assurance through a new definition of work - Accreditation Agency.

In terms of being positioned as the facilitating agency, Rokonadravu, believes ONOC will need to define, communicate and market the OSEP approach in that it is 'Multi-Sport' in approach and content as this is its key point of difference. It needs to say more articulately in all introductions to courses and through its communication products, that technical training for all sport is received through their International and Regional Federations, but OSEP has from inception, focused on multi-sport approaches that can be applied to all sport in all settings. Its portfolio of courses in assessment, administration, coaching, technical coaching, Strength and Conditioning and team management are not unique to one particular sport but is generic and can be applied to all. This is the defining of its position, but it needs to be dissected and packaged into communications and knowledge pieces and aggressively marketed through its new website and its network of trainers and alumni.

ONOC has traditionally focused on courses related to sport development by attention to physical training and coaching of athletes, <sup>Draft</sup>entourage development for Games, and sport organisation management through good governance, strategic planning, and finances. If anything, this needs to be strengthened as part of its original offerings.

However, Rokonadravu's response to interview questions on this, elicited the response that ONOC would be a global leader if it explored a new approach through new sport qualifications by new offerings in how sports administrators can design and implement Sport for Development initiatives for building strategic partnerships via governments and corporates – that while sport for development is not the core Olympic mandate, for Pacific island countries the pursuit of sport initiatives could do well with alignment to social and climate issues. Most sporting organisations, including NOCs, are aware of development issues such as gender equality, gender-based violence, intimate partner violence, obesity, non-communicable diseases, climate change adaptation challenges but the approaches remain at a superficial level.

Rokonadravu believes a new direction of sport for development skills and qualifications would empower sports leaders and organisations to implement new initiatives which diversify their funding portfolios, especially, as Olympic Solidarity may reduce or tighten areas of giving or operational requirements, meaning NOCs and NFs could do well to progressively explore alternative funding sources that not only increase funding but show the relevance of sport as a vehicle for sustainable development.

ONOC has the distinct advantage in terms of funding as it receives from Olympic Solidarity quad-based annual-budgets on an ongoing basis. If anything, finance and networks of support and partners are the usual hindrances to the exploration of new initiatives. By nature of its core mandate as a Continental Association in the Olympic Movement, ONOC does not face these challenges. It therefore makes sense that it should be the sport industry expert lead as it can harness the resources it needs to implement what is needed. These were presented as viable and actionable approaches to pursue by Rokonadravu given the transfer of OSEP sport development courses to higher education institutions through the current accreditation process.

Former OSEP Coordinator, Sainimili Saukuru, highlighted the achievements of ONOC through the program. It has achieved quite a few milestones to establish itself as the lead facilitating agency in the region. They are:

- ❖ ***Framework Development*** - Sport Education Framework in Oceania;
- ❖ ***Standardizing of all processes*** - in the Sport Education System;
- ❖ ***Creation of Quality Management Systems*** – ensuring quality assurance in the program;
- ❖ ***Workforce development*** in ONOC and its membership;
- ❖ ***Course Delivery and Coordination*** of 14 sport education courses in Oceania;
- ❖ ***Development and endorsement*** of 14 Micro Qualifications with PC;
- ❖ ***Alignment to Best Practices*** on Good Governance (BPGG) and International Olympic Committee (IOC) Agenda 2020 +5;
- ❖ ***Prioritized Executive Board structures and systems***, Planning for development, Effective meetings and financial management training areas;
- ❖ ***External evaluation*** for its program implementation and future directions;
- ❖ ***Development of robust mentoring and professional development programs*** to members;
- ❖ ***Professional Association membership*** - Program and trainers affiliation e.g. SMAANZ
- ❖ ***Organizing and attending industry conferences*** regionally. Showcase industry knowledge in seminars, forums and conferences;
- ❖ ***Active participation and membership*** on relevant industry advisory groups;
- ❖ ***Specialization*** in a particular function e.g. developing and offering athletes entourage courses to its membership;
- ❖ ***Publication of articles*** on academic journals and conferences.

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## WORKFORCE DEVELOPMENT

ONOC wants to put in place a Pacific competent and diverse workforce to support the move to becoming the facilitating agency for sport qualifications by 2024. In January 2021, the OSEP regional workforce had undertaken a workforce development planning exercise to establish OSEP's staffing requirements regionally and locally. This resulted in the

establishment of Sport Education Officers positions for the ONOC member countries as well as the OSEP Operational Fund provided by ONOC through the Regional Development Fund allocation. According to Jubilee Kuartei, OSEP Zone 1 Coordinator, ONOC recruited 7 SEOs and received applications from 6 NOCs for the Operational Fund of \$10k USD annually.

According to Sitiveni Tawakevou, HR Team Leader, ONOC through Maxumise, had introduced a performance management system (PMS) around 2020 for ONOC to track the performance of employees in a manner that is consistent and measurable. The system relied on a combination of technologies and methodologies to ensure staff across the program and organization are aligned with and contributing to the strategic objectives of ONOC. In terms of the workforce being appropriately compensated the regional and national workforce performances are assessed through the PMS. The ONOC HR Department had started reviewing job descriptions for OSEP regional staff around January 2022. The national staff have been engaged by OSEP with new job descriptions which are aligned to the programs and activities in the 2021 to 2024 OSEP Strategy.

OSEP Chief Sport Education Officer, Meli Cavu confirmed OSEP Trainers (i.e. National Lead Master Educators, Master Educators, Educators, Presenters and Assessors) from the 15 member countries have been undergoing virtual and face to face Refresher Courses throughout 2021 and 2022 regionally and nationally with OSEP Training Mentor Talemo Waqa and RME team. The refresher will determine who is relicensed and the categories of licensing awarded for the new Quad.

In developing the workforce ONOC through OSEP also planned to develop a robust communications strategy for the sport education qualifications. This is so national programs understand, input and facilitate program implementation in line with ONOC strategic plan, programs and activities. According to Rokonadravu, ONOC Knowledge Management and Communications Consultant, ONOC currently does not have a Communications Strategy and an interim framework was used given the Olympic Agenda 2020+5 (prior to that it was +1 with the Tokyo delayed Games). The pressing issue was that ONOC did not have a Strategic Plan from 2017 to 2020, the document being used was only a Framework and lacked breakdown into full operationalization.

