

Oceania Sports Education Programme

Independent Evaluation Report

Prepared for:

Oceania National Olympic Committees

By Compass Pasifika & Apex Global Sport Group

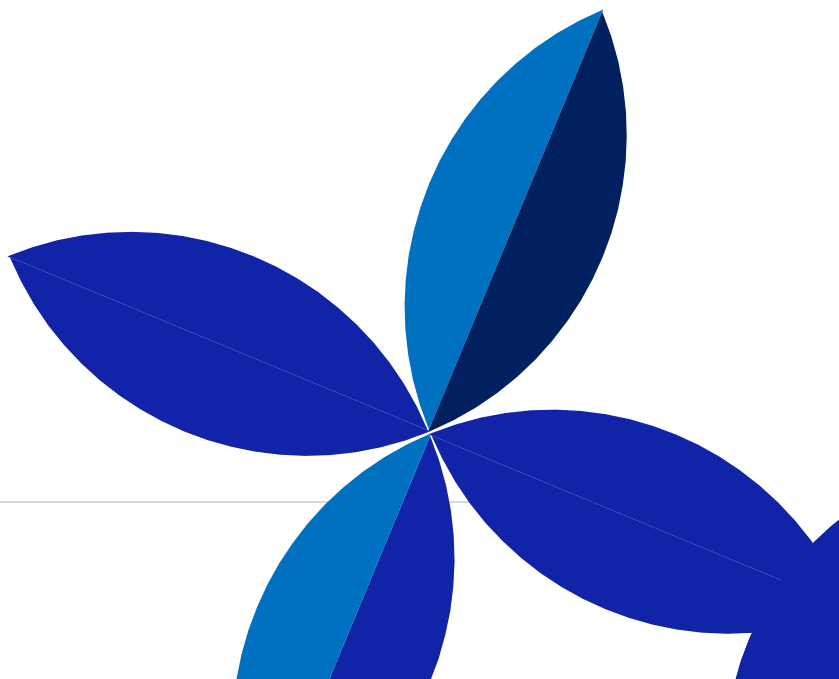
JULY 2020





Section 1

Executive Summary





SECTION 1. EXECUTIVE SUMMARY

1.1 BACKGROUND

The Oceania Sport Education Programme (OSEP) is an innovative Pacific led sport education programme that has transformed and complemented capacity and capability development within the sports sector in the Pacific region in the last 12 years.

It currently stands without equal as the only community-based sport education programme of its kind within the International Olympic Committee Continental regions. This is a significant achievement on a global scale and must be recognised as such.

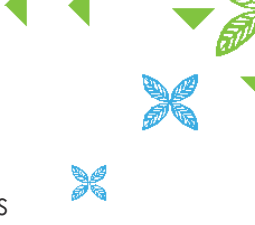
OSEP was created to address a gap within the sport education space as identified in the key findings of the Pacific Sporting Needs Assessment conducted in 2004 by the Australian Sports Commission (ASC), and subsequently constructed through the collaborative efforts of the Australian Sports Commission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

The establishment of OSEP as the first regional sports education programme offered a cost effective solution to build the capacity of Pacific based coaches, administrators and trainers utilising a regional approach of collaboration. It is currently delivered across 15 Pacific countries which are; American Samoa, Cook Islands, Fiji, Federated States of Micronesia, Guam, Kiribati, Marshall Islands, Nauru, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu.

Understanding the needs of its member National Olympic Committees (NOCs) and countries has been a core function of ONOC, and its overall vision for OSEP is for it to be recognised as the benchmark in sport education throughout the continental regions of the Olympic world. As well as delivering on the following in the Region;

1. Improving the governance and management of sport organisation operations,
2. Improving coaching expertise to assist athletes to qualify on merit for the Olympics,
3. Improving games preparation of athletes and officials,
4. Creating training pathways for administrators, coaches, team managers and trainers,
5. Improving the coordination of the sport education system

OSEP has successfully achieved these deliverables on behalf of ONOC in the last 12 years through 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.

The ONOC Executive has requested a Pacific-wide and detailed evaluation of OSEP to measure and establish how well it has delivered against its commitment and also measure OSEP's organisational readiness to anticipate and sustain the future growth of the programme.



1.2 PURPOSE

This is the first independent evaluation of OSEP in 12 years, therefore the main purpose of the evaluation is to assess the overall impact of ONOC's flagship sport education programme since its inception in 2007. However, the data and insights gathered specifically for this evaluation as per the TOR on programme implementation and outcomes focus only on the last six (6) years from January 2013 to December 2019. The findings will assist the ONOC Executive in its planning for the next cycle of funding as well as inform strategic decision making on the future design of OSEP.

The evaluation provides best practice examples and recognises how OSEP can leverage the gains over the years to help propel and achieve ONOC's Strategic Plan 2018-2022 in its key measures of:

1. Building and strengthening NOC Capacity
2. Cultivating regional and global partnership
3. Contributing to sporting excellence
4. Leading by example

This evaluation will assist ONOC in seeking answers to the 7 key questions as outlined in the Terms of Reference;

1. To what extent has the programme achieved its objectives?
Was the programme effective? To what extent did the programme achieve positive outcomes for individuals and Organisations?
2. Does the programme represent value for money? To what extent can the programme be delivered more efficiently and effectively to achieve greater value for money? What are the constraints to achieving this?
3. What were the major challenges and barriers to implementation? Did this lead to innovative practices?
4. To what extent has there been a significant increase in sport participation? Has there been an increase in the identification of potentially elite athletes and/or other sport people?
5. Has participation and performance at the Pacific and Olympic Games improved compared to previous events? Have world standings improved for the Pacific Islands? Have team rankings improved over the implementation period and to what extent can this be attributed to the programme?
6. To what extent have there been improvements in delivery and support systems for sport participants?
7. What are the recommendations for the next phase of the programme? Is the current OSEP strategy appropriate and relevant? How can it be refined?