The new approach ONOC Communications department used was to work from the bottom-up by developing the Communications Framework and hinging it onto the ONOC Strategic Framework. ONOC Communications is currently working on an OSEP Communications



Strategy and hinging it upward. When the ONOC Strategic Plan is designed into completion and adopted at the 2022 ONOC Executive Board Meeting on the sides of the ANOC AGA in Korea in October 2022, there will be some adjustments made to the Communications documents retrospectively.

Rokonadravu further stated the OSEP Communications Strategy in development took a knowledge management cycle approach so it will be containing the following core elements of Information, Communications and Knowledge Management (knowledge creation, transfer/sharing). Information is focused on data collation and analyses. Communications focus is on the normal strategic communications which will be worked from information gained in Phase 1 plus coverage of events and corporate communications. The Knowledge Management element is linked to the overall OSEP flagship points of strength and difference and shared through several new flagship knowledge products and events. It is related to OSEP graduates and the impact they are making; athlete and entourage development at NOC, NF and RF levels; and both digital and decentralized physical events to champion Olympic Solidarity Impact via OSEP and tracer-type impact of ICECP and MEMOS graduates so that all are linked to Return on Investment-type series through Pacific storytelling.

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## FINANCIAL RESOURCES

Positioning ONOC to be a facilitating agency would require the OSEP Strategy to be fully resourced financially. According to ONOC Finance Consultant, Bole Digitaki, ONOC through the OSEP program had developed and put in place in 2021 a Performance Outcome & Budget Framework that will guide funding income and expenditure for 2021-2024. The main intent was to implement the activities in the framework throughout the Quad. Focus was on projecting budgets, exploring and securing funding sources [bulk funding, revenue streams, outcome & output funding, One-off vs recurring) to effect OSEP's functional role in achieving ONOC's overall strategic outcome by July 2021. OSEP has since been operating within the confines of the Performance Outcome Budget. Monthly financial reports are provided by ONOC Finance to track spending and budget balance.

Last but not most important to ONOC is the identification of sustainable funding sources outside of the Olympic Solidarity Funds and attract new sponsorships for programme growth and sustainability. A few sources of funding have been identified and ONOC is in the process of securing the funds through partnership. OSEP is looking at collaborating with donors that share the same vision for sports, youth development and activities that use sport as the



vehicle of achieving for instance Sustainable Development Goals. A classic example is the Micro Qualifications development work that ONOC is currently working on with PC. There is an opportunity for partnership with the governments of Australian and New Zealand for the funding and implementation of the programs. The search for new and additional donors should be a priority now with ONOC for the quad to supplement the \$500,000 USD OS funding provided annually.

OSEP being able to run on its own by 2025 depends on what OSEP's strategy is in the next quad, the corresponding budget for the new strategy, Olympic Solidarity's willingness to finance ONOC's strategy fully and if there are shortages, new donors or financing models need to be worked on now. Consideration needs to be done on the amount of time taken for OSEP to roll out its new strategy given the change in OSEP's strategy this quad. This is dependent on the OSEP team within ONOC plus all its training service providers via master educators, trainers, consultants etc. to be fully <sup>Draft</sup> conversant with implementing the new OSEP strategy which may rollover to the next quad (2025-2028). OSEP within ONOC should play a facilitation role only and the development and delivery of the education programs should be done by the experts via the various setups that OSEP is currently working on.

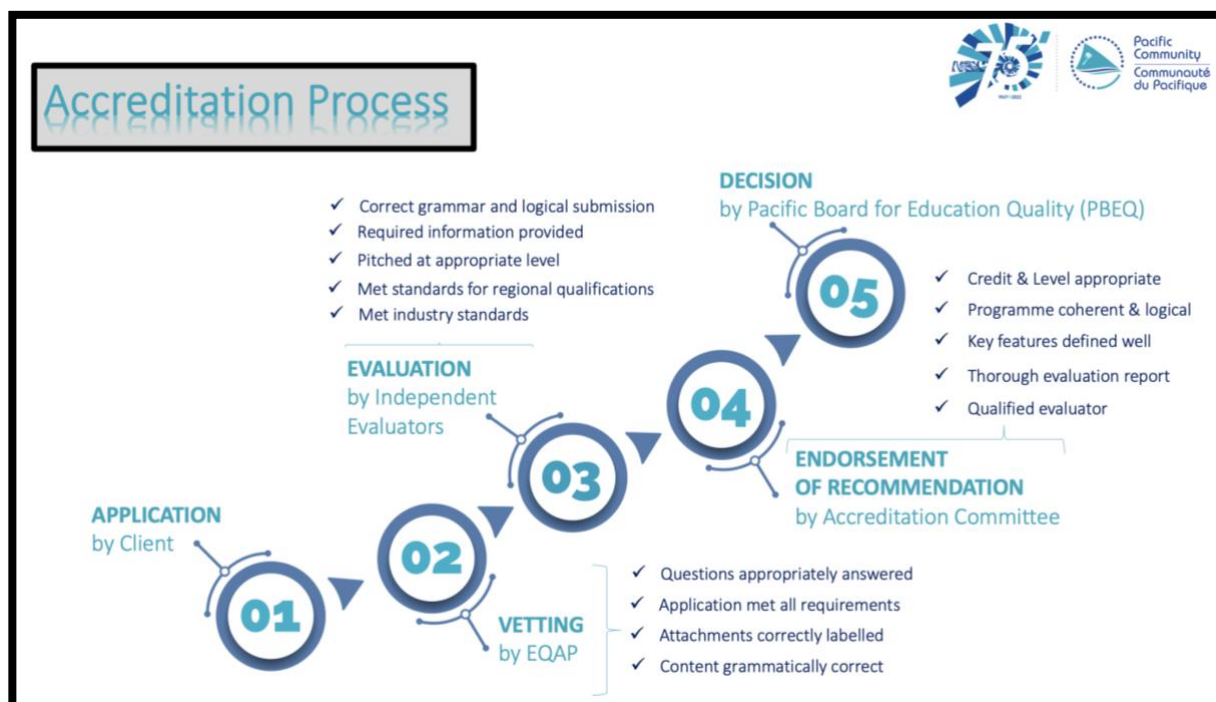
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## SPORT EDUCATION QUALIFICATIONS

Positioning ONOC as the facilitating agency for sport education qualifications should be the goal of ONOCs flagship now and moving into the next Olympic quad according to Sainimili Saukuru, ONOC Consultant. The main function should be to bring experts together from different areas of expertise to develop, implement and review qualifications and curriculums, register and promote the MQ to NOC, RSF, Government education, health and sport ministries or departments. ONOC should continue the Micro qualification project with Pacific Community (SPC) and formalise or extend the partnership to being the standards keeper for sport. Also ONOC is to look into partnership with International and National accrediting agencies and training providers for scholarly articles, research, sport qualifications roll out and professional membership.

Saukuru adds in undertaking the facilitating agency role ONOC must work with the 15 NOCs, and the NOC in turn must lead the in country coordination and engagement with their National Qualifications Authority and the sport federation and training providers. This technically was the purpose behind the NOC Education Commissions. ONOC as the facilitating agency recognised by the region as the International Olympic movement

continental representative, should use this status to bring groups together. The Brisbane2032 project is such an ideal platform to use as a strategy.



#### **Micro qualifications Accreditation Process**

ONOC had ventured into the development of micro-qualifications as part of fulfilling the requirements of Objective 1. According to Rajendra Prasad, Team Leader Qualifications, EQAP Division of SPC, in order to gain recognition on the Pacific Qualifications Framework OSEP courses need to be translated into Micro Qualifications and put through an Accreditation Process as shown above. A micro-qualification is a component of a qualification that is designed to address a specific need for which only certain skill sets are required. For OSEP the needs were in Sport Management, Strength and Conditioning and Technical Coaching. ONOC developed MQs to address gaps in skills and competencies for the Athletes “entourage”.

#### **PARTNERSHIPS**

Saukuru reaffirmed that strategic partnerships is the name of the game for the new era. To advance and grow is to understand we are interdependent. Both internal and external partnerships were and are needed in this positioning exercise. ONOC has had a few partnerships via Memorandum of Understandings and Service Level Agreements with its Training Providers over the years. OSEP developed its Quality Management System (QMS)

in 2013 for OSEP delivery in ONOC member countries. The QMS was designed to set up a system of policies and procedures that assure quality of OSEP training.

ONOC as an organisation has had a few partnerships with International Federations and Regional sport federations such as Oceania Rugby, Oceania Swimming, Oceania Hockey and Oceania Gymnastics. OSEP as a program has had a few partners as well with sport education training providers such as Kiribati Institute of Technology, Palau Community College and Kiliati Enterprises.

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## QUALIFICATIONS FRAMEWORK

For this paper the focus is on the Pacific Qualifications Framework for the region and National Qualifications Framework for country specific. Summarized below are the membership with their NQF and RQF.

*Draft*

#	NOCs	National Qualifications Framework	Regional Qualifications Framework
1	Australia	Australian Qualifications Framework	Framework of Qualifications in the Europe and North America Region (ENIC NARIC)
2	New Zealand	New Zealand Qualifications Authority	Framework of Qualifications in the Europe and North America Region (ENIC NARIC)
3	Fiji	Fiji Higher Education Commission	Pacific Qualifications Framework
4	PNG	Department of Higher Education Research Science and Technology	Pacific Qualifications Framework
5	Solomon Islands	Solomon Islands Tertiary Education and Skills Authority	Pacific Qualifications Framework
6	Vanuatu	Vanuatu Qualifications Authority	Pacific Qualifications Framework
7	Kiribati	Pacific Qualifications Framework	Pacific Qualifications Framework
8	Tuvalu	Pacific Qualifications Framework	Pacific Qualifications Framework
9	Samoa	Samoa Qualifications Authority	Pacific Qualifications Framework
10	Tonga	Tonga National Qualifications and Accreditation Board	Pacific Qualifications Framework
11	American Samoa	Western Association of Schools and Colleges of the USA	Framework of Qualifications in the Europe and North America Region (ENIC NARIC)

12	Cook Islands	New Zealand Qualifications Authority	Framework of Qualifications in the Europe and North America Region (ENIC NARIC)
13	Nauru	Pacific Qualifications Framework	Pacific Qualifications Framework
14	FSM	Western Association of Schools and Colleges of the USA	Framework of Qualifications in the Europe and North America Region (ENIC NARIC)
15	Guam	Western Association of Schools and Colleges of the USA	Framework of Qualifications in the Europe and North America Region (ENIC NARIC)
16	Marshall Islands	Western Association of Schools and Colleges of the USA	Framework of Qualifications in the Europe and North America Region (ENIC NARIC)
17	Palau	Western Association of Schools and Colleges of the USA	Framework of Qualifications in the Europe and North America Region (ENIC NARIC)

**Table – ONOC membership and National Qualification Frameworks**  
Draft

According to Rajend Prasad out of the seventeen ONOC island countries, 6 have developed their own national qualifications frameworks (NQFs). Australia and New Zealand have qualifications frameworks over the last twenty or more years.

## PACIFIC QUALIFICATIONS FRAMEWORK

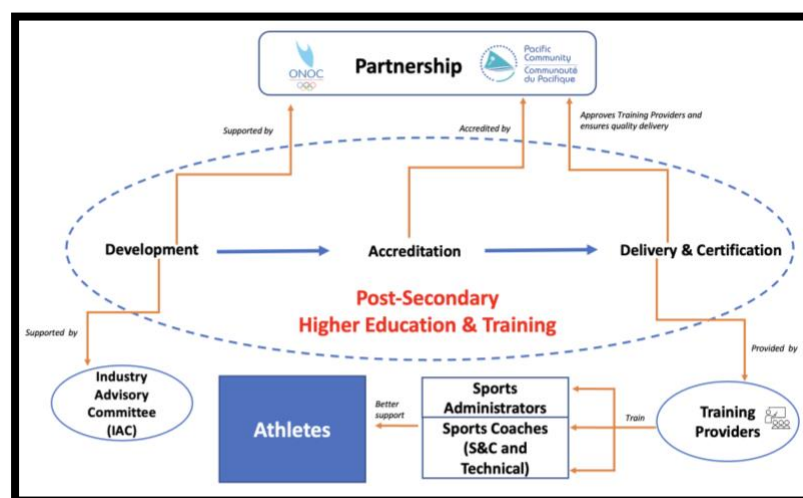
Prasad, EQAP Divisions Qualifications Team Leader, further elaborated on the Pacific Qualifications Framework being a reference framework which connects all other frameworks and systems for consistency, collaboration, sharing and reuse. Worth mentioning is the fact that it also provides a structured approach to managing standards, policies, patterns in order to deliver on objectives. The Pacific Qualifications Framework (PQF) recognises that a good quality education and training system is a need in the Pacific region.