1.3 EVALUATION METHODOLOGY

In order to conduct a detailed review in multiple Pacific Island countries a theory driven and mixed-method approach consisting of a variety of tools were selected for this Evaluation.

The Kakala Research and Evaluation framework¹ is the overarching approach for the OSEP evaluation. The approach is culturally appropriate and inclusive of diverse peoples' ways of being and knowing in their context. The framework is inclusive and flexible in the selection of tools that best engage the differences (language, culture, and environment) and commonalities (Faith, Family, reciprocity, collectiveness) of countries in the Pacific region.

The following phases outline the evaluation process and included;

1. **Teu: Inception.** The Evaluation Consortium and OSEP Team met in person in Suva, Fiji to determine the size, scope, and specific purpose of the Evaluation.
2. **Toli: Evaluation Design.** The research and evaluation 'Sprint process', methods and tools were confirmed and created. Talanoa, Tok Stori and other interview tools were used as part of the methodology for gathering primary data sources. In order to evaluate the maturity of OSEP relative to national and international best practice for Vocational Training and Education in Sports, a bespoke interview tool was designed to capture informed comments from the OSEP Coordinator. Desk-based research was used to gather secondary data.
3. **Tui: Data Collection.** Desk-based research, face-to-face Talanoa, Tok Stori and semi-structured interviews conducted in person and online surveys and questionnaires were used to capture quantitative and qualitative data. Primary data was captured from 11 countries (7 conducted in person and 4 through virtual online platforms) and online surveys. Secondary data was gathered through a desk top review including Regional and National policy documents, strategic plans and Tracer studies.
4. **Malie: Data Analysis.** On completion of the fieldwork, primary data and secondary data were collated and key insights and information were analysed. Qualitative information from Talanoa, Tok Stori, interviews and surveys were then structured using a system of "manual thematic coding".
5. **Luva: Report Preparation.** Writing, editing and production of the final report for OSEP to present to the ONOC Education Commission.
6. **Mafana: Report Presentation.** The final stage is a 'planning to practice' process which will be facilitated by the Consortium with ONOC and OSEP representatives to review and respond to the recommendations offered and create an agile development plan to guide OSEP's future growth. (NOTE: This final stage is not part of the original ONOC TOR and is a proposal from the Consortium. It is up to the decision of ONOC as to whether this element is included following the provision of this final Evaluation Report).

¹ Johanson-Fua, S. (2014) Kakala Research Framework: A Garland in celebration of a Decade of Rethinking Education. Of Waves, Winds and Wonderful Things. A Decade of Rethinking Pacific Education. 50-60



1.4 FINDINGS AND RECOMMENDATIONS

The findings of this Evaluation, liberated from rich Pacific-wide data provide a detailed description of the milestones, trends, drivers, priorities, and achievements since 2007 with recommendations for future growth with a particular focus in the last six years of the programme (2013-2019).

These findings are presented under five key thematic areas derived from the seven main evaluation questions as outlined in the TOR. These themes were identified and constructed from the dominant subject matters across all the seven questions and provides a logical structure for this report.

The five thematic areas are;

- 1. Governance and Management**
- 2. Programme Efficiency and Effectiveness**
- 3. Impact on Participation and Performance**
- 4. Visibility and Ownership**
- 5. Value for Money**

This section of the Executive Summary offers a snapshot of the most dominant recommendations emerging from the data. These are explored in more detail in Sections 5 and 6 of this report.



1.4.1 GOVERNANCE AND MANAGEMENT

The success and perceived value of an organisation is based on many different factors. As such, effective and efficient governance and management usually set the foundation for over-arching and future organisational success.

With specific reference to the OSEP programme, significant credit should be offered to the ONOC Education Commission and Regional office for the governance, management and delivery of the programme. The organisation should be applauded for its outreach efforts across 15 member countries who are geographically dispersed and at varying stages of maturity in their ability to support the delivery and evaluation of the suite of OSEP courses.

Governance and Management in this context relates to the roles, functions and tasks assumed by the OSEP regional office and member countries to support and provide the Regional sport sector with access to OSEP courses as well as build capacity and capability of NOCs.

Regional Governance and Management

At a regional level OSEP is governed by the ONOC Education Commission, which is one of 5 Commissions housed under ONOC. The Commission meets twice yearly and consists of skilled members representing both ONOC and various other NOCs and organisations such as OSFO, Pacific Islands Forum Secretariat and education institutions from the Pacific region. The ONOC Education Commission has and continues to provide effective Governance oversight to the programme.

The OSEP staff under the leadership of the OSEP Programme Coordinator administer and manage the programme and have been the driving force behind the innovations and transformational change of the programme since its inception. The OSEP Regional Office make up the Training and Development arm of ONOC under its current organisational structure. OSEP's growth and impact across the Region is testimony to the consistent leadership of the Education Commission and OSEP staff, and should be regarded as an example for others in the Olympic community.

On regional, national and local levels various frameworks and tools, including the Sport Education Framework (SEF) in Oceania, Sport Volunteer & Professional Competency Framework (SVPCF), and the Readiness Assessment Tool (RAT) have enabled OSEP and Pacific countries to design and deliver a needs-led range of courses and programmes to support the education and training of various roles within the sports industry.

In terms of the external recognition of OSEP courses, the goal for OSEP since inception was for the courses to be recognised firstly by the NOC and subsequently with their National Federations (NFs) and the Regional Sport Federations (RSFs). 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.