Recently, Fiji, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu have developed qualifications frameworks. Cook Islands is aligned with the New Zealand Qualifications Framework. Palau, Guam, American Samoa, the Federated States of Micronesia and the Republic of the Marshall Islands are accredited by the Western Association of Schools and Colleges (WASC) of the United States. A few of the ONOC member countries that do not have the capacity to develop their NQF use the current PQF as their national qualifications framework. Tuvalu, Kiribati and Nauru have adopted the PQF and PQAF as their national frameworks and PC also provides accreditation services in their countries. PC is the accrediting body for these three countries and have accredited

qualifications such as the Teachers College in Tuvalu. PC plays a strategic role in helping these countries develop their National accreditation to enable them to deliver regional qualifications. Prasad mentioned the thirteen standards that have to be met by any Training Provider that wants to be endorsed and supported by PC. These standards are further divided into ninety-eight outcomes that ought to be ticked off. There are a few non critical outcomes under the standards. Standards are in all areas of operations such as Governance, Physical Resources and Human Resources to name a few.

## THE PACIFIC COMMUNITY

In 2021, a partnership agreement between the Oceania National Olympic Committee (ONOC) and the Pacific Community (SPC) set the stage for the Pacific's sporting sector to strengthen career pathways, technical expertise and administration skills across the region. This formed part of OSEP's long-term goal of <sup>Prat:</sup>aligning its sport training requirements with the National Qualifications Framework and the Pacific Register of Qualifications and Standards (PRQS) under the Secretariat of the Pacific Community's Educational Quality and Assessment Programme (EQAP). The Memorandum of Understanding committed ONOC's Oceania Sport Education Programme (OSEP) to accredit its courses against the Pacific Qualifications Framework (PQF). The accreditation process and the registration of OSEP's realigned training courses on the Pacific Register of Qualifications and Standards was implemented with the assistance of PC's education division, the Educational Quality and Assessment Programme (EQAP). Courses were translated into MQs and these were for Sport Management, Strength and Conditioning and Technical Coaching.



**Training Development, Accreditation, Delivery & Certification Framework**

SPC member countries all have their own training providers. Countries that have their own National Qualification Agencies have their own list of accredited training providers. SPC did not have any sport training providers so far for sports and the recent partnership gave grounds for the development of micro qualifications for the training providers to unpack and deliver in country.

#### REGIONAL SPORT FEDERATIONS

Saukuru recommended ONOC should build on the work with regional sport federations such rugby, gymnastics, hockey, volleyball by signing Memoranda of Understanding. Partnerships are an untapped opportunity that needs to be fully utilized in this Quad. OSEP in the last Quad signed MOUs with Oceania Rugby, Oceania Gymnastics, Badminton Oceania, Oceania Swimming, Oceania Hockey, and Oceania Volleyball. Partnership with Oceania Rugby in the last quad aligned with the OSEP model of <sup>Drift</sup>engaging a regional sport federation as a sport education training provider. The partnership increased the number of qualified OSEP Educators regionally and nationally, who in turn reached more sport administrators across the Oceania Rugby membership. As a result helped achieve the goals of the program. Oceania Rugby had a need for sport administration training resources to support good governance at all levels of their union development. It filled the administration training courses gap and showed further engagement with the Olympic movement.

#### GLOBAL ACCREDITING AGENCIES

Saukuru suggested ONOC ought to partner with professional bodies and accrediting agencies as well. There are opportunities to become members or partner with Sport Management Association of Australia and New Zealand (SMAANZ), Executive Masters in Sport Organisations Management (MEMOS), International Coaching Enrichment Certification Program (ICECP), International Council for Coaching Excellence (ICCE) and accrediting bodies like the Australian Strength and Conditioning Association (ASCA), American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), National Council on Strength & Fitness (NCSF) and key strategic NOCs like United States Olympic and Paralympic Committee (USOPC). These partnership with help all trained coaches, S&C, CEO and managers to become members for continuous professional development, hosting of workshops and seminars.

## OSEP SPORT EDUCATION TRAINING PROVIDERS (SETP)

Former OSEP Coordinator, Sainimili Saukuru, proposed the partnership with SETP as a way of separating the functions of ONOC as both training provider and accrediting agency.

Therefore, OSEP will outsource the delivery of courses and micro qualifications to training providers enabling them to focus more on the role of facilitating agency for sport qualifications. OSEP will partner with Sport Education Training Providers and/or fully funded and sponsored individuals where possible to deliver sport qualifications in the region. SETP's and/or the individual may then be responsible for planning, delivery and assessment of OSEP sport qualifications.

OSEPs Quality Management System states the need for compliance to national qualifications and regional standards and organizations like NOC's and national training institutes must register as training providers. With sport in the region being largely driven by volunteers and its organizations lacking professional management, sport education systems have largely been very under-developed. OSEP has in place a sport education system to assist in a strategic approach to developing partnerships. The QMS encouraged partnerships between ONOC and any of the following - National Olympic Committee, National Federations, Ministry/Department of Sports and Education, Sport Councils/Academies, Health, Community NGO, Leisure Centers, Universities, Colleges or Registered Training Providers, Private or commercial organisations that are registered with appropriate Authorities.



## RECOMMENDATIONS FOR MANAGEMENT AND POLICY

The following recommendations are made in light of the experience gained from working on this research:

Priority	Recommendation	Action	Lead	Resources	Timescales	Critical success factors
<b>STRATEGY 1 - ORGANISATION STRUCTURE AND FUNCTION</b>						
1	Position ONOC as the facilitating agency for sport education qualifications.	Establish process of the PQF/PRQS to become the regional sport industry advisory committee (RSIAC) with PC's EQAP	OSEP Chief Sport Education Program Officer (Acting)	Time, Financial Resources, Human Resources. Travel. Workshops.	2022 January - 2022 June	Commitment from the RSIAC Committee and EQAP.
		Establish working group and additional staffing requirements to support the role of RSIAC	OSEP Chief Sport Education Program Officer (Acting)			Process development and establishment of working group.
2	A Pacific competent and diverse workforce in place, to support the role of ONOC as the facilitating agency for sport education qualifications.	Anticipating short term growth, undertake a workforce development planning exercise to establish OSEP's staffing requirements regionally and locally.	OSEP Quality Coordinator	Time, Financial and Human Resources, National 10 year Development Plans, Job descriptions, communications strategy. Travel expenses. Meetings with partners.	2022 January - 2023 April	Workshop planning and execution from OSEP Staff.
		Develop clearly defined, written, transparent job descriptions for OSEP staff, RME and ME and other consultants	OSEP Quality Coordinator			Revised Job Descriptions.



		Develop a robust communications strategy so national programs understand, input and facilitate program implementation (in line with NOC strategic plans, programs and activities)	OSEP Quality Coordinator			Functional communications strategy compiled by ONOC Comms and OSEP
3	OSEP Strategy to be fully resourced financially to support facilitating agency role.	Develop a Performance Outcome & Budget Framework that will guide funding income and expenditure for 2021-2024	OSEP Quality Coordinator <i>Draft</i>	Sample budget frameworks. Funding Information. OSEP Operational Plan. OSEP Financial Plan. OS Fund Report.	2021 January - 2022 December	Realistic Budget developed and implemented. Budget linked to operational and financial plan. Funding sources identified and applied.
		Identify sustainable funding sources outside of the Olympic Solidarity Funds and attract new sponsorships for programme growth and sustainability.	OSEP Quality Coordinator			
STRATEGY 2 – SPORT SECTOR INDUSTRY EXPERT AGENCY						
4	OSEP Courses and Micro qualifications registered and compliant to PQF and NQF standards and requirements.	Development and endorsement of OSEP training programmes as qualifications and micro qualifications with EQAP	OSEP Chief Sport Education Program Officer (Acting)	Developers meetings. IAC endorsement team. Time. Financial Resources. Human Resources. OSEP Course LG. Developers workshops.	2023 January - 2023 December	`
		Accreditation of training programmes as qualification and Micro qualification	OSEP Chief Sport Education Program Officer (Acting)			

		Approve training providers to deliver regional qualifications and micro-qualifications in sports	OSEP Chief Sport Education Program Officer (Acting)			
		Support the validation and quality assurance of training delivery and assessments	OSEP Chief Sport Education Program Officer (Acting)			
5	ONOC undertakes partnerships with existing international accrediting agencies, National Qualifications Agencies and training providers on the development and recognition of micro qualifications, scholarly articles and research.	Clarify the PQF/ PRQS requirements for partnership engagement of NOC with National Qualification Agency	Draft OSEP Chief Sport Education Program Officer (Acting)	Time, Financial Resources. Human Resources. MOU. Workshop for workforce development planning. Partnership documents. Communication Plans. Travel expenses.	2022 January - 2024 December	
		Create a development plan to establish partnerships between ONOC, NOC, international accrediting agencies, existing National Qualifications Agencies and training providers.	OSEP Chief Sport Education Program Officer (Acting)			
<b>STRATEGY 3 – SPORT QUALIFICATION TRAINING PROVIDER</b>						
6	A transformational trainer workforce across Oceania sport sector.	Create a Professional Development pathway for all trainers across the region to ensure there is an appropriately trained workforce in each country.	OSEP Quality Coordinator	Trainers PD Framework development. Database. Time. Financial Resources. Human Resources. Needs Assessment Report.	January 2022 - December 2022	

		Refine appropriate policies & procedures for the recruitment, development and retention of Educators, Master Educators and Assessors.	OSEP Quality Coordinator	OSEP QMS. Travel Expenses.		
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## CONCLUSION

ONOC is ready to take on the facilitating agency role for sport education qualifications in the Pacific region.

1. It has the financial and human resources as well as expertise to function in that role.
2. ONOC recently developed three sport education micro qualifications which is the first in the Pacific region. It has developed another three which take it to a total of six for endorsement at its October 2022 meeting with Pacific higher education institutions and all sport industry stakeholders.
3. ONOC through the OSEP Program has a 4-year development plan that focusses on the development, accreditation, delivery and certification of micro qualifications. It also focusses on five other areas that need to be developed so ONOC can be established as the facilitating agency.
4. Partnering with the Pacific Community will help ONOC to gain recognition outside the Olympic Movement and more into its member national government sphere in terms of education.

The progressive four-year micro-qualifications process toward accreditation is supported by an OSEP Learning Management System (LMS) which is on track to be launched in October 2022. The LMS is an interim online learning system to permit OSEP courses being offered online to more candidates than before, while simultaneously being supported by OSEP Trainers on-ground in the fifteen Pacific Island countries challenged by distance and isolation.

ONOC is also positioned to play the Facilitating Agency position for sport education qualifications because unlike other professions or organisations that handover professional courses to Higher Education Institutions, which in some instances face decline in student numbers and eventual removal from academic institutions, ONOC has a communications and knowledge management approach to address this risk. ONOC is developing the OSEP website which will feature alumni and all levels of trainers of the OSEP courses offered through various institutions – thereby keeping track of all, promoting them online, highlighting their achievements, and marketing them as speakers and or facilitators in education, community, corporate settings nationally, regionally, and globally.

The Facilitating Agency of sport education accreditation role stands a higher chance of growth when the sport education sector is within a supporting ecosystem that is active, growing, and necessitating the education and professionalizing of the human resources driving the sector. For this reason, the OSEP website was at design stage in late 2021, already positioning itself for these changes, ensuring it was a well-deliberated, planned progress into a new role as an organisation.

These strategies, actions, and planned phases taking into consideration the current ongoing support from the Olympic Solidarity Programme ensure the redefinition and positioning of ONOC becoming a Facilitating Agency for Sport Education Accreditation is viable, and its attendant support ecosystem of both online and community-based network through NOCs, NFs and other stakeholders, will within the next four years set in motion a machinery to build a Pacific sport <sup>Draft</sup> industry – an industry where ONOC is Lead Facilitating Agency in Sport Education.