Currently ONOC is not recognised by the Pacific Qualifications Framework (PQF) as an Accrediting Agency, nor are any of the OSEP courses registered onto the Pacific Register of Qualifications and Standards (PRQS). OSEP does not necessarily need to be recognized by



the PQF to be recognized by ONOC, NOCs, NFs and/or RSFs or the Olympic Family; however, beyond the Olympic movement, PQF and PRQS endorsement would mean that ONOC would have a defined legislative and educational status that can be expanded to other sport sector partners, employers and stakeholders outside of the Olympic family. Recognition and status as an Accrediting Agency will help give regional and international recognition to all OSEP courses and formalise 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 12 years.

Over the years organisational evolution by OSEP as a recognised body by ONOC and IOC meant OSEP staff assumed the dual roles of Accrediting Agency as well as Training provider to drive the strategic growth and support the operationalisation of OSEP courses across the Region. The programme has been sustained by a modest and small number of staff disproportionate to the demands for courses and the number of course participants over the years. Staff in the regional OSEP office have increased to 6 nationally and 4 regionally.

While the programme has evolved significantly over the years to cater for the increased demand, it is apparent that the job titles for the OSEP Programme Coordinator for instance has not changed in this time to reflect how the role has embraced increased strategic and leadership responsibilities at a Director level. This is the same for the other regional coordinator roles.

Moving forward, the workforce development strategy needs to be created that strengthens and builds on the current workforce foundations to help identify the needs and the opportunities to grow the workforce and also identify other skill-sets needed. This must include a professional career development pathway to recognise the seniority of the OSEP Programme Coordinator position as well as wider regional roles that have been critical to manage and administrate OSEP across the region. As needs of member countries change, it is imperative that the current and future workforce is retained, appropriately compensated, diverse and have the right skills and qualifications to deliver and provide continued improvement across the region.

National Governance and Management

At a local level, the most dominant role assumed by OSEP has been in a quality assurance capacity enabling NOCs and subsequently NFs to improve their Governance and Management policies, protocols and procedures. OSEP has developed more than 90 comprehensive policies and procedures that guide operations and inform better management practices of OSEP in the region. This has resulted in some countries overtly integrating OSEP into Strategic plans and planning cycles for the first time.

While OSEP courses have Olympic recognition, they are not recognised by the PQF or registered with the PQRF and as such carry no educational endorsement. Assuming they were recognised, OSEP courses could be integrated into national development programmes to provide a variety of learners with access to recognised qualifications that enable a genuine commitment to lifelong learning. In turn, recognising and accrediting learner's discrete skills and expertise would contribute to social and economic reform and labour mobility across the region.



In some instances, compliance with PRQS and National Qualification Bodies, would mean OSEP can access national benefits, for example, in the case of Fiji, it is possible that they can access their national levy grants. As such, OSEP qualifications could become mainstreamed into the existing formal TVET framework of qualifications.

While ONOC supports OSEP to act as a Continental leader for sports education and training, empowering them to assume responsibility as the recognised sport sector training organisation across the Region would offer significant and wider opportunities beyond the Olympic community. The first step for OSEP is to authenticate itself as an Accrediting Agency through the Pacific Qualifications Framework as well as through local, National and International Qualification Frameworks in member countries that have not yet achieved this. This will undoubtedly have an impact on the current operational model and organisational structure of OSEP.

Based on the evidence gathered during the Evaluation, the following recommendations are listed as priorities for ONOC to inform and guide OSEP's ongoing development. Confirmation of these recommendations as action areas must be undertaken beyond receipt of this report and as part of the proposed Planning to Practice Workshop.

Table 1: Governance and Management Key Recommendations

	Recommendation	Cross-Reference	
		Recommendation Number in Report	Page No
1	<ul style="list-style-type: none"> ✦ Clarify the PQF/ PRQS requirements for Accredited Agency status and undertake an organisational and workforce development planning exercise to map the current structure with the required structure. ✦ Create a development plan to support the transition to Accredited Agency status. <ul style="list-style-type: none"> ○ Additional staff with expertise in quality assurance and curriculum development may be required as well as Regional/Zonal administrative staff. 	4	76
2	<ul style="list-style-type: none"> ✦ Establish the requirements of the PQF for endorsing, supporting and quality assuring Training Providers. ✦ Review and evolve the OSEP Training Provider endorsement process accordingly for both current and potential Training Providers. 	6	78
3	<ul style="list-style-type: none"> ✦ Define the requirements of the PRQS for registering OSEP courses. <ul style="list-style-type: none"> ○ Ensure all OSEP courses are added to the PQF and Local/ National Qualification Frameworks as appropriate. 	7	79
4	<ul style="list-style-type: none"> ✦ Succession planning is critical if OSEP is to maintain consistency of delivery within and across the entire Region. A detailed workforce planning exercise will need to be undertaken to ensure that OSEP at regional, national and local level have the correct staffing infrastructure. This will ensure the right people are in the correct roles to sustain current commitments and support OSEP's future growth. 	1	73
5	<ul style="list-style-type: none"> ✦ Establish a regional OSEP skills leadership group. This group would consist of members from all 15 NOCs and would provide advice to the ONOC Education Commission and OSEP management of the skills needed within their respective countries, as well as across the whole region. 	9	81



1.4.2 PROGRAMME EFFICIENCY AND EFFECTIVENESS

Programme efficiency and effectiveness refers to the impact and scale of OSEP in the last 12 years. How well it has achieved its programme goals and how effective the measures and actions in place have been to achieve these goals. OSEP has grown through a number of adjustments and iterations to align with the needs of member countries.

Furthermore, OSEP has designed and evolved the course portfolio to meet the dynamic requirements of the sporting landscape and ensure learners can progress their learning and apply skills in contextually relevant settings. Evidence of best practice has included the creation of a Quality Management System to support a consistent and standardised approach to programme delivery and evaluation. This is consistent with national and international reference points for vocational education and training. OSEP has educated and trained a large number of quality trainers, mentors and supported an educator workforce to lead the delivery and assessment of programmes within the NOCs and reach their respective communities.

OSEP has engaged 15 Pacific countries on a geographically dispersed basis with a limited budget that has only increased by 25% in 12 years reaching a large number of course participants. All the countries (100%) that were interviewed face to face and online agree on the value of OSEP and perceive it to be an effective programme and that it created a gold standard for sports education and training within the Olympic Movement.

In order to ensure the efficiency and effectiveness of current and future programming, OSEP, as part of its awarding and accreditation functions can enhance the OSEP infrastructure, staffing, and critically, the quality of course administration, delivery and evaluation through the use of more sophisticated digital tools. Furthermore, OSEP can better leverage existing linkages and build new relationships with various partners and networks working not only in the Pacific region but also internationally outside the region.

The Evaluation could not find comparative programmes against which to benchmark OSEP. This presents an opportunity for OSEP to generate high-level baseline data in order to benchmark its own courses going forward, and become the international benchmark for other similar groups in other Olympic Continental regions.

The following tables below (Table 1 and 2) demonstrates OSEP's achievements against its Olympic Quadrennial programme goals and key performance indicators to further highlight programme efficiency and effectiveness.

Table 2: OSEP Quadrennial Programme Goals and Achievements of Goals

Year	OSEP Quadrennial Programme Goals	Achievements Against Goals
2009-2012	<p>1. Framework development for sport education</p> <p>To design the regional sport competency framework by July 2014</p> <p>To develop the quality assurance process for OSEP delivery by Dec 2014</p>	<p>✦ This goal was achieved through the development of the Sport Education Framework in Oceania. This framework outlines a systems-based approach that identifies lead sport stakeholders to develop and drive national sport education systems, over-arch OSEP and other training courses and assist the coordination of partnerships between organisations delivering sport programmes, training volunteers and professionals and driving sport policy leadership at a national level.</p> <p>✦ Another framework was also developed, the Sport Volunteer & Professional Competency Framework. This provides an overview of the key competencies for sport volunteers and professionals. Within this framework there is recognition that the level of competencies required increase as a person moves from a “novice” role (or newly trained) to a more “expert” (experienced) role. This Framework provides an opportunity to map all existing courses and organisations that are involved in delivering sport education training courses.</p> <p>✦ An Assessment tool, The Readiness Assessment Tool (RAT) has also been utilised to enable Organisations to identify the areas of improvement and gaps that can be enhanced by OSEP specific courses.</p> <p>✦ Alongside the frameworks OSEP has also developed more than 90 comprehensive policies and procedures that provide guidelines to operations and support better management practices of Sport Organisations in the region.</p>
	<p>2. Positioning OSEP in the informal sport sector</p>	<p>✦ OSEP is firmly positioned as the only programme of its kind in the informal sport education space in the Oceania region. The majority of the 14 courses offered under OSEP have been developed to address a gap and complement more formal learning offered through Tertiary providers like Universities, Polytechnics and other training institutes. These courses have been delivered across 15 Pacific countries to upskill and develop coaches, administrators, managers, trainers, teachers and other relevant stakeholders.</p>



2013-2016	<p>1. Create training pathways for administrators, coaches, team managers and trainers</p> <p>To mobilise the financial and human resources necessary to implement the OSEP strategic plan</p> <p>To increase OSEP take up to 11 NOC's and 5 Oceania Sport Federations by 2015</p>	<ul style="list-style-type: none"> ✦ OSEP is home to a portfolio of sport development courses and is structured into discrete and tiered learning pathways for administrators, coaches, strength and conditioning coaches, team managers and other relevant stakeholders ✦ 14 Courses Developed and Delivered including an e-OSEP online course ✦ 466 Course Sessions & Workshops undertaken ✦ 6,756 course participants reached ✦ 5 Tracer Studies Completed in (Samoa, Kiribati, Tuvalu, PNG and Fiji)
	<p>2. Improve coordination of the sport education system</p>	<ul style="list-style-type: none"> ✦ As a unique programme with no equivalent in the regional sport education sector OSEP has, in lieu of a formal regional organisation that drives sport education across all levels of the sport system, been the benchmark programme that has developed the sport workforce and volunteers within the NOCs and other key stakeholders such as NFs. ✦ 567 Active and Non-Active Trainers Engaged (Master Educators, Educators, Mentors, Assessors, Presenters)
2017-2020	<p>1. Improve governance and management of sport organisation operations</p>	<ul style="list-style-type: none"> ✦ OSEP has contributed to bolstering effectiveness and efficiency of NOCs by strategically supporting NOCs, and in turn National Sports Federations and organisations through targeted courses such as MiSO, MOSO and e-OSEP that focus on strengthening organisational management, leadership, safeguarding, managing finances OSEP, through example as well as through coursework has influenced and assisted NOCs to develop Strategic Plans. ✦ 6 National Staff and 4 Regional Staff employed by OSEP



2. Improve coaching expertise to assist athletes qualify on merit for the Olympics

✦ The coaching courses and pathways in place for OSEP have successfully upskilled Pacific based coaches in terms of knowledge and training. OSEP has trained over a 1,000 Pacific coaches in the last 12 years.

3. Improve games preparations for athletes and officials

✦ OSEP is credited by countries as playing a key role in enabling team managers, coaches, officials and local NOCs to apply structured planning for team and athlete preparation.

OSEP Key Performance Indicators (KPIs) 2013-2016

In its 2013-2016 plan OSEP outlined Key Performance Indicators (KPIs) to measure its success as it moved to transform the sport education landscape in the Pacific region. In this timeframe, OSEP successfully achieved over and above the targeted indicators.