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## APPENDICES

### Appendix A - Interview Schedule

#	Who	Focus	Interview Questions
1	SPC – Rajendra Prasad	Clarify the PQF/ PRQS requirements for Accredited Agency and Facilitating Agency status.	<ol style="list-style-type: none"> <li>1. What is the Pacific Qualifications Framework?</li> <li>2. How many countries/NOCs in the Oceania region have National Qualifications Frameworks and Agencies? Are they registered to the PQF?</li> <li>3. What are the PQF requirements for an organization or program like OSEP to become an Accrediting Agency? Please elaborate in your responses.</li> </ol>
2	SPC – Rajendra Prasad	Establish the requirements of the PQF for endorsing, supporting and quality assuring Training Providers.	<ol style="list-style-type: none"> <li>1. How many Training Providers do we have in each member country?</li> <li>2. Are there any Sport Training Providers?</li> <li>3. What are the requirements of the PQF in terms of endorsing and supporting Training Providers?</li> <li>4. Why is there a need to quality assure Training Providers?</li> <li>5. How does PC quality assure the Training Providers?</li> </ol>
	SPC – Rajendra Prasad	Establish OSEP as the National Quality Assurance Agency for Sport in the region	<ol style="list-style-type: none"> <li>1. How does OSEP become a national QA Agency in the region?</li> <li>2. How successful is QA in the region?</li> </ol>
4			

	SPC – Rajendra Prasad	Review and evolve the OSEP Training Provider endorsement process accordingly for both current and potential Training Providers.	<div data-bbox="774 846 821 878" data-label="Text"><i>Draft</i></div> <ol style="list-style-type: none"> <li>1. Does PC have any endorsement process for Training Providers? If yes, please share and explain.</li> <li>2. Give us a brief summary about Training Providers endorsement and factors that we need to keep in mind when reviewing.</li> <li>3. How can we grow OSEP to the level that it accredit, audit and review sport Training Providers and QA Agencies?</li> </ol>
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## Appendix B – MEMOS Interview Questions

### Team Leaders – ONOC, ONOC Consultants, OSEP Staff, SPC Staff

Aim:

“To position ONOC as the Facilitating Agency for sport education qualifications in the Pacific region”

Objectives:

3. Create a development plan that positions ONOC as the Facilitating Agency for sport education qualifications (focusses on the development, endorsement, implementation and reviewing of qualifications and curriculums); and
4. Partner with Pacific Communities (PC), international and national accrediting bodies, agencies and training providers on the development and recognition of micro qualifications, scholarly articles and research.

#### *Elements to be used for positioning –*

- i. **Framework Development** - Sport Education Framework in Oceania;
- ii. **Standardizing of all processes** - in the Sport Education System;
- iii. **Creation of Quality Management Systems** – ensuring quality assurance in the program;
- iv. **Workforce development** in ONOC and its membership;
- v. **Course Delivery and Coordination** of 14 sport education courses in Oceania;
- vi. **Development and endorsement** of 14 Micro Qualifications with SPC;
- vii. **Alignment to Best Practices** on Good Governance (BPGG) and International Olympic Committee (IOC) Agenda 2020 +5;
- viii. **Prioritized Executive Board structures and systems**, Planning for development, Effective meetings and financial management training areas;
- ix. **External evaluation** for its program implementation and future directions;
- x. **Development of robust mentoring and professional development programs** to members;
- xi. **Professional Association membership** - Program and trainers affiliation e.g. SMAANZ
- xii. **Organizing and attending industry conferences** regionally. Showcase industry knowledge in seminars, forums and conferences;
- xiii. **Active participation and membership** on relevant industry advisory groups;
- xiv. **Specialization** in a particular function e.g. developing and offering athletes entourage courses to its membership;
- xv. **Publication of articles** on academic journals and conferences;
- xvi. **Creation of Learning Management Systems** for online learning;

### Team Leader – OSEP Coordinator

The positioning of ONOC to be the Facilitating Agency would require some reprioritizing of programs/activities/events within the program throughout the Quad.

#### Interview Questions

1. How should we position ONOC to be the Facilitating Agency for sport education qualifications in the Pacific region?
2. Do we have the necessary resources to be the Facilitating Agency? Elaborate on your response.
3. What should we prioritise so we can take lead role by 2024? Keeping in mind some of the elements that would help us in the positioning are – framework development, standardised process, QMS development, delivery of 14 OSEP courses, training provider functions, etc.
4. Why are we positioning ONOC through the OSEP program to be Facilitating Agency?
5. Who are the leads in this positioning process and how should we demarcate functional role?

## Interview for team leaders – ONOC

### Team Leader – OSEP Coordinator

ONOC has existing partnerships via Memorandum of Understandings and Service Led Agreements with its Training Providers and Accrediting Agencies. OSEP developed its Quality Assurance Process called the “Quality Management System (QMS)” for OSEP delivery in ONOC member countries. The QMS was designed to assist NOC and NF’s in maintaining quality of all training and assessment, Educators, partnerships developed and training policies. This forms part of OSEP’s long-term goal of aligning its sport training requirements with the National Qualifications Framework and the Pacific Register of Qualifications and Standards (PRQS) under the Secretariat of the Pacific Community’s Educational Quality and Assessment Programme (EQAP).

*Draft*

With OSEP partnerships may be between ONOC and any of the following:

- i. National Olympic Committee
- ii. National Federations
- iii. Ministry/Department of Sports and Education
- iv. Universities, Colleges or Registered Training Providers

Leverage partnerships with Government, Donors and other stakeholders to create apprenticeships for on-the job learning and training pathways for Course participants.

### Interview Questions

1. Who should we partner with to position ONOC as Facilitating Agency?
2. Why the partners in (1)?
3. How should we leverage partnerships with Govt departments, Donors etc.?