Key	↔ Not started	✓ Achieved	✗ Not achieved	↑ Exceeded Target	↓ Progress away from goal
-----	---------------	------------	----------------	-------------------	---------------------------

Performance Indicator	Measure/Outcome	Status
1. No. of NOC's delivering OSEP	✗ 11 NOCs	✓ ↑ Exceeded Target by delivering in 15 countries
2. No. of NOC's with sport education system	✗ 6 NOCs	✗ Not achieved , only achieved with 2 NOCs
3. No. of partner Oceania Fed's	✗ 5 OF's	✓ Signed MoUs with only 4, but informal partnerships with 3 others
4. No. of NF completed RAT 50% NF's	✗ 11 NOCs	✓ ↑
5. No. of national education plans	✗ 6 NOCs	✓
6. No. of community educators	✗ 28	✓ ↑
7. No. of national educators	✗ 24	✓ ↑

8. No. of club educators	✘ 18	✓ ↑
9. No. of training providers	✘ 6	✓ ↑ Exceeded Target with OSEP signing MoU's with 10 Training Providers
10. Accredited community coaches	✘ 1,500	✓ ↑
11. Accredited community administrators	✘ 1,500	✓ ↑
12. Accredited competition coaches = 1,000 annually	✘ 1,000	✓ ↑
13. Accredited competition administrators = 1,000 annually	✘ 1,000	✓ ↑
14. Accredited MOSO coordinators = 2	✘ 2	✓ ↑
15. Accredited national administrators = 10 annually	✘ 10	✓
16. No. of active sport clubs 75% of NF's per NOC	✘ 75% of NFs	✓ ↑
17. National sport pathways 6 sports in 6 countries	✘ 6 sports and 6 countries	✓ ↑
18. No. of dedicated national staff 6	✘ 6	✓
19. Improved NF's RAT performance	✘	✓ ↑
20. NOC annual education budget US\$10k-US\$20k	✘ US\$10k – US\$20k	✓ ↑

Based on the evidence gathered during the Evaluation, the following recommendations are listed as priorities for ONOC to inform and guide OSEP's ongoing development. Confirmation of these recommendations as action areas must be undertaken beyond receipt of this report and as part of the proposed Planning to Practice Workshop.

Table 4: Programme Efficiency and Effectiveness Key Recommendations

	Recommendation	Cross-Reference	
		Recommendation Number in Report	Page No
1	<ul style="list-style-type: none"> ✦ Ensure the OSEP portfolio is dynamic enough to respond to the changing sport landscape and enable Training Providers to respond to local needs. ✦ Review the range of qualifications offered and identify any gaps. <ul style="list-style-type: none"> ○ Key reference points for a gap analysis should include OSEP Vision and Values and a review of the local operational sport systems and key sport-specific roles. ✦ Utilise National and International Standards to establish role requirements and in turn the competencies necessary to create relevant course curricula. 	14	91
2	<ul style="list-style-type: none"> ✦ Review the content and currency of the QMS to establish its 'fitness for purpose.' ✦ Create a development plan to address key action areas. 	16	93
3	<ul style="list-style-type: none"> ✦ Identify the current and future requirements of an online learning management system (LMS) to ensure the system is fully compliant with all service requirements (e.g. course design, course and project management, OSEP Trainer deployment, participant reporting and on-line learning and etc.). ✦ Identify a range of LMS solutions and source (budget permitting) a new LMS if required. 	17	93
4	<ul style="list-style-type: none"> ✦ Review current approaches and use of online learning and associated platforms and technologies to support the delivery, assessment and quality assurance of OSEP courses. ✦ Establish how effectively these are working and balance the pros and cons of migration to alternative delivery models and acknowledge many outlying areas have very poor, or no regular Internet access. 	20	95
5	<ul style="list-style-type: none"> ✦ Conduct locally based OSEP Trainer workforce development planning exercises. ✦ Recruit, select and critically develop Trainers to build confidence and competence. ✦ Provide a programme of supported practice of trainee Trainers that is conducted both in situ through observation, shadowing, co-delivery and mentoring. ✦ Complement the above with access to a wider support network, fostered through a region-wide online or virtual 'community of practice'. 	30	109



1.4.3 IMPACT ON PARTICIPATION AND PERFORMANCE

One of the remits of this Evaluation was to determine specifically how OSEP has impacted the Region at Community (Grassroots/Participation), Development and Elite sport levels. Gathering quantitative data on the number, timing and location of courses delivered, the number of participants reached, as described in previous sections, was relatively easy. Gathering reliable quantitative evidence about the impact of OSEP courses on high performance sport participation and/or performance has proven to be more problematic.

To appropriately measure how OSEP has impacted sport participation and performance in the region, it is imperative that the existing data management and data collection mechanisms are strengthened. OSEP has been forward-thinking and innovative in its monitoring and evaluation systems it has utilised to collect data such as utilising Tracer studies and use of quality management systems over the years.

In terms of sport performance, to accurately evaluate the impact of OSEP courses on sport performance a longer, longitudinal study across several Olympic cycles would be necessary, and whereas the OSEP programme has been in operation for over 12 years, some countries have only embraced many OSEP courses, particularly the Tier 2 courses for less than 2 full Olympic cycles.

Despite the lack of statistical evidence there is strong anecdotal support for OSEP courses positively contributing to enhanced national sport performance outcomes. Examples noted by coaches interviewed in this evaluation process include perceived improvement in performances after coaches' implemented practices such as periodized training plans, addition of strength and conditioning programmes and so on.

Another example of the perceived impact of OSEP on sport performance is the fact that at least 5 countries (Papua New Guinea, Fiji, Solomon Islands, Vanuatu and Tonga) have made some OSEP courses mandatory for Coaches and Team Managers who seek nomination as Head Coaches or Team Managers for the Pacific Games (and most likely for future Olympic/Paralympic Games). What is very clear is that OSEP has enabled a more structured approach to planning and team preparation for coaches, team managers and others that has enhanced athlete and team preparations for elite level sport competitions.

Similarly, in terms of increasing participation rates, there is a general consensus that OSEP courses have successfully developed expertise in community sport development, and as a result this has had a positive effect on improving participation rates in organised sport throughout the Pacific countries.

The Evaluation also explored OSEP's ability to respond to cross-cutting issues such as economic development, gender equity, diversity, health and human rights, and other related issues. The contribution of OSEP to the economic development at the country and regional level is evidenced by the number of staff it employs across 7 countries, the contribution to economic activities through travel, accommodation, taxes, rent, contracts of Pacific and local training



providers. The majority of OSEP spending has been in the region so it has contributed to improving livelihoods of paid staff and their families, the trainers and educators who are paid for their involvement in OSEP activities. In addition, the role OSEP plays in up-skilling participants and enhancing their employability in the sports sectors within countries is another example of OSEP's contribution to economic development.

In terms of gender equity, the contribution to achieving a level playing field is evidenced by the push to include more women in the training workshops and the specific reporting of gender in the workshops and annual reports. It is estimated that out of the **6,756** participants since 2013 (**6,189** course participants plus **567** trainers), approximately **40%** were female.

Initial attempts have been made for OSEP courses to be more inclusive, although very little quantitative evidence was found to support this. A small number of interviewees did highlight that some athletes with disabilities had been participants in various courses in their countries. In terms of good health and wellbeing, anecdotal evidence from interviewees showed that this was an important focus and they further reinforced the important role that sport played in keeping people healthy and well through a holistic development of a person and also helped reduce non-communicable diseases.

Data collection, analysis and insights will continue to provide a strong evidence base within which OSEP and NOCs can track performance against programme goals and monitor progress regularly. What needs to be strengthened is the need to be clear on the type, relevance and quality of data that is to be collected, how its collected and why its collected and to accurately capture quantitative and qualitative evidence to be able to show the longitudinal impact on participation and performance.

Based on the evidence gathered during the Evaluation, the following recommendations are listed as priorities for ONOC to inform and guide OSEP's ongoing development. Confirmation of these recommendations as action areas must be undertaken beyond receipt of this report and as part of the proposed Planning to Practice Workshop.

Table 5: Participation and Performance Key Recommendations

	Recommendation	Cross-Reference	
		Recommendation Number in Report	Page
1	✂ Develop specific data collection methods and tools to track competition performance outcomes in different sports and at different events. This should include impact on medal tables at respective events. It should also include (but not limited to) deeper performance measurements such as numbers of finalists, Top 8 and Top 16 points, head-to-head results as well as selected sport specific competition statistics that can demonstrate improved international success beyond simple medal tallies.	38	119
2	✂ Ensure current course portfolio and any new courses/content address elements relevant to increasing individual sport and/or national participation rates.		
3	✂ Leverage key partnerships with Government Ministries and the private sector across sport, health, education, youth and social services and other areas to provide on the job placements or work to practice opportunities for course participants.	40	123
4	✂ Identify and adopt a key reporting indicator to measure the success of relevant OSEP courses in supporting participants to achieve and access paid or higher paid roles and education. <ul style="list-style-type: none"> ○ This will also help measure the value of the investment and how it contributes to development goals such improving employment, economic development and others. 	41	123
5	✂ Strengthen policy and practice to address under-represented communities (women, people with disabilities and others) and ensure diversity and inclusion within the OSEP course portfolio. Tailor course content to include topics such as human rights, inclusion, diversity, gender equality in sport.	42	125



1.4.4 VISIBILITY AND OWNERSHIP

A critical element that impacts the ability of OSEP to deliver effective programmes and achieve its Vision and Mission is whether or not National Olympic Committees (NOCs), National Sport Federations (NFs) and the general sport community are aware of OSEP and its courses, and their potential to provide opportunities for stakeholder learning and development, in the sport management context.

The 'visibility' of OSEP programmes is a critical contributing factor of OSEP's success. In other words, how well the respective courses and programmes are marketed, publicised and communicated by key stakeholders (i.e. OSEP, NOCs and NFs) will, to a large extent, contribute to greater awareness of, and greater participation in OSEP courses.

OSEP over the years has evolved its digital capabilities and has invested in several digital tools such as Basecamp, an e-learning platform, Newsletters, and utilised social media such as the OSEP Facebook page, Twitter and Instagram via the wider ONOC communications platform.

However, a responsive and revamped digital strategy specific to OSEP will improve and increase OSEP's visibility in the region beyond the Olympic specific stakeholders and enhance local ownership by local NOCs. The use of mobile devices, online conferencing, remote monitoring can also help address connectivity and geographical disparities to reach and provide on-going support beyond the workshops to a wider audience particularly those in the outer islands of some countries. In addition, a dedicated website that has features such as OSEP Trainer and learner portals, to support online and class-based course delivery will enable OSEP to be more effective to meet and support the needs and diversity of learning abilities of participants.

Whilst understandably connectivity can be a barrier in some instances, particularly in parts of some countries where connectivity is difficult to get, inconsistent, expensive or non-existent, OSEP needs to be agile in the face of increasing movement towards digital delivery and learning.

There are significant opportunities to increase OSEP brand awareness and impact; a key element of this increase is strengthening marketing, communications and digital strategies at a local level.



Based on the evidence gathered during the Evaluation, the following recommendations are listed as priorities for ONOC to inform and guide OSEP's ongoing development. Confirmation of these recommendations as action areas must be undertaken beyond receipt of this report and as part of the proposed Planning to Practice workshop.