## Interview for team leaders – ONOC

### Finance – HOD/Consultant

The positioning of ONOC to be a lead industry expert (through OSEP) would require the OSEP Strategy to be fully resourced financially. The goal would be to -

- ❖ Develop a Performance Outcome & Budget Framework that will guide funding income and expenditure for 2021-2024
- ❖ Implement the framework - Project budget, explore and secure funding sources [bulk funding, revenue streams, outcome & output funding, One-off vs recurring) to effect OSEP's functional role effectiveness in achieving ONOC's overall strategic outcome by July 2021
- ❖ Design the 4 year operational and financial plan
- ❖ Identify sustainable funding sources <sup>Draft</sup> outside of the Olympic Solidarity Funds and attract new sponsorships for programme growth and sustainability.

### Interview Questions

1. How do you propose we do the above between 2021 – 2024?
2. Do you think ONOC OSEP can be full resourced financially by 2025 for the next Quad? Please elaborate.
3. Should be look for additional funding outside OS? Why and how do we go about it?

## Interview for team leaders – ONOC

### Human Resources/Administration

There is a need to put in place a Pacific competent and diverse workforce to support the positioning of ONOC to be the lead sport industry expert. In doing this the following will take place –

- Undertake a workforce development planning exercise to establish OSEP's staffing requirements regionally and locally. This includes the Regional Master Educators and Master Educators;
- Analyze national development plans of Governments to align sport sector workforce with its National 10 year Development plans. Create specific workforce development programs in readiness and development <sup>Draft</sup> stages of nations. Strengthen pathways for mentoring and leadership trainings for the current workforce;
- Identify other skill sets required and ensure a professional career development pathway for the regional workforce to obtain right skills, qualifications, attributes, and ensuring workforce is appropriately compensated;
- Develop clearly defined, written, transparent job descriptions for OSEP staff, RME and ME and other consultants;

### Interview Questions

1. How can we create specific workforce development programs for our member NOCs?
2. How do we strengthen pathways for mentoring and leadership trainings for the current workforce?
3. What do we prioritize in the workforce development planning so that we are positioned as Facilitating Agency in the region?
4. Can we complete the 4 listed activities above in the 2021 – 2024 Quad? Is it feasible?

## Interview for team leaders – ONOC

### Communications/Content Knowledge Consultant

ONOC wants to put in place a Pacific competent and diverse workforce to support the dual role of ONOC as Sport Industry lead organization and training provider. In doing this the following will take place –

- Develop a robust communications strategy so national programs understand, input and facilitate program implementation (in line with NOC strategic plans, programs and activities);

### Interview Questions

1. Is there a current Communications strategy developed for OSEP Strategy 2021 – 2024? If not, can one be developed as <sup>Draft</sup> per ONOC Strategy (2021 – 2024).
2. Please elaborate and give details on contents of the Communications strategy.

### Additional Interview Questions on Facilitating Agency

1. How should we position OSEP to be the Facilitating Agency for Sport Education Qualifications in the new Quad?
2. What do we prioritize for 2023 - 2024 from the 7 Projects from the OSEP Strategy and how do we roll it out?
3. What are other areas you feel OSEP should take lead on and have it be part of the program? Please elaborate. Note – these are areas that we have not included in our OSEP Strategy 2021 – 2024.

## Interview for team leaders – ONOC

### ITS

In order to strengthen ONOCs position to be the Facilitating Agency there's a need to develop an innovative and robust Learning Management System for all members to access particularly post COVID situation.

The LMS has to be endorsed and activated across 15 member NOC's with formalized training providers. There's a need to –

- Identify the current and future requirements of an online learning management system (LMS) and prioritize its development.
- Review current approaches and use of <sup>Draft</sup> online learning and associated platforms and technologies to support the delivery, assessment and quality assurance of OSEP courses.
- Develop tender documents & seek bids from appropriate providers to develop the LMS.
- Develop systems and processes for course design and delivery consistent.
- Award tender to provider & oversee the delivery of the LMS.

### Interview Questions

1. Now that the LMS is into piloting phase what are your comments on the processes above? Were they workable? Were there issues with any of the tasks outlined? If yes, please elaborate on it.
2. What is the next process now that the development phase has been deemed successful? Please elaborate.

## Interview for ONOC Content Knowledge Consultant

### Interview Questions

1. What/Who in your view is a lead sport industry expert?
2. Is ONOC a lead sport industry expert? If yes/no please elaborate.
3. How do we position ONOC to be the lead sport industry expert in the region?
4. What are some other opportunities that ONOC could explore to be the expert lead?
5. Why should ONOC be the sport industry lead expert?

*Draft*



## Interview for OSEP Regional Staff

### Interview Questions

1. How should we position OSEP to be the Facilitating Agency for Sport Education Qualifications in the new Quad?
2. What do we prioritize for 2023 - 2024 from the 7 Projects from the OSEP Strategy and how do we roll it out?
3. What are other areas you feel OSEP should take lead on and have it be part of the program? Please elaborate. Note – these are areas that we have not included in our OSEP Strategy 2021 – 2024.

*Draft*

## Appendix C –

### 2013 – 2016 OSEP Strategic Plans



# Oceania Sport Education 2013-2016 Strategic Plan










## Foundation: Our Aspiration

OSEP is committed to leading the training and development pathway for Pacific sport volunteers and professionals, to inspire more sport participants in communities and produce champions at international levels through the provision of quality sport education

### Objectives:

**Sustainable Delivery**

- Framework Development**
  - To increase OSEP take up to 11 NOC's and 5 Oceania Sport Federations by 2015
  - To facilitate the delivery of the sport education system (SES) in 6 NOC's by 2016
  - To design the regional sport competency framework by July 2014
- Internal Process**
  - To develop the quality assurance process for OSEP delivery by Dec 2014
- Training & Development**
  - To build the competencies of 6 regional and 22 national community educators by 2015

- To deliver OSEP community coach & administration courses in 13 NOC's by 2016
- To accredit 6 regional and 12 national OSEP club educators for coach & administration by 2016
- To accredit two MOSO coordinators in the region by 2016

**People Development**

- Governance & Management**
  - To mobilise the financial and human resources necessary to implement the OSEP strategic plan
  - To operate a fully functional ONOC education commission by 2015

## Key Performance Indicators

How we measure success?

Measure	Target
No. of NOC's delivering OSEP	11 NOC's
No. of NOC's with sport education system	6 NOC's
No. of partner Oceania Fed's	5 OF's
No. of NF completed RAT	50% NF's in 11 NOC's
No. of national education plans	6 NOC's
No. of community educators	28
No. of club educators	18
No. of national educators	24
No. of training providers	6
Accredited community coaches	1,500 annually
Accredited community administrators	1,500 annually
Accredited competition coaches	1,000 annually
Accredited competition administrators	1,000 annually
Accredited national administrators	10 annually
Accredited MOSO coordinators	2
No. of active sport clubs	75% of NF's per NOC
National sport pathways	6 sports in 6 countries
No. of dedicated national staff	6
Improved NF's RAT performance	
NOC annual education budget	US\$10k-US\$20k

## Vision: What will we look like?

OSEP recognised as the benchmark in sport education throughout the continental regions of the Olympic world

## Implementation

How we make strategy a habit?

- Hold people accountable
- Put in place an incentive plan
- Coach for achievement
- Empower national coordinators
- Hold quarterly effective strategy settings
- Hold annual strategy review meetings in December

## Organisation Wide Strategies

How we will get there?

- 2013 Promote and develop the sport education framework in Oceania
- 2014 Standardise all processes
- 2015 Develop the workforce
- 2016 Develop the national system for growth







# ONOC STRATEGIC PLAN 2018 – 2021



CORE FUNCTIONS	1.0 BUILDING AND STRENGTHENING NOC CAPACITY	2.0 CULTIVATING REGIONAL AND GLOBAL PARTNERSHIPS	3.0 CONTRIBUTING TOWARDS SPORTING EXCELLENCE	4.0 LEADING BY EXAMPLE
PICTURE OF SUCCESS	UMAP IS USED AS A BENCHMARK AND DEVELOPMENT TOOL TO PROMOTE GOOD GOVERNANCE.	ONOC VOICE IS RESPECTED AND VALUED BY INTERNATIONAL PARTNERS.	ELITE ATHLETES FEEL SUPPORTED AND ENCOURAGED TO SUCCEED.	ONOC PRACTICES GOOD GOVERNANCE OPERATIONS
STRATEGIC PRIORITIES	<b>1.1 NOC Support</b> 1.1.1 Facilitate compliance to the 7 themes of the IOC Principals of Good Governance (PGG) 1.1.2 Share Information and provide advisory services 1.1.3 Promote Olympic values 1.1.4 Review Terms of Reference and strengthen commissions 1.1.5 Develop National Performance Plans  <b>1.2 National Training and Development Programmes</b> 1.2.1 Train and develop athletes and athlete entourage	<b>2.1 Strategic Partnerships</b> 2.1.1 Identify and cultivate potential strategic partnerships to increase the value of sports and impact of sports programmes  <b>2.2 Clean Sports</b> 2.2.1 Support the RADO in ensuring NOCs are compliant to the WADA Code	<b>3.1 Road to Tokyo</b> 3.1.1 Support athletes and officials to targeted competitions 3.1.2 Fully utilise partnership with host cities and companies 3.1.3 Utilize Olympic Solidarity funds strategically	<b>4.1 Board and Administration Compliance</b> 4.1.1 Review or design structures, regulations and processes 4.1.2 Convene Meetings - Annual General Assembly, Executive Board Meetings, Commission Meetings  <b>4.2 Support Services</b> 4.2.1 Administration 4.2.2 Finance 4.2.3 Human Resources 4.2.4 Events Management 4.2.5 Communications 4.2.6 Information Services and Technology 4.2.7 Office of the President 4.2.8 Office of the Secretary General 4.2.9 Programme Support

Revised as at 14 September 2020

## 2021 – 2024 OSEP Strategy



Appendix D – Partnership Documents in OSEP QMS

Partnership Documents	
Number	Document title
PCH001	<a href="#">..\OSEP Partnership Documents\Published Documents\PCH001 OSEP Partnership Considerations Checklist V. 1.0.docx</a>
PTE002	<a href="#">..\OSEP Partnership Documents\Submitted Documents\PTE002 OSEP Expression of Interest V.1.0.docx</a>
PCH003	<a href="#">..\OSEP Partnership Documents\Published Documents\PCH003 OSEP SETP Assessment Tool V.1.0.docx</a>
PCH004	<a href="#">..\OSEP Partnership Documents\Published Documents\PCH004 OSEP ODSP Assessment Tool V.1.0.docx</a>
PRE005	<i>Draft</i> OSEP Audit Report
PGL006	<a href="#">..\OSEP Partnership Documents\Published Documents\PGL006 OSEP Sport Education Training Provider Guidelines and Application Form V.1.0.docx</a>
PTE007	<a href="#">..\OSEP Partnership Documents\Published Documents\PTE007 OSEP Memorandum of Understanding V. 1.0.docx</a>
PTE008	<a href="#">..\OSEP Partnership Documents\Published Documents\PTE008 OSEP License Agreement.pdf</a>
PGD009	<a href="#">..\OSEP Partnership Documents\Published Documents\PGD009 OSEP Brand Guideline Manual.pdf</a>
PCH010	<a href="#">..\OSEP Partnership Documents\Published Documents\PCH010 OSEP On-site Audit Checklist V.1.0.docx</a>
PCH011	<a href="#">..\OSEP Partnership Documents\Published Documents\PCH011 OSEP Audit Document Checklist V. 1.0.docx</a>
PCH012	<a href="#">..\OSEP Partnership Documents\Published Documents\PCH012 OSEP SETP Self-evaluation Checklist V.1.0.docx</a>
PCH013	<a href="#">..\OSEP Partnership Documents\Published Documents\PCH013 OSEP ODSP Self-evaluation Checklist V.1.0.docx</a>
PFL014	<a href="#">..\OSEP Partnership Documents\Published Documents\visio v.2\PLF015 OSEP SEPT Partnering Process V.2 Stage 2 files</a>

<b>PFL015</b>	<a href="#"><u>..\OSEP Partnership Documents\Published Documents\visio v.2\PLF015 OSEP SEPT Partnering Process V.2 Stage 2 files</u></a>
<b>PFR016</b>	<a href="#"><u>..\OSEP Partnership Documents\Published Documents\PFR016 OSEP Sport Education Framework in Oceania.pdf</u></a>

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