Table 6: Visibility and Ownership Key Recommendations

Recommendation		Cross-Reference	
		Recommendation Number in Report	Page
1	✦ Create a dedicated OSEP website to better advertise and promote courses. This should include (but not be limited to) <ul style="list-style-type: none"> ○ Details of respective courses, ○ Who is best suited to take courses (i.e. in terms of their role(s) in their respective sport system), ○ Diagram of the structure and linkages between various levels from basic to advanced courses. <ul style="list-style-type: none"> ▪ In other words more clearly define and communicate the education pathway, ○ Identification of any pre-requisites, recommended readings and information for self-directed learning that support various courses, ○ Proposed dates for upcoming courses in various countries, ○ Specific country tabs to provide local OSEP relevant news, updates, schedules, successes etc., and ○ And other items (To Be Decided). 	47	132
2	✦ Review the recruitment, development and retention of Educators, Master Educators and Assessors in all member countries to facilitate the delivery of more courses by local trainers. <ul style="list-style-type: none"> ○ This would include setting a collaborative strategic target for each country that identifies a minimum number of appropriate trainers by certain dates. ○ This is designed to ensure that the majority of courses in respective countries are taught by local trainers. 	43	128

	<ul style="list-style-type: none"> ○ Rotate Regional Master Educators (from different countries) around the region to co-deliver with Training Providers as part of ongoing professional development. 		
3	<ul style="list-style-type: none"> ✦ Work proactively with all member countries to build a stronger sense of local programme ownership. This could be achieved by: <ul style="list-style-type: none"> ○ Customising courses for local needs and cultural sensitivities in respective countries, ○ Using local marketing campaigns and local trainers as much as possible, and ○ Setting broad guidelines and standards to empower local member countries to determine and design locally appropriate courses. ✦ Establish a OSEP Recognition Yearly Awards that shares best practice across NOCs and also acknowledge the hard work by key stakeholders in specific categories 	44	129
4	<ul style="list-style-type: none"> ✦ Courses to be directly promoted and marketed by NOCs (and other training delivery agencies) to the sport community and non-sport entities such as National Ministries of Health, Education (and other ministries as appropriate), and to schools and local community development programmes. 	45	131
5	<ul style="list-style-type: none"> ✦ Link course design and participant selection more closely with NOC and NF strategic plans 	49	134
	<ul style="list-style-type: none"> ✦ Include 'Social Media Training', either as a module in a OSEP course per se, or as an "induction" course for NOCs to facilitate better marketing and promotion of OSEP and its courses. 		



1.4.5 VALUE FOR MONEY

The question of whether OSEP represents value for money has been evaluated by examining how effectively and efficiently OSEP resources were allocated, according to the outputs (i.e. what was delivered) and outcomes (i.e. what has been achieved).

ONOC allocates about 10% of its overall budget for OSEP. This evaluation has confirmed that overall, the programme offers good value for money. It has demonstrated that in 12 years and with only a 25% increase in budget within that timeframe, it has achieved an exponential growth and reach in terms of course participants (530%), course sessions delivered (300%) and Trainers trained. The programme is extremely cost effective and likely reaches more participants than if it was run through Tertiary providers, who typically require entry pre-requisites and/or a course fee. All costs are either carried by OSEP or by the NOC, without a cost to the course participants.

There are still areas around funding that can be addressed going forward to enable sustainability and longevity of programme activities. One of these is for OSEP to undertake a review of its Funding policy and linking this directly to the strategic planning process between ONOC and NOCs. This will mandate NOCs to include OSEP courses and their co-contributions as a mandatory component of their Strategic Plans.

Overall, future OSEP funding reconfiguration and forecasting needs to reflect the increasing demand for OSEP courses in the region. Therefore, ONOC needs to plan accordingly to address increased intended and unintended costs related to expanding service provision, staff retention and recruitment and increased operational expenses, to name a few. Furthermore, OSEP (and NOCs) should consider partnerships for other sustainable funding sources going forward.

Overall, OSEP has provided a very cost effective solution. There are no meaningful external benchmarks or similar courses across the IOC Continental Regions against to which OSEP performance can be compared. This and other factors have contributed to limitations of doing a substantive cost effectiveness analysis. For example, the impact of funding and additional resources obtained by NOC's via other funding sources (i.e. Olympic Solidarity via the National Activities allocation, Government funding and sponsorship) and the opportunity costs incurred by NOCs and Regional Sports Organisations have been hard to ascertain and therefore could not be included.

Typically, an external evaluation of this nature would seek to compare current practice against a benchmark established by some selected "best in field" programmes. However, since no meaningful comparison exists it means that the best option for OSEP may be to use current statistics to establish their own internal benchmarking statistics for per course, per participant and other relevant parameters for future benchmarking exercise.



Based on the evidence gathered during the Evaluation, the following recommendations are listed as priorities for ONOC to inform and guide OSEP's ongoing development. Confirmation of these recommendations as action areas must be undertaken beyond receipt of this report and as part of the proposed Planning to Practice workshop.

Table 8: Value for Money Key Recommendations

Recommendation		Cross-Reference	
		Number	Page
1	<ul style="list-style-type: none">✦ Develop more long term monitoring and data collection of course participants – in terms of how much and how they are engaged across the sport sector after undertaking courses.<ul style="list-style-type: none">○ Establish an OSEP Alumni network that can assist with tracking graduates of OSEP and ascertain how they have applied learnings	50	138
2	<ul style="list-style-type: none">✦ Explore the potential to capitalise on government levy funding for accredited courses as a way to reduce the costs of courses (for OSEP and/or NOCs)	51	142
3	<ul style="list-style-type: none">✦ Conduct a strategic planning exercise with individual NOCs to accurately determine funding requirements necessary to support the delivery of OSEP courses, as some NOCs may underestimate the costs involved as well as provide more clarity and transparency around OSEP funding allocations. This needs to include (but not be limited to) the eligibility criteria and process for accessing OSEP funding and the purpose for which funds can be used.	52	144



1.4.6 CONCLUSIONS AND NEXT STEPS

OSEP has been an innovative sport education programme that has served the Pacific region for 12 years. Using national and international best practice benchmarks it has been possible to evaluate the maturity and effectiveness of OSEP's infrastructure and the systems, policy and practice it has in place to support the delivery, assessment and evaluation of OSEP courses. This comprehensive Evaluation has reinforced OSEP's significant strengths and highlighted its achievements across the Pacific region.

Looking critically, there are opportunities to enhance the infrastructure and roll out of the OSEP programme. This starts with **role clarity**. OSEP have been acting as both an Accrediting Agency and Training Provider since inception. At the outset this was manageable but as the programme has grown and scaled this dual role has become less effective and less manageable.

There is no dedicated organisation within the Pacific acting as an Accrediting Agency for the sport sector. No organisation is recognised as a workforce development lead agency for the design of sport sector education and training qualifications. This is a significant gap and an opportunity for OSEP.

The overriding recommendation from this Evaluation for OSEP is to assume the role of a Regional Accrediting Agency and Workforce development lead. Building an organisational home which has clearly defined responsibility for the creation and enabling of the delivery of sport education and training on a Pacific wide basis is a logical first step.

OSEP would have a recognised status and clearly defined remit moving forward. Significantly OSEP courses could be recognized and integrated into national development programmes to provide learners with access to recognised qualifications that enable a genuine commitment to lifelong learning. In turn, recognising and accrediting learners' discrete skills and expertise would contribute to social and economic reform and labour mobility across the region. It is with this key recommendation in mind that readers are encouraged to review this report.

ONOC can explore the findings and recommendations in this Report and decide on the best direction to take, noting that there are recommendations calling for structural and operational changes which will have budget and political implication and impact. Extending the functions of OSEP and its existing infrastructure requires time, sound planning and resources.

It is suggested that a 'Planning to Practice' workshop facilitated by the Consortium be undertaken as the initial next step. The intent would be to explore and further prioritise the various recommendations and establish what these might look like for ONOC, their respective timelines and implications to a larger degree to the overall OSEP programme and the next phase of planning.

1.4.7 LIMITATIONS




Several limitations were encountered by the Consortium that may potentially impact on the validity and reliability of this Report.

Firstly, unprecedented times and subsequent restrictive consequences as a result of the Global Pandemic of COVID-19 impacted data collection. The inception meeting held in January 2020 with the OSEP team emphasised the importance of face-to-face visits to countries as 'critical' for the quality of the evaluation. This was partly due to previous experience of limited responses from countries when using online surveys. Due to Covid-19 travel restrictions and quarantine measures in February, the Consortium was unable to conduct in-country visits to all 9 countries as were originally planned. Measures were put in place to combat and respond to these limitations by conducting online interviews and utilising online survey tools. For practical reasons 2 countries that were not part of the original list of countries to be visited, were included given that their borders were still open at the time scheduled to conduct in-country visits. The flow on effect of the travel restrictions also impacted data quality as the Consortium were not able to link evidence and causal impact on some of the key focus areas of the evaluation by citing or verifying documents that would have only been possible if they were in country.

Additional requests were made of the consortium throughout February, as a result of the Global Pandemic, which were not accounted for in the original OSEP Evaluation proposal and timeframes set at the Inception were extended accordingly.

Secondly, logistics and operations of the Evaluation required an official announcement from ONOC that the Evaluation had commenced. Establishing a good relational connection is culturally significant in the Pacific region. Essentially the OSEP team was expected to communicate details of the Evaluation and establish a warm connection for the Consortium to key in-country contacts that would enable countries to fully engage in the Evaluation process. However, there was an inconsistency of the approach of the OSEP team to announce and communicate to countries that they had been selected to participate.

There was a notable difference in the response from countries to engage with the Consortium if they had not been introduced by the OSEP team and were aware of the Evaluation. In addition, the countries that were included in the online interviews and who had an OSEP Coordinator on the ground were able to engage and establish interviews quickly to assist the evaluators. This proved more difficult in countries that did not have an OSEP Coordinator. It was a benefit that members of the Consortium have worked previously in the Pacific and were able to reconnect with known contacts.



Lastly, statistical and qualitative data included in this report were not sufficiently detailed, or consistent in terms of equal responses from all member countries and/or all levels of respondents (i.e. Level 1, 2 and/or 3 respondents – as described in the Methodology section) to allow for accurate and meaningful answers some of the questions posed by ONOC. The Evaluation Team felt that simply reporting survey answers as a percentage of respondents or as a percentage of countries responding would not accurately reflect the true situation of the issues facing OSEP. Instead the survey data (and other feedback) is considered as a general guide toward issues and are used as supportive versus conclusive evidence for the Findings and Recommendations in Section 5.

1.4.8 ETHICAL CONSIDERATIONS

All materials and information generated by this evaluation, including interview notes, summaries, video and/or audio recordings, survey data and reports and recommendations will remain the property of ONOC and will not be shared with any other group unless specifically directed or approved by ONOC.

The Evaluation Team has endeavored to ensure all information provided both verbally and documented from key stakeholders remains confidential unless expressly authorized by the key stakeholders themselves for the information to be shared and reported. All comments from individuals is anonymous, unless these individual's state otherwise and grant permission for it to be shared.

Documents provided by key stakeholders remain the property of those stakeholders and therefore will be returned or destroyed at the conclusion of the evaluation if requested by the stakeholders.

